Pennsylvania
Migrant Education Program
2020-21 State Evaluation Report

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COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 Market Street
Harrisburg, PA 17126-0333
www.education.pa.gov

Commonwealth of Pennsylvania
Tom Wolf, Governor

Department of Education
Eric Hagarty, Acting Secretary

Office of Elementary and Secondary Education
David Volkman, Ed.D., Acting Deputy Secretary

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School Services Unit Director
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Voice Telephone: (717) 783-3750, Fax: (717) 783-6802

If you have any questions about this publication or for additional copies, contact:

Pennsylvania Department of Education
Bureau of Teaching and Learning
333 Market Street, 5th Floor, Harrisburg, PA 17126-0333
Voice: (717) (717) 787-8913, Fax: (717) 783-6617
www.education.pa.gov

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Introduction

Program Description

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

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

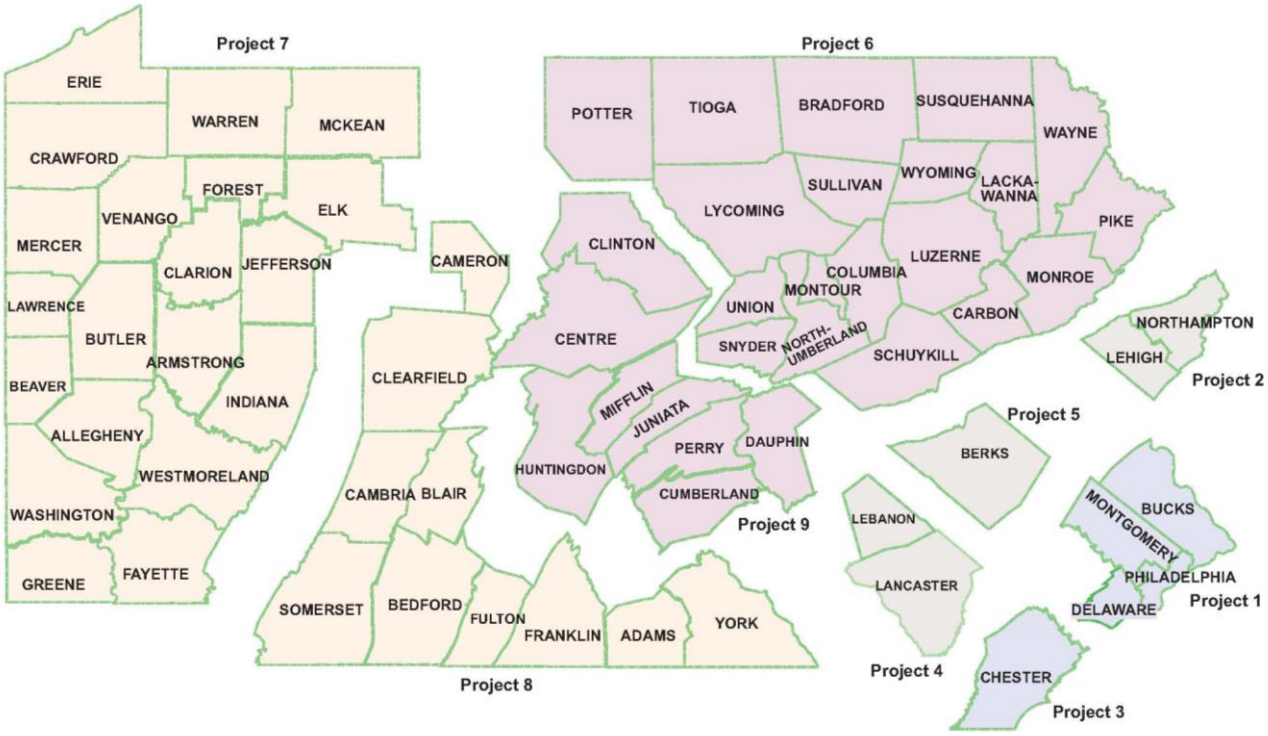
- Across school district lines;
- From one residence to another;
- Due to economic necessity; and
- In the preceding 36 months.

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

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

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

Pennsylvania Migrant Education Counties Map



COVID-19 PANDEMIC

In March 2020, the World Health Organization declared the COVID-19 viral outbreak a global pandemic. In response to growing numbers of infections and general uncertainty, Pennsylvania Governor Tom Wolf began implementing statewide mitigation measures. In-person operations of many programs and services, including schools, ceased on or around Friday, March 13, 2020.

Program operations during the physical, in-person shutdown varied, as families and communities had differing degrees of technology access and other resources. Some communities had limited connectivity to the Internet, which occurred both in rural areas that lacked infrastructure and also in urban areas where the infrastructure might have been insufficient to support the area, as well as families not having Internet in their homes. Some students lacked access to devices. Some schools and programs were simply not in a position to pivot immediately to full-scale virtual implementation.

The PA-MEP continued to serve its students and families throughout the pandemic through a combination of contactless material and resource drop-offs, phone and email support, virtual and remote instruction, outdoor and in-home programming while following physical distancing and mitigation measures, connection of families to resources, provision of devices to allow students to participate in virtual school instruction when such devices were not provided by schools, and other supports. However, despite the program's responsiveness and shift to alternative methods of programming, it could not operate as it

had traditionally. This unexpected, inherent change to this program year influenced the program's ability to operate in three primary ways.

First, the program suffered in terms of identification and recruitment. The PA-MEP relies on several methods to identify potentially eligible students. Schools are a primary source of referrals and identification. Additionally, program staff visit and establish relationships with employers in eligible industries and those employers refer workers and families to the program and/or provide opportunities for PA-MEP staff to come on-site to interview workers to determine eligibility. Finally, PA-MEP staff may go into regions and neighborhoods where migrant families have previously been identified and go door to door to identify families who may be eligible. These employer and field identification methods were hampered by the pandemic as staff were often restricted from workplaces, workplaces may have been closed, and families may have been hesitant to answer unannounced visits to their home. Further, project area staff were, for a portion of the year, not permitted by their employers to be out in the field for such activities until restrictions were eased and appropriate personal protective equipment (PPE) was provided.

For some of these same reasons, PA-MEP staff faced challenges in serving and supporting children and families, as in-home services and campus-based programs were still restricted for at least a portion of the year and families were still hesitant to engage with external parties.

Finally, data collection and availability were influenced, as Pennsylvania gave schools and districts the option to delay the administration of the 2021 state assessments that were scheduled for spring 2021. Schools and districts had the option to administer the spring 2021 state assessments either in the spring 2021 or in September 2021. This delayed assessment data availability until the end of the 2021 calendar year and beginning of 2022, depending on the assessment.

Evaluators will continue to monitor the program's needs, family and student needs, and data collection and evaluation methods to ensure that evaluation remains relevant and useable while minimizing data burden. Program leaders and evaluators will collaborate to identify the best methods of collecting information in light of pandemic conditions and restrictions.

Evaluation Design

PDE, through Chester County Regional Education Services, contracted with the Allegheny Intermediate Unit (AIU) to conduct a comprehensive external evaluation of PA-MEP for the 2020-21 program year. Pennsylvania is required to evaluate the program in order to fulfill federal requirements under Title I, Part C, Sections 1301(4); 1303(e); 1304(b)(1) and (2); 1304(c)(5); 1304(d); 1306(a)(1)(C) and (D), as follows:

34 CFR 200.84 - Responsibilities of SEAs for evaluating the effectiveness of the PA-MEP. Each SEA must determine the effectiveness of its program through a written evaluation that

measures the implementation and results achieved by the program against the State's performance targets in § 200.83(a)(1), particularly for those students who have priority for service as defined in section 1304(d) of the ESEA.

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

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

To examine program implementation, evaluators identified current practices and instruments used to collect implementation information. During and prior to the 2020-21 school year, these sources or practices included data/report completion, program enrollment, demographics, service delivery data, annual monitoring reports, and project area reports. PA-MEP's MIS2000 database is the primary data warehouse that all project areas use to manage, track, and query migrant child and youth information.

To look at program results, evaluators examined individual child and youth data from PA-MEP's database pertaining to needs assessment, service delivery, graduation and drop-out status, state academic assessment results, and postsecondary plans.

Evaluators collected 2020-21 data from the ACCESS for ELLs assessments at the state level to examine migrant student academic achievement.

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

This report addresses the implementation, results, and outcomes of the PA-MEP for 2020-21 year and evaluator recommendations for programmatic changes and refinement of the evaluation plan.

How To Use This Report

The primary audience for this report is the PA-MEP team at PDE, though the results can be useful for other groups. The state evaluation of the PA-MEP for 2020-21 focused on the connection of children and youth identified as migrant to their needs, service receipt, and outcomes. Because of the volume of findings related to needs assessment and service delivery, a selection of findings related to priority areas are shared in this report. Throughout this report, a narrative explanation precedes the graphical representation of results. For ease of reading, percentages have been rounded, which may result in totals not equal to 100 percent. Additionally, in tables or graphs where “0%” appears, the reader should note that these represent values of less than 1 percent expressed as a rounded value. Instances of 0 percent where the item truly represents zero instances or individuals have been removed from graphs. Likewise, where blank cells appear in data tables, the value is zero.

Readers should note the difference between “unknown” and “blank (no entry)” in tables and graphs. “Unknown” means that the PA-MEP staff was unable to determine the proper coding for that individual and marked that item as “unknown.” This is different from counts of “blank (no entry),” which means the staff left that particular indicator blank. Findings cannot be extrapolated from blank fields.

Some graphs contained in this report include both the number of instances (in a data table) along with an illustration of the proportional relationship of those figures. This type of graph is typically used when the categories are mutually exclusive and individual category percentages add to 100 percent. Other graphs only include the percentage of instances. This type of graph is typically used when multiple categories can apply to a single item (respondents could select all items that applied). Data tables that include percentages are also used in cases where the percentage is a more accurate representation of the program or the population being examined. The type of illustration included will indicate to the reader the most appropriate way to examine the findings. Some sections provide ranges (minimum/maximum) of results in order to demonstrate the variability of results.

The findings provided within this report should be used to guide program management and assist PDE in providing technical assistance to project areas in order to improve implementation and outcomes.

It is important to remember that children and youth may receive services from other sources, so it is not possible to attribute outcomes solely to this program’s efforts. Further, while comparisons may be made to prior program years, it is important to keep in mind that the PA-MEP population changes to some extent year to year due to the 36-month eligibility window and mobility factors. While some students may continue from one year to the next, new students join the program or leave the program each year. The proportions of continuing, new, or exiting students changes annually and throughout the year. Readers should consider this caveat when interpreting results and comparisons.

This report includes detailed explanations of the program's implementation and outcomes throughout the Findings section. In addition, this report includes sections that use information contained in the Findings section of this report in the context of the Government Performance and Results Act measures and program goals. The report concludes with evaluator reflections and recommendations.

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 tool 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 tool or its components is strictly prohibited without prior approval from the Pennsylvania Department of Education, specifically the Pennsylvania Migrant Education Program.

Executive Summary

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

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

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

Evaluation Design

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

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

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

In analyzing the program's implementation and outcomes, evaluators examined extracts from MIS2000 (the PA-MEP database), student results on state academic and English language assessments, student data from the Kindergarten Preparation Inventory, project area monitoring reports, and other data. Evaluators collected data from state[2] and local sources and then analyzed it overall for the state, for each project area, and by student category, English fluency, and/or Priority for Service status, as applicable.

