

Pennsylvania Migrant Education Program 2024-25 State Evaluation Report

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Forum Building, 607 South Drive
Harrisburg, PA 17120
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Pennsylvania Department of Education
Bureau of School Support
Forum Building, 607 South Drive, 5th Floor, Harrisburg, PA 17120
Voice: (717) 787-8913, Fax: (717) 783-6617
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Executive Summary

The Pennsylvania Department of Education's (PDE) Migrant Education Program (PA-MEP) serves children and youth from birth through age 21 across nine project areas. The program provides supplemental academic, linguistic, and support services designed to reduce educational disruption and improve outcomes for students experiencing mobility related to agricultural or seasonal work. 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.¹

In the 2024-25 program year, **PA-MEP served 6,868 children and youth** across nine project areas. The program continues to demonstrate strong implementation, with high rates of needs assessment completion (95%) and service delivery (91%), particularly among Priority for Service (PFS) students (96% served).

Student demographics reflect a highly mobile and linguistically diverse population, with 87% of students identified as not fluent in English. This remains a central factor influencing both service delivery and academic outcomes.

PA-MEP effectively aligned services to identified needs. Among students identified as not proficient, 86% received reading services and 81% received math services, with higher service rates among PFS students. English language supports were also widely provided, with 84% of nonfluent students receiving services.

Despite strong implementation, academic outcomes remain a challenge. Only 14.1% of students achieved proficiency in reading and 11.6% in math, with the majority performing at the Below Basic level. However, performance gaps narrowed substantially when comparing fluent migrant students to non-migrant peers, highlighting English proficiency as a primary driver of achievement.

English language development results were more promising. Among students with consecutive ACCESS for English Language Learners data, 71% demonstrated growth, although 90% remained in the lowest three proficiency levels, indicating an ongoing need for sustained language support.

Student progression outcomes were also strong. The graduation rate for PA-MEP students increased to 91.3%, exceeding prior-year performance and meeting long-term targets. Additionally, 97% of K–12 students were promoted or graduated. Dropout rates remained low (1.60%), with increased re-enrollment observed.

Participation and engagement patterns varied across program areas. While service reach was high overall, participation among out-of-school youth (OSY) declined in some areas, particularly in ESL and instructional programming. Family engagement and preschool participation also continue to be influenced by structural barriers such as access, transportation, and scheduling.

Overall, PA-MEP demonstrates strong program implementation and positive outcomes in student progression, while persistent challenges remain in academic achievement, English language acquisition, and engagement of high-need populations.

¹ [Migrant Education Program Title I, Part C Guidance; Education of Migratory Children under Title I, Part C of the Elementary and Secondary Education Act of 1965](#)

Based on these findings, recommendations for future program improvements focus on maintaining core services for high-need student populations—particularly those who are nonfluent, academically at risk, or out of school—while strengthening the impact of those services over time. Continued emphasis on English language development, along with targeted academic supports in reading and mathematics, remains critical to improving student outcomes.

In addition, increasing program accessibility and engagement—especially for out-of-school youth and families facing structural and external barriers—will be important in ensuring that services reach those most in need. Expanding access to early childhood opportunities and leveraging partnerships more effectively can further support student and family outcomes.

Finally, enhancing the use of data to inform decision-making and planning for program sustainability will help ensure that PA-MEP can maintain strong implementation and adapt to changing conditions while continuing to support migrant students and their families.

2024-25 PA-MEP Key Program Findings

The 2024–25 program year reflects strong implementation of the Pennsylvania Migrant Education Program (PA-MEP), with high levels of service delivery and positive outcomes in key areas such as graduation and student progression. At the same time, persistent challenges remain in academic achievement, English language development, and engagement of high-need populations. 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.

- High Service Reach and Alignment
 - 91 percent of students received at least one service, including 96 percent of Priority for Service (PFS) students.
 - Services were well aligned to identified needs, particularly in reading, mathematics, and English language development.
- Student Progress and Academic Milestones
 - The grade 12 graduation rate reached 91.3 percent, reflecting continued improvement from the prior year.
 - Among students in grades 7–12, 96 percent were promoted or graduated; across all K–12 students with known outcomes, this increased to 97 percent.
 - Among graduates, 61 percent reported plans to attend a two- or four-year college.
 - Of students with consecutive ACCESS for ELLs data, 71 percent demonstrated improvement in English language proficiency.
- Early Learning and Academic Readiness
 - Among 323 children assessed using the Kindergarten Preparation Inventory-Revised (KPI-R), 21 percent demonstrated mastery-level skills.
 - Of high school students, 61 percent completed Algebra I or a higher-level math course, including 75 percent of grade 11 students, meeting a key program performance indicator.
- Persistent Academic Gaps
 - Migrant students continue to perform below non-migrant peers across all tested subject areas.
 - Achievement gaps narrow significantly for students who are fluent in English, underscoring the central role of language proficiency.
 - Among students receiving services, 27 percent improved in reading and 11 percent improved in math on state assessments.
- Out-of-School Youth (OSY) Outcomes
 - Three OSY earned a GED credential, and seven were actively pursuing one.
 - Participation in instructional and support services varied, with lower engagement observed in GED and ESL programming.
- Ongoing Barriers to Engagement and Access
 - Family engagement and preschool participation continue to be influenced by structural barriers such as transportation, program availability, and scheduling.
 - Participation among OSY and working families remains uneven, particularly for programs requiring consistent attendance.

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 across the state. State and regional program funding is allocated through a federal formula based on child count and mobility factors. PA-MEP serves children and youth from birth through age 21, along with their families.

The goal of the program is to improve educational outcomes for migrant students, who often face significant barriers to academic success, including poverty, high mobility, language differences, cultural adjustment, and limited access to health care and other essential services. To address these challenges, PA-MEP provides a range of supports, including supplemental academic instruction, enrichment opportunities, in-home services, language and cultural assistance, preschool programming, student leadership development, post-secondary planning support, student advocacy, and parent engagement activities.

These services are intended to reduce educational disruption, increase access to resources, and support progress toward state performance targets outlined in Pennsylvania's Service Delivery Plan (SDP).

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."²

To qualify, the move must:

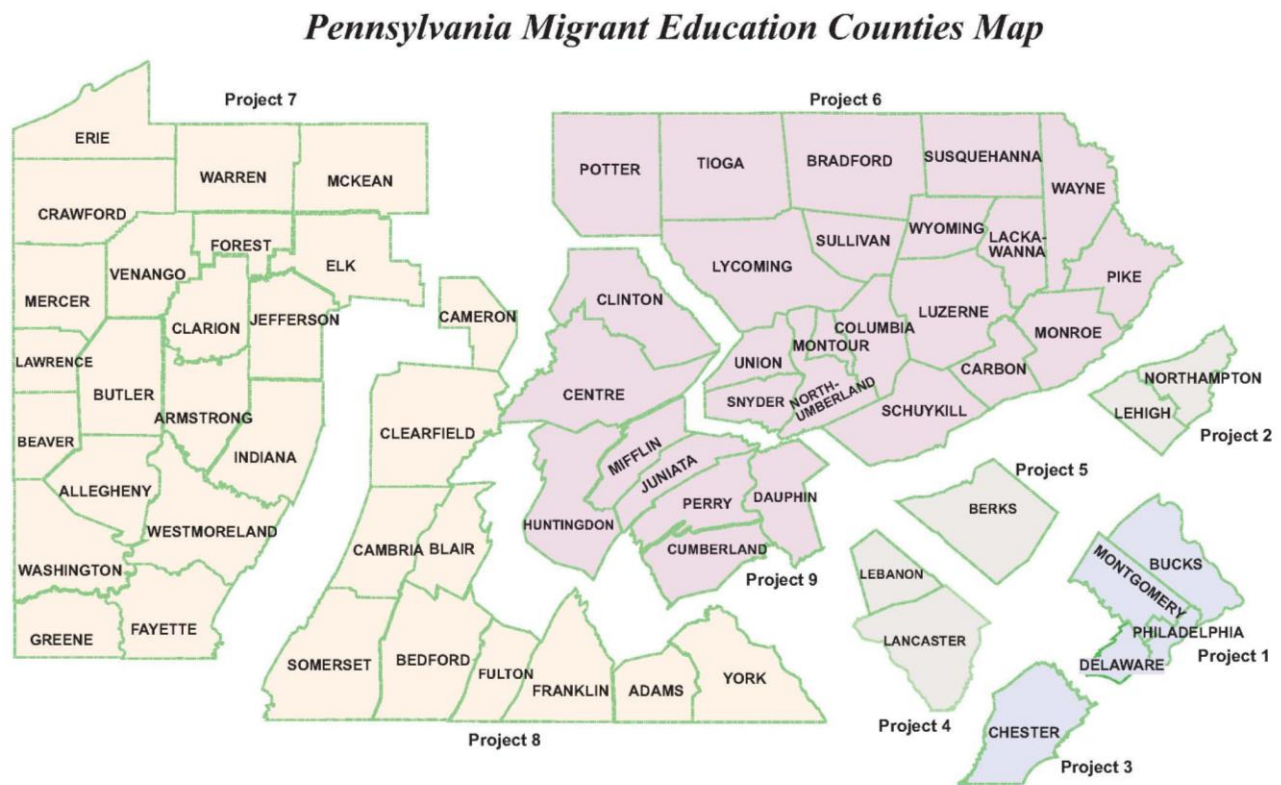
- Be across school district lines,
- Involve a change from one residence to another,
- Be made due to economic necessity, and
- Have occurred within the past 36 months.

PA-MEP is implemented through nine project areas (see Map 1), each managed by one of four agencies and supported by teams of recruiters, student support specialists, and data specialists. These teams are responsible for identifying eligible students, delivering services, and monitoring student progress in alignment with PDE expectations. 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.

² 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/media/document/non-regulatory-guidance-title-i-part-c-education-of-migratory-children-march-2017-7309.docx>

Map 1. Map of PA-MEP Project Areas by County



Evaluation Design

Pennsylvania is required to evaluate the Migrant Education Program in accordance with federal requirements under Title I, Part C³ of the Elementary and Secondary Education Act (ESEA). The Allegheny Intermediate Unit (AIU) was contracted by PDE to conduct the comprehensive external evaluation of PA-MEP for the 2024-25 program year,⁴ and to provide ongoing training and technical assistance to PA-MEP staff to support accurate data collection and the use of findings for program improvement.

The purpose of this evaluation is to examine program implementation and student outcomes in order to inform continuous improvement at both the state and project area levels. 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?, and
- To what extent are PA-MEP services and supports impacting student outcomes?

Multiple data sources were used to address these questions, including:

- MIS2000 data extracts (service delivery, demographics, and outcomes),
- State academic assessment results (PSSA, PASA, Keystone Exams),
- ACCESS for ELLs data,
- Kindergarten Preparation Inventory (KPI-R) data,
- Project area reports and monitoring documentation, and
- Survey and qualitative data collected from staff, students, parents, and out-of-school youth.

Data were analyzed at both the state and project area levels and, where appropriate, disaggregated by student category, English fluency, and PFS status.

Limitations of the Evaluation

Several factors should be considered when interpreting the findings of this evaluation. The highly mobile nature of the migrant population can result in incomplete or inconsistent data, particularly for longitudinal analyses. Additionally, some data elements rely on local reporting and professional judgment, which may introduce variability across project areas. While the evaluation examines relationships between services and outcomes, it does not establish causal impact. Changes in student performance may be influenced by a range of external factors beyond PA-MEP services, including school-based instruction, community supports, environmental factors, and individual circumstances.

³Sections 1301(4); 1303(e); 1304(b)(1) and (2); 1304(c)(5); 1304(d); 1306(a)(1)(C) and (D); 34 CFR 200.84 - Responsibilities of SEAs for evaluating the effectiveness of the PA-MEP. Each SEA must determine the effectiveness of its program through a written evaluation that measures the implementation and results achieved by the program against the State's performance targets in § 200.83(a)(1), particularly for those students who have priority for service as defined in section 1304(d) of the ESEA.

⁴ 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.

Program Implementation and Participation

This section summarizes key findings related to the implementation of PA-MEP services during the 2024–25 program year, including participant recruitment, enrollment and demographics, priority populations (including PFS, non-fluent, preschool, special needs, and youth experiencing homelessness), needs assessments and service delivery, the Diploma Project, summer programs, family and parent engagement, and staff professional development.

Overall, the program demonstrated strong implementation, with high rates of student identification, needs assessment completion, and service delivery. These findings provide important context for understanding student outcomes and highlight how services were delivered to meet the diverse academic, linguistic, and social needs of migrant students and their families.

Recruitment and Identification

This section summarizes recruitment and identification activity during the 2024–25 program year, including trends in new student identifications, seasonal patterns, and variation across project areas. Recruitment data provide insight into how students and families enter the program and help identify factors that may influence participation and enrollment.

The state data team regularly monitors recruitment counts and trends by project area and month, reporting findings to the state office and project managers. Figure 3 presents the volume of new identifications and arrivals across project areas during the 2024–25 program year. These figures include all new identifications and movements into project areas, whether from within Pennsylvania or from out of state. As a result, families may be counted more than once if they moved across project boundaries during the year. Families who remained in the same project area for the full year are not included.

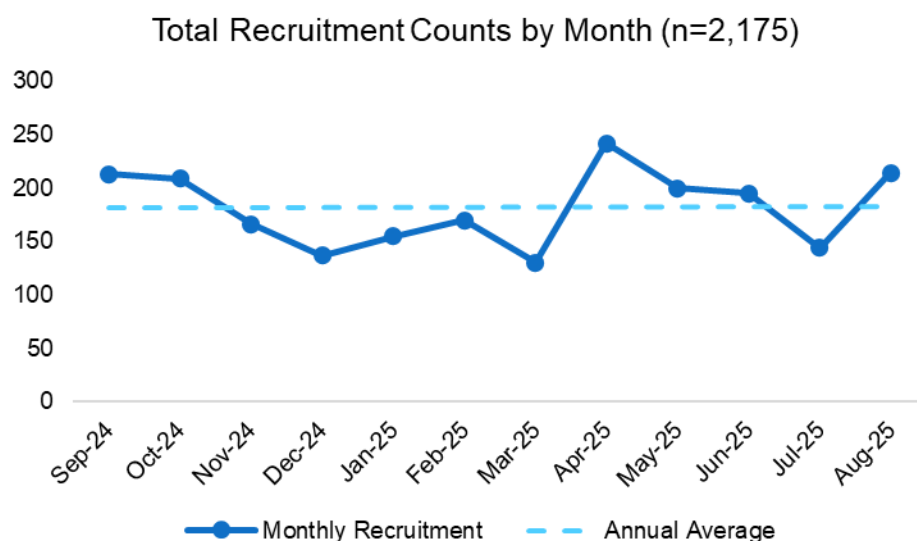
In total, staff made **2,175 new identifications** throughout the program year.

Recruitment activity varied over time (see Figure 1). The **highest number of identifications occurred in April 2025** (242), while the lowest was recorded in March 2025 (130). The average monthly recruitment was 181 students, representing a 26 percent decrease compared to the prior year's average (245). The decrease in recruitment may be influenced by broader external/political conditions that affect family engagement and willingness to participate in programs. PA-MEP staff have noted increased hesitation among families to share information, which may be impacting identification and enrollment efforts.

Despite this overall decline, **recruitment counts remained relatively stable throughout the year**, generally staying within 20 percent of the monthly average. Seasonal fluctuations were observed, with increases in early spring and decreases in winter months. These patterns are consistent with prior years and likely reflect seasonal migration trends tied to agricultural work cycles.

Recruitment patterns also varied by project area, reflecting regional differences in migratory movement. However, trends across project areas generally mirrored statewide patterns, indicating a consistent recruitment approach across regions.

Figure 1. Recruitment counts remained mostly consistent, with spikes in early spring and fall.



Overall, these findings indicate relatively stable recruitment patterns throughout the year, with expected seasonal variation, alongside an overall decline compared to the prior year that may reflect broader external factors affecting family engagement and identification efforts.

PA-MEP Enrollment and Demographics⁵

This section provides an overview of student enrollment and key demographic characteristics for the 2024–25 program year, including age, grade level, gender, race/ethnicity, and home language. These data describe the population served by PA-MEP and highlight important patterns across student groups and project areas. Overall, findings reflect a large, diverse, and highly mobile population with significant linguistic and cultural variation, underscoring the need for flexible, responsive services to meet students’ academic and support needs.

Student Enrollment

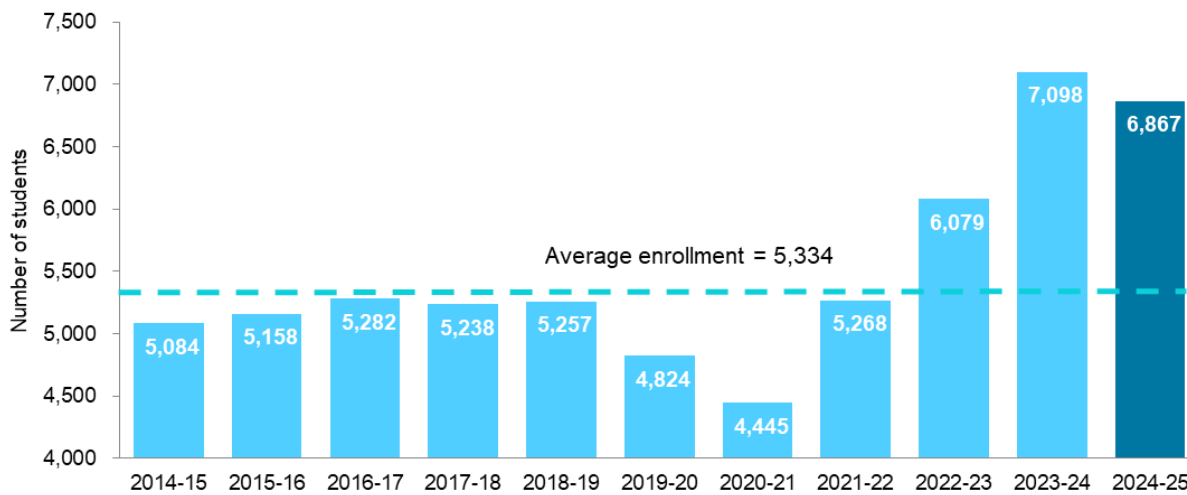
The 2024–25 evaluation includes all child or youth who were eligible and enrolled in PA-MEP for at least one day between September 1, 2024, and August 30, 2025. Due to the highly mobile nature of the migrant population, student eligibility and enrollment may change throughout the program year. Unless otherwise noted, demographic findings are based on each student’s earliest enrollment record during the 2024–25 school year (or summer 2025, if first enrolled during that period).

A total of **6,868 children and youth** were enrolled in PA-MEP for one day or more between September 1, 2024, and August 30, 2025⁶, representing a decrease of 230 students compared to the prior year. Despite this decline, overall **enrollment remains higher than historical averages**, suggesting continued strong identification and recruitment efforts (see Figure 2).

⁵ Depending on the analysis, findings in this section may reflect all students, specific subgroups, or those with available data. Where applicable, results are disaggregated by student category: birth–preschool, 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.

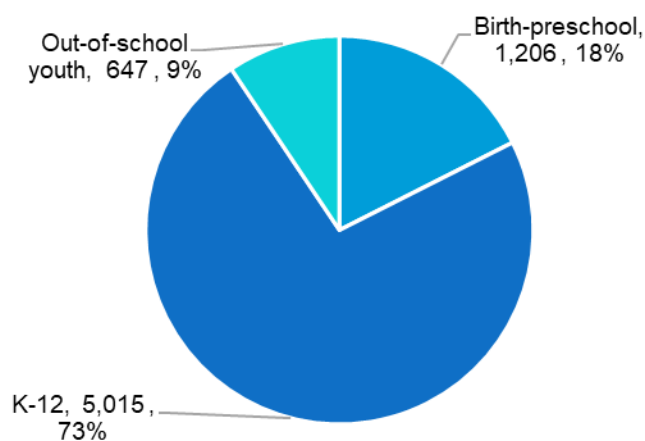
⁶ The PA-MEP fiscal year runs October 1 through September 30. Evaluators use an adjusted period of September 1 to August 30 to capture one full school year and one full summer, as this is how data is attributed.

Figure 2. Nearly 7,000 students enrolled in the PA-MEP program in 2024-25. Enrollment was 22 percent higher than the average over the past decade of the program.



Of those enrolled, the **majority (73 percent) were school-age (K–12)**, 18 percent were birth through age 6, (not yet enrolled in a K-12 school) and 9 percent were out-of-school youth (OSY) (see Figure 3).

Figure 3. The majority of PA-MEP students were in grades K-12.



Enrollment varied across project areas, with Project Area 4 reporting the highest number of students, followed by Project Area 1, while Project Area 9 had the lowest enrollment—patterns generally consistent with prior years. Across all project areas, school-age students represented the largest population served (see Table 1). Project Areas 3 and 4 reported the highest numbers of OSY, while Project Areas 4 and 1 enrolled the largest numbers of preschool-aged children (birth to age 6, not yet in kindergarten).

Within the K–12 population, students were relatively evenly distributed across grade levels, with no significant concentration in specific grades. This distribution was consistent across project areas.

Table 1. K-12 students were the largest grouping in each project area (60%- 82%)

Project Area	K-12 Enrollment	Birth-Preschool Enrollment	OSY Enrollment
1	729 (71%)	222 (21%)	80 (8%)
2	574 (82%)	114 (16%)	11 (2%)
3	506 (60%)	149 (18%)	185 (22%)
4	1,147 (76%)	247 (16%)	110 (7%)
5	728 (76%)	141 (14%)	92 (10%)
6	376 (70%)	91 (17%)	67 (13%)
7	270 (74%)	71 (20%)	22 (6%)
8	431 (71%)	120 (19%)	58 (10%)
9	254 (78%)	51 (16%)	22 (7%)

Student Gender

Among all students, **53 percent were male and 47 percent were female**. Gender distribution was relatively balanced among birth–preschool and K–12 students⁷, while out-of-school youth were more likely to be male (59 percent).