Demographics

A total of 4,445 children and youth were enrolled in PA-MEP for one day or more from September 1, 2020 through August 30, 2021,[3] which is 379 fewer students than the prior year. At 72 percent, the largest group falls into the school-age category, followed by 16 percent who were not yet of school age (birth to age 6, not yet enrolled in a K-12 school), and 12 percent who were out-of-school youth.

A majority of qualifying individuals (81 percent) identify themselves using federal race categories as Hispanic. Spanish was the most common home language (76 percent), followed by those with a language designation of Nepali (9 percent), Swahili (5 percent), or another language (10 percent).

Program Implementation Results

Project areas conduct a needs assessment for each child and youth in order to identify risk factors that may influence success. Program staff use a variety of data available to them as well as their professional experience to determine a child's status related to each need indicator. The program maintains a data guide that contains definitions and hierarchy for data coding. PA-MEP uses the results of this needs assessment as a tool to link children and youth with services. Needs assessment data was available for 4,179 children and youth (94 percent of children and youth).

Based on needs assessment data, 36 percent of 4,445 students in 2020-21 were identified as "Priority for Service" at any time during the program year. Priority for Service is a designation used throughout the program and its evaluation to indicate individuals who have certain risk factors. PA-MEP staff are to use this determination to serve Priority for Service children and youth first or to prioritize individuals for service when resource limitations exist.

[2] The evaluation team completed the necessary confidentiality protocols for state-level data collection.
[3] The PA-MEP fiscal year runs October 1 through September 30. Evaluators use an adjusted period of September 1 to August 30 in order to capture one full school year and one full summer, as this is how data is attributed.

Overall, 79 percent of children and youth ages 3 or older were not fluent in English. Based on analysis of service data for nonfluent students ages 3 and older, 87 percent received English-related services or support; 87 percent of nonfluent Priority for Service students received English-related services, and 87 percent of non-Priority for Service students received English services. A majority of nonfluent K-12 students who were enrolled before June 2021 (93 percent) were coded as receiving English services through their school or district's English as a Second Language (ESL) program during the school year.

Preschool enrollment has long been a priority of the PA-MEP. Of children ages 3 and older and not yet enrolled in K-12 school, 44 percent were enrolled in a preschool program. This number represents a considerable decline from the 62 percent in the prior year, which is most likely due to factors associated with the pandemic, most notably family choice. There was a large increase in this reason for not attending preschool (13 percent of all reasons provided in 2019-20 versus 35 percent in 2020-21). Had the 'family choice' explanation rate remained consistent in 2020-21, the overall percentage of children ages 3 and older not yet enrolled in K-12 school who attended preschool would likely have been consistent with the prior year's percent enrolled in preschool.

According to initial needs assessments, 83 percent of K-12 students needed to improve in reading and 82 percent needed to improve in math. Staff could use state and local assessments, report card grades, teacher determinations, student records, or their professional observation, if no other data sources were available, to make this determination.

Of the K-12 students who were not proficient in reading (2,583), 82 percent received reading-specific supplemental services. Further analysis revealed that 89 percent of Priority for Service students with a reading need received supplemental reading services through at least one category, while 79 percent of non-Priority for Service students received supplemental reading services, providing evidence that Priority for Service students took priority for service delivery.

Of the K-12 students not proficient in math (2,561), 78 percent received math-specific supplemental services. Further analysis indicated that 85 percent of Priority for Service students received supplemental math services, compared to 73 percent of non-Priority for Service students, providing evidence that Priority for Service students took priority for service delivery.

Out-of-school youth have several options for education support and their needs assessment reflects some of these, including interest or participation status related to ESL programs, Adult Basic Education and/or General Equivalency Diploma (GED) programs, job training, or school entry. Of the 465 nonfluent out-of-school youth, 68 percent attended, enrolled in, were interested in, or had completed an ESL program. Additionally, 14 percent were interested in, enrolled in, attended, or completed a GED program; 13 percent were interested in, enrolled in, attended, or completed job training; and 4 percent were interested in or enrolled in K-12 school.

Evaluators also examined service delivery overall, as this is an element of federal Government Performance and Results Act (GPRA) measures for PA-MEP. Of the 4,445 students enrolled one day or more during the 2020-21 year, 4,063 (91 percent) were coded as having received services under one or more categories based on service delivery data or action codes indicating delivery of services or materials. Of those individuals not having any service delivery indicated (382), 36 could not be explained by being younger than 3 years old,[4] enrolling at the end of the program year, having a short enrollment or residence, refusing services, or the PA-MEP were unable to contact or locate the student after multiple attempts.

Student Outcomes

Kindergarten Preparation Inventory

For the 2018-19 program year, PA-MEP instituted a new pre-kindergarten skill development instrument called the Kindergarten Preparation Inventory. Complementing the Inventory was a toolkit of resources, lessons, and manipulatives that staff could use to support students in developing skills that they would need as they transitioned to kindergarten. The 2020-21 year was the third year this resource was used.

Inventory data was available for 124 children, which is 29 percent of the 429 children who were ages three or older and not yet in kindergarten enrolled in PA-MEP during this year. Considering a child's result as of their last inventory administration, regardless of the timing of the inventory, 41 percent of all children included in analysis demonstrated skills at the mastery level, 44 percent were in progress, and 15 percent were considered not yet meeting expectations.

There were 89 children with two data points, or a pre and a post administration. Of these 89 children, 79 percent improved the number of skills demonstrated from pre to post. Additionally, two percent of children demonstrated the same number of skills but scored in the mastery level, and 15 percent demonstrated the same number of skills but were not at a mastery level. Four percent declined, though one student who declined did so at the mastery level in both pre and post. Older students were more likely to show improvement.

State Academic Assessments

Pennsylvania annually administers several assessments in core academic areas to public school students: the Pennsylvania System of School Assessment (PSSA) in grades 3-8, the Pennsylvania Alternate System of Assessment (PASA) to students having significant cognitive disabilities in grades 3-8 and 11, and the Algebra I, biology, and literature Keystone Exams to secondary students, with students re-taking the Keystone Exams until

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

they reach a proficient level. Their score is banked and applied to their grade 11 year, or their grade 11 Keystone Exam is used for accountability if the student had not yet reached a proficient level.

PSSA, PASA, and Keystone Exam data were available at the state level and matched to PA-MEP enrollment data. Consequently, data was available for all migrant students enrolled in a public school who took the applicable assessment. Performance levels (below basic, basic, proficient, or advanced) were used in assessment analysis. In addition to looking at the overall results, evaluators disaggregated state assessment data by grade level, English fluency,[5] and Priority for Service status. Priority for Service status was further disaggregated by English fluency. The following table provides the state academic results for 2020-21. In each of the three content areas, the largest portion of students scored in the below basic performance level.

Table 1: 2020-21 State Assessment Results.

Content area	Students included	Advanced	Proficient	Basic	Below basic
Math/Algebra I	889	3%	7%	17%	73%
Reading/literature	783	2%	15%	39%	44%
Science/biology	274	7%	19%	27%	47%

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

Information was available to allow evaluators to compare migrant students' results to non-migrant state assessment results using summary findings provided by the PDE Assessment Office. In this comparison, migrant students having assessment data were compared to non-migrant students having assessment data. However, it is important to keep in mind that the migrant student group is a small fraction of the non-migrant group: less than 0.2 percent. Comparisons should be made with caution.

In reading/language arts, 17.4 percent of migrant students assessed scored in the proficient or advanced performance levels, which is lower than the non-migrant group (55.0 percent), a gap of 37.7 percentage points. In math, 10.0 percent of migrant students scored in the proficient or advanced performance levels, while 37.3 percent of non-migrant students did so, a gap of 27.3 percentage points. In science, 25.9 percent of migrant students scored proficient or advanced compared to 63.7 percent of non-migrant students, a gap of 37.8 percentage points. However, when these non-migrant results are compared to the fluent migrant subgroup results, the gap shrinks. Instead of gaps of 27-38 percentage points, the gaps between migrant fluent students and non-migrant students are only 12-14 percentage points, further confirming the influence of language on assessment results.

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

State English Proficiency Assessment

The ACCESS for ELLs[6] assessment is a language proficiency assessment for K-12 students and is one component of the World-Class Instructional Design and Assessment (WIDA) Consortium's comprehensive, standards-driven system designed to improve the teaching and learning of English language learners. Pennsylvania is a part of the WIDA Consortium. The purpose of the assessment is to monitor student progress in English language proficiency on a yearly basis and to serve as a criterion to aid in determining when students have attained full language proficiency.

ACCESS for ELLs data was available for all students enrolled in a Pennsylvania public school who took the assessment. For the 2020-21 program year, data was available for 1,571 migrant students in kindergarten through grade 12 (464 Priority for Service, 1,107 non-Priority for Service), which is 71 percent of all K-12 PA-MEP nonfluent students enrolled during the school year (2,209) prior to June 2021. Students only have data if they were enrolled in public school in Pennsylvania at the time the assessment occurred.

Overall results indicate a majority of students (90 percent) scored in the lowest three (of six) performance levels. The largest group, at 36 percent, scored in the first level, Entering. The second and third levels, Emerging and Developing, were 29 and 24 percent, respectively.

Priority for Service factors had no influence on results, as 90 percent of both Priority for Service and non-Priority for Service students scored in the bottom three levels.

Nearly three-quarters (74 percent) of these nonfluent students with 2020-21 ACCESS for ELLs data also had 2019-20 ACCESS for ELLs data for comparison. Based on a comparison of each student's composite scale score as directed by the ACCESS for ELLs Interpretive Guide, 59 percent of students with two consecutive years of data improved, 9 percent maintained the same level, and 32 percent declined.

Graduation, Promotion, GED, and Dropout

Migrant students have a higher risk of not graduating from high school because of the mobile nature of the migrant lifestyle. One of the areas of focus for the PA-MEP is to keep students in school and ensure that they graduate. A total of 109 students were enrolled in grade 12 during the 2020-21 school year and had graduation information available, of which 87.2 percent (95) graduated, which is lower than the prior year, where 90.2 percent graduated. In addition to grade 12 students graduating, analysis revealed that three students enrolled in grade 11 successfully graduated in 2020-21 by earning additional credits and meeting requirements. This brings the total 2020-21 graduate count to 98 students.

[6] 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.

Overall, 93 percent of the 2,665 K-12 students whose status was known graduated or were promoted. According to promotion information for secondary students (grades 7-12) whose graduation and promotion status could be determined (1,084 students), 86 percent were promoted to the next grade or graduated.

One out-of-school youth earned their GED credential during 2020-21, which is three fewer than the prior year. Additionally, six youth were listed as pursuing their GED, which is five fewer than the prior year.

Evaluators identified 27 students as dropping out either during 2020-21 year (20) or between 2019-20 and 2020-21 (7); no students dropped out during 2020-21 but then re-enrolled before the end of the year. This provides a net dropout count of 27 students, which is fewer than the prior year's net count of 31. One student who dropped out was coded as pursuing their GED credential.

Analysis also examined the frequency with which students who dropped out – in this or a prior year – re-enrolled in school. Seven students who previously dropped out re-enrolled in school during 2020-21, which is 2 fewer than the prior year.

Conclusion

PA-MEP provides a variety of services to migrant children and youth and most children and youth receive services through PA-MEP or another source in line with their needs. Migrant children and youth face a unique set of challenges, including mobility and limited English fluency, which influence student outcomes. Anecdotal information from programs indicate that the COVID-19 pandemic continued to complicate program implementation, family and child participation, and program results. Based on evaluation findings, evaluators offer the following recommendations:

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

Program Highlights

In a lengthy report it is easy to get lost in the numbers, percentages, and graphs, no matter how helpful they are in understanding the program and its outcomes. Additionally, the evaluation report is mostly a presentation of the program year as a snapshot without much perspective of program progress. In this section, evaluators present several program highlights that showcase program success and progress. Program areas for improvement are addressed in the Reflections, Implications, and Recommendations section at the end of this report.

- Year to year, PA-MEP consistently serves most eligible students who are at least 3 years old.

- The dropout count improved over the prior year.

- Of graduates, 72 percent indicated that they planned to attend a two-year or four-year college.

- Of 1,084 students in grades 7-12, 86 percent were promoted to the next grade or graduated. Overall, 93 percent of the 2,665 K-12 students whose status was known graduated or were promoted.

- A total of 2,372 children and youth received summer instructional services (reading, math, ESL, other instruction, and preschool), with 1,836 of these being K-12 students. These data indicate that 91 percent of 2,609 present and eligible children and youth (excluding graduates) received summer instructional services. Specifically for K-12 students, data indicate that 89 percent of K-12 students who were believed to be present in the state during summer received summer instructional services.

- One out-of-school youth earned their GED credential during 2020-21. Additionally, six youth were listed as pursuing their GED.

- Of students having 2020 and 2021 ACCESS for ELLs data, 59 percent improved.

- Of the 761 high school students with information available related to their completion of higher level math courses, 48 percent had successfully completed Algebra I or a higher level math course as of their earliest needs assessment for the year. Particular to grade 11 [for which the program has a performance indicator] (173 students), 72 percent had successfully completed Algebra I or a higher level math course as of their earliest needs assessment.

Goal Achievement

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

Measurable Performance Objectives from the *Service Delivery Plan*

Through the Comprehensive Needs Assessment process, PA-MEP established a *Service Delivery Plan* that included measurable performance objectives (MPOs). In 2017, PA-MEP released its updated *Service Delivery Plan*, with new goal areas established beginning with the 2019-20 program year. The status of these objectives is outlined here and show PA-MEP’s progress toward these targets as of the end of the 2020-21 year.

Reading Target: Close 50 percent of the gap between migrant students and All Students by increasing the percent proficient in English Language Arts to 39.3 percent by 2021, increasing the percent proficient by 3.7 percentage points annually.

In 2020-21, 17.4 percent of students taking the state reading assessment scored at proficient or advanced levels.

As a result of the COVID-19 pandemic, all state assessments normally scheduled for the spring were canceled in 2020. As such, no prior year comparisons, including the following two objectives, can be made for the 2021 year.

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

Reading Objective B: Beginning in spring 2018, 60 percent of non-Priority for Service students in grades 3-8 who are below proficient in reading and receive supplemental academic instruction in reading will make PSSA Reading gains of one proficiency level or more over the prior year PSSA results.

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

In 2020-21, 10.0 percent of students taking the state math assessment scored at proficient or advanced levels. As a result of the COVID-19 pandemic, all state assessments normally scheduled for the spring were canceled in 2020. As such, no prior year comparisons can be made for the 2021 year, including the following objective.

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

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

The 2020-21 PA-MEP grade 12 graduation rate was 87.2 percent, which is lower than 2019-20 rate of 90.2 percent (difference of 3.0 percentage points). PA-MEP's 2020-21 graduation rate represents an improvement of 0.2 percentage points over the 2015-16 baseline.

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

In order to examine this measure, evaluators looked at the students who were in grade 12 for the 2020-21 school year and 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 before, 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.

There were 109 grade 12 students whose graduation status could be determined, with 95 graduates and 14 non-graduates. Of the 95 graduates, six completed all units of the Diploma Project in 2020-21 or 2019-20 and another 29 participated in the Diploma Project but did not complete it. Of the remaining 60 graduates, 14 participated in other college preparatory activities in 2020-21 or 2019-20. In total, 49 students completed or participated in the Diploma Project or participated in college readiness activities (52 percent). Of these 49, 40 followed an expected grade progression based on the data available (82 percent), one (2 percent) appeared to have skipped one or more grades in the past four years, two (4 percent) had data indicating a retention at some point during the past four years, and six could not be determined.

Of the 14 students who did not graduate, five (36 percent) participated in Diploma Project or college readiness activities in the most recent two years; none completed the Diploma Project. Also, nine students had data indicating an expected grade progression while one appeared to skip a grade in the past four years, two appeared to be retained at some point in the same period, and two could not be determined.

The multiple variables and configurations of graduation, participation in or completion of Diploma Project, participation in college readiness activities, changes to the Diploma

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

Government Performance and Results Act Measures

The Office of Migrant Education at the U.S. Department of Education (ED) established recommended performance measures for the Migrant Education Program under the Government Performance and Results Act (GPRA).[7]

1. The percentage of PA-MEP students (grades 3-8) proficient or higher on their state's reading/language arts achievement test: Of 757 migrant students taking the 2020-21 state reading assessments in grades 3-8, 17.2 percent scored in the proficient or advanced levels. As a result of the COVID-19 pandemic, all state assessments normally scheduled for the spring were canceled in 2020. As such, no prior year comparisons can be made for the 2021 year. By Priority for Service status, 18.3 percent of Priority for Service students scored in the proficient or advanced levels in reading/language arts, while 16.8 percent of students without this designation scored at these levels.

2. The percentage of PA-MEP students (grades 3-8) proficient or higher on their state's mathematics achievement test: Of the 815 migrant students taking the 2020-21 state math assessments in grades 3-8, 9.1 percent scored in the proficient or advanced levels. As a result of the COVID-19 pandemic, all state assessments normally scheduled for the spring were canceled in 2020. As such, no prior year comparisons can be made for the 2021 year. By Priority for Service status, 6.9 percent of Priority for Service students scored in the proficient or advanced levels in math, while 9.9 percent of students without this designation scored at these levels.

3. The percentage of PA-MEP students who entered grade 11 and had received full credit for Algebra I or a higher math class: Of 173 grade 11 students enrolled during the 2020-21 school year and having math course data available, 72 percent entered grade 11 having already passed Algebra I or a higher math class based on their earliest needs assessment for the 2020-21 year, which is a decline from the prior year's 76 percent. By Priority for Service status, 65 percent of grade 11 Priority for Service students entered grade 11 having already passed Algebra I or a higher math

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

class, while 74 percent of grade 11 students without this designation entered grade 11 having already passed Algebra I or a higher math class based on their earliest needs assessment for the 2020-21 year.

4. The percentage of PA-MEP students who were enrolled in grades 7-12 and graduated or were promoted to the next grade: Of the 1,263 students in grades 7-12 whose graduation or promotion status could be determined, 86 percent (935 students) either graduated or were promoted, which is a decline from the prior year's 95 percent. For both Priority for Service and students without this designation the promoted or graduation rate was the same: 86 percent.

Leading Indicators

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

1. *An increasing percentage of migrant children ages 3-5 will receive instructional services*.[8] For 2020-21, 63 percent of migrant students in the preschool category who were at least 3 years old as of September 1, 2020 received instructional services. This is a decline compared to the prior year's 91 percent.

2. *An increasing percentage of Priority for Service migrant children will receive services.* For 2020-21, 93.2 percent of Priority for Service students received services according to service delivery data, which is lower than the prior year's 96.8 percent.

3. *An increasing percentage of grades 7-12 migrant children will receive instructional services.* For 2020-21, 80 percent of students in grades 7-12 received instructional services, which is a decline from the prior year's 92 percent.

For indicators 1-3 above, the declining percentages of children and youth served is most likely a result of pandemic restrictions and conditions.

4. *An increasing percentage of grade 8 migrant children will score proficient or higher in mathematics.* For 2020-21, 10.0 percent of migrant students scored in the proficient or advanced performance levels. As the 2020 state math assessments were canceled because of the COVID-19 pandemic, progress using this indicator cannot be measured this year. Progress level for this indicator will resume with the 2022 state math assessment.

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

Findings

Demographics

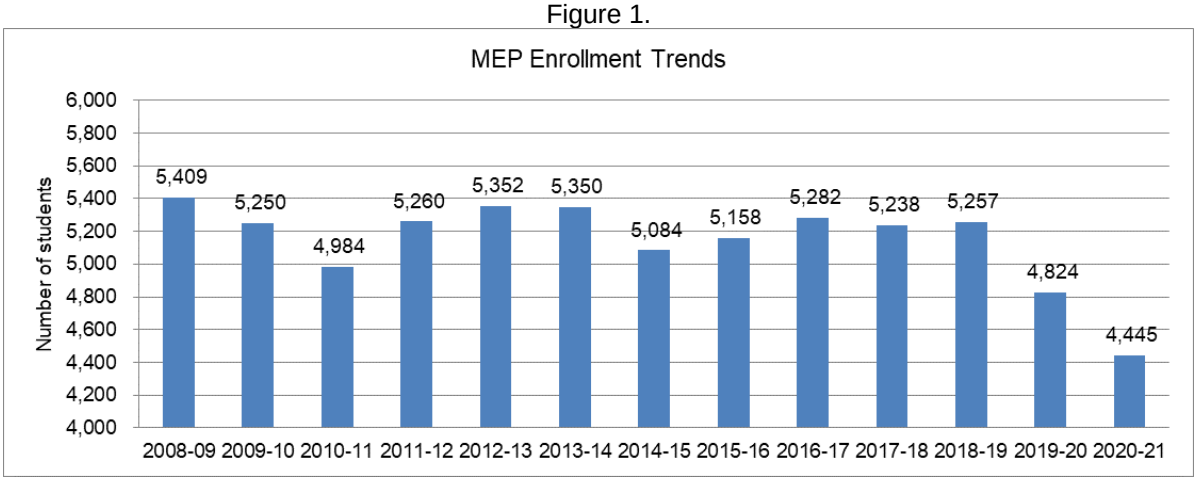
Information in this section answers the evaluation question: “Who are the children and youth that PA-MEP enrolled in the 2020-21 program year?”

In addition to examining outcomes, it is important to look at the demographics of the population included to contextualize results. The 2020-21 evaluation included any migrant child or youth eligible and enrolled for at least one day at any time September 1, 2020 through August 30, 2021.[9] Depending on the type of analysis and data element, results provided in the Findings section may include all children and youth, all individuals within a category, all individuals having data available, or all individuals enrolled within a certain date range. When findings are provided for a sub-set of children and youth, an explanation is provided. Many findings are disaggregated by PA-MEP’s student categories: birth-preschool age, school age (K-12), and out-of-school youth. Throughout the remainder of this report, “student” will be used for individuals in any category, as learning activities occur for all groups.

The culture of the migrant population often includes frequent moves and changes in status. Additionally, students gain and lose eligibility throughout the program year. Demographic analysis is provided for all migrant students in Pennsylvania having data (a unique and unduplicated count) and also by category and project area. Demographics are reported by the individual’s earliest enrollment record for the school year or the summer record if the student was not enrolled until summer 2021.

A total of 4,445 eligible children and youth were identified as migrant for 2020-21, which is 379 less than the prior year (2019-20). Enrollment has been fairly stable in recent years, so this decline is attributed to the COVID-19 pandemic.