Student Race and Ethnicity

The majority of PA-MEP students identified as **Hispanic (80 percent)**, with even higher representation among out-of-school youth (96 percent) and slightly lower representation among the birth–preschool population (78 percent). The K–12 population included a higher proportion of Asian students (11 percent) compared to other groups.

Variation was more pronounced at the project area level. Most project areas serve overwhelmingly Hispanic populations, including Project Areas 1, 2, 3, 5, 6, and 8, where Hispanic students comprise more than 90 percent of those served. In contrast, **Project Area 4 reflects the greatest racial diversity**, with a more balanced distribution across Hispanic (41.4%), Asian (37.7%), and Black/African American (20.5%) students. Project Area 7 also differs notably from the overall pattern, with a majority Black/African American population (55.6%) and a smaller proportion of Hispanic students (43.6%).

These patterns reflect the cultural and regional diversity of migrant populations across Pennsylvania (see also [Appendix C](#), Table 1).

Student Home Language

Spanish was the most common home language (74 percent) among PA-MEP students, followed by Nepali (6 percent) and Swahili (4 percent).⁸ Language patterns were generally consistent across student groups, though Spanish was even more prevalent among out-of-school youth (81.7%), indicating that older migrant youth are more likely to come from Spanish-speaking households.

⁷ Birth to preschool were 53 percent male and 47 percent female. K-12 were 52 percent male and 48 percent female.

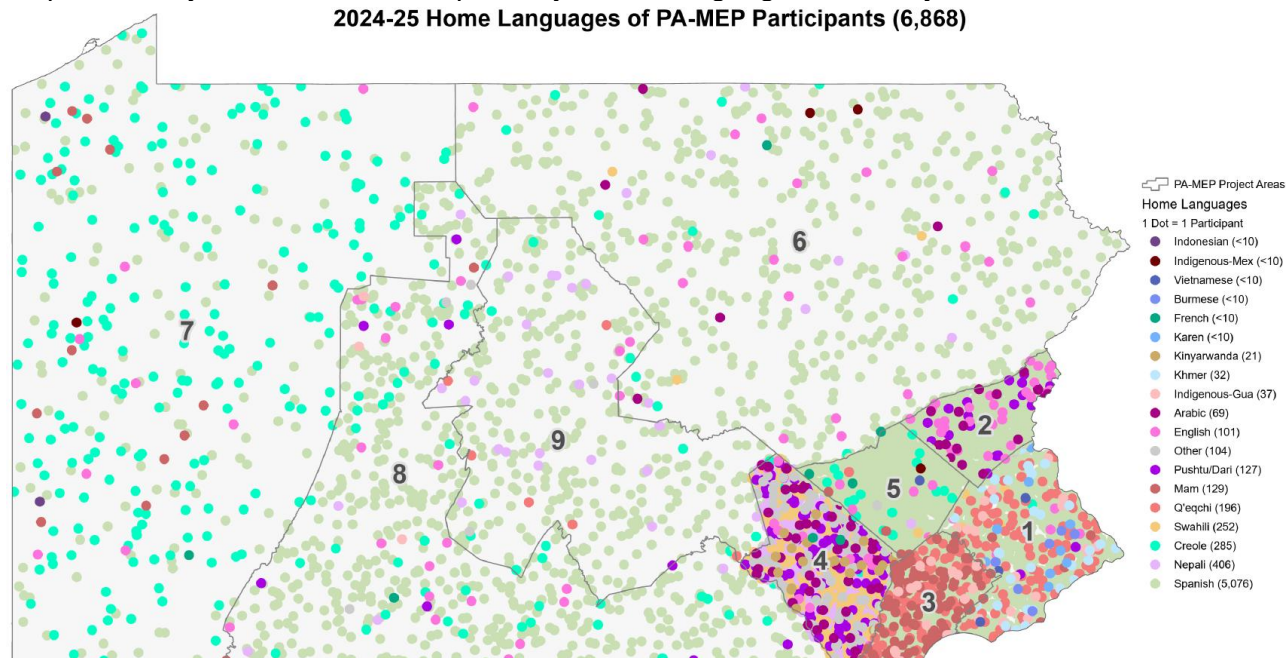
⁸ Other languages (specified) include Burmese, Chin, Creole, French, Indigenous Guatemalan, Indonesian, Karen, Khmer, Kinyarwanda, Mam, Portuguese, Pushtu/Dari, Ukrainian, and Vietnamese. These languages are coded in PA-MEP's MIS2000 database but are not broken down in the graph because of the small percentages of each language (less than 2 percent of students each).

While Spanish predominates statewide, there is **notable variation across project areas** (see Map 2). Most project areas serve overwhelmingly Spanish-speaking populations, particularly Project Areas 2, 5, 6, and 8, where Spanish accounts for nearly 90 percent or more of students' home languages.

In contrast, **Project Area 4 reflects the greatest linguistic diversity**, with substantial representation of Nepali (24.6%), Swahili (16.0%), Arabic (3.2%), and other languages alongside Spanish (40.7%). Project Area 7 also differs significantly from the overall pattern, with a majority of students identified as speaking other specified languages (60.1%) and a much smaller proportion of Spanish speakers (37.8%).

These patterns highlight meaningful regional differences in the linguistic backgrounds of students served by PA-MEP and underscore the importance of providing differentiated and accessible English language development services tailored to the needs of each project area (See also [Appendix C](#), Table 2).

Map 2. Density* of PA-MEP Participants by Home Language** and Project Area
2024-25 Home Languages of PA-MEP Participants (6,868)



*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.

**Languages with less than 10 students do not include exact counts to protect student anonymity.

Student Age Distribution

Among the **1,206 birth–preschool children**, 55 percent were ages 3 or older⁹.

⁹ 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. 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, 2024, a standard cut-off date for Pennsylvania kindergarten enrollment.

Age distribution was also notable among OSY¹⁰. For the 2024–25 program year, compulsory school attendance extended to age 18 or graduation¹¹ (whichever occurred first, though exceptions may apply such as work permits for younger youth). Most OSY were older youth:

- 44 percent were age 20–21¹²
- 46 percent were ages 18–19
- 10 percent were age 17 or younger

Student Characteristics and Priority Populations

This section describes key characteristics of students served by PA-MEP during the 2024–25 program year, with a focus on priority populations and factors that influence service delivery. These include Priority for Service (PFS) designation, English language fluency, preschool participation, and other indicators of need such as special education status and housing instability. Together, these characteristics highlight the complexity of the population served and underscore the importance of targeted, responsive supports to address students' academic, linguistic, and social needs.

Priority for Service (PFS) Students

In addition to identifying individual risk factors, PA-MEP uses these factors to prioritize students for services through the designation of **Priority for Service (PFS)**. Criteria for PFS are established by student category, and status is determined on an ongoing basis throughout the program year. Students may be newly designated as PFS if updated needs assessments indicate eligibility, and those who initially qualify retain the designation for the remainder of the program term, even if their circumstances change.

It is important to note that PFS status does not determine eligibility for services. As a supplemental program with limited resources, the designation is used to prioritize students with the greatest need when service capacity is constrained. All eligible students may receive services regardless of PFS status.

During the 2024–25 program year, **2,776 students (40 percent of the 6,868 enrolled)** were identified as PFS at some point. Out-of-school youth (OSY) had the highest proportion of PFS students (44 percent), while the preschool population had the lowest (29 percent).

PFS rates varied across project areas, with Project Areas 3, 5, 6, and 7 reporting proportions above the statewide average (See also [Appendix C](#), Table 3).

Service delivery data indicate that **96 percent of PFS-designated students received services** during the program year.

¹⁰ As with birth-preschool students, OSY ages were calculated as of September 1, 2024, and include those initially classified as K–12 students who later became OSY (see [Dropout Prevention](#)).

¹¹ <https://www.pa.gov/agencies/education/resources/policies-acts-and-laws/basic-education-circulars-beacs/purdons-statutes/compulsory-school-attendance-unlawful-absences-and-school-attendance-improvement-conferences.html>

¹² OSY can receive services up until their 22nd birthday.

Student English Language Fluency

Overall, **87 percent of students ages 3 or older¹³ were designated as not fluent in English** during the 2024-25 program year—a factor in determining PFS status.

When examined by student category, out-of-school youth (OSY) and preschool-aged students (ages 3 and older) had the highest proportions of students identified as not fluent (91 percent each), while K–12 students had a slightly lower rate (86 percent). Although differences across groups were modest, the consistently high rates of non-fluency indicate a widespread need for English language support across all student populations.

Fluency rates varied more notably by project area. Project Areas 1, 3, and 5 reported the highest proportions of students who were not fluent in English (96, 95, and 96 percent, respectively), while Project Area 8 had the highest percentage of fluent students (27 percent) (see also [Appendix C](#), Table 4). These differences suggest regional variation in the linguistic needs of students served.

Of the 4,320 nonfluent K-12 students enrolled in 2024-25, 3,729 (86 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.

Given the well-documented relationship between English fluency and academic outcomes, service delivery for non-fluent students was also examined. Overall, **84 percent of non-fluent students ages 3 and older received English-related services.** Service rates were slightly higher among PFS-designated students (87 percent) compared to non-PFS students (81 percent). The relatively high percentage of non-PFS students receiving services likely reflects access to school-based ESL programming, which is determined by school-level eligibility rather than PFS designation.

Overall, these findings indicate that the majority of non-fluent students are receiving English language support, with particularly strong service coverage among students identified as most in need.

Preschool Enrollment

Preschool enrollment remains a key priority for PA-MEP. During the 2024-25 program year, **34 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 in preschool (ages 3 and older, not yet in kindergarten), the enrollment rate was higher at 49 percent, representing a 7 percentage point increase from the previous year.

Enrollment rates varied across project areas. Project Areas 4, 5, and 7 reported the highest levels of preschool participation (59 to 61 percent), while Project Area 9 had the lowest enrollment rate (14 percent). These differences suggest variation in access to preschool programming and/or local conditions that influence enrollment (see also [Appendix C](#), Table 6).

Priority for Service (PFS) status was also associated with differences in preschool participation. Among students aged 3 and older, **39 percent of PFS-designated students were enrolled in preschool, compared to 60 percent of non-PFS students.** This gap suggests that students with greater identified need may face additional barriers to accessing early learning opportunities.

¹³ Children under 3 years of age were excluded from this analysis, as they are still developing early language skills.

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, 54 percent cited barriers such as a lack of available programs, no open slots, or transportation challenges, while 29 percent indicated that non-enrollment was due to family choice.

Data on the types of preschool programs attended was also collected. Of the 327 students ages 3 and older enrolled in preschool, 185 had detailed program data available. Among these:

- 34 percent attended Head Start,
- 24 percent attended a Pre-K Counts program,
- 18 percent attended a district-run preschool,
- 1 percent attended a Keystone STARS program,
- 9 percent participated in a formal Migrant Education preschool program, and
- 14 percent attended another type of program.

Priority for Service students (58 students) were most frequently enrolled in Pre-K Counts (24 percent) or district preschool programs (22 percent). Among students without a PFS designation (127), enrollment was most common in Head Start (40 percent) and Pre-K Counts (24 percent).

Students with Special Needs

During the 2024–25 program year, **6.8 percent of students were identified as having special needs** (excluding giftedness). Among student categories, school-age students had the highest percentage of students with this designation, representing 8.0 percent of the 5,015 K–12 students with available needs data. This higher rate may reflect the greater availability of formal screening, identification, and reporting processes for school-age children compared to other age groups.

Homeless and Unaccompanied Youth

In 2024–25, approximately **one-third (31 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.¹⁴ Out-of-school youth were not categorized as experiencing homelessness or eligible for McKinney-Vento-supported services during this program year, consistent with the 2017 revision to the federal definition.

Rates of **homelessness varied substantially across project areas**. Project Area 3 reported the highest percentage of students experiencing homelessness (73 percent), followed by Project Area 7 (59 percent). In contrast, Project Area 4 had the lowest percentage (8 percent). Variations in the number of migrant children and youth in each area contributed to these rate differences (See also [Appendix C](#), Table 5).

A small proportion of students (5 percent overall) were categorized as “could not determine,” with higher rates among birth–preschool students (12 percent), likely reflecting challenges in identifying housing status among younger children.

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.

¹⁴ Other programs may use a different definition or criteria to determine homelessness.

Student Needs and Service Delivery

Upon confirmation of eligibility, PA-MEP conducts a needs assessment¹⁵ for each student to identify risk factors that may affect academic and personal success. Many of these risk factors are associated with the migratory lifestyle. Assessment results are used to match students with appropriate services and to determine Priority for Service (PFS) status. When students move between project areas within Pennsylvania, previously documented needs are accessible to support timely and coordinated service delivery.

Student Needs Assessments

Needs assessment data were available for **6,556 students (95 percent of all enrolled students)**. Among the 312 students without a documented needs assessment, all had recorded explanations, such as brief enrollment periods, service refusals, or being under three years of age.

Student Reading and Math Needs

Needs assessment data indicate that **the majority of K–12 students demonstrated a need for improvement in both reading and math**. Specifically, 84 percent of students were identified as not proficient in reading, and 83 percent were not proficient in math¹⁶ (see also [Appendix C](#), Tables 7 and 8).

While high levels of need were observed across all project areas, substantial variation was evident. **Project Areas 1, 3, and 5 reported the highest proportions of students not proficient in both reading and math**, with rates approaching or exceeding 95 percent. In contrast, **Project Area 8 demonstrated the highest levels of proficiency**, with 58 percent of students proficient in reading and 62 percent proficient in math.

When needs assessment data were examined alongside service delivery, **findings indicated strong alignment between identified needs and services provided**. Among students identified as not proficient in reading, 86 percent received supplemental reading services, demonstrating appropriate prioritization of resources. Service delivery was higher among PFS-designated students (90 percent) compared to non-PFS students (82 percent).

Similarly, among students identified as not proficient in math, 81 percent received math-specific services, including 86 percent of PFS students and 77 percent of non-PFS students.

¹⁵Per program guidelines, students are expected to receive an initial needs assessment as soon as possible after identification—no later than October 31 or within 10 working days of eligibility verification and enrollment. Needs assessments may be updated throughout the year as new information becomes available or as student circumstances change. Findings in this section reflect needs documented during the 2024–25 program year. Some indicators (such as academic needs) are examined based on status at the time of initial assessment, prior to service delivery. Other indicators (such as homelessness) reflect conditions experienced at any point during the year in order to capture the full scope of challenges faced by migrant students. In some cases, staff comments and updates to needs assessment records were used to confirm student status. To ensure consistency, PA-MEP staff use a combination of available data sources and professional judgment, guided by a standardized data guide that outlines definitions, coding hierarchies, and evidence requirements for each need indicator.

¹⁶ Proficiency was determined using multiple indicators, including state and local assessments, report card grades, and professional determinations by school or PA-MEP staff when other data were unavailable. Performance on state assessments (e.g., PSSA, PASA, Keystone Exams) also contributed to determining Priority for Service (PFS) status.

Overall, these findings suggest that PA-MEP is effectively targeting services to students with the greatest academic needs, with particularly strong support provided to PFS-designated students.

Student Behavior and Attendance Needs

Factors such as behavior, attendance, and other challenges can impact students' academic success. According to needs assessment data, **56 percent of students had no concerns identified**, while 40 percent had no value entered.

Among the small proportion of students (3 percent) with a documented concern, the largest share was categorized as "other." These "other" concerns included attendance issues, disciplinary concerns, or multiple overlapping challenges. Results varied across project areas, though the high rate of missing data limits interpretation.

Student Health and Wellness Needs

Health and wellness remain priority focus areas for 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 indicators, **the majority of students (95 to 99 percent) did not have identified needs**. The medical alert indicator—the only required health-related field—and the dental need indicator had the highest rates of identified need, with approximately 5 percent of students reported as having an acute or chronic medical concern in each category.

Among K–12 students, 5 percent had a medical alert noted, compared to 1 percent of out-of-school youth. Overall, K–12 students consistently had the highest percentages of identified needs across all health and wellness indicators, likely reflecting greater access to formal screening and documentation systems.

Student Progress Toward Graduation

K–12 needs assessments also monitor students' progress toward graduation for those in grades 8–12, as this is a factor in determining Priority for Service (PFS) status. Among the 1,647 students assessed in these grades, **89 percent were on track for graduation**.

While most students were progressing toward graduation, **some variation was observed across project areas**. Project Area 5 reported the highest percentage of students on track, with 98 percent meeting this benchmark. In contrast, Project Areas 7 and 9 reported lower rates (77 percent and 76 percent, respectively), indicating potential areas where additional academic support may be needed (see also [Appendix C](#), Table 9).

A small proportion of students were identified as not on track (4 percent overall), while an additional 7 percent had an unknown or undetermined status. These findings suggest that, although the majority of students are progressing as expected, targeted supports may be beneficial in specific regions and for students whose status is unclear.

OSY Needs and Service Engagement

Among 647 out-of-school youth, the **most commonly reported reason for leaving school was the need to work**, cited by 72 percent of respondents.

OSY have access to a range of educational support services. The needs assessment examined participation in, or interest in, the following programs: English as a Second Language (ESL), Adult Basic Education/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 588 nonfluent youth, 74 percent had either enrolled in, attended, expressed interest in, or completed an ESL program.

Participation in other educational pathways was considerably lower:

- 25 percent of youth were engaged with GED programs,
- 31 percent with job training programs, and
- only 13 percent with K–12 school reentry.

The remaining youth either expressed no interest in these programs or did not have an interest status recorded.

Service delivery data indicate that 66 percent of nonfluent youth had English language services identified as part of their support plan. Among these students, 4 percent completed a formal ESL program, and 31 percent attended one regularly.

Service Delivery

In addition to examining needs by category, the evaluation assessed overall service delivery in alignment with federal Government Performance and Results Act (GPRA) measures. Of the **6,868 students enrolled during 2024–25, 6,227 (91 percent) received at least one service**. Services included direct instruction, provision of materials or supports, and services delivered through partner organizations.

Among the 641 students who did not receive services, all had documented reasons, including being under three years of age, enrolling late in the program year, having a short duration of enrollment, refusing services, or being unreachable despite multiple contact attempts. Importantly, all students had a documented reason for non-service, indicating strong data completeness and program monitoring practices.

Students received services through a variety of delivery models, including school-based, community-based, and in-home settings, across both the regular school year and summer term. Service approaches varied by project area, reflecting differences in student needs, regional contexts, and available resources. Each project area implemented a range of strategies, programs, and activities designed to address the diverse needs of migrant students and families.

Overall, findings indicate that PA-MEP maintains a consistent and well-documented approach to identifying student needs, with high rates of needs assessment completion and strong alignment between identified needs and service delivery.

The Diploma Project

As part of its broader service delivery approach, PA-MEP implements targeted initiatives to support student progression toward graduation and post-secondary success. One such initiative is the Diploma Project, which provides structured guidance to students and families on graduation requirements, academic planning, and postsecondary pathways. This section summarizes participation in the Diploma Project and highlights patterns in student engagement and completion across program components.

The Diploma Project was developed in response to findings from Pennsylvania’s Comprehensive Needs Assessment, which identified gaps in students' and families' understanding of graduation requirements and postsecondary planning. In response, PDE developed the Diploma Project Toolkit to support PA-MEP staff in helping students and families navigate these processes.

The toolkit, which targets students in grades 8-12 and their families, includes five units:

- 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)

Each unit includes student-centered content, guiding questions, and supporting resources such as learning checks and action plans. The toolkit is available in English, with the parent unit also offered in translated formats.

Diploma Project Participation

A total of **442 students** in grades 8-12 (27 percent of the 1,647 students in these grades) participated in at least one unit of the Diploma Project.

Participation varied across units, indicating differences in student engagement by topic area (see Table 2). Participation was highest in Unit 1: Goal Setting (99 percent of participants) and lowest in Unit 3: Tests and Test Preparation (51 percent). Units focused on immediate and concrete academic requirements—such as goal setting and high school credits, and test preparation—generally reached a larger share of students, while participation in career and postsecondary planning and the parent unit was more limited.

Table 2: Participation in and completion of Diploma Project Units varied across topics.

	Total Participants	Unit Completion Rate
Unit 1: Goal Setting	436 (99%)	50%
Unit 2: High School Credits and Courses	280 (63%)	71%
Unit 3: Test and Test Preparation	226 (51%)	83%
Unit 4: Career and Postsecondary Planning	345 (78%)	42%
Unit 5: Parent Unit	266 (60%)	45%

Diploma Project Unit Completion Rates

Unit completion rates also varied across topics (see Table 2). The highest completion rate was observed in Unit 3: Tests and Test Preparation (83 percent), followed by Unit 2: High School Credits and Courses (71 percent). In contrast, completion was lower for Unit 1: Goal Setting (50

percent), the Parent Unit (45 percent), and Unit 4: Career and Postsecondary Planning (42 percent).

When considered alongside unit participation rates, these patterns suggest that while many students are introduced to key academic concepts, fewer complete units focused on longer-term planning. In particular, Unit 4: Career and Postsecondary Planning shows relatively high participation (78 percent) but the lowest completion rate (42 percent), indicating a drop-off in sustained engagement.

Diploma Project Summary

Overall, participation in the Diploma Project reached just over **one-quarter of eligible students**, with stronger engagement in foundational academic units than in long-term planning topics. Lower participation and completion rates in career and postsecondary planning align with broader findings in this report, suggesting a continued need to strengthen supports that help students connect academic progress to postsecondary goals. Expanding access to and engagement with these units may enhance students' readiness for life after high school.

Summer Programs

This section summarizes the implementation and participation of PA-MEP summer programming during the 2025 program year. As a supplemental program, PA-MEP delivers the majority of its direct services during the summer, when students often have fewer opportunities for academic and support programming. Summer programs provide comprehensive academic, language, and enrichment supports across project areas, combining instructional and language development with recreational and cultural experiences. In many cases, these programs are delivered in partnership with school ESL programs, 21st Century Community Learning Centers, and other statewide or local initiatives.

Findings in this section include program delivery models, student participation and engagement, and perspectives from both staff and students. Together, these data highlight the scope and impact of summer programming, as well as areas for continued improvement to better meet the diverse needs of migrant students. Summer programming remains the most comprehensive and intensive supplemental support offered by PA-MEP.