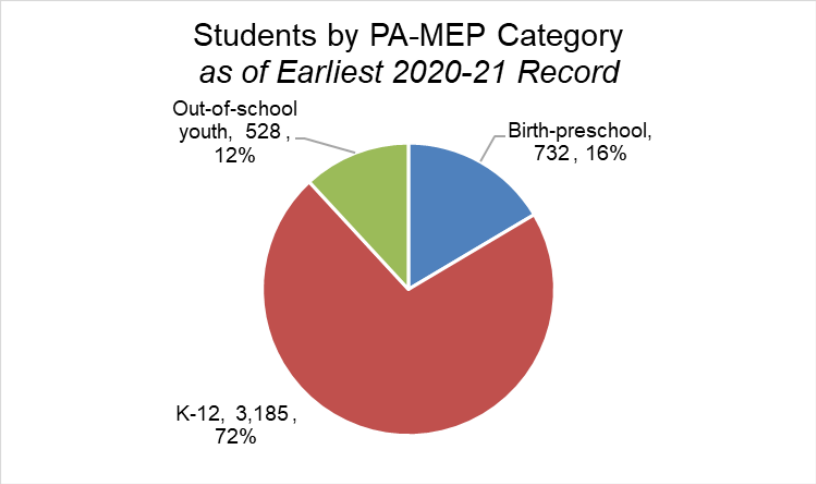
Figure 1.



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

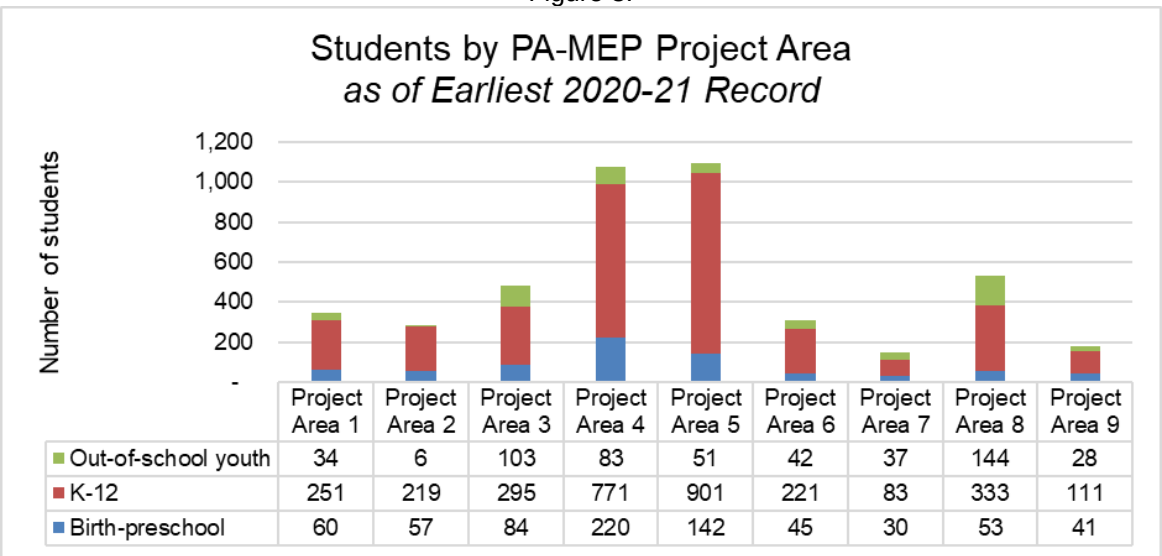
School-age students were the largest group (72 percent) based on students' first 2020-21 enrollment record. Students may change category during the year due to timing of the enrollment record, dropping out of school, enrolling in kindergarten, or out-of-school youth re-enrolling in K-12 school.

Figure 2.



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

Figure 3.

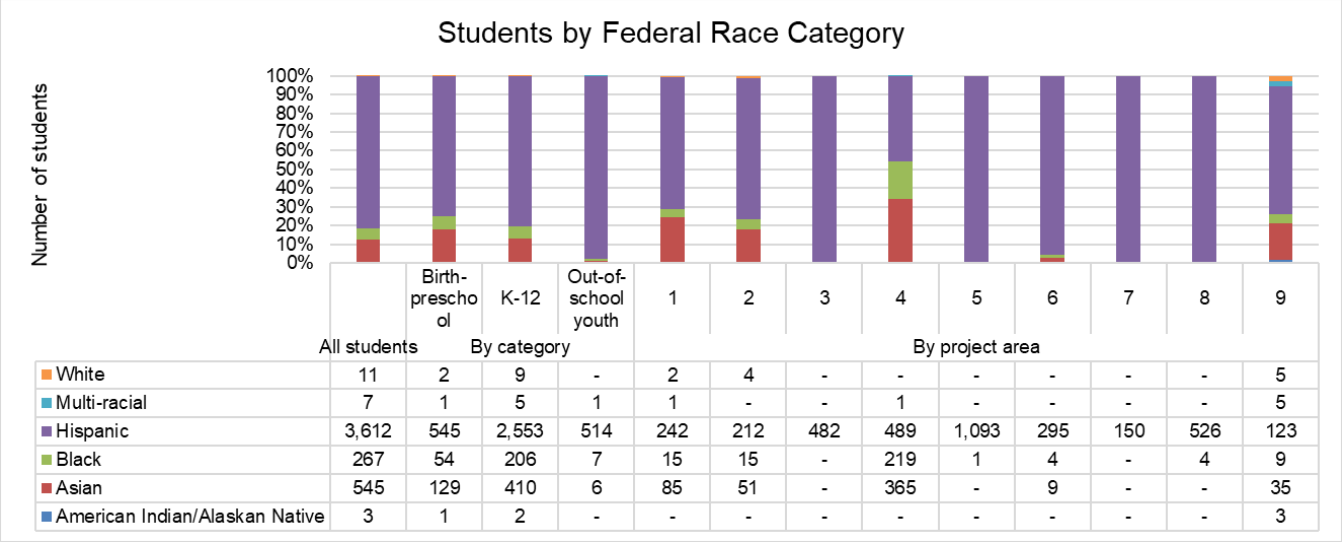


	Project Area 1	Project Area 2	Project Area 3	Project Area 4	Project Area 5	Project Area 6	Project Area 7	Project Area 8	Project Area 9
Out-of-school youth	34	6	103	83	51	42	37	144	28
K-12	251	219	295	771	901	221	83	333	111
Birth-preschool	60	57	84	220	142	45	30	53	41

Of all students in 2020-21, 56 percent of students were male, and 44 percent were female. While the birth-preschool age and K-12 categories were approximately half male (55 and 52 percent, respectively) and half female (45 and 48 percent, respectively), the majority of out-of-school youth were male (79 percent of out-of-school youth).

Most of Pennsylvania's migrant students identified themselves (using federal race options) as Hispanic (81 percent of 4,445 students). While the K-12 student category was similar to the state, out-of-school youth had a higher percentage of Hispanic students (97 percent of out-of-school youth) and birth to preschool age had a lower percentage of Hispanic students (74 percent) and a higher percentage of Asian students (18 percent) than the other two categories. Individual project area racial demographics differed from the state, reflecting a cultural and ethnic diversity.

Figure 4.

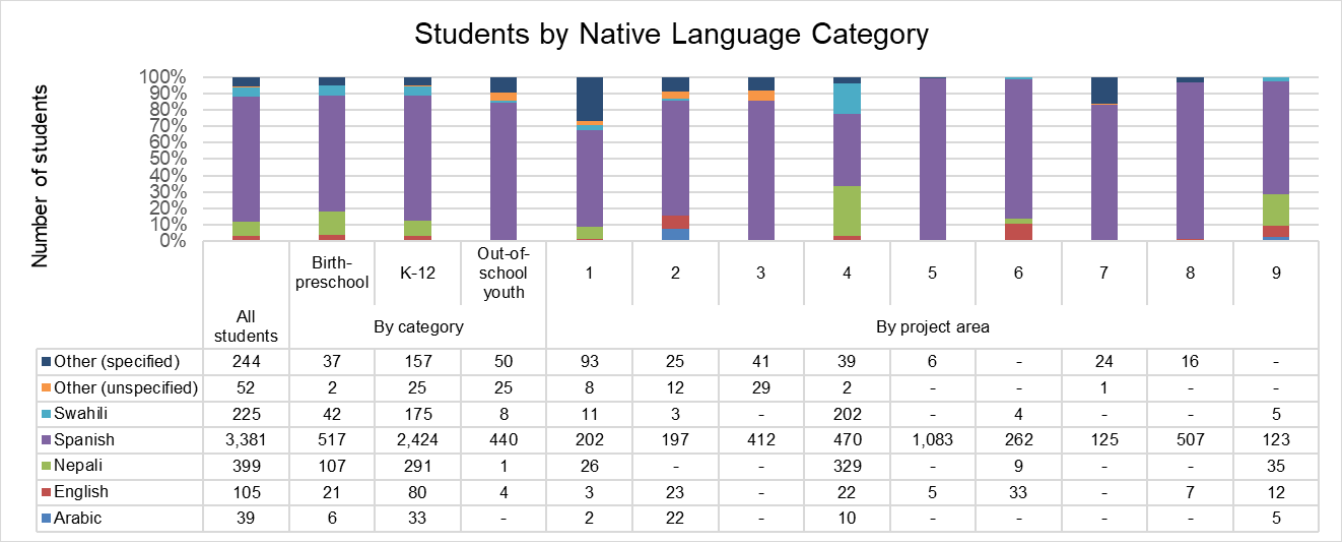


	All students	By category			By project area								
		Birth-preschool	K-12	Out-of-school youth	1	2	3	4	5	6	7	8	9
White	11	2	9	-	2	4	-	-	-	-	-	-	5
Multi-racial	7	1	5	1	1	-	-	1	-	-	-	-	5
Hispanic	3,612	545	2,553	514	242	212	482	489	1,093	295	150	526	123
Black	267	54	206	7	15	15	-	219	1	4	-	4	9
Asian	545	129	410	6	85	51	-	365	-	9	-	-	35
American Indian/Alaskan Native	3	1	2	-	-	-	-	-	-	-	-	-	3

Spanish was the most common home language (76 percent of 4,445 students), which is nearly the same percentage as the prior year (74 percent of 4,824 students). The next largest groups included students speaking Nepali as their home language (9 percent) or Swahili (5 percent).[10] These percentages were similar for all three student categories, though out-of-school youth had a higher percentage for Spanish and the birth-preschool population had a higher percentage of students speaking Nepali. Project area differences in race and ethnicity noted previously were also reflected in home language.

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

Figure 5.



	All students	By category			By project area								
		Birth-preschool	K-12	Out-of-school youth	1	2	3	4	5	6	7	8	9
Other (specified)	244	37	157	50	93	25	41	39	6	-	24	16	-
Other (unspecified)	52	2	25	25	8	12	29	2	-	-	1	-	-
Swahili	225	42	175	8	11	3	-	202	-	4	-	-	5
Spanish	3,381	517	2,424	440	202	197	412	470	1,083	262	125	507	123
Nepali	399	107	291	1	26	-	-	329	-	9	-	-	35
English	105	21	80	4	3	23	-	22	5	33	-	7	12
Arabic	39	6	33	-	2	22	-	10	-	-	-	-	5

In examining the migrant population that falls into the birth through preschool category, it is important to note that the category includes all children not yet of school age or not yet enrolled in kindergarten. PA-MEP separates these children into two age ranges: those from birth through age 2 and those who are 3 years or older but not yet enrolled in kindergarten. For the purposes of needs assessment and service provision, PA-MEP focuses on those children who are at least 3 years old, though all children may be served. Evaluators calculated age based upon the child's birthdate and September 1, 2020, a common cut-off date for kindergarten enrollment in Pennsylvania. Children ages 3 or older made up 59 percent of the 732 migrant birth-preschool children.

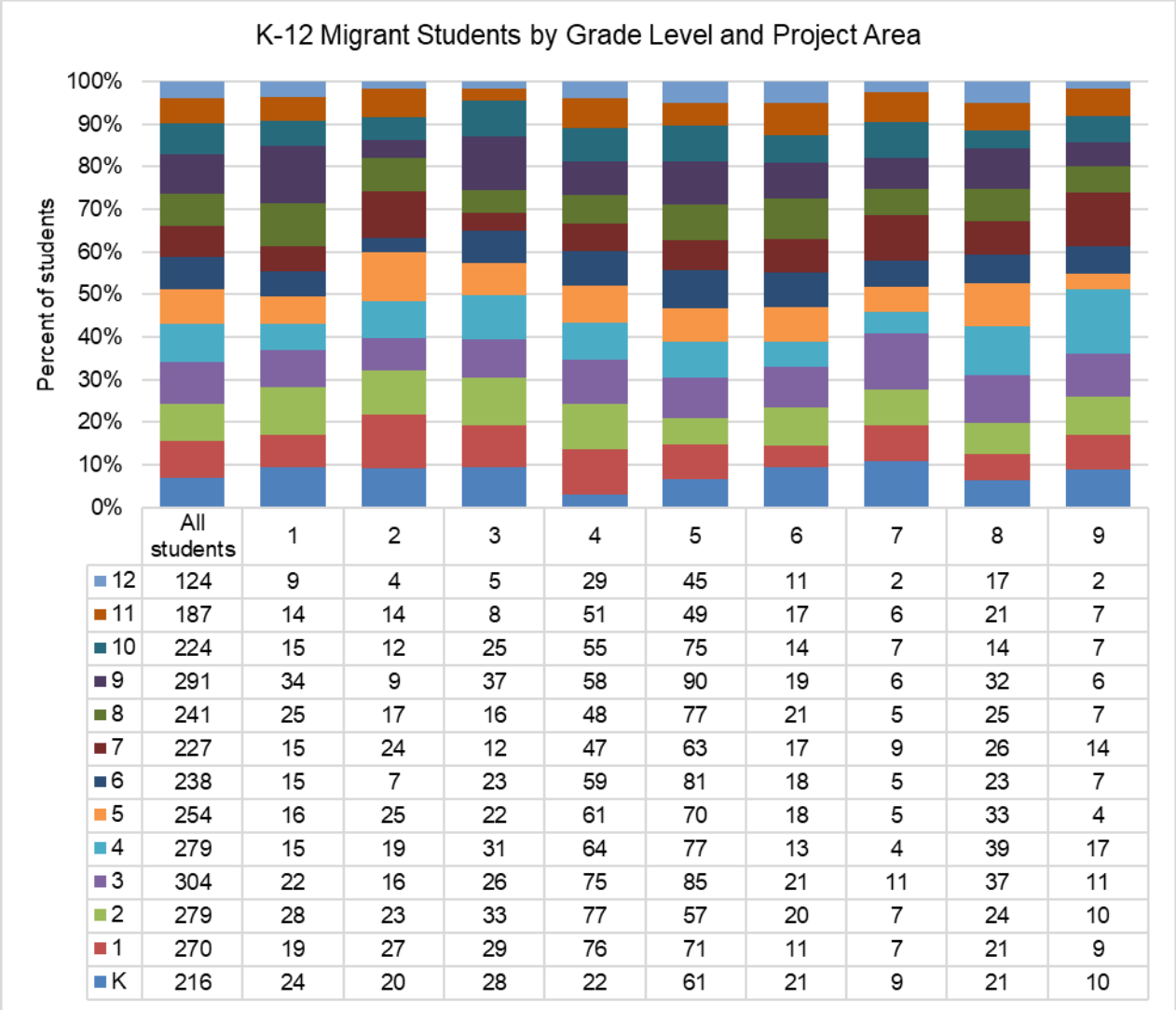
Age is also an important element for out-of-school youth. For the 2020-21 school year, compulsory school attendance was "until age 17 or graduation, whichever occurs first."[11] However, there are certain exceptions for children under that age (and as young as 14) for work purposes, particularly farm work purposes, with appropriate school permits. Like the preschool category, evaluators calculated out-of-school youth age as of September 1, 2020. Evaluators included those students who were identified as out-of-school youth at the start of the year as well as those students who were initially categorized as K-12 students but later in the year became out-of-school youth (see dropout prevention, page 83).

More than a third of out-of-school youth were 20 years old or older (34 percent) and another 42 percent were 18 or 19 years old; in total, 76 percent were 18 or older and 24 percent were 17 or younger. While these children may have been engaged in qualifying work as permitted in Pennsylvania law, the extent to which these individuals had such valid exclusions and permits is unknown.

[11] https://www.education.pa.gov/Policy-Funding/BECS/Purdons/Pages/Truancy.aspx

Students within the K-12 category made up the majority of migrant students for the 2020-21 program year, with grade distribution relatively similar across grade levels. Percentages by project area were similarly evenly distributed.

Figure 6.



	All students	1	2	3	4	5	6	7	8	9
12	124	9	4	5	29	45	11	2	17	2
11	187	14	14	8	51	49	17	6	21	7
10	224	15	12	25	55	75	14	7	14	7
9	291	34	9	37	58	90	19	6	32	6
8	241	25	17	16	48	77	21	5	25	7
7	227	15	24	12	47	63	17	9	26	14
6	238	15	7	23	59	81	18	5	23	7
5	254	16	25	22	61	70	18	5	33	4
4	279	15	19	31	64	77	13	4	39	17
3	304	22	16	26	75	85	21	11	37	11
2	279	28	23	33	77	57	20	7	24	10
1	270	19	27	29	76	71	11	7	21	9
K	216	24	20	28	22	61	21	9	21	10

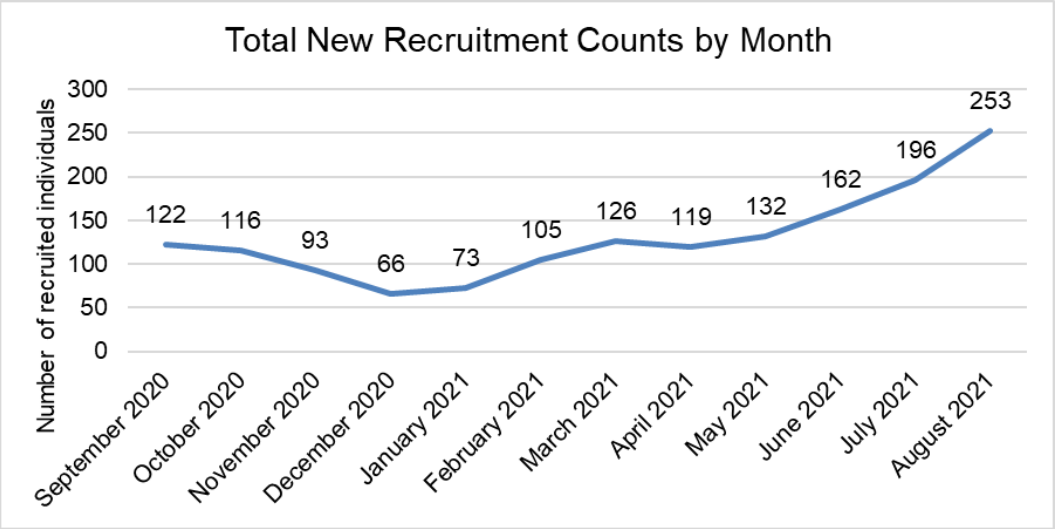
Recruitment

Evaluators examined recruitment counts and trends by project area and month using a report that the state data team provides to the state and project managers on a regular basis. The following graphs provide information about the volume of new identifications and arrivals a project area received throughout the year. These graphs include any new identification or move into a project area, which may originate from another Pennsylvania project area or from outside Pennsylvania. This means that a family may be duplicated in a graph if they made two or more moves across project area lines during the year. Only

moves and new arrivals or identifications are included. Previously identified families who stayed in one project area for the entire year are not shown.

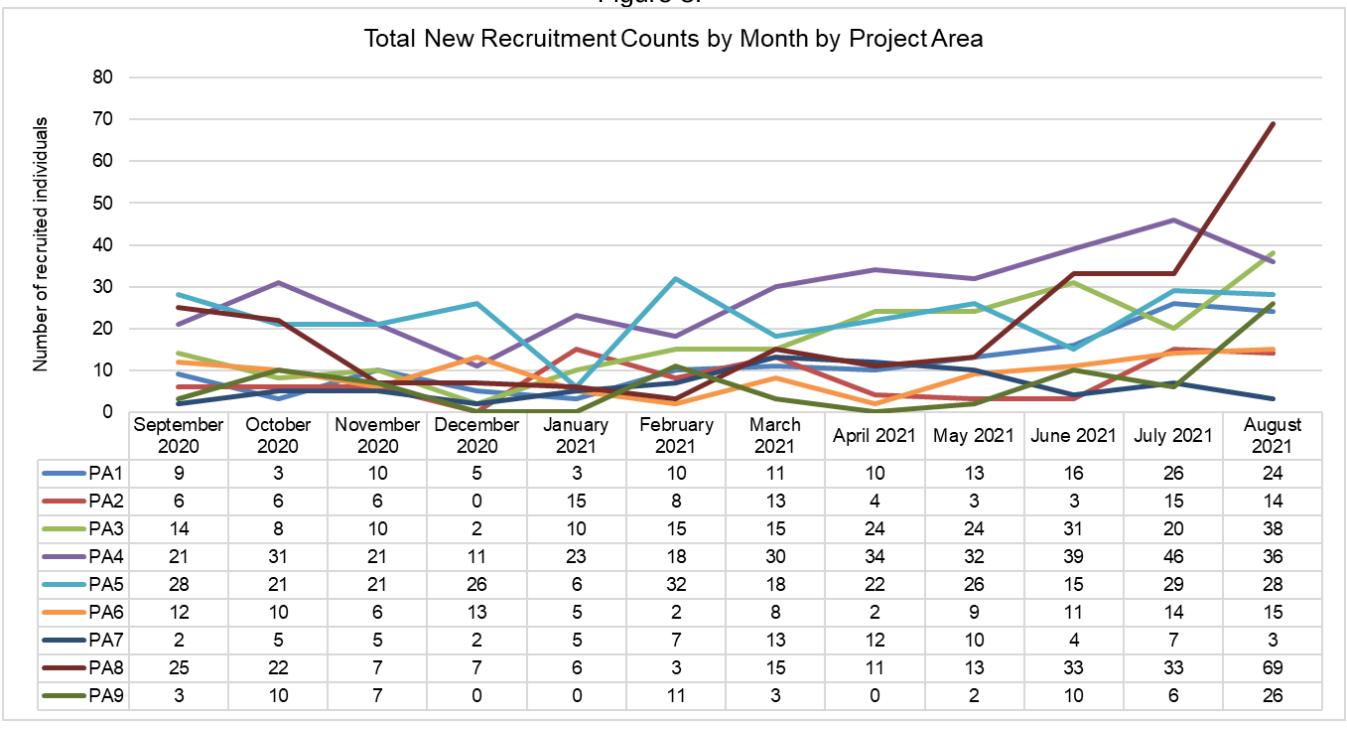
Overall, the greatest numbers of identification and recruitments occurred in summer 2021, with the lowest recruitment count of the year in December 2020.

Figure 7.



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

Figure 8.