Summer Program Implementation and Delivery Models

Implementation of summer programming in 2025 varied across project areas. While individual attendance data has traditionally been collected for campus-based programs, many project areas operated modified models in which attendance was less central. These programs typically included a minimum of two instructional sessions and were delivered through a mix of in-person, virtual, in-home, and hybrid formats.

Student Reach and Participation

Enrollment data indicate that **3,757 eligible children and youth** were believed to be present in Pennsylvania during the primary summer service window (June 1–August 15), excluding graduating students. Based on these estimates, **PA-MEP provided instructional services to approximately 66 percent of eligible students**, with participation rates ranging from 54 to 100 percent across

project areas. Among K–12 students, 63 percent of those present received instructional services, with project area rates ranging from 47 to 100 percent.

To further examine how services were delivered, in-home instructional data (including virtual services) were analyzed. These services reached **2,465 children and youth**, including **1,922 K–12 students**, representing a substantial portion of students receiving direct instructional support through flexible service models.

In addition to instructional services, students had the opportunity to participate in a range of summer program offerings. Participation data were available for 3,169 students, including 3,005 students in preschool through grade 12 and 157 out-of-school youth (OSY).¹⁷ Among in-school participants, 61 percent were in preschool through grade 5.

Participation formats varied across program models. Of the 3,166 students with service delivery data:

- 58 percent attended in-person, in-home programming,
- 38 percent attended in-person campus programs,
- 2 percent participated virtually, and
- 2 percent attended hybrid¹⁸ programs.

Virtual participation continues to decline compared to previous years.

Summer Student PFS Status and Fluency

Of the summer program students, 1,621 (51 percent) had a PFS designation, and 2,749 (87 percent) were identified as nonfluent in English. These findings indicate that PA-MEP effectively reached students with significant needs through its summer programming.

Summer Program Attendance and Engagement

Summer programs operated from one to 59 days¹⁹. **Attendance patterns varied** considerably, reflecting the mobility and diverse needs of the migrant population. **The average attendance rate was 63 percent**, with a median of 87 percent. The most frequent attendance rate (mode) was 100 percent with 1,491 students attending all sessions offered by their site or program.

Program Quality and Site Monitoring

To support quality programming, PA-MEP prioritizes recruitment of certified teachers for summer classroom instruction and conducts unannounced site visits using a standardized program checklist to monitor and document program instruction across all project areas. Of the 90 summer teachers reported, **56 percent held teaching certificates**.

PDE program officers conducted reviews across all project areas, completing a 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 indicators aligned with program best practices:

¹⁷ Seven children under age 3 were also included in program area data.

¹⁸ Hybrid programs are a mix of in-person and virtual.

¹⁹ One project area reported a total of 59 program days for the summer instead of tracking days by student. This number may not accurately represent student participation in that project area's summer programming and may also affect total summer attendance analysis data.

- 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

These indicators were rated as exceptional, evident, not evident, or not applicable. Program officers provided additional feedback on each indicator, highlighting program strengths and offering recommendations for improvement. Programs received copies of their checklists and use the feedback for future program enhancements.

Across all checklists, **between 41 and 95 percent of indicators were rated as either “evident” or “exceptional.”** Between 0 and 41 percent were rated as “not evident,” and up to 45 percent were marked as “not applicable.”

The highest-rated (exceptional) individual indicators included critical thinking (all four project areas), forward-thinking activities (three project areas), and skill building (three areas). Areas most frequently identified as “not evident” included program principles, shared facilitation, and program spirit.

Summer Program Staff Survey Results

To better understand summer program implementation, strengths, and areas for improvement, PA-MEP administered a staff survey at the conclusion of the 2024–25 summer program. The survey captured perspectives from staff across all project areas and included questions related to staff roles, program benefits, implementation quality, challenges, and recommendations for improvement. Findings from the survey provide valuable insight into both program effectiveness and opportunities for continued growth.

A total of **122 individuals completed a staff survey** at the conclusion of the summer program,²⁰ representing all nine project areas. The number of respondents per area ranged from 5 to 23.

Among the 118 respondents who reported years of experience, 51 percent were in their first year with the program, 30 percent had participated for two to three years, 7 percent for three to four years, and 13 percent for five or more years.

All 122 respondents reported their role within the program. Approximately one-third (34 percent) were classroom teachers, followed by instructional aides (30 percent), student aides (11 percent), in-home instructional staff (7 percent), interns (3 percent), site coordinators (3 percent), project area managers (2 percent), and other staff (10 percent). Of the 42 classroom teachers who completed

²⁰ Some respondents did not answer each question. Blank responses have been removed in each question's analysis.

the survey, 64 percents indicated that they held teaching certificates, either from Pennsylvania or other states.

Thirty-three percent of 116 respondents identified as former migrant students or parents of migrant students. This lived experience may enhance their ability to relate to and support program participants.

When asked why they chose to work for the summer program, **63 percent of the 118 respondents indicated that their primary motivation was a desire to help students.** Other commonly cited reasons included a positive past experience with the Migrant Education Program (32 percent), opportunities for cultural exposure and enrichment (28 percent), identifying with the program or its students (22 percent), and general enjoyment of working as MEP summer program staff (22 percent).

Staff were asked to identify the top three benefits of the summer program (see Figure 4). The most frequently selected benefits were academic support (84 percent), English language instruction and support (81 percent), and opportunities for peer connection (48 percent). These findings are consistent with results from the prior year.

Staff were also asked to rate their level of agreement with several statements related to summer program implementation (see Table 3). Each respondent was asked to respond to four of the nine statements; as a result, the remaining statements were missing responses from one or two individuals. Across all items, **a majority of respondents (71 percent) either strongly agreed or somewhat agreed with each statement.** Consistent with the past three years, the highest levels of strong agreement were associated with the positive and encouraging environment for students and the program's ability to provide both academic and enrichment opportunities. The four statements with the highest ratings are highlighted in Table 3.

Figure 4. Staff reported that **academic and English language support** were the most beneficial aspects of the summer program.

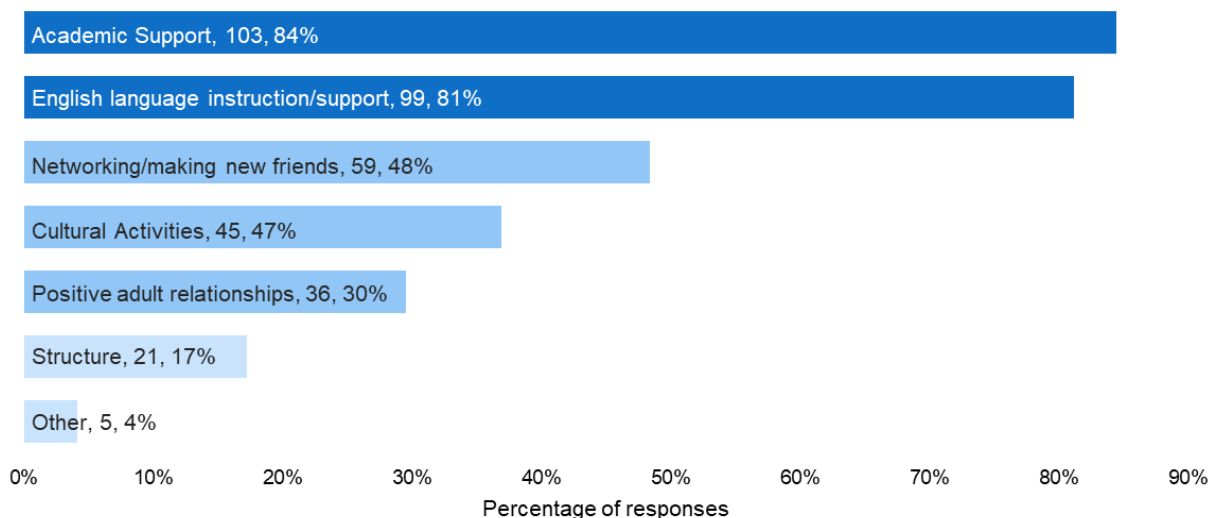


Table 3. Most staff strongly agreed with statements related to program environment, collaboration, and student Opportunities.

Statement	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Does not apply
The collaboration between MEP and partners was positive.	78%	18%	2%	--	2%
The summer program environment was positive and encouraging for students.	89%	8%	1%	--	2%
The summer program environment was positive and encouraging for staff.	75%	19%	2%	2%	2%
Collaboration among summer program staff was positive.	83%	14%	1%	2%	1%
The level of communication from MEP summer program administrators was adequate.	67%	28%	2%	2%	1%
MEP provided adequate training from summer program staff.	69%	21%	6%	2%	2%
Teachers had sufficient information about students at the beginning of the program in order to plan instruction.	58%	24%	11%	2%	6%
The summer program was well-organized.	68%	24%	5%	2%	1%
Summer program activities provided both academic and enrichment opportunities for students.	83%	15%	1%	--	2%

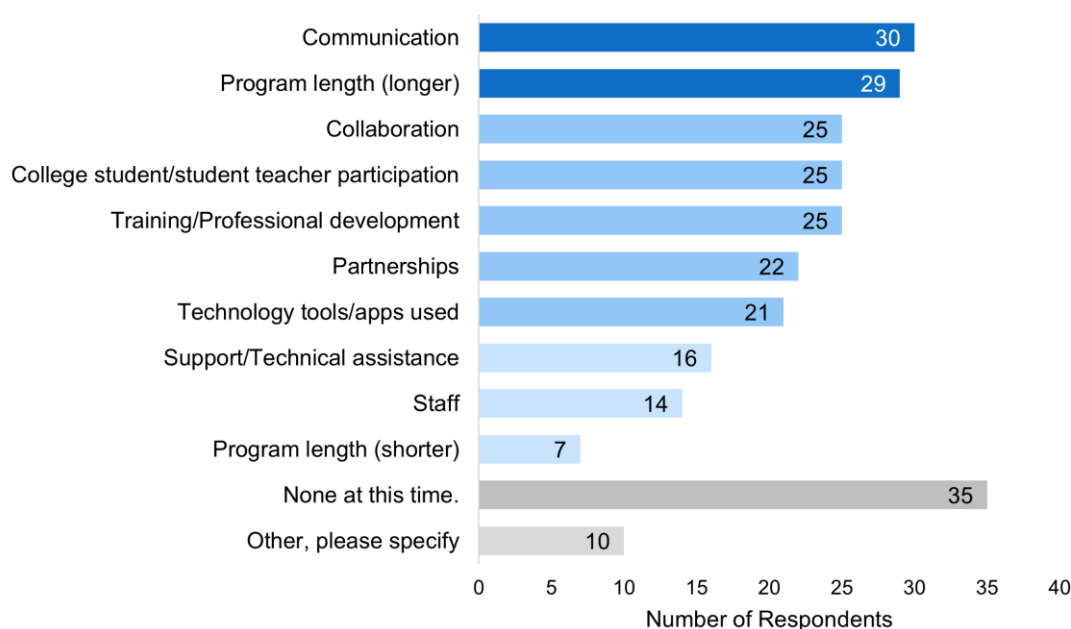
In addition to benefits and needs, respondents were asked to identify **ways the program or its implementation could be improved or enhanced**. A majority of respondents (73 percent) provided at least one suggestion, while 27 percent indicated that no changes were necessary at the time.

The most frequently cited areas for improvement included **stronger communication (34 percent)**, extending the program duration (33 percent), improved collaboration (28 percent), increased participation from college students or student teachers (28 percent), and additional training or professional development (28 percent) (see Figure 5).

Other suggestions focused on expanding supports for staff (e.g., technical assistance and human resources), increasing opportunities for student engagement (e.g., field trips and outdoor activities), and providing additional resources to support English language learning (e.g., one-on-one instruction and ESL specialists).

Staff also reported **challenges related to recruitment and attendance**. Among the 37 respondents who experienced recruitment challenges, nearly half (49 percent) indicated that students preferred to work or lacked interest in the program. Among the 51 respondents who reported attendance challenges, the most common issues were inconsistent attendance (49 percent), limited student or family commitment (43 percent), and student or family travel (41 percent).

Figure 5. Staff reported that communication and program length were the most important areas for improvement.



Despite the challenges and areas for improvement identified in the survey, respondents expressed overwhelmingly positive perceptions of the students, the program, and their overall summer experience. Selected comments from staff illustrate these sentiments:

- *“This program was so well organized and packed with educational and fun activities throughout the summer. I have been teaching for 12 years, and this has been the most positive and fun time I have had... I am so impressed with the organization and effort to ensure all staff and students were engaged and supported.”*
- *“Honestly, this is a wonderful program, and I am truly honored to have experienced this... I strongly believe that it helped our families tremendously and it also taught the significance of unity and community amongst all people. I will forever love this program and all the opportunities provided.”*
- *“The program is exceptional. It provides children from different cultural backgrounds the opportunity to learn and grow together. This was a beautiful experience.”*

Respondents also identified several areas for future improvement, including:

- Providing more background information on program participants prior to implementation (e.g., academic and language levels, cultural backgrounds, and health needs);
- Strengthening communication among site staff and MEP administrators;
- Allowing more time for program planning and instructional preparation;
- Increasing staffing and support for educational programming, particularly for language instruction;
- Expanding access to supplies and instructional resources (e.g., interpreters, tools, and lesson materials);
- Improving site conditions (e.g., Wi-Fi, device access, and climate-controlled spaces); and

- Implementing additional strategies to support student behavior.

Summer Program Student Survey Results

Similar to the staff survey, a student survey was administered at the end of the 2024-25 program year to gather their perceptions of the PA-MEP summer program. This survey captured feedback on program participation, perceived benefits, areas for improvement, and overall satisfaction.

A total of **533 students aged 7 or older²¹ completed the online survey** about their experience in the PA-MEP summer program. Of respondents, 83 percent were 14 years old or younger.²² All nine project areas were represented, with the exception of Project Area 7, which had no student responses.

Regionally, Project Areas 4, 6, and 8 accounted for 58 percent of responses, while Project Areas 1, 2 and 3 and 9 represented 32 percent, and Project Areas 5 and 9 made up 10 percent.

Students engaged in the summer program through a variety of instructional formats: 89 percent attended in-person, 2 percent participated exclusively through in-home instruction, 2 percent attended virtually, and 5 percent participated in a hybrid model.

When asked to identify the most beneficial aspects of the program (see Figure 6), students most frequently selected:

- Making new friends (33 percent),
- Learning new vocabulary (17 percent), and
- Practicing English (17 percent).

Notably, the percentage of students identifying “learning new vocabulary” as a key benefit increased by 10 percentage points compared to 2022–23, reflecting PA-MEP’s continued emphasis on English language literacy and development.

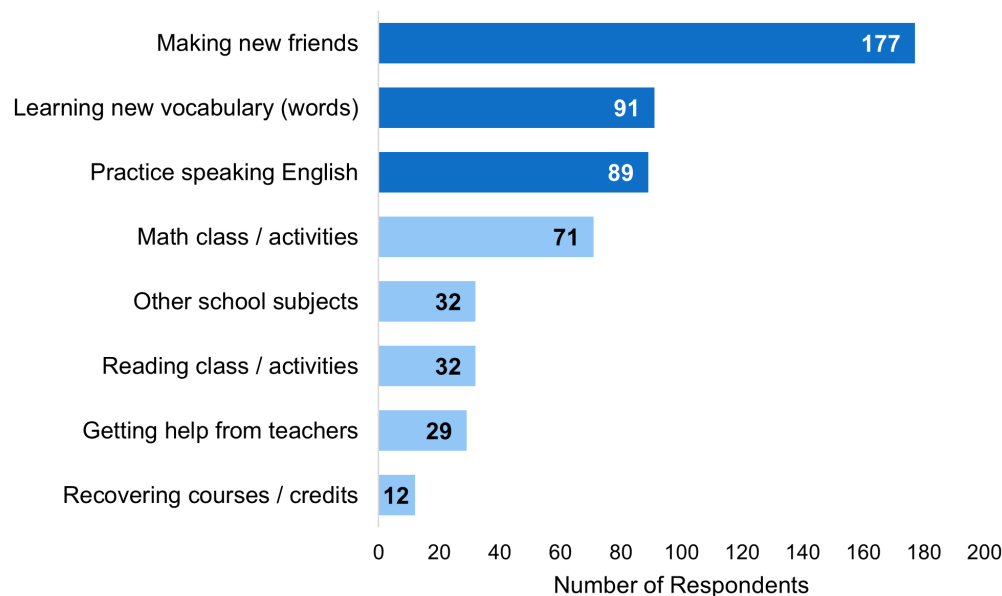
Overall, students reported positive perceptions of the program’s impact. Ninety-four percent indicated that the program helped prepare them for the 2025–26 school year, including 44 percent who reported it helped “a lot,” 34 percent “some,” and 16 percent “a little.” Only 6 percent reported that the program did not help at all.

Consistent with findings from the prior year, some students reported challenges understanding their instructors. Only 49 percent indicated no difficulty, a decrease from 60 percent in 2023–24. Thirty-eight percent reported “sometimes” having difficulty, and 13 percent reported “a lot” of difficulty understanding their teachers.

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

²² This percentage was derived from 532 respondents who provided their age range in the student survey.

Figure 6. Students believed that making new friends, learning new vocabulary, and practicing English were the most beneficial aspects of the summer program.



When asked what they liked most about the program, students noted the following (in order of frequency):

- In-person activities,
- Spending time with friends and meeting new people,
- STEM lessons and activities,
- Games and/or recreational activities,
- Support from teachers,
- Learning inside and outside of the classroom,
- Arts, crafts, and cultural projects,
- Field trips,
- Everything, and
- Opportunities to practice English reading and/or writing skills.

Eighty-five percent of students indicated that they would participate in the program again if given the opportunity. Students who indicated they would not return most often cited competing interests, a lack of excitement about the program, completion of school requirements, or a perception that the program did not offer anything worthwhile.

Among students who would return, the most common reason was enjoyment of the program or its activities (56 percent). Other reasons included opportunities to learn and practice new skills (particularly English and math), socialize with peers and staff, and being required or encouraged by caregivers or friends to participate.

Similar to prior years, when asked how they would describe the program to a friend, most students described it as “fun.” Students also highlighted opportunities to enhance their learning (particularly in English and Math), prepare for the upcoming school year, build relationships with peers, and participate in a variety of engaging activities.

Students also offered several suggestions for improving future programming, including:

- Increasing the number of field trips (e.g., pools, zoos, museums),
- Improving food options,
- Expanding opportunities for physical activities (e.g., sports, gym, etc.),
- Increasing academic enrichment, particularly in STEAM areas,
- Offering more recreational and creative activities (e.g., games, arts and crafts, dance), and
- Allowing additional time for social interaction and collaboration with peers.

Consistent with previous years, the most frequently cited dislike was the food provided. Additional concerns included difficulty with certain academic subjects, particularly math, science, and English language arts. Less common concerns included a desire for more varied activities, dissatisfaction with early start times, and occasional peer conflicts.

Summer 2025 STEAM Leadership Camps for Migrant Education Students

In Summer 2025, **49 middle school and 48 high school students** from PA-MEP participated in STEAM Leadership Camps at Thaddeus Stevens College in Lancaster, PA. The one-week residential program provided hands-on college experiences, including dorm living, campus-based learning, and age-appropriate STEAM instruction. The camps were designed to strengthen academic skills, build leadership capacity, and increase exposure to postsecondary and career pathways.

Prior to the camps, students completed a pre-survey²³ to assess their interests and expectations. Approximately 22 percent of participants reported prior experience with STEM activities. Overall, students expressed moderate interest in STEM subjects and indicated that they were most excited about hands-on learning, socializing, and engaging in new experiences. Many also reported a desire to explore STEAM topics, build skills, and learn more about college and career pathways. These interests were reflected in the design and implementation of the camps, which provided differentiated, hands-on learning experiences for both middle and high school students.

Middle school students focused on foundational STEAM concepts, including chemical reactions, forces, and forms of energy, through experiments, collaborative challenges, and inquiry-based learning. Students developed skills in coding, robotics, and problem-solving, and participated in the STEAM Art Project, which encouraged creative expression and reflection on community issues. Leadership, teamwork, and social-emotional learning were emphasized throughout the week within a supportive residential environment.

High school students engaged in more advanced STEAM content, including molarity, energy modeling, and melting points, alongside college-based STEM workshops. Participants strengthened technical skills in robotics, coding, and woodworking, while also developing leadership, communication, and collaboration skills. Key experiences included team-based challenges, dorm life experiences, and the STEAM Art Project, fostering both academic and personal development.

While middle and high school students engaged in age-appropriate instruction, both groups shared common experiences throughout the week. Students participated in a wide range of activities, including:

- **STEM topics:** engineering, coding, forensics, biology, robotics

²³ Pre-Camp surveys were conducted and analyzed by the Camp program, with a summary of results provided to the evaluation team

- **Hands-on experiences:** painting, music programming, drone flying, rocket building, dancing, karaoke, sports
- **Life skills development:** mindfulness, teamwork, social skills, career exploration, building connections

These experiences contributed to a range of **positive student outcomes**. Students reported meaningful gains in technical skills (e.g., robotics, woodworking, coding, and problem-solving), as well as growth in leadership and teamwork. Many also expressed increased interest in pursuing STEAM-related careers.

These findings were further supported by post-camp survey²⁴ results, which indicated:

- Increased familiarity with science and engineering concepts,
- Overwhelmingly positive feedback across English-, Spanish-, and Swahili-speaking students, and
- Strong interest in longer camp sessions in future years.

Overall, the STEAM Leadership Camps provided meaningful opportunities for academic growth, skill development, and postsecondary exposure, reinforcing the value of immersive, hands-on learning experiences for migrant students.

Parent Engagement

As part of its overall service delivery approach, PA-MEP emphasizes family and parent engagement as a critical component of supporting student success. It is measured through participation in program-sponsored parent involvement activities and Parent Advisory Council (PAC) engagement.

During the reporting period, 1,759 of 6,868 enrolled students (26 percent) had at least one parent or adult in a parental role participate in one or more of these activities. Of these:

- 1,489 participated exclusively in parent involvement activities,
- 36 participated only in PAC activities, and
- 234 participated in both.