	September 2020	October 2020	November 2020	December 2020	January 2021	February 2021	March 2021	April 2021	May 2021	June 2021	July 2021	August 2021
PA1	9	3	10	5	3	10	11	10	13	16	26	24
PA2	6	6	6	0	15	8	13	4	3	3	15	14
PA3	14	8	10	2	10	15	15	24	24	31	20	38
PA4	21	31	21	11	23	18	30	34	32	39	46	36
PA5	28	21	21	26	6	32	18	22	26	15	29	28
PA6	12	10	6	13	5	2	8	2	9	11	14	15
PA7	2	5	5	2	5	7	13	12	10	4	7	3
PA8	25	22	7	7	6	3	15	11	13	33	33	69
PA9	3	10	7	0	0	11	3	0	2	10	6	26

Student Needs and Service Delivery

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

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

Needs assessment findings in this report provide information based on a student’s needs during the year. Some needs elements are examined for their status at the beginning of the program year or the start of a student’s enrollment before any services or support were provided during the program year (usually academic-related needs), while others reflect whether or not a student met certain conditions at any point in the year to determine the prevalence of that condition in the population. For example, reading needs are examined as of the first needs assessment in order to determine if a student had an initial reading need identified and then received related services over the course of the year. Alternatively, all needs records are examined to determine if a student experienced homelessness at any point during the year. In some cases, evaluators took into consideration staff comments and needs element value changes to determine a student’s status. Students may receive new or updated needs assessments when new information becomes available or when students move or change category. For some elements, both initial and later needs results are considered for need elements. Program staff use a variety of data available to them as well as their professional experience to determine a child’s status related to each need indicator. The program maintains a data guide that contains definitions and coding hierarchy to support staff in identifying the best evidence or source information to determine a child’s or youth’s status on each need indicator.

The information that follows provides an overview of the challenges that migrant students faced during 2020-21 and provides context for the services and support students received as a result of needs being identified.

The needs assessment is a critical piece in the operation of the PA-MEP as it provides the background necessary to determine what programming and services should be delivered. Needs data are used on a larger scale to develop the *Service Delivery Plan* as part of the Comprehensive Needs Assessment process. The *Service Delivery Plan* directs the program at the state and project area levels and provides a framework for examining the

program. All programs, special initiatives, services, and decisions should support the statewide *Service Delivery Plan*, which in turn supports improved student outcomes. The need to improve student outcomes is the reason that the PA-MEP exists. The following logic model illustrates how these elements are connected.

Figure 9.
Student Outcomes Logic Model

State Outcomes Logic Model

Needs assessment data was available for 4,179 students (94 percent of all students). Of the 266 students not having a needs assessment, 252 (95 percent) had recognized explanations documented such as having a very brief enrollment or eligibility period, refusing services, or being younger than 3 years old. The remaining 5 percent may also have valid exception reasons, but such reasons were not evident in the data available to evaluators. As staff had more limited access to eligible children and youth under the pandemic conditions, it is possible this may have contributed the challenges with conducting needs assessments.

While the evaluation focuses on service delivery with regard to specific need categories, evaluators also examined service delivery overall, as this is part of federal Government Performance and Results Act (GPRA) measures for PA-MEP. Of the 4,445 students enrolled during 2020-21, 4,063 (91 percent) were coded as having received services under one or more categories based on service delivery data or action codes indicating delivery of services or materials. Of those individuals not having any service delivery indicated (382), 36 could not be explained by being younger than 3 years old, enrolling at the end of the program year, having a short enrollment or residence, refusing services, or the PA-MEP were unable to contact or locate the student after multiple attempts.

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

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

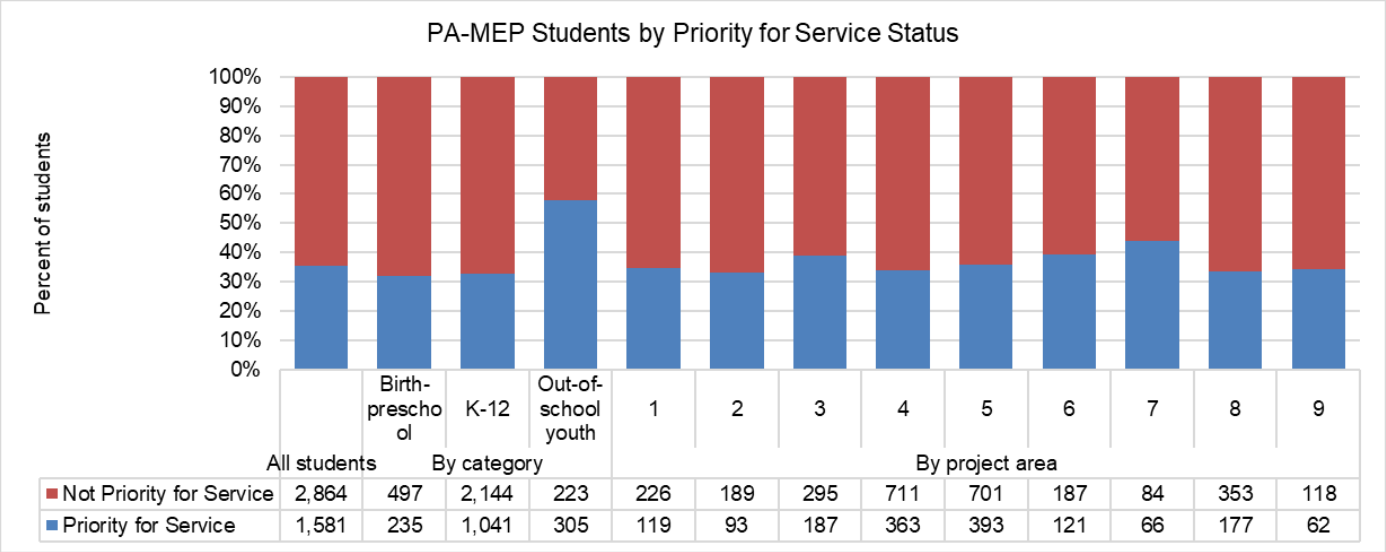
Priority for Service

In addition to identifying risks for each student to facilitate connections with services, risk factors are used to prioritize students for service – a classification called Priority for Service. Criteria exist for each of the student categories and Priority for Service status was determined on an ongoing basis during 2020-21. If a student was not Priority for Service initially and later found to fit the criteria based needs assessment updates, the student became Priority for Service. If a student was Priority for Service initially and later found to change their status in one or more of the Priority for Service criteria, the student remained Priority for Service for the remainder of the program term.

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

Priority for Service status is determined based on several age and needs assessment criteria. As the name implies, Priority for Service students were to receive priority for services and support over students not having this designation in situations where not all students could be served. A total of 1,581 students (36 percent of 4,445 students) in 2020-21 were identified as meeting Priority for Service criteria at any time during the program year. Out-of-school youth had the highest percentage of students designated as Priority for Service (58 percent). The preschool category had the lowest percentage of students determined to be Priority for Service (32 percent). Project Areas 3, 4, 5, 6, and 7 showed percentages of Priority for Service greater than the state. For the purposes of the state evaluation, any student having a Priority for Service designation at any time during the year was treated as Priority for Service for all analyses. Based on service delivery data, 93 percent of Priority for Service students received services.

Figure 10.



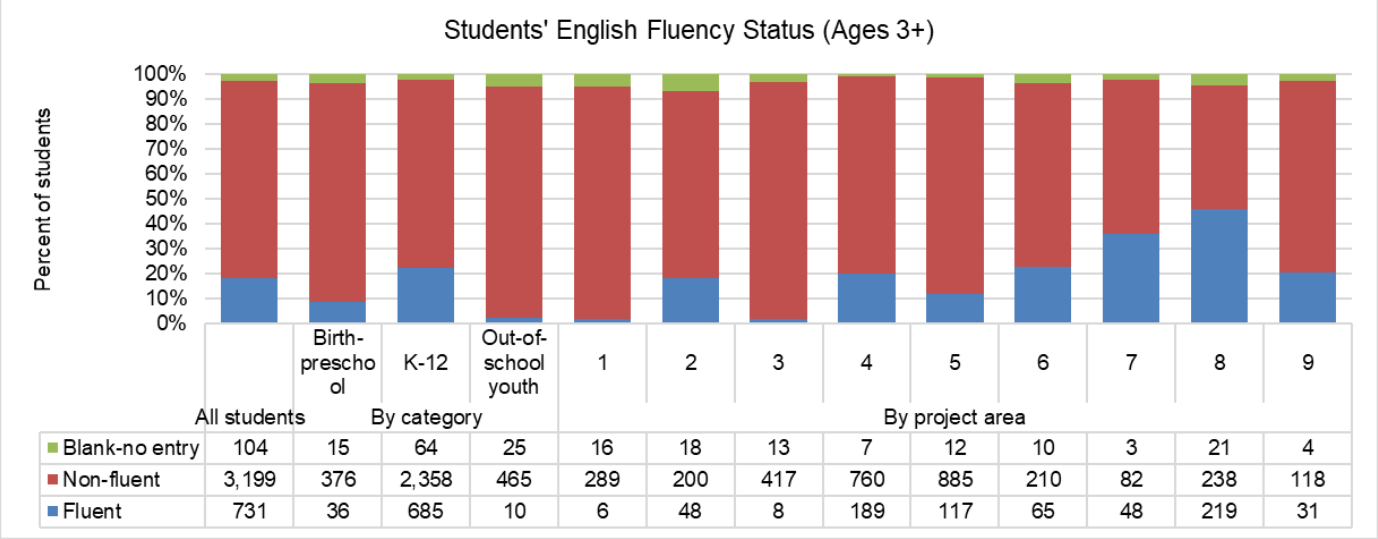
	All students	By category			By project area								
		Birth-preschool	K-12	Out-of-school youth	1	2	3	4	5	6	7	8	9
Not Priority for Service	2,864	497	2,144	223	226	189	295	711	701	187	84	353	118
Priority for Service	1,581	235	1,041	305	119	93	187	363	393	121	66	177	62

English Language Fluency

Overall, 79 percent of students ages 3 or older were designated as not fluent in English during the program year, which is a factor in determining Priority for Service status. These results exclude children under 3 years old, as they are still developing their language skills. Examining fluency by student category, out-of-school youth had the largest percentage of students not fluent (93 percent), and school-age students had the smallest percentage (76 percent).

Project area percentages varied considerably. Project Areas 3 and 1 had the highest percentages of students who were not fluent (95 and 93 percent, respectively). Project Area 8 had the largest percentage of fluent students (50 percent).

Figure 11.



	All students	By category			By project area								
		Birth-preschool	K-12	Out-of-school youth	1	2	3	4	5	6	7	8	9
Blank-no entry	104	15	64	25	16	18	13	7	12	10	3	21	4
Non-fluent	3,199	376	2,358	465	289	200	417	760	885	210	82	238	118
Fluent	731	36	685	10	6	48	8	189	117	65	48	219	31

Of the 2,358 nonfluent K-12 students enrolled during the 2020-21 program year; 2,226 (94 percent) either received school year English services through their district's ESL program or they were summer enrollments where school-based ESL would not be available.

Based on past findings indicating that English fluency is a known influence on student outcomes, evaluators examined the service receipt for nonfluent students using service delivery data as evidence of implementation. This showed that 87 percent of nonfluent students 3 years old or older received English-related services in some form, with 87 percent of Priority for Service students receiving services compared to 87 percent for students without the Priority for Service designation. The high percentage of non-Priority for Service students served may be a result of nonfluent students participating in school-based ESL programming in school, receipt of which is not a factor of Priority for Service status, as enrollment in such instruction is determined by students' schools. Regardless, it is a positive result that nearly all nonfluent students over age three across categories received English support.