These findings indicate moderate levels of family engagement, with most participation occurring through general involvement activities rather than formal PAC structures.

Professional Development

Professional development is a critical component of effective program implementation within PA-MEP, ensuring that staff across all roles are equipped with the knowledge and skills necessary to support migrant students and families. During the 2024–25 program year, professional development was provided at both the state and regional levels, with a focus on strengthening program delivery, improving data quality, enhancing recruitment practices, and increasing family engagement. The following sections describe the scope and focus of professional development activities across key program areas.

²⁴ Post-camp surveys were conducted and analyzed by the Camp program, with a summary of results provided to the evaluation team.

State-Provided Professional Development

In spring 2025, PA-MEP hosted its annual statewide conference in Gettysburg, PA. The conference included more than ten hours of sessions covering topics relevant to all staff roles.

In addition to the conference, PDE provided or sponsored 19 training opportunities totaling more than 40 hours of professional development. All project areas were represented at each opportunity unless otherwise noted. Additional details are provided in [Appendix A](#), Table 1.

PDE further supported staff development through ongoing technical assistance, including monthly project manager meetings and annual monitoring site visits.

Professional Development for Data Specialists

From October 1, 2023, through September 30, 2024, PA-MEP data specialists and other staff participated in a wide range of professional development activities provided by Central Susquehanna Intermediate Unit 16 (CSIU), PDE's contractor for data and systems management.

Key training opportunities included:

- An institute and data overview session at the April 2024 statewide conference
- A two-day in-person training (May 2024)
- A virtual training session (August 2024)

Additional training opportunities included ongoing monthly one-on-one sessions for regional data specialists, regional virtual trainings, and targeted sessions on systems such as Web MIS2000 and MSIX.

Training topics focused on:

- Data entry, error resolution, and data quality
- Federal and state reporting timelines
- System navigation and reporting tools
- New staff onboarding procedures
- Cybersecurity and protection of student data
- Use of Canvas for training resource access

Each session included opportunities for discussion and problem-solving to address region-specific challenges. Staff also engaged with national MSIX groups to share best practices and strengthen data management processes.

In addition to formal training, ongoing collaboration between data specialists and field staff supported continuous learning throughout the year. Efforts to improve data resources are also ongoing, including the development of updated data guidance documents and user manuals finalized in early 2025.

Professional Development for Recruitment Staff

During the program year, 31 professional development sessions focused on recruitment were offered. Topics included program eligibility, safety protocols, trauma awareness, and other key areas relevant to identifying and supporting eligible students. Recruitment staff also participated in the statewide conference and accessed additional training opportunities provided by national organizations.

Professional Development for Parent Involvement

During the 2024–25 program year, the PA-MEP Family Engagement and Special Projects Coordinator led professional development and technical assistance efforts to strengthen parent involvement across the state. This work included supporting regional Parent Coordinators, overseeing the statewide Parent Advisory Council (PAC), and aligning family engagement activities with program goals and best practices.

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

- **Local PAC Support:** Training and guidance for regional staff on effective parent engagement, including use of the [IMPACT Family Engagement Action Plan](#) for standardization and implementation of the “5 Simple Principles of Effective Communication.” Staff also received training on State Committee nominations and elections, including procedures and timelines, and were supported in updating the Annual Work Plan and State PAC meeting evaluation tools.
- **State PAC Meetings:** During 2025, two State PAC committee meetings were held, with 17–24 parent participants per session. Support was provided to regions in nominating Local PAC representatives, and meetings were structured around topics identified by parents in prior evaluations. Key activities included planning the 2026 State Parent Conference with parent input, parent-led presentations on the Child Protection Toolkit and the Amber Alert System & Family Information Guide, and engagement of local representatives and guest parents.
- **Statewide Parent Advisory Council Conference:** The Spring 2025 State PAC Officers Meeting was held at Kalahari Resort in the Poconos, PA (May 17–18, 2025), as a large-scale State PAC Conference. A total of 146 individuals attended, including 37 parents, 62 children, 18 youth (ages 13–19), 2 presenters, 6 language interpreters, and 21 staff. The conference offered workshops for parents and youth, with childcare provided for children ages 0–12. Topics included Helping Your Child Succeed in School, The Bilingual Brain, Unlock Your Child’s Language and Learning Superpower, Take-Home Brain Boosters, From Roots to Leaves: Mapping Our Journey of Resilience, and Strengthening the PA MEP State PAC.
- **Parent Coordinator Training:** In 2025, three training sessions were conducted for Parent Coordinators, with approximately 20 staff members attending each session.
- **Summer Special Programs:** In Summer 2025, 48 middle school and 49 high school students attended STEAM Leadership Camps at Thaddeus Stevens College in Lancaster, PA. Students gained hands-on college experience, including dorm living and age-appropriate STEAM instruction. Activities included exploration of chemical reactions, energy, forces, coding, robotics, and woodworking through collaborative challenges and workshops, with an emphasis on leadership, teamwork, communication, and social-emotional learning. Additional highlights included the STEAM Art Project, opportunities for relationship-building, and leadership-focused activities. Program evaluations showed increased familiarity with science and engineering and overwhelmingly positive feedback, with students expressing interest in STEAM careers and longer program sessions. These programs demonstrated the value of residential, college-based STEAM experiences in fostering academic readiness, leadership, and personal growth.

- **Ongoing Technical Assistance:** The Parent Involvement Coordinator provided continuous formal and informal support throughout the year, including Migrant 101 orientation sessions for new staff and professional development upon request.

Student Outcomes

This section presents key findings related to student outcomes for the 2024–25 program year, including kindergarten preparation, English language development, academic achievement, student progression and postsecondary readiness, and OSY assessment outcomes. Building on the program implementation findings described in the previous section, these results provide insight into how PA-MEP services support student learning and success. Outcomes are examined across multiple measures, including early childhood readiness, ACCESS for ELLs results, state academic assessments, and key milestones such as graduation promotion, and other indicators of student progress. Together, these measures provide a comprehensive view of student performance and progress across grade levels, and highlight areas of strength, ongoing challenges, and opportunities to further support migrant students in achieving academic and long-term success.

Kindergarten Preparation Inventory—Revised (KPI-R) Outcomes

PA-MEP uses the Kindergarten Preparation Inventory (KPI) to assess pre-kindergarten readiness skills. During the 2024–25 program year, a revised version of the tool—the KPI-R—was implemented following a collaborative redesign process involving the program team, state evaluators, and staff from all nine project areas. This marked the seventh year of KPI implementation.

Staff are supported with a toolkit of lessons, manipulatives, and resources to help children develop readiness skills. The KPI-R is administered to children aged four and older who are not yet in kindergarten.²⁵

The KPI-R assesses 26 skills across three domains:

- Mathematical Thinking and Expression/Problem Solving
- Language and Literacy Development
- General Development

Children are categorized based on demonstrated skills²⁶:

- 20–26 skills: Mastery
- 10–19 skills: In Progress
- 9 or fewer: Not Yet Meeting Expectations

Mathematical Thinking and Expression/Problem Solving and Language and Literacy Development are assessed by PA-MEP staff or by the child's preschool teacher (if enrolled). General Development is completed by the child's parent/caregiver with assistance from PA-MEP staff as needed.

²⁵ Twenty-five children younger than 4-years-old took the KPI-R assessment. These entries were removed from the dataset.

²⁶ Children who demonstrated all 26 skills do not repeat the inventory. Children who did not master all 26 skills will complete a second inventory on unmastered skills in the subsequent program year, if still not enrolled in kindergarten.

KPI-R Participant Demographics and Overall Results

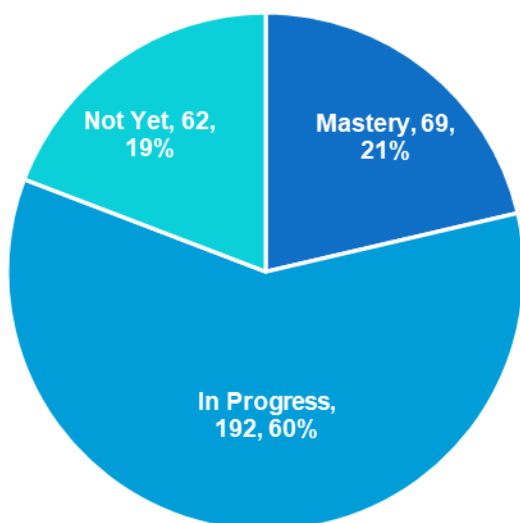
KPI data were available for 323 children, representing 48% of the 669 enrolled children aged four and older before the end of the program year²⁷ who were not yet in kindergarten.

Eleven students were three years old at the time of assessment (turning four during the program year), and one student was six years old. The majority of students were not fluent in English; only 15 students assessed through the KPI demonstrated English fluency. This pattern is consistent with broader program data indicating that the majority of children served are not fluent in English.

Results indicate that:

- **21 percent demonstrated mastery,**
- 59 percent were in progress, and
- 19 percent were not yet meeting expectations (see Figure 7).

Figure 7. Approximately one-fifth of children assessed demonstrated full Kindergarten readiness.



These findings suggest that while the majority of children are developing foundational readiness skills, relatively few have achieved full kindergarten readiness.

KPI-R Key Findings and Interpretation

Further analysis provides additional insight into early learning outcomes. Mastery rates within individual domains were relatively low, particularly in language and literacy development:

- 12 percent mastered all mathematical thinking skills,
- 8 percent mastered all language and literacy skills, and
- 11 percent mastered all general development skills.

²⁷ For the purposes of data analysis, the program year ended on August 31, 2025. Students who were not aged four or older on or before this date and who received a KPI-R assessment were removed from the dataset. Students who received the assessment but were already enrolled in Kindergarten were also removed.

Three percent of students assessed (n = 11) demonstrated all 27 skills. Approximately half of these children were five years old (n = 5), and half were four years old (n = 5), with one additional child age three who was nearing four at the time of assessment.

Differences were also observed by PFS status. Children designated as PFS were less likely to demonstrate mastery (15 percent) compared to non-PFS children (25 percent), suggesting that students with the greatest identified needs may require more intensive or targeted early learning supports.

Because 2024–25 represents the first year of KPI-R implementation, trend data are not yet available. However, these results establish an important baseline for future analysis of student growth and program impact.

English Language Development Outcomes

Given the high proportion of PA-MEP students identified as not fluent in English, English language development is a critical factor influencing overall academic success. The ACCESS for ELLs²⁸ assessment is used to examine English language proficiency among K–12 migrant students and provides important context for interpreting academic outcomes presented in subsequent sections. Administered annually to students identified as not fluent in English, the assessment measures progress in acquiring English across key language domains.

Because ACCESS for ELLs is administered once per year, results reflect students' current level of language proficiency rather than the direct impact of current-year programming. However, when matched across years, the assessment provides valuable insight into changes in English language development outcomes over time.

ACCESS for ELLs data were matched to PA-MEP enrollment records at the state level. Results²⁹ include all nonfluent migrant students with available data and are disaggregated by PFS status and grade level.

A total of **3,179 students** (77 percent of eligible K–12 nonfluent students; of which 1,440 were PFS) had valid assessment data for the 2024–25 program year.

ACCESS for ELLs Performance Level Outcomes

Language proficiency levels for this assessment include *entering*, *emerging*, *developing*, *expanding*, *bridging*, and *reaching*³⁰. Overall, **most students were in the early stages of English language development**. Approximately 90 percent of students scored within the lowest three of six proficiency levels:

²⁸ While the name of the assessment is an acronym standing for Assessing Comprehension and Communication in English State-to-State for English Language Learners, ACCESS for ELLs is the formal name of the assessment. The 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.

²⁹ The ACCESS for ELLs *Interpretative Guide* is available from the WIDA Consortium's website: <http://www.wida.us/assessment/ACCESS/index.aspx>.

³⁰ 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.

- Entering (Level 1): 44 percent,
- Emerging (Level 2): 25 percent, or
- Developing (Level 3): 22 percent.

Relatively few students reached higher levels of proficiency, indicating that the majority of migrant English learners continue to require substantial language support to fully access academic content.

PFS and Grade Level Differences

Differences in performance were observed by PFS status. A higher proportion of PFS students (95 percent) scored within the lowest three proficiency levels compared to 87 percent of non-PFS students, indicating **greater language development needs among PFS-designated students**.

Variation was also observed across grade levels. Kindergarten and grade 1 had the highest concentrations of students in the lowest proficiency levels (97 percent), while grade 4 had the lowest proportion (76 percent), suggesting somewhat stronger language development at that grade level.

Year-to-Year Progress

Year-to-year comparisons were available for approximately 56 percent of students with ACCESS for ELLs data in both the 2023–24 and 2024–25 program years. Based on changes in composite scale scores, the majority of students demonstrated positive outcomes in English language development³¹:

- **71 percent of students improved,**
- 9 percent showed no change, and
- 19 percent declined.

Again, improvement rates varied by grade level. Elementary students—particularly in grades 1, 2, and 4—demonstrated the highest levels of growth, while secondary students (grades 6, 10, 11, and 12) showed higher rates of decline. These patterns suggest that **English language acquisition tends to occur more rapidly in earlier grades**, while older students may face greater challenges progressing between proficiency levels.

Overall, these findings indicate that while most students are making measurable gains in English proficiency, **progress is not uniform across grade levels**. The stronger growth observed among younger students highlights the importance of early language development, while the slower progress in secondary grades suggests a need for sustained and targeted supports for older learners.

Academic Achievement Outcomes

Building on the language proficiency results, academic achievement outcomes provide insight into student performance across core content areas.

³¹ Unlike state academic assessments, ACCESS for ELLs does not include a “did not need to improve” category, as students who reach full proficiency are typically exited from ESL services and no longer participate in the assessment.

Overview of State Academic Assessments³²

Academic achievement was measured using Pennsylvania's statewide assessments, including the Pennsylvania System of School Assessment (PSSA),³³ Keystone Exams, and the Pennsylvania Alternate System of Assessment (PASA), and ACCESS for English Language Learners (ELLs)³⁴. These assessments evaluate student performance across reading, mathematics, and science and are aligned to four performance levels: below basic, basic, proficient, and advanced.

For the 2024-25 program year, PSSA, PASA, and Keystone Exam data were matched to PA-MEP enrollment records for all migrant students enrolled in public schools who participated in the applicable assessments. Results were analyzed overall and disaggregated by grade level, English language fluency,³⁵ and Priority for Service (PFS) status, with additional analysis examining the combined influence of these factors.

Assessment results reflect unique student groups, meaning no student is counted more than once across assessments. Only students with valid assessment data were included in the analysis. Students may lack assessment data due to factors such as late enrollment, mobility, or allowable testing exemptions.

Under state guidelines, English learners enrolled in U.S. schools for less than 12 months may be exempt from the reading assessment, though they are required to participate in mathematics and science³⁶ assessments. These students are included in participation counts but excluded from performance reporting, which may contribute to lower reading participation rates compared to other subjects.

State Academic Assessment Results Summary

To provide a high-level overview of academic performance, Table 4 summarizes 2024–25 state assessment results for PA-MEP students across reading, mathematics, and science. The table presents the distribution of students across performance levels—Below Basic, Basic, Proficient, and Advanced—offering a snapshot of overall achievement.

This summary is followed by additional analysis examining participation rates, subgroup differences (including English fluency and Priority for Service status), and performance patterns across content areas.

³² 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 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 (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). Note that due to the adoption of updated science standards in Pennsylvania, science PSSA scores were waived for 2024-25. Only participation rates were reported.

³³ Writing PSSA data are not currently included in state or federal migrant education reporting.

³⁴ The PSSA is the most common and is administered to students in grades 3 through 8 during March or April. 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.

³⁵ English fluency was determined by the child's or youth's PA-MEP needs assessment.

³⁶ In 2024-25, science PSSAs were not administered. Only Keystone exams in Biology are available.

Table 4. In all three content areas, the largest portion of PA-MEP students scored at the Below Basic level on state academic assessments.

Content area	Students	Advanced	Proficient	Basic	Below basic
Math/Algebra I	2,194	2%	9%	25%	63%
Reading/literature	1,922	1%	13%	37%	49%
Biology	199	2%	9%	24%	65%

Student performance was strongly associated with English language proficiency. Migrant students classified as fluent were more likely to achieve Proficient or Advanced performance compared to their nonfluent peers. Similarly, students designated as PFS were less likely to meet proficiency benchmarks than non-PFS students.

To provide additional context, migrant student performance was compared to statewide results. In 2024–25, 14.1 percent of migrant students scored Proficient or Advanced in reading, compared to 53.7 percent of non-migrant students. In mathematics, 11.6 percent of migrant students met proficiency compared to 39.7 percent statewide, and in science, 11.1 percent of migrant students reached proficiency compared to 59.4 percent of non-migrant students.

However, when compared to fluent migrant students, these gaps narrowed substantially—from approximately 27–33 percentage points to 4–8 percentage points—highlighting the significant role of English language proficiency in shaping academic outcomes.

Participation Rates and Student Counts

Participation rates among migrant students in the 2024-25 school year (prior to June 2025)³⁷ were generally strong, though they varied by subject area due to factors such as mobility, timing of enrollment, and allowable testing exemptions.

Specifically:

- 76 percent of eligible students participated in reading assessments³⁸,
- 87 percent participated in mathematics³⁹, and
- 71 percent participated in science⁴⁰.

Overall Performance Across Content Areas

Across all content areas, the largest proportion of migrant students scored at the **below basic level**:

- 49 percent in Reading/Literature,
- 63 percent in Math/Algebra I, and
- 65 percent in Science/Biology.

Only a small proportion of students achieved proficient or advanced performance:

³⁷ 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.

³⁸ Total is 1,922 students (676 PFS, 1,246 non-PFS) out of 2,535 eligible students in grades 3–8 and 11.

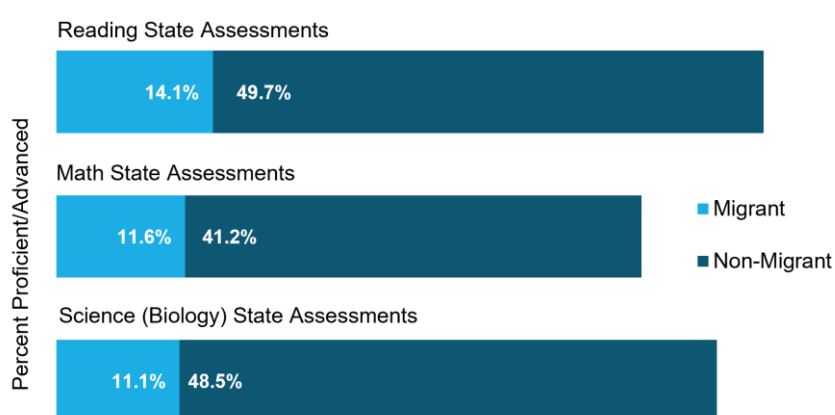
³⁹ Total is 2,194 students (928 PFS, 1,266 non-PFS) of eligible students.

⁴⁰ Total is 199 students (61 PFS, 138 non-PFS) of 282 eligible students in grade 11.

- 14.1 percent in reading,
- 11.6 percent in mathematics, and
- 11.1 percent in science.

Further, migrant students demonstrated substantially **lower proficiency rates compared to their non-migrant peers** across all assessed areas (see Figure 8). While approximately 11–14 percent of migrant students achieved proficient or advanced performance, nearly half of non-migrant students (41–50 percent) reached these levels. This represents a gap of roughly 30 to 38 percentage points. These findings highlight a persistent disparity in academic achievement, suggesting that migrant students continue to face significant barriers to reaching grade-level expectations.

Figure 8. Migrant Students Demonstrated Significantly Lower Proficiency Rates Than Non-Migrant Peers Across All Subject Areas.

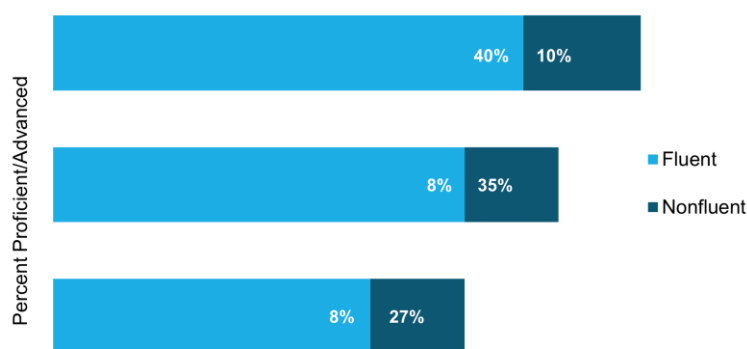


Influence of English Language Proficiency and PFS status on Academic Outcomes

State assessment results (PSSA, PASA, and Keystone Exams) were analyzed to examine academic performance among migrant students across reading, mathematics, and science. Results were disaggregated by English language fluency and Priority for Service (PFS) status to better understand how these factors influence achievement.

Across all subject areas, English language proficiency emerged as the strongest predictor of academic performance (see Figure 9). Fluent students consistently outperformed their nonfluent peers, with substantially higher rates of proficient and advanced performance. While PFS status was also associated with differences in outcomes, its influence was less pronounced than that of language proficiency. Students who were both nonfluent and designated as PFS demonstrated the greatest need for targeted support.

Figure 9. Fluent English speakers were more likely to achieve proficiency than their nonfluent peers.



Reading Assessment Outcomes

Reading results reflect the overall pattern observed across assessments, with fluency strongly associated with higher levels of performance. Differences by PFS status were also observed, with PFS students demonstrating lower overall proficiency rates; however, these differences were less pronounced than those associated with English language fluency.

Proficiency varied modestly by grade level⁴¹, with slightly higher performance observed in:

- Grade 8 (17 percent), and
- Grades 3 and 5 (15 percent each).

These findings suggest **somewhat stronger outcomes at the beginning and middle of the tested grade span**; however, **proficiency rates remained low across all grade levels**, ranging from approximately 11 percent to 17 percent, with most grades clustered around 13 to 15 percent.

Overall, reading results indicate that while some variation exists by grade, performance remains closely tied to English language proficiency.

Math Assessment Results

Mathematics results followed a similar pattern to reading, though overall performance levels were lower. **Across all students, only approximately 13 percent achieved proficient or advanced performance**, indicating consistently low attainment of grade-level expectations.

Differences between groups were most evident when examining the combined influence of English fluency and PFS status. Among both PFS and non-PFS students, those who were fluent in English were substantially more likely to achieve proficiency than their nonfluent peers. While PFS students generally demonstrated lower performance overall, these differences were amplified among nonfluent students, further highlighting the role of language proficiency in shaping outcomes.

Analysis by grade level indicates that **proficiency was somewhat higher in the elementary grades**, particularly:

- Grade 3 (24 percent),
- Grade 4 (15 percent), and
- Grade 5 (10 percent).

⁴¹Grade levels included 3, 4, 5, 6, 7, 8, and 11.

Despite these variations, mathematics **performance remained below state expectations** across all grades⁴². These results indicate that both fluency and PFS status influenced math achievement, with fluency emerging as the more dominant factor.

Science Assessment Results

Science results, based on Biology Keystone Exam data, reinforce the patterns observed in reading and mathematics. **Overall proficiency rates were low**, with only a small percentage of students achieving proficient or advanced performance.

Fluent students demonstrated substantially higher rates of proficiency compared to their nonfluent peers. While PFS status also influenced results, its impact was less pronounced. Approximately **7 percent of PFS students achieved proficiency, compared to 13 percent of non-PFS students**; however, as in other subject areas, the influence of English language proficiency was more pronounced than that of PFS status. These findings suggest that the relationship between language proficiency and academic performance is consistent across content areas.

Comparison of Migrant and Non-Migrant Student Assessment Outcomes

Comparisons with non-migrant students⁴³ reveal **substantial achievement gaps across all subject areas** (see Figure 8, above). Migrant students were significantly less likely to achieve proficiency in reading, mathematics, and science, with gaps ranging from approximately 30 to 38 percentage points:

- Reading: performance gap of 35.6 percentage points,
- Mathematics: performance gap of 29.6 percentage points, and
- Science (Biology only): performance gap of 37.5 percentage points.

However, when **comparing fluent migrant students to the broader non-migrant population, these gaps narrowed considerably**. For example, performance gaps narrowed to approximately 4 to 8 percentage points in reading with mathematics and science showing similar reductions. This pattern suggests that differences in academic performance are largely driven by disparities in English language proficiency rather than migrant status alone.

Again, these findings underscore the central role of language development in improving academic outcomes and highlight the importance of continued investment in English language instruction and integrated academic supports.

Assessment Outcomes by Subject Area and Subgroup

This section provides a detailed summary of migrant student performance on state assessments by grade level and subgroup. While earlier sections examined factors influencing performance, the results below present a comprehensive view of outcomes across subject areas. Results are disaggregated by grade level and PFS status and include comparisons to non-migrant students. Detailed results by grade level and subgroup are provided in [Appendix B](#), Tables 1-9.

⁴²Grade levels included 3, 4, 5, 6, 7, 8, and 11

⁴³ These comparisons should be interpreted with caution due to the size difference between groups—migrant students made up about 0.2 percent of the non-migrant count.

Reading and Literature Assessment Results

Migrant students in grades 3 through 8 participated in the PSSA Reading assessment, while grade 11 students participated in the Keystone Literature exam. **Across grade levels, performance was concentrated in the Basic and Below Basic categories**, with only a small percentage of students achieving Proficient or Advanced performance.

Overall, approximately **13 percent of migrant students achieved proficiency in reading/literature**. Performance varied modestly by grade level, with slightly higher proficiency rates observed in grades 3, 5, and 8; however, differences across grades were limited, and overall outcomes remained consistently low.

Differences by PFS status were evident across grades. **PFS students demonstrated lower rates of proficiency and higher concentrations in the Below Basic category** compared to their non-PFS peers. For example, among grade 11 students, 7.7 percent of PFS students achieved proficiency compared to 12.8 percent of non-PFS students.

Comparisons to non-migrant students reveal substantial performance gaps. Across all grades, approximately 13 percent of migrant students achieved proficiency, compared to approximately 50 percent of non-migrant students. These findings indicate a **gap of more than 35 percentage points and underscore persistent disparities in reading achievement**.

Mathematics and Algebra Assessment Results

Migrant students participated in the PSSA Mathematics assessments in grades 3 through 8 and the Keystone Algebra exam in grade 11. As in reading, **performance was concentrated in the Basic and Below Basic categories**, with overall outcomes lower than those observed in reading.

Across grades, approximately **10 percent of migrant students achieved proficiency in mathematics/algebra**. Performance declined in the upper grades, with particularly low proficiency rates in grades 7 and 8, where the majority of students scored Below Basic. For example, in grade 8, 80 percent of migrant students scored Below Basic, and only about 7 percent achieved proficiency.

Differences by PFS status were also pronounced. PFS students consistently demonstrated lower performance, with higher concentrations in the Below Basic category. In grade 8, for instance, nearly 89 percent of PFS students scored Below Basic, compared to 72 percent of non-PFS students.

Comparisons to non-migrant students again reveal significant gaps. Approximately 11–12 percent of migrant students achieved proficiency across grades, compared to approximately 41 percent of non-migrant students. These findings highlight particularly **large disparities in mathematics performance, especially in middle and upper grades**.

Science and Biology Assessment Results

Science assessment results for migrant students were available for the Biology Keystone Exam in grade 11. Overall performance was low, with only **approximately 11 percent of students achieving Proficient or Advanced levels**.

As in other subject areas, differences by PFS status were observed. Among grade 11 students, 4.9 percent of PFS students achieved proficiency compared to 10.9 percent of non-PFS students. The majority of students in both groups scored Below Basic, indicating significant challenges in meeting grade-level expectations.

Comparisons to non-migrant students show substantial disparities. Approximately 11 percent of migrant students achieved proficiency in biology, compared to nearly 49 percent of non-migrant students, representing a **gap of nearly 40 percentage points**.

Overall, these findings indicate that migrant students continue to face significant challenges in achieving grade-level proficiency across subject areas, with particularly large gaps in mathematics and science compared to non-migrant peers.

Year-to-Year Student Improvement

Student improvement status was analyzed using consecutive-year state assessment data from 2023–24 and 2024–25. Only students with valid results in both years were included in the analysis. A total of **759 students had valid reading scores, and 1,009 students had valid mathematics scores**. Science was excluded due to its non-consecutive administration schedule.

Students were classified as “Improved” if they moved to a higher performance level between years:

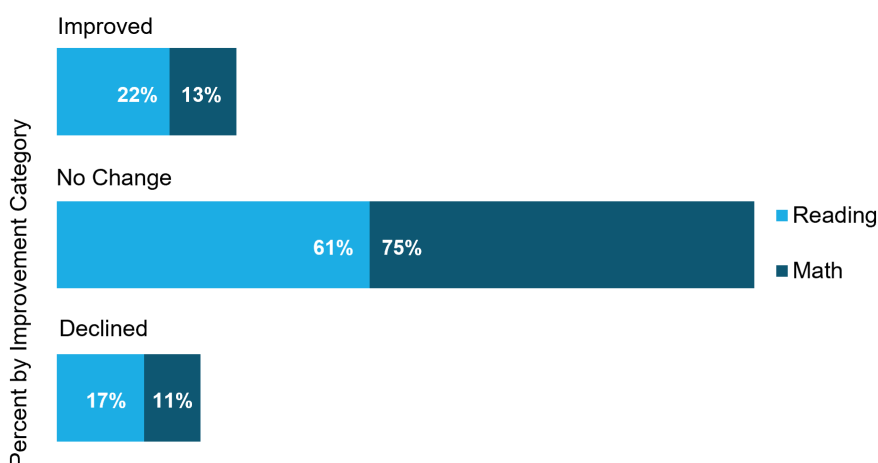
- Proficient to Advanced
- Basic to Proficient or Advanced
- Below Basic to any higher level

Students who remained in the same performance level were classified as “No Change,” while those who moved to a lower level were classified as “Declined.” Students who scored at the advanced level in both years were classified as “Did Not Need to Improve,” representing less than 1 percent of students in both subjects.

Improvement Patterns in Reading and Mathematics

Across both reading and mathematics, **most students remained at the same performance level** between assessment years, with smaller proportions demonstrating improvement or decline (see Figure 10).

Figure 10. Most Students Maintained Performance Levels, with Higher Improvement in Reading



In reading, improvement was more evident than in mathematics, with 22 percent of students demonstrating gains. In contrast, mathematics showed more limited growth, with only 13 percent of students improving. Very few students in either subject were classified as not needing improvement (less than 1 percent), indicating that nearly all students had room for continued academic growth.

Overall, these patterns suggest that **while incremental progress is occurring—particularly in reading—most students are maintaining prior performance levels** rather than demonstrating substantial year-to-year gains. This may, in part, reflect the structure of state assessment performance levels, where movement between categories requires considerable growth and may not capture smaller but meaningful improvements within a level. Mathematics, in particular, shows more limited upward movement, reinforcing earlier findings of lower overall performance in this subject area.

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, to better understand student progress toward this benchmark.

Among the 1,258 high school students with available data, **61 percent successfully completed Algebra I or a higher-level math course** at the time of their earliest needs assessment during the program year.

Completion rates increased by grade level. Among grade 11 students—the primary focus of this indicator—75 percent met the benchmark. Grade 12 students demonstrated a similar rate (76 percent), while 65 percent of grade 10 students and 39 percent of grade 9 students completed Algebra I or higher-level coursework.

These findings suggest that most students meet the Algebra I completion benchmark by the time they reach upper high school grades; however, lower completion rates among ninth-grade students indicate that many students are not yet on track early in their high school progression. This pattern

highlights the importance of early academic planning and support to ensure timely completion of foundational mathematics coursework.

Student Progression and Postsecondary Readiness

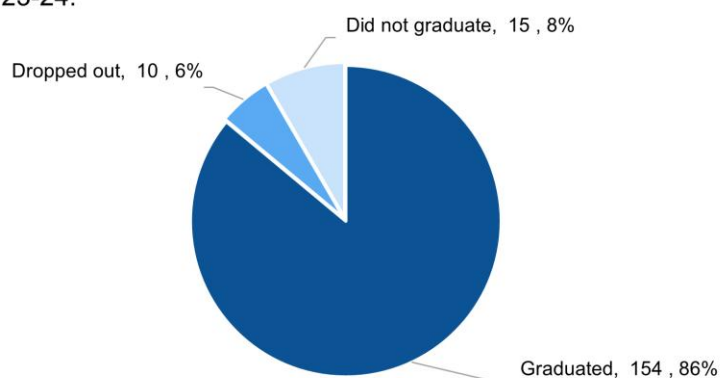
PA-MEP Student Graduation Rates

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

In the 2024–25 school year, 214 migrant students were enrolled in grade 12. Of the 206 students with available graduation data,⁴⁴ **91.3 percent (188 students) graduated**. This represents an increase from the 2023–24 graduation rate of 86 percent, indicating continued progress in supporting students to complete high school (see Figure 11).

Figure 11. The percentage of PA-MEP students graduating increased by over 5 percentage points between 2023–24 and 2024–25.

86 percent of grade 12 participants graduated in 2023–24.



Of the 188 students who graduated, **85 percent were designated as Priority for Service (PFS)**. In contrast, 15 percent of the 18 students who did not graduate held PFS status. Additionally, six grade 11 students met graduation requirements early, bringing the total number of 2024–25 graduates to 194 students.

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. The most recent available cohort data from PDE show a migrant graduation rate of 69.11 percent for 2023–24, up from 61.70 percent in 2022–23 and significantly lower than the statewide rate of 87.99 percent.⁴⁵ However, these figures do not reflect the 2024–25 year, and comparisons should be made cautiously.

GED Completion

⁴⁴ Eight students left Pennsylvania and as such, were excluded from 2024–25 grade 12 graduation analysis.

⁴⁵ <https://www.education.pa.gov/DataAndReporting/CohortGradRate/Pages/default.aspx>

PA-MEP also tracks GED attainment among out-of-school youth who have not yet earned a high school diploma. In 2024–25, **three youth earned their GED**, a decrease of one from the prior year. An additional seven youth were actively pursuing a GED, which was seven fewer than the previous year.

While GED attainment numbers remain relatively small, these outcomes reflect ongoing engagement with alternative pathways to high school completion among out-of-school youth.

Student Grade Promotion

Grade promotion was analyzed for students in grades 7–12 in alignment with federal Government Performance and Results Act (GPRA) measures. Among the 1,750 students with known outcomes,⁴⁶ **96 percent were either promoted to the next grade or graduated**.

Promotion and graduation rates were similar across groups, with:

- 95 percent of PFS students promoted or graduated, and
- 96 percent of non-PFS students meeting this benchmark.

Across all K–12 students with available data (n = 4,194), 97 percent were promoted or graduated.

Overall, these findings demonstrate strong educational persistence among migrant students. The increase in graduation rates, combined with consistently high promotion rates, suggests that PA-MEP is effectively supporting students to remain on track academically despite the challenges associated with fluency and mobility. At the same time, relatively low GED attainment and declines in participation highlight the need for continued focus on alternative pathways for out-of-school youth.

Student Dropout Rate

PDE defines⁴⁷ 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 2024–25 program year, the dropout rate was calculated using students in grades 6–12, excluding enrollments after August 25, 2024.⁴⁸ In addition to students who formally dropped out during the year, this analysis includes students who were enrolled in school in 2023–24 but were classified as out-of-school youth (OSY) in 2024–25, indicating they left school between program years.

A total of **41 students were identified as having dropped out** during the 2024-25 program year. Of these:

⁴⁶ 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.

⁴⁷ <https://www.pa.gov/agencies/education/data-and-reporting/high-school-graduation.html>

⁴⁸ 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 2024-25 grade level assigned and would not have been present for nearly all the 2024-25 academic term.

- 35 students dropped out in 2024-25,
- 5 students dropped out between 2023-24 and 2024-25, and
- 1 student dropped out but re-enrolled before the end of the year.

After accounting for re-enrollment, **the net dropout count was 40 students**, a substantial decrease from the previous year.

Additional characteristics of students who dropped out include:

- Priority for Service (PFS): 37 percent (15 students) were designated as PFS
- GED Participation: None of the students who dropped out were actively pursuing a GED
- Grade Level: Dropouts occurred across grades 9–12, with the highest concentration in grade 11 (17 students), followed by grades 9 and 10 (10 students each)

Based on these data, the PA-MEP dropout rate for 2024–25 was **1.60 percent**.

To better understand how this rate compares to statewide trends, it is important to consider how Pennsylvania calculates its official dropout rate. Pennsylvania calculates its official dropout rate based on grades 7–12 enrollment. While the 2024–25 state rate is not yet available, the most recent data show a statewide dropout rate of 1.41 percent⁴⁹ in 2023–24, a slight decrease from 1.63 percent in 2022–23.

For comparison, using a similar grade span (grades 7–12), the PA-MEP dropout rate for 2024–25 is estimated at 1.91 percent, which is slightly higher than the most recent statewide rate. However, this comparison should be interpreted with caution due to differences in methodology and the use of data from different time periods.

Student School Re-enrollment Patterns

In addition to dropout rates, re-enrollment patterns provide further insight into student mobility and persistence. During the 2024–25 program year:

- 2 students dropped out and later re-enrolled within the same year
- 12 students re-enrolled but subsequently dropped out again
- 1 out-of-school youth re-enrolled and later dropped out again within the same year
- 1 student identified as out-of-school in 2023–24 re-enrolled in 2024–25.

In total, 15 students re-enrolled during the program year, representing an increase of four students compared to the prior year.

Overall, the PA-MEP dropout rate remains relatively low; however, it is slightly higher than the statewide rate when calculated using comparable grade levels. The concentration of dropouts in the upper high school grades—particularly grade 11—suggests a critical point for targeted intervention.

Re-enrollment patterns provide additional context, highlighting the complexity of student mobility and persistence. While some students successfully re-engage after leaving school, others cycle between re-enrollment and subsequent dropout, indicating ongoing challenges in maintaining consistent engagement.

⁴⁹ Pennsylvania dropout data was collected from <https://www.education.pa.gov/DataAndReporting/Dropouts/Pages/default.aspx>

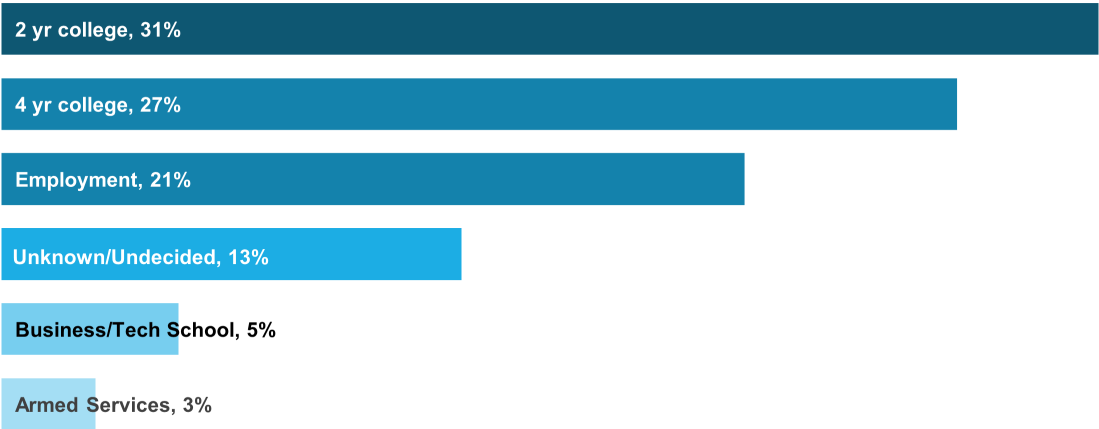
Together, these findings underscore the importance of continued dropout prevention efforts, particularly for older students and those experiencing frequent transitions. They also point to the need for strengthened re-engagement strategies and sustained supports to help students remain enrolled and successfully complete their education.

Student Postsecondary Plans

Each year, PA-MEP collects information on students’ postsecondary plans to better understand intended pathways following high school completion. For the 2024-25 program year, postsecondary plan data were available for 188 out of 194 graduates (97 percent).

Postsecondary plans remained generally consistent with the prior program year, with small increases in two- and four-year college enrollment plans and a decrease in students reporting undecided plans, indicating slightly greater clarity in students’ post-graduation pathways. Among graduates with available data, **63 percent (119 students) planned to pursue post-secondary education**, of which 31 percent plan to attend a two-year college, 27 percent plan to attend a four-year college, and 5 percent plan to attend a business or technical school (see Figure 12). An additional 21 percent plan to enter the workforce and 3 percent plan to go into the armed services. Postsecondary plans for the remaining 13 percent of students were undecided or unknown.

Figure 12. Ninety-seven percent of PA-MEP students nearing graduation made postsecondary plans.



These findings indicate that the majority of PA-MEP graduates are planning to continue their education beyond high school, with a smaller but notable proportion transitioning directly into the workforce.

Out-of-School Youth Assessment Outcomes

While many PA-MEP students transition directly into postsecondary education or employment after graduation, a subset of youth experience disrupted educational pathways and are not currently enrolled in school. These out-of-school youth (OSY) represent a priority population for targeted support. The following section examines outcomes related to OSY engagement and progress through the iSOSY initiative.

iSOSY Initiative Background

As part of PA-MEP's participation in the iSOSY Consortium,⁵⁰ the program collects data annually on outcomes related to supporting OSY. A standardized assessment approach is used to track youth engagement and progress through structured instructional and goal setting activities. The 2024-25 program year marked the eleventh year of implementation.

The iSOSY initiative includes a language screener, goal tracker, student portal, and 15 instructional lesson categories⁵¹ designed to support academic, life, and career readiness. Staff were encouraged to engage all OSY secondary students (grades 9-12) who were also Priority for Service (PFS) in these activities, with nonfluent OSY specifically expected to complete the language screener.⁵² Participation in these activities provides insight into OSY engagement and progress.

iSOSY Participation

A total of **608 OSY and secondary PFS students** were identified in iSOSY data, of whom **453 (75 percent)** participated in at least one activity, indicating strong overall engagement among participating youth.

Language Screener Outcomes

A total of **114 youth** completed one or more components of the language screener, which assessed six skill areas: beginning listening, beginning speaking, beginning literacy, intermediate/advanced speaking, reading, and writing.

Results indicate that youth generally demonstrated stronger skills in oral language (listening and speaking) than in written language (reading and writing). More than half of students scored in the lowest quartile (0–25 percent correct) in intermediate/advanced speaking, reading, and writing, compared to stronger performance in beginning listening and speaking. These findings suggest that higher-level language skills—particularly reading and writing—represent the greatest areas of need for additional support.

Students also received a composite language score based on their performance across all assessed skill areas. This score provides an overall measure of English language proficiency, with higher percentages indicating stronger performance across listening, speaking, reading, and writing skills. Results further reinforce this pattern:

- 33 percent scored at or below 25 percent,
- 30 percent scored between 26–50 percent,
- 29 percent scored between 51–75 percent, and
- 8 percent scored 76 percent or higher.

This distribution indicates that most students fall within the lower to middle ranges of overall English proficiency, with relatively few demonstrating high-level language skills.

⁵⁰ iSOSY stands for Instructional Services for Out-of-School and Secondary Youth. <http://www.osymigrant.org/>

⁵¹ Lesson categories include: ACRS units (American Council on Rural Special Education <https://www.acres-sped.org/>), 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, and Write-On!

⁵² One non-OSY, secondary student completed the language screener.

iSOSY Lesson Participation

Youth participated in lessons based on individual needs and interests, resulting in varying levels of engagement across lesson categories.