Special Needs

Less than 6 percent of students were designated as having special needs (not gifted). School-age students had the highest percentage of students with such a designation (6.9 percent of 3,107 K-12 students having needs data), which may be because of the formal protocols available for this population related to special needs.

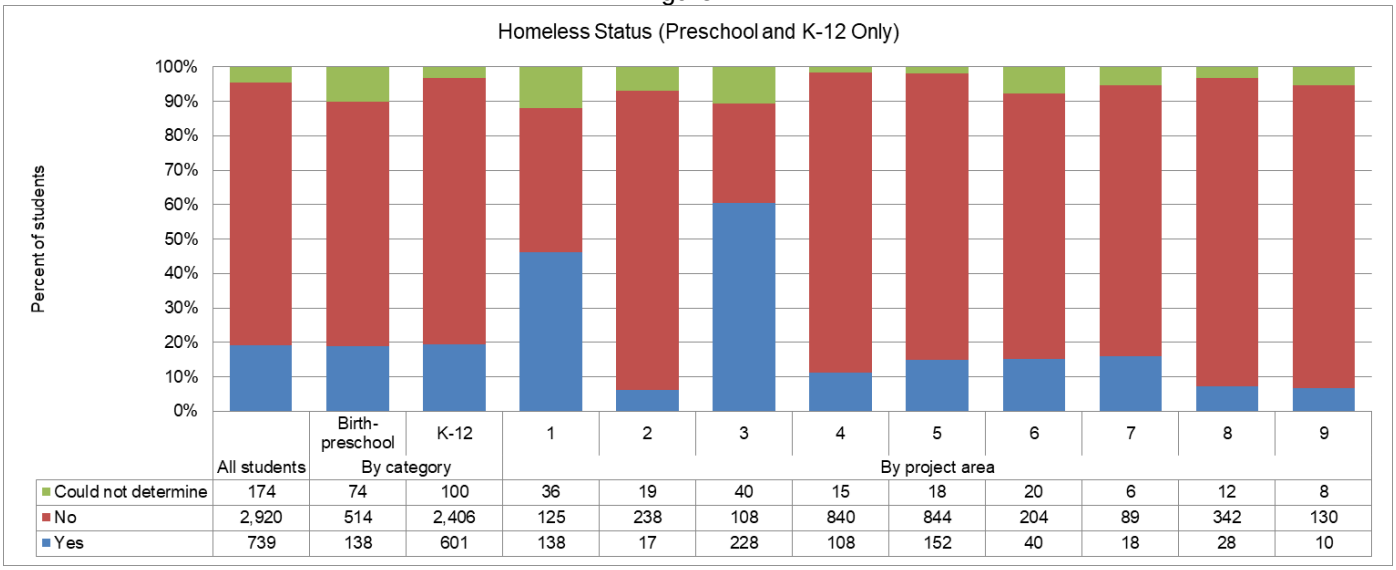
Homeless and Unaccompanied Youth

Just under a quarter (19 percent) of PA-MEP students in the birth-preschool and K-12 categories were identified as homeless at any point during 2020-21 based on the definition of homelessness included in the McKinney-Vento Homeless Assistance Act.[12] Out-of-school youth were not considered homeless and eligible for McKinney-Vento Act-supported programming for the 2020-21 year due to a change in the official definition in 2017.

Project Area 3 had the largest percentage (61 percent) of students experiencing homelessness, followed by Project Area 1 (46 percent). Project Area 2 had the smallest percentage (6 percent). Differing numbers of migrant children and youth in each area contribute to variability in the percentages of individuals identified as experiencing homelessness.

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

Figure 12.



	All students	By category		By project area								
		Birth-preschool	K-12	1	2	3	4	5	6	7	8	9
Could not determine	174	74	100	36	19	40	15	18	20	6	12	8
No	2,920	514	2,406	125	238	108	840	844	204	89	342	130
Yes	739	138	601	138	17	228	108	152	40	18	28	10

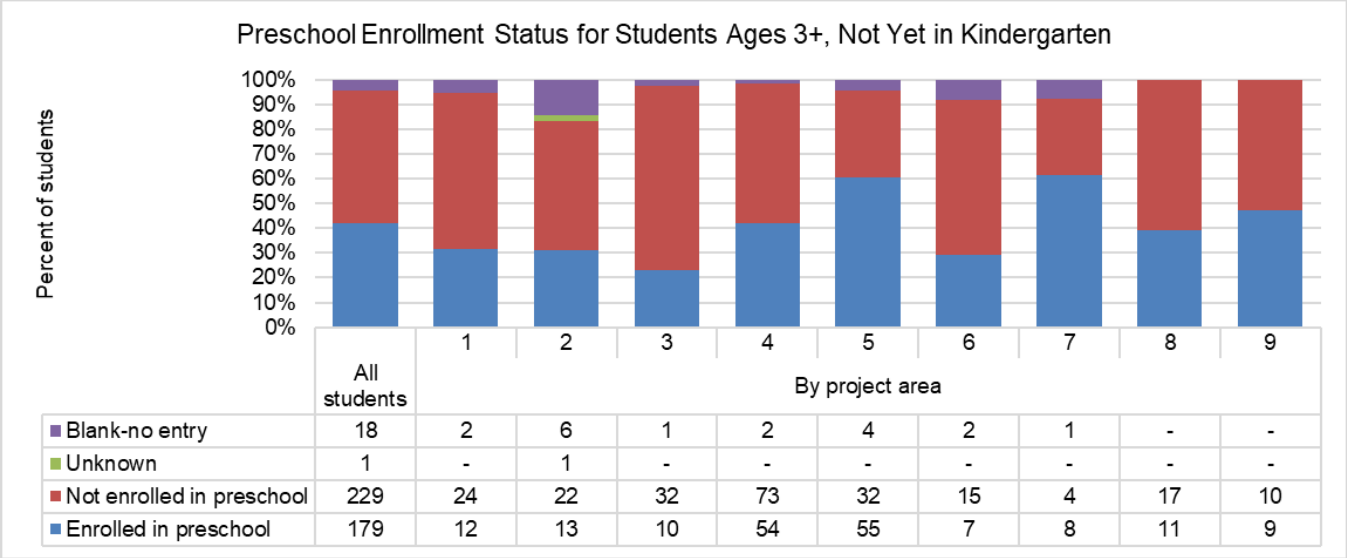
Related to homeless status, PA-MEP also collected information about whether or not students were unaccompanied youth – students who were not in the physical custody of their parent or legal guardian. Less than 5 percent birth-preschool and K-12 individuals were designated as unaccompanied youth.

Preschool Enrollment

Preschool enrollment is an area of priority for the PA-MEP. Of all students in the birth through preschool-age category, 27 percent were enrolled in a preschool program for at least part of the program year. However, of those students most likely to enroll in preschool (students ages 3 or older and not yet enrolled in kindergarten), 42 percent were enrolled in a preschool program for at least part of the year.

However, factors related to Priority for Service status may influence preschool enrollment, as 25 percent of Priority for Service preschool students ages 3 or older were enrolled in preschool, compared to 56 percent for students without this designation.

Figure 13.



	All students	1	2	3	4	5	6	7	8	9
Blank-no entry	18	2	6	1	2	4	2	1	-	-
Unknown	1	-	1	-	-	-	-	-	-	-
Not enrolled in preschool	229	24	22	32	73	32	15	4	17	10
Enrolled in preschool	179	12	13	10	54	55	7	8	11	9

Information was also available related to the reasons that preschool-age students were not enrolled in preschool programs. This data element assists the program in understanding whether non-participation in preschool programs was a choice or a factor of external influences. Non-participation appeared to be related mostly to program availability. For 38 percent of non-enrolled students, the recorded reason for not being enrolled in preschool was not a matter of choice: there were no programs in the area, no open slots, or they had transportation barriers that kept them from participating. Thirty-five percent of non-enrolled children had data indicating that their family chose not to enroll them in preschool.

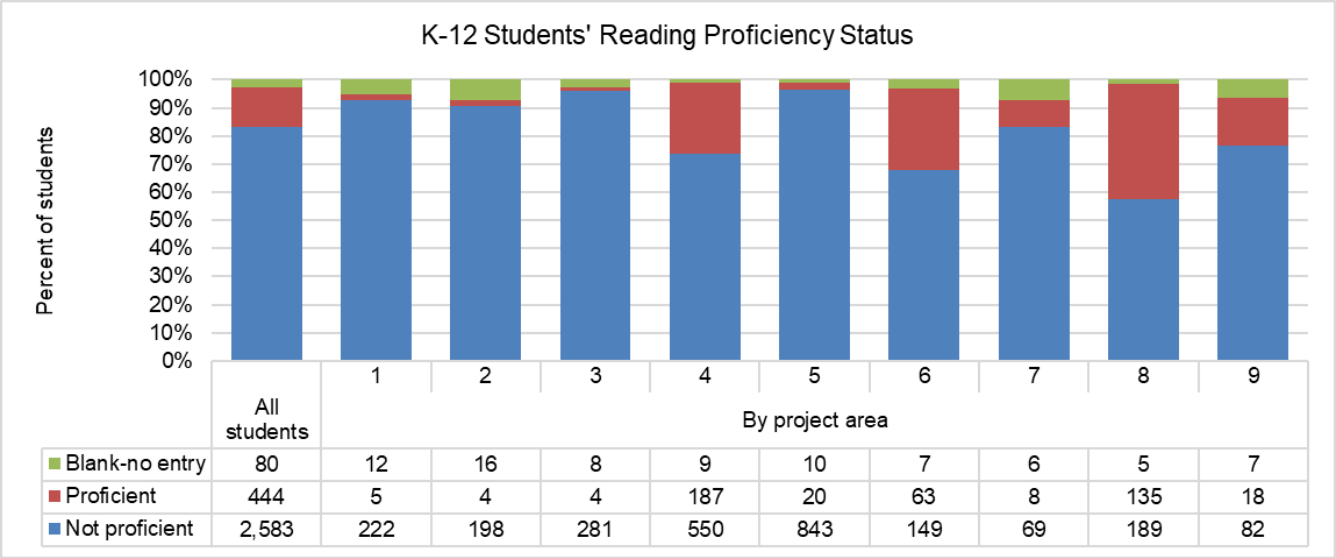
Service delivery data provided information about the types of preschool programs students attended. Of the 179 students over 3 years old who were enrolled in preschool, 148 had preschool type data available. Of these 184, the largest portion was enrolled in Head Start (36 percent). Another 18 percent were enrolled in a Pre-K Counts program. Fifteen percent were enrolled in a district preschool program; 2 percent were enrolled in a formal Migrant Education preschool program; 7 percent were enrolled in a Keystone Stars Program (3 or 4 stars), and the remaining 22 percent were in another type of program. Priority for Service students (32 students) were most likely to be enrolled in a Head Start program (22 percent) or Early Intervention (19 percent) and students without the Priority for Service designation (116 students) were most likely to be in Head Start (41 percent).