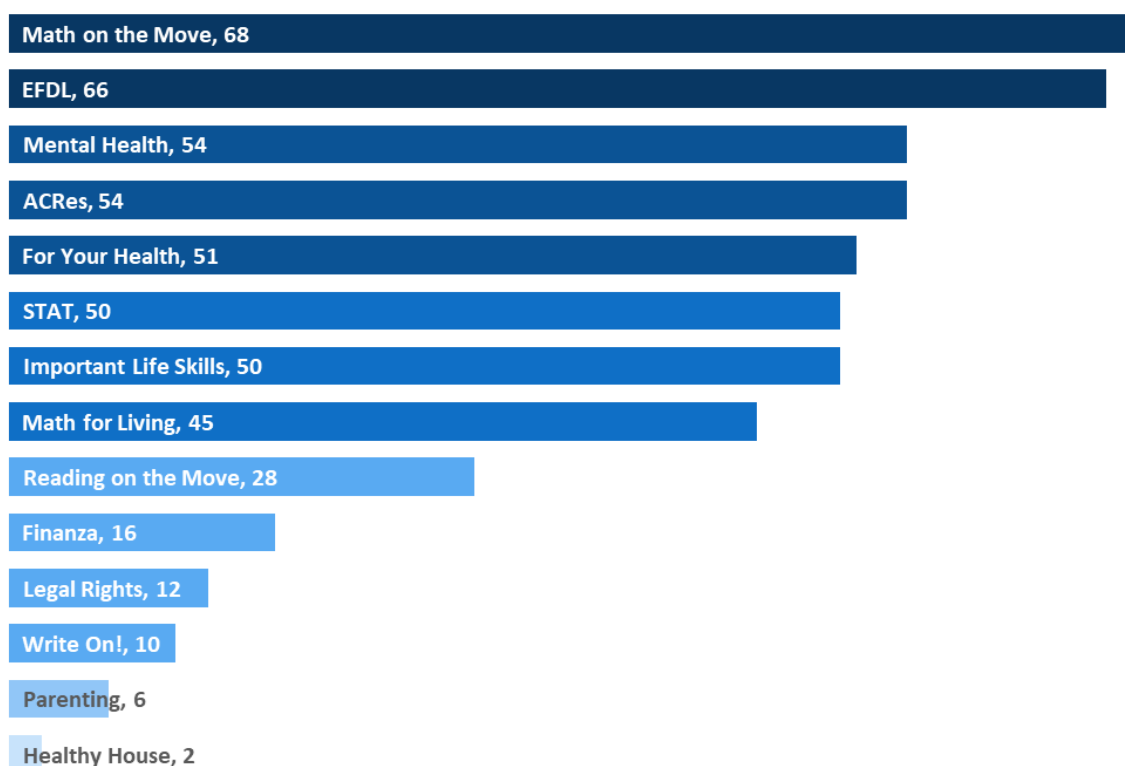
A total of **305 youth** participated in one or more instructional lessons, representing a 36 percent decrease from the prior year (481 participants). Of these, **215 were out-of-school youth**, representing approximately one-third of all OSY served.

Across participants, youth completed a total of **551 lessons**, averaging nearly **two lessons per participant**. Participation ranged from two to 101 youth participating in 14 lesson categories⁵³ (see Figure 13). The highest levels of participation were observed in *Math on the Move* (68 students), *English for Daily Life (EFDL)* (66 students), and *Mental Health and ACRoS* (54 students each).

In contrast, lower participation was observed in *Parenting* (6 students) and *Healthy House* (2 students).

A total of 101 students also accessed the Student Portal.

Figure 13. *Math on the Move* and *English for Daily Life (EFDL)* had the most OSY participants.



These patterns suggest that youth are more likely to engage in lessons that address immediate academic and practical life needs, while topics such as parenting and housing may be less relevant to the broader OSY population.

Goal Setting and Progress

⁵³ Covid-19 was an additional lesson category, but no students took lessons from it.

The 2024–25 program year marked the seventh year of collecting data on youth goal setting and progress. Among the 453 youth who participated in iSOSY activities:

- **43 percent** developed a personal learning plan with a goal,
- **30 percent** participated in a goal-setting workshop, and
- **29 percent** participated in postsecondary or career awareness activities.

A total of 85 youth (19 percent) participated in all three activities.

Among youth who participated in the goal-setting workshop, **fewer than half (42 percent) met the established benchmark⁵⁴**, indicating that additional support may be needed to strengthen goal-setting skills.

Among the 195 youth with goal plan data⁵⁵:

- 86 percent completed at least one step of their goal,
- 75 percent completed at least half of their goal steps, and
- 51 percent completed all steps of their goal.

On average, youth identified three steps per goal and completed approximately two steps, suggesting **steady progress toward goal attainment** even when full completion was not achieved.

Summary

Overall, iSOSY data indicate strong engagement among participating youth, with three-quarters completing at least one activity. However, participation in instructional lessons declined compared to the prior year, suggesting a need to examine access, outreach, or implementation factors.

Language screener results highlight ongoing needs in higher-level language skills, particularly reading and writing, while lesson participation patterns suggest that youth are most engaged with content that is immediately relevant to their academic or daily lives.

Goal-setting data further indicate that while many youth are able to make progress toward identified goals, fewer demonstrate full mastery of goal-setting processes, pointing to an opportunity for enhanced support in this area.

Together, these findings underscore the importance of targeted, relevant, and sustained supports to help OSY build both academic skills and long-term pathways toward educational and career success.

⁵⁴ The benchmark for the goal setting workshop rubric is a score of eight.

⁵⁵ Students set goals ranging from one to six steps, with an average of 3 steps.

Alignment to State and Federal Performance Measures

While the previous sections examined PA-MEP program implementation and student outcomes across key areas, it is also important to consider how these results align with established federal and state performance expectations. The following section reviews PA-MEP's progress toward its Service Delivery Plan (SDP) goals and federal performance measures, as well as leading indicators, and implementation data from state monthly project area reports. Together, these measures provide a comprehensive view of program performance, progress toward established targets, and the systems that support program outcomes.

Measurable Performance Objectives from the Service Delivery Plan

Through the federal Comprehensive Needs Assessment process, PA-MEP established a *Service Delivery Plan (SDP)* that includes measurable performance objectives (MPOs). The most recent SDP was released in 2024, with new goal areas beginning in the 2024-25 program year. This section highlights the baseline results for these objectives.

Reading Target

Goal: Increase the percent proficient of migratory students on the English Language Arts PSSA by 6 percentage points annually reaching 45.2% by 2027. (State Performance Target)

2024–25 Result:

- 14.1 percent of students scored at proficient or advanced levels on the state reading assessment, down from 21.0% in 2023–24.
- The program did not meet the annual target increase or the long-term goal.

Reading Objective A

Goal: By 2027, increase by 10% over the 2024 baseline the percentage of PFS students in grades 3-8 that received supplemental academic instruction in reading who demonstrated one-year gains in proficiency on the English Language Arts PSSA.

2024–25 Result:

- 19 percent of PFS students improved their performance level.
- This outcome fell short of the 50 percent target. The percentage was higher for non-PFS students (23 percent).

Reading Objective B

Goal: The percentage of migratory EL students who met Interim Growth Targets for English Learners on the ACCESS assessment.

2024–25 Result:

- 39.1% of English Learners (non-fluent) met the expected growth target (20% of the gap between a student's previous score and the target score of 5.0)⁵⁶

56 Due to limitations in available data, evaluators were unable to calculate individualized growth targets for each student. Instead, a universal annual growth target of 20% was applied. This was calculated as 20% of the difference between a

Mathematics Target

Goal: Increase the percent proficient of migratory students on the Mathematics PSSA by 5.6 percentage points annually, reaching 35.6% by 2027. (State Performance Target)

2024–25 Result:

- 11.6 percent of students who took the state math assessment scored proficient or advanced.

Mathematics Objective

Goal: By 2027, increase by 10% over the 2024 baseline the percentage of PFS students in grades 3-8 that received supplemental academic instruction in mathematics who demonstrated one-year gains in proficiency on the Mathematics PSSA.

2024–25 Result:

- 14 percent of PFS students improved.
- Overall, 13 percent of students receiving supplemental services improved in math, with non-PFS students also at 13 percent.

High School Graduation Target

Goal: By 2027, 90% of 12th grade migratory students will graduate

2024–25 Result:

- The graduation rate was 91.3 percent, an increase from 86.0 percent in 2023–24 and slightly above the 2027 target.

High School Graduation Objective

Goal: By the end of 2026-2027, 90 percent of migratory 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 2024-25 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.

2024–25 Result:

- Of 206 grade 12 students, 188 graduated and 18 did not. Of these:

student's prior-year ACCESS Composite Proficiency Level and the target proficiency level of 5.0, compared to their current-year score. This approach assumes that students make steady progress toward proficiency over a five-year period (i.e., one-fifth, or 20%, of the gap each year). Students who were already fluent, or who did not have both prior- and current-year ACCESS Composite Proficiency Level scores, were excluded from the analysis.

- 18 completed all units of the Diploma Project in 2024-25 or 2023-24,
- 44 participated in the Diploma Project but did not complete it, and
- 42 participated in other college preparatory activities in 2024-25 or 2023-24.
- 104 graduates (55 percent) participated in the Diploma Project or other college readiness activities. Of these:
 - 66 percent followed an expected four-year progression,
 - 5 percent appeared to have skipped a grade,
 - 15 percent were retained, and
 - 14 could not be determined.
- Among the 18 students who did not graduate:
 - 28 percent participated in the Diploma Project or college readiness activities,
 - 1 completed the Diploma Project,
 - 4 had expected grade progression,
 - none appeared to skip a grade in the past four years,
 - 1 was retained, and
 - 1 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.

Early Childhood Target

Goal: By 2027, increase the percentage of eligible early childhood migratory youth receiving MEP funded services by 10 percentage points over the 2024-25 baseline.

2024–25 Result:

- In 2024-25, 80.3 percent of eligible early childhood children received services, an increase of 2.4 percentage points from 2023-24. The 2027 target will be 90.3 percent.

Early Child Objective

Goal: By 2027, increase the percentage of migratory preschool children ages 4 and up receiving MEP funded instructional services with a completed Kindergarten Preparation Inventory (KPI-R) by 15% over the 2024-2025 baseline.

2024-25 Result:

- Over half (56 percent) of children eligible for the KPI-R, who also received instructional services, completed the inventory. The 2027 target will be 64.4 percent.

Out-of-School Youth Target

Goal: By 2027, increase the percentage of eligible Out-of-School Youth (OSY) receiving MEP funded instructional services by 10% over the 2023-2024 baseline.

2024-25 Result:

- A total of 59.7 of eligible OSY received instructional services, a decrease from 68.9 percent in 2023-24. The 2027 target will be 65.67 percent.

Out-of-School Youth Objective

Goal: By 2027, increase the percentage of migratory Out of School Youth who indicate an interest in ESL instruction who receive ESL instruction by 10% over the 2024-2025 baseline.

2024-25 Result:

- Nearly half (48.2 percent) of OSY who indicated an interest in ESL instruction received ESL instruction. This is a notable decrease from 69 percent in 2023-24. The 2027 target is 53.0 percent.

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).⁵⁷ The results below reflect PA-MEP's progress toward these measures for the 2024–25 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 the 1,745 migrant students in grades 3-8 assessed in reading, **14.4 percent scored proficient or advanced**, a decline from 21.2 percent in 2023–24. Among PFS students, 9.6 percent reached proficiency, compared to 17.0 percent of non-PFS students. Both groups experienced declines from the prior year—14.5 percent for PFS students and 24.8 percent for non-PFS students.

2. The percentage of PA-MEP students (grades 3-8) proficient or higher on their state's mathematics achievement test

Of the 2,002 migrant students assessed in mathematics, **11.6 percent scored proficient or advanced**, a decline from 12.2 percent in 2023–24. Among PFS students, 7.1 percent achieved proficiency, the same as the prior year, while non-PFS students declined slightly 16.8 percent in 2023-24 to 15.6 percent in 2024-25.

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 292 grade 11 students with available math course data, **75 percent met this benchmark**, a slight decline from 76 percent in 2023–24. By subgroup, 67 percent of PFS students met this benchmark, compared to 80 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:

⁵⁷ Programs are required to report on specified measures under Title 34 of the Code of Federal Regulations, Part 80.40(b): [Code of Federal Regulations, Title 34, Part 80.40\(b\)](#)

Of the 2,025 students with known outcomes, **96 percent (1,674 students) were promoted or graduated**, an increase from 94 percent in 2023–24. Rates were similar across subgroups, with 95 percent of PFS students and 96 percent of non-PFS students meeting this measure.

Overall, PA-MEP demonstrated declines in reading and mathematics proficiency and slight decreases in Algebra I completion. In contrast, graduation and promotion rates remained high and showed modest improvement. These findings reflect continued success in supporting student progression through high school, alongside ongoing challenges in academic achievement. Together, the results highlight the need for targeted instructional support—particularly in mathematics and for PFS students—while sustaining efforts that contribute to strong graduation outcomes.

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 2024–25 results for these indicators are as follows:

1. The percentage of migrant children ages 3–5 receiving instructional services

In 2024–25, 74 percent of preschool-aged PA-MEP students (ages 3–5 as of September 1, 2023) received instructional services, a decline from 85 percent in 2023–24.

2. The percentage of Priority for Service (PFS) migrant children receiving services

In 2024–25, 95.7 percent of PFS students received services, remaining consistent with 96.2 percent in 2023–24.

3. The percentage of migrant students in grades 7–12 receiving instructional services

In 2024–25, 79 percent of students in grades 7–12 received instructional services, a slight decline from 82 percent in 2023–24.

4. The percentage of grade 8 migrant students scoring proficient or higher in mathematics

In 2024–25, 11.6 percent of grade 8 migrant students scored at the proficient or advanced levels in mathematics, a slight decline from 12.2 percent in 2023–24.

Overall, PA-MEP demonstrated strong service delivery to PFS students, with consistently high participation rates. However, declines in service reach among preschool-aged children and students in grades 7–12 suggest potential gaps in access or engagement. In addition, the slight decrease in grade 8 mathematics proficiency reflects broader trends observed in academic outcomes. Together, these findings highlight sustained strengths in PFS outreach, while also pointing to opportunities to expand service access and strengthen instructional supports—particularly at the middle school level and in mathematics.

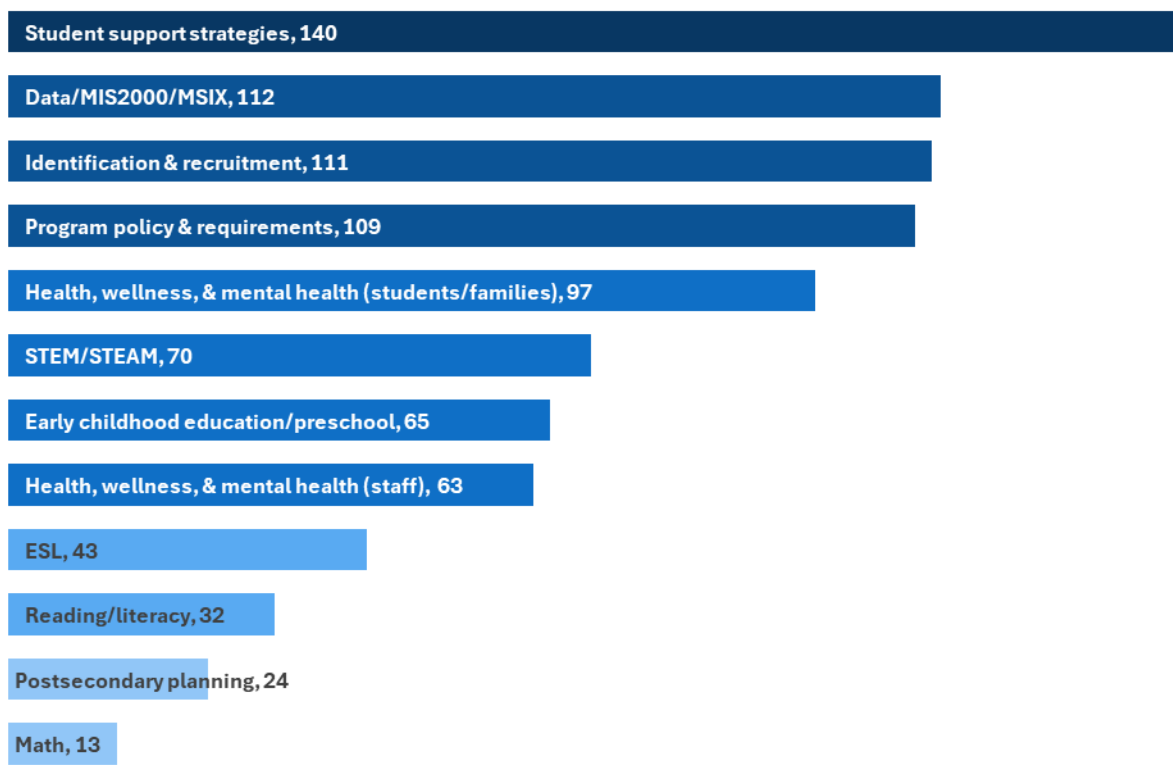
Project Area Monthly Reports

In addition to performance measures and leading indicators, monthly project area reports provide further insight into program implementation and capacity. Each month, PA-MEP project areas submit reports detailing key implementation activities, offering essential information for compliance monitoring and program planning. These data capture information not available through other sources and provide important context for understanding how services are delivered and the systems that support overall program outcomes.

Professional Development and Training

Project areas reports indicate substantial staff participation in training and professional development activities⁵⁸. Collectively, project areas reported 879 hours⁵⁹ of professional development, with the highest concentration focused on student support strategies (140 hours), followed by data training (112 hours), identification and recruitment (111 hours), and program policy and requirements (109 hours) (see Figure 14).

Figure 14. Staff participation primarily focused on student support strategies.



⁵⁸ Project areas were instructed to exclude state-provided training from their submissions, as these activities are tracked and reported separately by the state team. As such, the hours reported here primarily reflect professional development delivered at the local or regional level. It is also possible that some project areas inadvertently included state-level professional development in their reports, despite instructions to exclude such sessions. Additionally, when multiple project areas participated in a single training event, hours may have been reported separately by each area, which could result in some duplication and slight overestimation of total training hours.

⁵⁹ Project Areas reported staff trainings in an “other” category, but hours offered in this category were not always reported, therefore, actual training hours are likely closer to 1,000.

Partnerships

Project area reports indicate that partnerships remain a critical component of program implementation and service delivery. During the 2024–25 program year, project areas reported a total of **920 partnerships**, with regional totals ranging from 96 to 355 and an average of **232 partnerships per region**.⁶⁰

Partnerships spanned a range of sectors. Over one-third (37 percent) were with community organizations, followed by schools, districts, and charter schools (18 percent) and businesses (15 percent). Hospitals and healthcare providers accounted for 8 percent of partnerships, while higher education institutions (7 percent), faith-based organizations (5 percent), intermediate units (2 percent), and nonpublic schools (less than 1 percent) represented smaller shares.⁶¹

Partners contributed in a variety of ways, **most commonly by providing services for students (71 percent) and for parents and families (63 percent)**. Additional contributions included provision of goods and materials (26 percent) and professional development support for PA-MEP staff (20 percent). Fewer partners provided facilities or space (11 percent), volunteers (5 percent), direct funding (2 percent), or other services.⁶² Many partners contributed in more than one capacity.

Monthly, individual project areas reported involvement with between 1 and 52 partners, with an **average of 3 partners per month per project area**, indicating consistent, ongoing collaboration across regions.

Parent Involvement

Project area reports also provide insight into efforts to engage and support parents and families. Activities included Parent Advisory Council (PAC) meetings, parent engagement events, workshops and trainings for parents, and parent-related staff training.

Throughout the program year, project areas reported **296 parent support and engagement activities/events**, categorized into four main areas:⁶³

- 55 percent were parent engagement events,
- 27 percent were PAC meetings ,
- 17 percent were parent workshops or trainings, and
- 4 percent were parent-related staff trainings.

Content areas reflected a broad range of family needs and supports, including distribution of welcome packets and other resources; educational Parent Cafés;⁶⁴ advocacy services; ESL classes; referrals to community services; health and nutrition education, life skills development, and school-related information sessions.

⁶⁰ 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.

⁶¹ Six percent of partnerships were either unspecified or fell in the 'other' category.

⁶² 'Other' services accounted for 26 percent of partnerships. Recruitment and referral services were listed as the most common contributions.

⁶³ Due to changes in the online monthly reporting portal, staff categorizations for parent events were lost. Instead, evaluators categorized each event based upon its description. There may be some variation in how staff reported events and how evaluators coded them.

⁶⁴ Parent Café is a model of parent engagement that brings adult caregivers together in small groups for structured conversations. <https://www.beststrongfamilies.org/cafes-overview>

Participation varied by activity type. Parent engagement events had the highest average attendance (16 participants), followed by workshops and trainings (13 participants) and PAC meetings (10 participants). Parent-related staff trainings occasionally saw participation from parents, with an average of 6 parents per session. Children and teens also occasionally attended parent activities, typically representing 6 participants on average.

Monthly Reports Summary

Overall, monthly project area reports highlight strong program capacity supported by extensive partnerships, consistent professional development, and ongoing family engagement efforts. Partnerships play a central role in extending services to students and families, particularly through community-based organizations and schools, while also supporting staff through resources and training.

At the same time, variation in partnership engagement and parent participation suggests opportunities to strengthen consistency and expand reach across project areas. Together, these findings underscore the importance of sustained collaboration, targeted outreach, and continued investment in staff and family engagement to support effective program implementation and student outcomes.

Participant Experiences and Perceptions

In addition to examining outcomes and alignment with performance measures, it is important to consider how students, families, and staff experienced PA-MEP services. The following section presents findings from PA-MEP 2025 Parent and OSY Comprehensive Surveys.

Parent and OSY Comprehensive Survey Methodology

From July to September 2025, PA-MEP administered surveys to parents and out-of-school youth (OSY) to gather feedback on needs, interests, and experiences. Survey questions were aligned with the Service Delivery Plan, special initiatives, and state priorities. A geographically and culturally representative stratified sample was developed by project area, home language, and respondent type, targeting 15 percent of eligible participants per group. Primary and alternate sample lists were drawn from the state migrant database, with alternates matched by home language when primary contacts were unavailable.

Parent and OSY Surveys Combined Results

Survey Response Rates

In total, **444 surveys were collected**, including 376 family surveys⁶⁵ and 68 OSY surveys, representing a decrease of 65 surveys from the prior year. Of these, 383 surveys⁶⁶ were successfully matched to student records (339 family and 44 OSY), resulting in an **86 percent family response rate and a 72 percent OSY response rate**. Despite a slight decline in family response rate, results remain representative of the 2024–25 PA-MEP population.

Response rates varied across project areas (see Table 5), reflecting differences in family and youth availability, accessibility, and record matching. Several project areas achieved 100 percent response rates, while others fell below target levels.

Among family respondents, the **majority identified as mothers of PA-MEP enrolled children (75 percent)**, followed by fathers (22 percent) and other guardians (3 percent). Most respondents had children in preschool through grade 5 (62 percent), with smaller proportions in grades 6–8 (14 percent), grades 9–12 (23 percent), and children age 3 or younger (1 percent).

⁶⁵ Family surveys often reflect multiple children; therefore, the number of family surveys is smaller than the total number of children represented.

⁶⁶ A total of 37 parent surveys and 24 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 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 because there was no ID number or an incorrect ID number was provided.

Table 5. Family survey response rates were consistently high, while OSY response rates varied by project area.

Project Area	Total Family Surveys	Family Response Rate	Total OSY Surveys	OSY Response Rate
1	48	66%	1	11%
2	32	91%	3	100%
3	39	85%	10	71%
4	67	94%	12	109%
5	52	84%	8	80%
6	26	100%	4	80%
7	28	100%	3	100%
8	26	84%	1	25%
9	21	100%	2	100%
Total	339	86%	44	72%

Survey Respondent Characteristics

Over three quarters of OSY respondents (77 percent) reported that they were in—or should be in—grades 8–12, while 23 percent indicated they were in (or should be in) grade 7 or lower. Respondents also reported that the highest level of schooling completed by anyone in their household was most often a high school diploma (34 percent) or some high school (28 percent). Smaller proportions reported middle school (10 percent) or a college or technical school degree (10 percent) as the highest level of education in the household. Seventeen percent indicated that they were not sure of the highest level of schooling completed by anyone in their household.

Survey participation by home language was consistent with statewide migrant population trends, with Spanish representing the majority of responses (70 percent). A wide range of additional languages (see Table 6) was represented across both family and OSY surveys, indicating strong cultural and linguistic diversity in the respondent population.

Among family surveys, 17 languages (plus “Other”) out of 19 in the stratified sample were represented in the final dataset. In addition to Spanish, other frequently represented languages included Nepali (24), Creole (22), and Mam (12). Nine languages achieved a response rate of 100 percent or more⁶⁷ across Project Areas.

Among OSY surveys, all 10 languages (plus “Other”) out of 12 in the stratified sample were represented. Four language groups achieved a response rate of 100 percent or more across Project Areas.

⁶⁷Response rates above 100 percent indicate a category that was over-sampled.

Table 6. Family and OSY* home language responses were primarily Spanish, with broad representation across additional language groups.

Home Language	# Family Surveys Received	% of Expected Family Surveys	# OSY Surveys Received	% of Expected OSY Surveys
Arabic	3	120%	1	50%
Burmese	0	0%	--**	--
Creole	22	88%	1	50%
English	5	63%	0	0%
French	3	100%	--	--
Indigenous-Guatemalan	2	100%	0	0%
Indigenous-Mexican	0	0%	2	100%
Indigenous-Other	--	--	1	50%
Indonesian	1	100%	--	--
Karen	1	100%	--	--
Khmer	1	100%	--	--
Kinyarwanda	1	100%	--	--
Mam	13	130%	1	33%
Nepali	24	104%	--	--
Other	2	50%	2	200%
Pushtu/Dari	3	75%	1	100%
Q'eqchi	12	86%	2	40%
Spanish	236	85%	32	80%
Swahili	9	100%	1	100%
Vietnamese	1	50%	--	--

*Out-of-school youth

**Indicates that this was not a response option on the survey

Service Participation and Satisfaction

Participation in PA-MEP services by respondents was nearly universal, with 96 percent of families and 95 percent of OSY reporting receipt of services within the past year. Most families (75 percent) and OSY participants (55 percent) accepted all services offered. Among those who declined services, work obligations were the primary barrier, particularly among OSY (13 percent of families and 39 percent of OSY).

Among 15 services (plus “Other”) offered to families during the year, the most selected were summer programs (65 percent), reading/writing support (48 percent), and afterschool programs (43 percent). Among 7 services (plus “Other”) offered to OSY, respondents most often selected English language development (77 percent), reading/writing support (36 percent), and assistance with earning a GED or high school equivalency (25 percent).

Satisfaction with services was consistently high. Eighty-five percent of family respondents were ‘very happy’ with the English learning assistance they and/or their child(ren) received from PA-MEP. Further, 94 percent of families and 93 percent of OSY reported that they were ‘very happy’ with services received overall.

Service Needs and Gaps

Both families and OSY were asked to choose services that they would like to receive from PA-MEP, in addition to what they already receive (see Table 7).

Families most frequently identified needs related to learning English (38 percent), reading and writing support (30 percent), and afterschool programs (29 percent), followed by summer programs (26 percent) and STEM support (21 percent). Several families also expressed interest in college readiness supports, including college or technical school visits and information about paying for college (both 16 percent).

Among OSY, the most common needs were learning English (57 percent), earning a GED or high school equivalency diploma (39 percent), and reading and writing support (34 percent). Smaller numbers OSY reported needing STEM support (11 percent), parent engagement programs (9 percent), and assistance with enrolling in school (9 percent).

Overall, responses suggest that **language development and academic skill building remain priority needs for both families and OSY**, while families also expressed interest in enrichment and college preparation opportunities, and OSY reported stronger needs related to completing secondary credentials.

Table 7. Language and academic support were the most frequently identified service needs, with OSY also showing demand for GED support.

Service Need	Families (339)	OSY (44)
Afterschool programs	29%	--
PAC – Parent involvement/engagement programs	12%	9%
Saturday programs	13%	--
Summer programs	26%	--
Learning English	38%	57%
Taking to your child(ren's) school	16%	--
Rules/laws about school attendance/truancy	12%	5%
Signing up for school	8%	9%
Graduation Requirements	11%	--
Earning a GED/high school equivalency diploma	9%	39%
College/Technical school visits, readiness, and planning	16%	--
Information about how to pay for college	16%	--
Education for OSY	9%	--
Science, Technology, Engineering, or Math (STEM) help	21%	11%
Reading and writing help	30%	34%

Respondents were also asked to identify needs that could not be met through PA-MEP services (see Table 8).

Among families, the most frequently reported needs were job assistance (24 percent) and access to medical or dental care (24 percent), followed by translation assistance, tutoring or homework help, and access to technology/devices (each 21 percent). These findings suggest that, in addition to educational support for their children, many families are navigating broader barriers related to employment, healthcare access, and language. Families also reported moderate levels of need for internet access (15 percent), affordable housing (15 percent), and clothing or food bank assistance (14 percent), indicating that basic needs and access to essential resources continue to affect some migrant households.

OSY reported similar needs, with an even stronger emphasis on employment and independent living supports. Job assistance (36 percent), medical or dental care (25 percent), translation services (25 percent), and access to technology (23 percent) were among the most frequently

identified needs. Notably, 20 percent reported needing help finding affordable housing, and 18 percent reported needing assistance obtaining a Pennsylvania ID, which may indicate a barrier to employment or accessing services.

Smaller proportions of OSY also reported needing help with online schooling (16 percent), internet access (14 percent), clothing or food assistance (11 percent), and mental health care (9 percent).

These findings highlight the importance of coordinated referrals and partnerships with community organizations to address employment, healthcare, and basic resource needs that extend beyond the scope of direct PA-MEP services.

Table 8. Employment, healthcare, and basic resources were reported as significant needs by families and OSY.

Service Need	Families (339)	OSY (44)
Translation assistance	21%	25%
Acquiring school records (e.g., report cards, transcripts, etc.)	10%	--
Registering for school	--	2%
Special education services and IEPs	4%	--
Online schooling	11%	16%
Job assistance	24%	36%
Early childhood or preschool programs	8%	5%
Tutoring/homework assistance	21%	--
Medical or dental care	24%	25%
Mental health care	8%	9%
Technology/devices (e.g., laptops, etc.)	21%	23%
Internet access	15%	14%
Acquiring a PA ID card	7%	18%
Finding affordable housing	15%	20%
Clothing or food bank assistance	14%	11%

Finally, responses to open-ended questions about additional needs identified several areas where families and OSY would welcome support. **The most common request by family members was for adult English language classes**, particularly for parents. Families also reported needs related to basic resources such as food, housing, utilities, diapers, and school supplies, as well as assistance with employment and workforce advancement. Additional requests included academic support and school navigation, youth enrichment programs such as sports and arts activities, access to medical and dental care, mental health services, transportation assistance, and immigration or legal support.

Youth responses to the open-ended questions focused mainly on education and career preparation, including interest in GED classes, online English language courses, and scholarships for technical training programs. A small number of responses also indicated interest in immigration-related information and assistance accessing healthcare coverage.

OSY High School Graduation and Postsecondary Education

The OSY survey also included a section about knowledge of high school graduation requirements and post-secondary education options specifically for OSY enrolled in (or who should be enrolled in) grades 8-12. Of the 33 OSY that fell into this category, 30 responded to these questions.

Of the 30 respondents, 20 OSY reported that they understood that most high schools require students to earn a minimum number of credits and complete specific courses to graduate. Seven respondents indicated that they did not know this, while three were unsure whether they had received graduation-related information. Most respondents (18) also said that PA-MEP staff were their primary source this information, underscoring the program's role in supporting educational navigation. Five said they were not sure if they received this type of information and seven said they did not.

Findings also suggest that **OSY demonstrate strong motivation toward educational attainment despite limited exposure within their households**. Among 29 respondents, 38 percent reported that no one in their household had completed high school, and 90 percent said no one had attended college. Despite this, most respondents place a high value on education: 53 percent said graduating from high school or earning a GED is "very important," with another 23 percent rating it as "somewhat important." Similarly, 57 percent indicated that continuing their education after high school is "very important" (5 percent more than last year), while 13 percent rated it as "somewhat important." Only a small number were unsure or rated these goals as less important.

Migrant Education Program Wellness Project

The Migrant Education Program (MEP) Wellness Project aims to increase the percentage of migrant parents and OSY who know where and how 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 the family and OSY surveys.

While **69 percent of both families and OSY reported access to low-cost or free medical and dental care**, approximately half indicated that it was difficult to access these services within the past year.

The most commonly reported barriers included cost or lack of insurance, language differences, transportation challenges, inability to leave work, limited local providers, long wait times, and difficulty scheduling appointments. Some respondents also reported not knowing how to find a doctor or dentist or encountering practices that operated differently than they were accustomed to. These findings suggest that affordability alone does not fully address access challenges; logistical and systemic barriers continue to limit healthcare utilization.

Program Suggestions and Feedback

Overall feedback from families and OSY reflected **high satisfaction with PA-MEP services and strong appreciation for program staff**.

Family respondents highlighted the value of academic support, summer and afterschool programming, home visits, and assistance with accessing basic needs. Several parents commented on the program's role in helping their children succeed academically, navigate the U.S. school system, and participate in enrichment activities, often noting the attentiveness and resourcefulness of PA-MEP staff.

OSY respondents similarly reported that PA-MEP provided critical support in finding GED and English classes, accessing community resources, and participating in educational and health-related events.

Representative comments include:

- *“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.”*
- *“This program has allowed my children to have spaces for creativity and develop learning skills. We are very grateful for everything they provided.”*
- *“The MEP staff have always supported me in finding GED classes and provided referrals so I could attend them.”*

Consistent with last year, family and OSY respondents identified several opportunities for program improvement. Common suggestions included expanding programming options (e.g., evening or virtual services), increasing English language instruction, enhancing college and career supports, and improving transportation access.

Overall, findings indicate that PA-MEP services are highly valued and widely utilized, while also highlighting opportunities to enhance accessibility and better meet the evolving needs of families and OSY.

Reflections, Implications, and Recommendations

Findings from the 2024–25 program year indicate that PA-MEP continues to demonstrate strong implementation across key areas, including high rates of needs assessment completion, effective identification and prioritization of Priority for Service (PFS) students, and strong alignment between identified needs and service delivery. These strengths provide a solid foundation for continued program improvement.

At the same time, persistent challenges remain in academic achievement, English language acquisition, and engagement of certain student populations, particularly out-of-school youth (OSY) and families facing structural barriers. The following recommendations reflect patterns observed throughout the report and are intended to build on current strength and support targeted, realistic improvements at both the state and project area levels.

Recommendation 1: Maintain and strengthen services for high-need students

PA-MEP demonstrates strong alignment between identified needs and service delivery, with high rates of students receiving reading, mathematics, and English language supports. Service reach is particularly strong among Priority for Service (PFS) students, indicating that the program is effectively prioritizing those with the greatest need. While academic proficiency rates are relatively low, performance has remained relatively stable across years, and modest gains have been made in some areas. Given the significant academic and linguistic barriers faced by the population, this suggests that services may help to prevent further learning loss and support continued engagement.

At the same time, proficiency benchmarks alone may not fully capture incremental student progress, particularly for students performing at the Below Basic level. Without access to finer-grained assessment data (e.g., scale score growth), it is difficult to measure smaller but meaningful improvements in student learning. In addition, available data do not capture the intensity or duration of services, limiting the program's ability to assess whether students are receiving sufficient instructional support to drive measurable gains.

State-Level Recommendations

- Continue to monitor academic outcomes using existing state assessment data, with attention to year-to-year stability and subgroup trends (e.g., PFS, English fluency).
- Continue to use available measures of student progress, such as ACCESS for ELLs results and needs assessment data, to provide additional context for interpreting academic outcomes.
- Reinforce guidance on interpreting proficiency data within the context of student mobility and language acquisition.
- Consider opportunities to better understand the intensity and duration of services to support interpretation of student outcomes.

Project Area-Level Recommendations

- Continue targeting services to students identified as not proficient in reading and mathematics, maintaining the program's strong alignment between needs and services.

- Use available local data (e.g., classroom performance, formative assessments, teacher feedback) to monitor short-term progress and skill development.
- Continue to reinforce instructional approaches that support both academic skill-building and English language development, particularly for students performing at the Below Basic level.

Recommendation 2: Strengthen English language development as a central driver of student success

PA-MEP continues to demonstrate strong implementation of English language development services, with the majority of non-fluent students receiving support. Additionally, a substantial proportion of students with consecutive ACCESS for ELLs data demonstrated measurable growth, indicating that language supports are contributing to student progress.

However, the majority of students remain at lower levels of English proficiency, and findings consistently show that language fluency is the strongest predictor of academic success across subject areas. This suggests that continued emphasis—and potentially increased integration—of language development within academic instruction is critical to improving outcomes.

State-Level Recommendations

- Continue prioritizing English language development as a central component of program guidance and expectations.
- Reinforce the integration of language development within academic content areas, particularly reading and mathematics.
- Continue using ACCESS for ELLs data to monitor student progress and inform program-level decision-making.

Project Area-Level Recommendations

- Continue providing English language development services aligned to student needs, with prioritization of non-fluent and PFS students.
- Strengthen integration of language supports within academic instruction across all service settings.
- Use student-level data to tailor instruction and monitor language development over time.

Recommendation 3: Strengthen targeted engagement of Out-of-School Youth (OSY)

PA-MEP provides access to a range of services for out-of-school youth, including ESL, GED preparation, and job-related supports. Needs assessment data indicate that many OSY express interest in these services, demonstrating a clear demand for programming.

At the same time, participation remains inconsistent across project areas. Structural barriers—including work schedules, mobility, and competing responsibilities—continue to limit engagement and are often outside the direct control of the program. These findings suggest that while services

are available and aligned to needs, additional strategies may be needed to support consistent participation.

State-Level Recommendations

- Continue to support connections to ESL, GED, and workforce development programs based on identified OSY needs
- Share effective engagement strategies across project areas, particularly those that have supported participation within similar constraints.
- Reinforce realistic expectations for OSY engagement given known structural barriers.

Project Area-Level Recommendations

- Continue connecting OSY to available services and programs based on their unique needs.
- Prioritize outreach to OSY who have expressed interest in services but are not currently participating.
- Use participation patterns and survey feedback to inform outreach efforts and timing of services where feasible.
- Use the monthly report to document barriers to participation so that findings can be used to support ongoing program understanding and planning.

Recommendation 4: Increase access to and participation in early childhood preschool programs

PA-MEP has demonstrated progress in preschool enrollment for children ages 3 and older, with increases observed compared to prior years. The program has also established partnerships with a range of early childhood providers, supporting access to services for families.

However, participation remains below optimal levels, and notable disparities exist. In particular, PFS-designated children are less likely to be enrolled in preschool programs, suggesting that those with the greatest need may face additional barriers. Further, reported challenges—including limited program availability, lack of open slots, and transportation—indicate that structural factors continue to influence access.

State-Level Recommendations

- Continue strengthening partnerships with early childhood providers (e.g., Head Start, Pre-K Counts, etc.) to expand access to preschool opportunities.
- Continue to provide guidance on strategies to address common barriers to preschool enrollment, including transportation and program access.

Project-Area Level Recommendations

- Continue prioritizing outreach to families of preschool-aged children, particularly those identified as PFS.
- Continue to leverage local partnerships to connect families with available early learning opportunities and to services that address broader barriers to participation.
- Explore flexible or alternative service delivery models where access to formal preschool programs is limited.

Recommendation 5: Explore new ways to leverage partnerships to expand program impact

PA-MEP benefits from a strong network of partnerships that support service delivery, including connections to academic programs, early childhood services, and community-based organizations. These partnerships are a key strength of the program and contribute to its ability to meet diverse student and family needs.

However, while the number of partnerships is well documented, there is limited information on the frequency and depth of engagement. This may limit the program's ability to fully understand and maximize the impact of these relationships.

State-Level Recommendations

- Continue supporting and promoting collaboration with community-based organizations, early childhood programs (e.g., Head Start, Pre-K Counts), and service providers.
- Share effective partnership strategies and models across project areas.
- As part of planned updates to the monthly reporting process, consider incorporating additional fields or guidance to capture partnership activity (e.g., frequency of interaction or types of services provided), to improve understanding of how partnerships support program implementation.

Project Area-Level Recommendations

- Continue maintaining and strengthening local partnerships that support staff, student, and family needs.
- Continue leveraging partnerships to connect families to services that address broader barriers to participation that PA-MEP cannot directly provide.
- Provide additional detail on partnership activities as reporting processes evolve.

Recommendation 6: Expand family engagement through accessible, flexible, and trust-centered approaches

PA-MEP has established multiple avenues for family engagement, including parent involvement activities and participation in Parent Advisory Council (PAC) efforts. These structures provide meaningful opportunities for families to connect with the program and support their children's

education. In addition, project areas have demonstrated flexibility in offering a range of engagement activities aligned to local needs.

At the same time, overall participation remains moderate, and findings indicate that engagement is influenced by structural barriers such as transportation, scheduling, and competing work and family responsibilities. In addition, broader external factors may be affecting families' willingness to participate in programs or share information. These conditions may limit engagement even when opportunities are available, suggesting a need for continued emphasis on approaches that are accessible, flexible, and responsive to family circumstances.

State-Level Recommendations

- Continue providing guidance on effective, culturally responsive, and trust-centered family engagement strategies.
- Reinforce the importance of flexibility in engagement approaches, including varied formats, timing, and levels of participation.
- Share successful engagement strategies across project areas, particularly those that have been effective in reaching families facing access or participation barriers.

Project Area-Level Recommendations

- Continue offering flexible engagement opportunities (e.g., varied scheduling, in-home or virtual options) to reduce participation barriers.
- Integrate family engagement into existing services where possible, rather than relying solely on standalone events.
- Leverage trusted staff relationships and community partnerships to support outreach and engagement efforts.
- Be responsive to family comfort levels and participation preferences, recognizing that engagement may vary based on individual circumstances and external factors.

Recommendation 7: Plan for program sustainability and continuity

Given the scope of PA-MEP and its reliance on federal funding, proactive planning for program sustainability is important to ensure continuity of services for students and families. While current implementation is strong, uncertainty in future funding levels highlight the need to clearly identify and maintain core program components and supports.

State-Level Recommendations

- Develop a contingency plan outlining how core services would be prioritized, maintained, or transitioned under various funding scenarios.
- Identify and document alternative resources and referral pathways (e.g., adult education, ESL programs, workforce programs, early childhood services) to support students and families if services are reduced.
- Establish clear communication guidance for project areas to ensure consistent messaging regarding potential changes.

Project Area-Level Recommendations

- Develop local contingency approaches aligned with state guidance to support continuity of services where possible.
- Identify critical services and partnerships that should be maintained under changing conditions.
- Develop local strategies to transition students and families to alternative supports if needed.
- Ensure clear and consistent communication with families and partners regarding any program changes.

Conclusion

The findings from the 2024–25 evaluation indicate that PA-MEP continues to operate as a strong and well-implemented program, with high rates of needs assessment completion, effective prioritization of high-need students, and strong alignment between identified needs and service delivery. Positive outcomes in areas such as student progression and graduation further reinforce the program's role in supporting educational continuity for a highly mobile and linguistically diverse population.

At the same time, the evaluation highlights persistent and well-documented challenges, particularly in academic achievement, English language acquisition, and consistent engagement among certain student populations, including out-of-school youth and families facing structural barriers. These challenges are not unique to PA-MEP but reflect the broader context in which the program operates, including mobility, language differences, and external factors that influence participation and access.

The recommendations presented in this report are designed to build on existing program strengths while supporting targeted, realistic improvements. They emphasize maintaining core services for high-need students, reinforcing English language development as a central driver of academic success, and continuing to strengthen engagement strategies for out-of-school youth and families. Additional focus is placed on increasing access to early childhood programming, leveraging partnerships more effectively, and planning for long-term program sustainability.

Collectively, these recommendations support a continued focus on flexibility, responsiveness, and data-informed decision-making. By building on what is already working and refining approaches in key areas, PA-MEP is well-positioned to sustain strong implementation and continue improving outcomes for migrant children, youth, and their families.

Appendix A: PA-MEP Professional Development Opportunities

Table 1. 2024-25 State-Provided Professional Development (Total = 42.5 hours)

Opportunity	Total Duration	Audience	Topics Covered and Comments
Annual PA-MEP state conference 3/24-25/2025	10.25 hours	All staff and out of state participants	Strands of workshop topics relevant to all roles
SSS/PC Training 11/07/2024	5 hours	All SSS	Data Instruction Changes/Errors/Reports/Canvas Eight Grade Survey Trauma Informed Best Practices Graduation requirements and pathways Breakouts: KPI-R Deep Dive OSY Portal and Resources for students IDRC Resources for instruction: Achiverry
SDP Deep Dive 10/28/2024 IU 5 12/05/2024 MU 12/16/2024 CCIU 12/17/2024 CSIU	1-2.5 hours	All staff	Follow-up to overview webinar. In-person push-in.
Recruitment Training 11/06/2024	4.5	Recruiters	PA MEP Recruitment Updates Data and Technology Eligibility Review and Activity Recruiter Assessment
Learning Kits Workshop at MEP Conference 3/25/2025 And at NASDME 4/15/2025	1.25	Conference attendees	Parent engagement can positively impact a child's education. IMPACT is a migrant education consortium focused on empowering parents, through knowledge and practice, to better support their children's learning. Join us to hear more about IMPACT's work. We will share our family learning kits that focus on language and literacy development and mathematics. We will also discuss family engagement frameworks and practices. This interactive workshop will allow attendees to participate in some of the activities we use with families as well as explore the IMPACT website and newsletters. This session is great for educators and advocates looking for resources and strategies.
KPI-R Q & A for Staff 1/14/2025	1 hour	PK SSS	Clarified and opened up for questions on the KPI-R Tool
iSOSY TST Literature Review 3/27/2025	1 hour	iSOSY TST Members	Guide discussion on Articles: 'The kids everyone forgot': The faltering post-pandemic push to reengage teens and young adults not in school, college, or the workforce The State of the American Student: Fall 2024. Solve for the Most Complex Needs: A Path Forward as Pandemic Effects Reverberate
IMPACT Literacy Math Kit Training 4/2/2025	2 hours	IMPACT members	To present the Family Math Kit Train the Trainer

Opportunity	Total Duration	Audience	Topics Covered and Comments
IMPACT Math Kit Training for PA 5/27/2025 6/25/2025	1 hour	Pilot participants (CCIU)	To present the Family Math Kit
iSOSY Presentation at NASDME: Self Care Strategies: Put Your Mask on First, It's OK. 4/14/2025	1.5 hours	Conference attendees	Educators, as a service profession, are overall very susceptible to secondary trauma stemming from their close work with students who have experienced traumatic events. iSOSY is a migratory education consortium focused on developing resources and materials to address the needs of out-of-school and at-risk migratory youth. Join us to hear more about iSOSY's work targeted to service providers concerning their own personal wellness. Learn about strategies used to prevent or alleviate the symptoms of vicarious (secondary) trauma and promote personal well-being. This interactive workshop will provide tools to help alleviate your stress so you can more effectively reach and teach students. This session is great for educators looking to recharge their batteries and create a self-care plan.
SDP: What Staff Needs to Know 4/22/2025 MU 9/25/2025 IU 5	2 hours	All staff	At request of Project Managers, went over the highlights of what all staff should know about the SDP
iSOSY Training (pre-recorded; optional) June/July 2025	.25-.5 hours	Out-of-School Youth Providers and Secondary staff	Provided recording on: iSOSY Data Worksheet (refresher)
Refugee Summit Presentation: What is Title I, Part C? Collaborating with RSIG to support students and families 9/16/2025	1.25	Summit attendees	Goals of the presentation: Intersection of children and youth of migratory agricultural workers and refugee students Gain a deeper understanding of children and youth of migratory agricultural workers in PA Overview of the Title 1, Part C Program eligibility requirements Learn what are the Title 1, Part C supplemental services Understand how services are delivered in PA Practical ways that the program has developed collaborations, relationships, and partnerships to better serve eligible students

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	309	0.6	13.9	34.6	50.8
All migrant students	4	324	1.2	11.7	35.2	51.9
All migrant students	5	276	0.4	14.5	29.0	56.2
All migrant students	6	304	2.0	12.2	42.8	43.1
All migrant students	7	294	1.4	11.9	57.1	29.6
All migrant students	8	238	2.1	15.1	26.5	56.3
All migrant students	State Total	1,745	1.3	13.1	37.9	47.7
Migrant Priority for Service	3	107	0.9	13.1	26.2	59.8
Migrant Priority for Service	4	127	-	7.1	28.3	64.6
Migrant Priority for Service	5	105	-	10.5	21.0	68.6
Migrant Priority for Service	6	106	0.9	8.5	36.8	53.8
Migrant Priority for Service	7	93	-	6.5	54.8	38.7
Migrant Priority for Service	8	86	-	10.5	17.4	72.1
Migrant Priority for Service	State Total	624	0.3	9.3	30.6	59.8
Migrant non-Priority for Service	3	202	0.5	14.4	39.1	46.0
Migrant non-Priority for Service	4	197	2.0	14.7	39.6	43.7
Migrant non-Priority for Service	5	171	0.6	17.0	33.9	48.5
Migrant non-Priority for Service	6	198	2.5	14.1	46.0	37.4
Migrant non-Priority for Service	7	201	2.0	14.4	58.2	25.4
Migrant non-Priority for Service	8	152	3.3	17.8	31.6	47.4
Migrant non-Priority for Service	State Total	1,121	1.8	15.3	42.0	40.9

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	177	-	11.3	26.0	62.7
Migrant Priority for Service	11	52	-	7.7	21.2	71.2
Migrant non-Priority for Service	11	125	-	12.8	28.0	59.2

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	309	0.6	13.9	34.6	50.8
Migrant students	4	324	1.2	11.7	35.2	51.9
Migrant students	5	276	0.4	14.5	29.0	56.2
Migrant students	6	304	2.0	12.2	42.8	43.1
Migrant students	7	294	1.4	11.9	57.1	29.6
Migrant students	8	238	2.1	15.1	26.5	56.3
Migrant students	11	177	-	11.3	26.0	62.7
Migrant students	State Total	1,922	1.1	13.0	36.8	49.1
Non-migrant students	3	123,375	10.2	37.6	30.8	21.4
Non-migrant students	4	118,226	13.0	34.5	34.1	18.5
Non-migrant students	5	121,924	8.4	35.8	35.6	20.2
Non-migrant students	6	121,455	15.3	34.8	37.7	12.3
Non-migrant students	7	121,241	12.5	36.0	44.7	6.8
Non-migrant students	8	121,532	14.2	34.5	34.6	16.8
Non-migrant students	11	124,017	11.5	49.8	24.5	14.2
Non-migrant students	State Total	851,770	12.2	37.6	34.5	15.7

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	351	4.3	19.9	22.5	53.3
All migrant students	4	372	3.0	11.8	27.7	57.5
All migrant students	5	321	2.2	7.8	36.4	53.6
All migrant students	6	345	1.4	7.2	25.2	66.1
All migrant students	7	333	0.6	4.5	17.4	77.5
All migrant students	8	280	2.1	5.0	12.9	80.0
All migrant students	State Total	2,002	2.3	9.6	24.0	64.1
Migrant Priority for Service	3	147	2.7	13.6	19.0	64.6
Migrant Priority for Service	4	173	1.2	8.1	27.2	63.6
Migrant Priority for Service	5	148	1.4	3.4	33.8	61.5
Migrant Priority for Service	6	146	0.7	4.8	15.1	79.5
Migrant Priority for Service	7	129	-	1.6	11.6	86.8
Migrant Priority for Service	8	128	0.8	3.1	7.0	89.1
Migrant Priority for Service	State Total	871	1.1	6.0	19.6	73.2
Migrant non-Priority for Service	3	204	5.4	24.5	25.0	45.1
Migrant non-Priority for Service	4	199	4.5	15.1	28.1	52.3
Migrant non-Priority for Service	5	173	2.9	11.6	38.7	46.8
Migrant non-Priority for Service	6	199	2.0	9.0	32.7	56.3
Migrant non-Priority for Service	7	204	1.0	6.4	21.1	71.6
Migrant non-Priority for Service	8	152	3.3	6.6	17.8	72.4
Migrant non-Priority for Service	State Total	1,131	3.2	12.5	27.3	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	192	1.0	7.3	35.9	55.7
Migrant Priority for Service	11	57	1.8	3.5	33.3	61.4
Migrant non-Priority for Service	11	135	0.7	8.9	37.0	53.3

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	351	4.3	19.9	22.5	53.3
Migrant students	4	372	3.0	11.8	27.7	57.5
Migrant students	5	321	2.2	7.8	36.4	53.6
Migrant students	6	345	1.4	7.2	25.2	66.1
Migrant students	7	333	0.6	4.5	17.4	77.5
Migrant students	8	280	2.1	5.0	12.9	80.0
Migrant students	11	192	1.0	7.3	35.9	55.7
Migrant students	State Total	2,194	2.2	9.4	25.0	63.4
Non-migrant students	3	124,362	22.9	29.5	21.2	26.4
Non-migrant students	4	119,259	20.9	29.0	24.2	26.0
Non-migrant students	5	122,883	15.9	27.2	33.0	23.9
Non-migrant students	6	122,253	14.4	22.4	31.0	32.2
Non-migrant students	7	121,945	13.2	19.7	28.2	38.9
Non-migrant students	8	122,062	9.7	20.0	25.6	44.7
Non-migrant students	11	125,386	15.7	28.0	36.3	20.0
Non-migrant students	State Total	858,150	16.1	25.1	28.5	30.3

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	NA	NA	NA	NA	NA
All migrant students	8	NA	NA	NA	NA	NA
All migrant students	State Total	NA	NA	NA	NA	NA
Migrant Priority for Service	4	NA	NA	NA	NA	NA
Migrant Priority for Service	8	NA	NA	NA	NA	NA
Migrant Priority for Service	State Total	NA	NA	NA	NA	NA
Migrant non-Priority for Service	4	NA	NA	NA	NA	NA
Migrant non-Priority for Service	8	NA	NA	NA	NA	NA
Migrant non-Priority for Service	State Total	NA	NA	NA	NA	NA

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	198	2.0	9.1	23.7	65.2
Migrant Priority for Service	11	61	1.6	4.9	29.5	63.9
Migrant non-Priority for Service	11	137	2.2	10.9	21.2	65.7

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	NA	NA	NA	NA	NA
Migrant students	8	NA	NA	NA	NA	NA
Migrant students	11	198	2.0	9.1	23.7	65.2
Migrant students	State Total	198	2.0	9.1	23.7	65.2
Non-migrant students	4	NA	NA	NA	NA	NA
Non-migrant students	8	NA	NA	NA	NA	NA
Non-migrant students	11	124,870	19.2	29.3	27.2	24.3
Non-migrant students	State Total	124,870	19.2	29.3	27.2	24.3

Appendix C: Tables Referenced in the Body of the Report

Table 1. The majority of PA-MEP students identified as Hispanic⁶⁸.

	Asian	Black/ African American	Hispanic	Multi-racial	Pacific Islander	White
All Students	694 (10.1%)	631 (9.2%)	5,519 (80.4%)	1 (0.0%)	2 (0.0%)	21 (0.3%)
Birth-PreK	115 (9.5%)	141 (11.7%)	943 (78.1%)	1 (0.1%)	--	6 (0.5%)
K-12	571 (11.4%)	470 (9.4%)	3,957 (78.9%)	--	2 (0.0%)	15 (0.3%)
OSY	8 (1.2%)	20 (3.1%)	619 (95.7%)	--	--	--
Project Area 1	55 (5.3%)	8 (0.8%)	968 (93.8%)	--	--	--
Project Area 2	33 (4.7%)	2 (0.3%)	660 (94.9%)	--	--	4 (0.6%)
Project Area 3	--	--	840 (100%)	--	--	--
Project Area 4	567 (37.7%)	308 (20.5%)	623 (41.4%)	1 (0.1%)	--	5 (0.3%)
Project Area 5	1 (0.1%)	29 (3.0%)	931 (96.8%)	--	--	--
Project Area 6	8 (1.5%)	28 (5.2%)	496 (92.2%)	--	--	2 (0.4%)
Project Area 7	2 (0.6%)	201 (55.6%)	158 (43.6%)	--	--	2 (0.6%)
Project Area 8	7 (1.2%)	48 (8.2%)	546 (93.3%)	--	--	8 (1.4%)
Project Area 9	21 (5.9%)	7 (2.0%)	297 (83.6%)	--	2 (0.6%)	--

Table 2. Spanish was the most common home language.

	Arabic	English	Nepali	Spanish	Swahili	Other Unspecified	Other Specified
All Students	69 (1%)	101 (1.5%)	406 (5.9%)	5,076 (73.9%)	252 (3.7%)	104 (1.5%)	860 (12.5%)
Birth-PreK	7 (0.6%)	20 (1.7%)	70 (5.8%)	845 (70.0%)	59 (4.9%)	17 (1.4%)	188 (15.6%)
K-12	60 (1.2%)	79 (1.6%)	335 (6.7%)	3,703 (73.8%)	180 (3.6%)	78 (1.6%)	580 (11.6%)
OSY	2 (0.3%)	2 (0.3%)	1 (0.2%)	528 (81.7%)	13 (2.0%)	9 (1.4%)	92 (14.2%)
Project Area 1	--	5 (0.5%)	--	835 (81.0%)	7 (0.7%)	1 (0.1%)	183 (17.7%)
Project Area 2	16 (2.3%)	31 (4.5%)	--	634 (91.8%)	--	--	18 (2.6%)
Project Area 3	--	--	--	634 (75.6%)	--	1 (0.1%)	205 (24.4%)
Project Area 4	48 (3.2%)	12 (0.8%)	370 (24.6%)	612 (40.7%)	241 (16.0%)	96 (6.4%)	125 (8.3%)
Project Area 5	--	5 (0.5%)	1 (0.1%)	928 (96.5%)	1 (0.1%)	1 (0.1%)	25 (2.6%)
Project Area 6	5 (0.9%)	20 (3.7%)	8 (1.5%)	483 (88.7%)	3 (0.6%)	--	15 (2.8%)
Project Area 7	--	8 (2.2%)	--	137 (37.8%)	--	--	218 (60.1%)
Project Area 8	--	18 (3.0%)	5 (0.8%)	526 (87.3%)	--	3 (0.5%)	57 (9.5%)
Project Area 9	--	2 (0.6%)	22 (6.2%)	287 (81.3%)	--	2 (0.6%)	14 (4.0%)

⁶⁸ Note: Because there were no students identified as American Indian/Alaskan Native, this category was removed from the table.

Table 3. On average, 40 percent of all students were identified as Priority for Service (PFS).

	PFS	Not PFS
All Students	2,776 (40.4%)	4,092 (59.6%)
Birth-PreK	351 (39.1%)	855 (60.9%)
K-12	2,142 (43.1%)	2,873 (56.9%)
OSY	283 (43.8%)	364 (56.2%)
Project Area 1	379 (36.8%)	652 (63.2%)
Project Area 2	226 (32.3%)	473 (67.7%)
Project Area 3	350 (41.7%)	490 (58.3%)
Project Area 4	586 (39.0%)	918 (61.0%)
Project Area 5	493 (51.3%)	468 (48.7%)
Project Area 6	248 (46.4%)	286 (53.6%)
Project Area 7	153 (42.1%)	210 (57.9%)
Project Area 8	233 (38.3%)	376 (61.7%)
Project Area 9	108 (33.0%)	219 (67.0%)

Table 4. The Vast Majority of Students Ages 3 and Older Were Not Fluent in English.

	Fluent in English	Not Fluent in English	Blank/No Entry
All Students	604 (9.5%)	5,574 (87.3%)	217 (3.4%)
Birth-PreK	33 (4.5%)	666 (90.3%)	34 (4.6%)
K-12	566 (11.3%)	4,320 (86.1%)	129 (2.6%)
OSY	5 (0.8%)	588 (90.7%)	54 (8.3%)
Project Area 1	10 (1.1%)	906 (96.0%)	28 (3.0%)
Project Area 2	96 (14.6%)	539 (82.0%)	22 (3.3%)
Project Area 3	16 (2.1%)	738 (95.0%)	23 (3.0%)
Project Area 4	220 (15.6%)	1,144 (81.3%)	44 (3.1%)
Project Area 5	25 (2.7%)	876 (96.2%)	9 (1.0%)
Project Area 6	44 (8.9%)	408 (82.4%)	43 (8.7%)
Project Area 7	25 (7.5%)	301 (90.7%)	6 (1.8%)
Project Area 8	151 (26.7%)	404 (71.4%)	11 (1.9%)
Project Area 9	17 (5.5%)	258 (83.6%)	31 (10.1%)

Table 5. Nearly one-third (31 percent) of PA-MEP students in the birth-preschool and K-12 categories were identified as experiencing homelessness at any point during 2024-25.

	Yes	No	Could Not Determine
All Students	1,926 (31.0%)	3,986 (64.1%)	310 (5.0%)
Birth-PreK	362 (30.0%)	698 (57.9%)	146 (12.1%)
K-12	1,564 (31.2%)	3,287 (65.5%)	164 (3.3%)
Project Area 1	520 (54.6%)	376 (39.4%)	55 (5.8%)
Project Area 2	89 (13.0%)	565 (82.3%)	34 (4.9%)
Project Area 3	478 (73.0%)	134 (20.5%)	43 (6.6%)
Project Area 4	113 (8.1%)	1,237 (88.9%)	44 (3.2%)
Project Area 5	312 (36.0%)	550 (63.5%)	7 (0.8%)
Project Area 6	79 (16.9%)	341 (73.0%)	47 (10.1%)
Project Area 7	202 (59.2%)	107 (31.4%)	32 (9.4%)
Project Area 8	73 (13.2%)	463 (83.5%)	15 (2.7%)
Project Area 9	60 (19.7%)	212 (69.5%)	33 (10.8%)

Table 6. About half of PA-MEP students ages 3 and older were enrolled in preschool for at least part of the 2024-25 program year.

	Enrolled in Preschool	Not Enrolled in Preschool	Unknown	Blank/No Entry
All Students	327 (48.9%)	294 (43.9%)	4 (0.6%)	44 (6.6%)
Project Area 1	42 (33.6%)	79 (63.2%)	--	4 (3.2%)
Project Area 2	34 (52.3%)	24 (36.9%)	--	7 (10.8%)
Project Area 3	36 (45.0%)	43 (53.8%)	--	1 (1.3%)
Project Area 4	81 (59.1%)	46 (33.6%)	--	10 (7.3%)
Project Area 5	51 (60.7%)	28 (33.3%)	--	5 (6.0%)
Project Area 6	23 (48.9%)	18 (38.3%)	--	6 (12.8%)
Project Area 7	20 (58.8%)	12 (35.3%)	1 (2.9%)	1 (2.9%)
Project Area 8	36 (52.9%)	22 (32.4%)	3 (4.4%)	7 (10.3%)
Project Area 9	4 (13.8%)	22 (75.9%)	--	3 (10.3%)

Table 7. Eighty-four percent of students demonstrated a need for improvement in reading.

	Proficient	Not Proficient	Blank/No Entry
All Students	141 (2.8%)	4,204 (83.8%)	670 (13.4%)
Project Area 1	15 (2.1%)	709 (99.3%)	5 (0.7%)
Project Area 2	20 (3.5%)	505 (88.4%)	49 (8.6%)
Project Area 3	11 (2.2%)	495 (97.8%)	--
Project Area 4	23 (2.0%)	1,006 (88.8%)	118 (10.4%)
Project Area 5	4 (0.6%)	701 (99.1%)	23 (3.2%)
Project Area 6	30 (7.6%)	196 (49.7%)	150 (38.1%)
Project Area 7	7 (2.6%)	203 (75.2%)	60 (22.2%)
Project Area 8	9 (2.1%)	177 (41.6%)	245 (57.6%)
Project Area 9	22 (9.0%)	212 (86.9%)	20 (8.2%)

Table 8. Eighty-three percent of students demonstrated a need for improvement in math.

	Proficient	Not Proficient	Blank/No Entry
All Students	141 (2.8%)	4,180 (83.4%)	694 (13.8%)
Project Area 1	15 (2.1%)	712 (99.4%)	2 (0.3%)
Project Area 2	20 (3.5%)	509 (88.7%)	45 (7.8%)
Project Area 3	11 (2.2%)	494 (97.6%)	1 (0.2%)
Project Area 4	23 (2.0%)	1,013 (88.8%)	111 (9.7%)
Project Area 5	4 (0.6%)	706 (99.4%)	18 (2.5%)
Project Area 6	30 (7.7%)	212 (56.0%)	134 (35.4%)
Project Area 7	7 (2.6%)	182 (67.2%)	81 (29.9%)
Project Area 8	9 (2.1%)	158 (36.8%)	264 (61.5%)
Project Area 9	22 (9.2%)	194 (81.5%)	38 (16.0%)

Table 9. The majority of PA-MEP students (89%) were on track for graduation.

	On Track for Graduation	Not On Track for Graduation	Unknown/Blank/No Entry
All Students	118 (7.2%)	61 (3.7%)	1,473 (89.4%)
Project Area 1	21 (9.4%)	2 (0.9%)	200 (89.7%)
Project Area 2	11 (6.0%)	12 (6.5%)	161 (87.5%)
Project Area 3	11 (6.2%)	2 (1.1%)	165 (92.7%)
Project Area 4	32 (8.1%)	25 (6.3%)	336 (85.5%)
Project Area 5	4 (1.5%)	1 (0.4%)	264 (98.1%)
Project Area 6	17 (13.8%)	2 (1.6%)	104 (84.6%)
Project Area 7	6 (11.5%)	6 (11.5%)	40 (76.9%)
Project Area 8	5 (3.3%)	4 (2.6%)	144 (94.1%)
Project Area 9	11 (14.3%)	7 (9.1%)	59 (76.6%)