Reading and Math Needs

According to needs assessment entries, 83 percent of school-age students needed to improve in reading and 82 percent needed to improve in math. Proficiency could be determined using a number of indicators, including state and local assessment data, report card grades, the student's school staff professional determination, or PA-MEP staff professional determination, when other data sources were not available. Reading and math proficiency based upon PSSA, PASA, or Keystone Exams or state-approved assessments

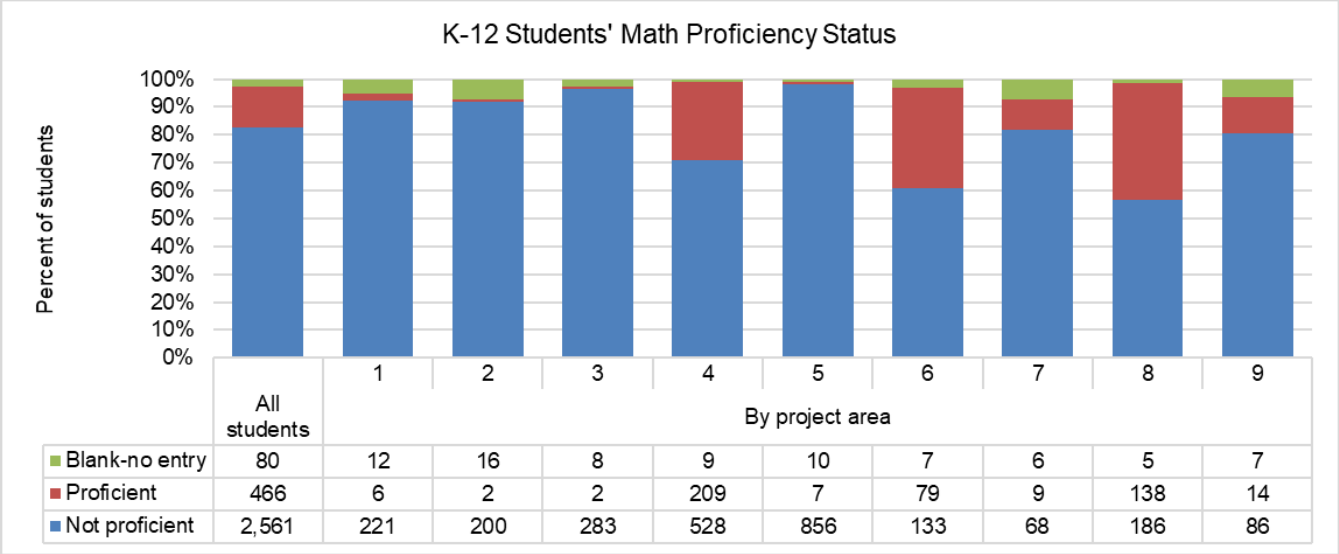
are factors in determining a student's Priority for Service status. Project Area 8 had the highest percentages of proficient students for both reading and math.

Figure 14.



	All students	1	2	3	4	5	6	7	8	9
Blank-no entry	80	12	16	8	9	10	7	6	5	7
Proficient	444	5	4	4	187	20	63	8	135	18
Not proficient	2,583	222	198	281	550	843	149	69	189	82

Figure 15.



	All students	1	2	3	4	5	6	7	8	9
Blank-no entry	80	12	16	8	9	10	7	6	5	7
Proficient	466	6	2	2	209	7	79	9	138	14
Not proficient	2,561	221	200	283	528	856	133	68	186	86

After examining the needs data, evaluators incorporated service delivery data to determine if students with needs received services in line with those needs. Reading and math service delivery data provided evidence that students with reading or math needs received services in line with those needs.

Of K-12 students who were not proficient in reading (2,583), 82 percent received reading-specific supplemental services. Further analysis revealed that 89 percent of Priority for

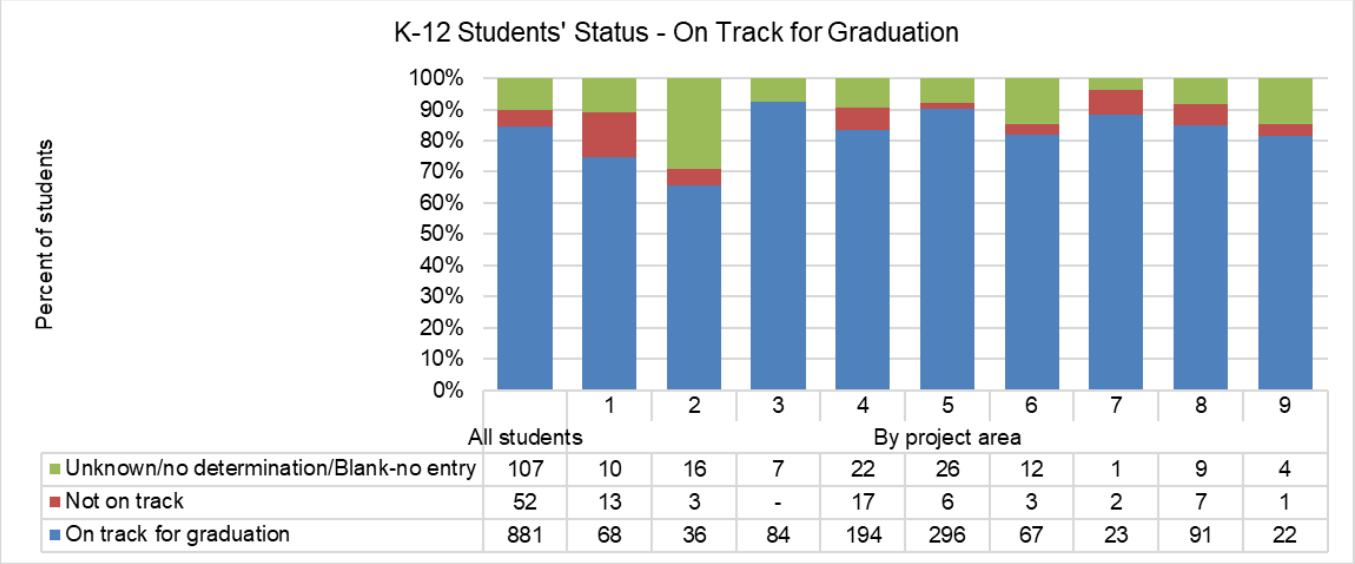
Service students with a reading need received supplemental reading services through one or more category, while 79 percent of non-Priority for Service students received supplemental reading services, providing evidence that Priority for Service students took priority for service delivery.

Of K-12 students not proficient in math (2,561), 78 percent received math-specific supplemental services. Further analysis indicated that 85 percent of Priority for Service students received supplemental math services, compared to 74 percent of non-Priority for Service students, providing evidence that Priority for Service students took priority for service delivery.

On Track for Graduation

The K-12 needs assessment also examined a student's progress toward graduation for students in grades 8-12, which is a factor in determining Priority for Service status; 85 percent of 1,040 students in grades 8-12 were on track for graduation. Project Area 3 had the highest percentage of students on track for graduation (92 percent).

Figure 16.



	All students	1	2	3	4	5	6	7	8	9
Unknown/no determination/Blank-no entry	107	10	16	7	22	26	12	1	9	4
Not on track	52	13	3	-	17	6	3	2	7	1
On track for graduation	881	68	36	84	194	296	67	23	91	22

Student Concerns

Behavior, attendance, and other concerns are also part of the K-12 needs assessment, as these factors may influence academic success; 81 percent had no concerns indicated and 12 percent had no value entered.[13] Of students having a concern indicated (7 percent), the largest group had an 'other' concern, among other options that included attendance concerns, discipline concerns, both attendance and discipline concerns, and multiple concerns. Results by project area varied widely.

[13] Student concern is not a required needs assessment field.

Health and Wellness

Migrant student health and wellness is an interest area for the PA-MEP, as health and medical concerns may interfere with a student's educational success. PA-MEP has several needs assessment indicators related to health and wellness. For each of the five health-related needs assessment indicators (health need, dental need, medical alert, mental health need, and vision need), a majority of individuals did not have such needs identified (92-98 percent). The medical alert indicator, which is the only required health-related field in the needs assessment, had the highest affirmative response percentage: 8 percent of students were reported as having either an acute or chronic medical concern. K-12 students had the highest percentage of individuals with such concerns needs identified (9 percent, compared to 4 percent for the preschool category and 2 percent for out-of-school youth category). While the percentages varied, K-12 students had the highest percentages of students identified with related needs for each separate category.

Parent Involvement

Parent involvement is an area of interest as evidenced by service delivery measures and parent survey efforts. PA-MEP tracks which students have one or more parents participate in parent involvement and Parent Advisory Council activities. Of the 4,445 students, 1,307 (29 percent) had one or more parent (or an adult in the household in a parental role) participate in both (284), while the remaining participated in only one of either the parent involvement activities (960) or the Parent Advisory Council (63).

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

The majority of out-of-school youth reportedly left school because they needed to work (73 percent of 500 youth).

Out-of-school youth have several options for education support. Several elements of the out-of-school youth needs assessment examine student interest or participation status related to ESL programs, Adult Basic Education and/or GED programs, job training, or school entry. With the exception of English programs, where 68 percent of the 465 nonfluent out-of-school youth attended, enrolled in, were interested in, or had completed an ESL program, out-of-school youth were somewhat uninterested in educational programs; 14 percent were interested in, enrolled in, attended, or completed a GED program; 13 percent were interested in, enrolled in, attended, or completed job training; and 5 percent were interested in or enrolled in K-12 school. The balance of youth was either not interested or their interest status was unknown.

Nearly all out-of-school youth were not fluent in English (93 percent); 69 percent of these youth had English language services indicated in service delivery data. Also, of nonfluent youth, 7.3 percent completed a formal English language program and 18 percent were attending on a regular basis.

State-Provided Professional Development

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

In spring 2021, PA-MEP held its annual statewide conference. For 2021, this was held over multiple virtual sessions that totaled 11.25 hours with workshop topics relevant to all staff roles.

In addition to the state conference, PDE provided or sponsored 14 training opportunities. All project areas were represented at each opportunity unless otherwise noted.

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

Table 2: 2020-21 PDE Training Opportunities.

Opportunity and Description	Total Duration	Audience
Annual PA-MEP state conference, Strands of workshop topics relevant to all roles	11.25 hours	All staff
Migrant 101, Orientation for new employees	2 hours	New staff, all project areas attended
PC/SSS Training: Finding Meaning and Balance Between Home and Hybrid-Working: Self-Care and Support, Self-care for staff, follow-up	1.5 hours	Parent Coordinator/SSS required. Any other staff optional.
PC/SSS Training – Goal Setting for Secondary Students, Updates with local and State PACs; Highlights and challenges; Goal setting for parents with HS students	1.5 hours	Parent Coordinators, Secondary staff, OSY Staff (optional)
Recruiter Training – Present on iSOSY[14] Relationship Building Manual, Training on iSOSY-developed Relationship Building materials.	0.5 hours	Recruiters/OSY Providers
iSOSY Personal Wellness Materials – Self-Care and Compassion Fatigue, Provided a webinar for iSOSY on Self-care (including Zoom Fatigue) and Compassion Fatigue	1 hour	Open to all states
Beyond School Hours Conference: I've Learned about ACEs, Now What?, Presented with iSOSY on Trauma-Informed Best Practices	1 hour	Conference registrants
Presenting at MEP Conference: I've Learned about ACEs, Now What? Trauma-Informed Best Practices, Presented with iSOSY on Trauma-Informed Best Practices	1.25 hours	Open to all registrants
ELECT Conference presentation with iSOSY: Put Your Mask on First (It's okay!) Self-Care Strategies for the New Normal, Presented with iSOSY on Self-Care and Compassion Fatigue	2 hours	Open to all registrants – ELECT staff
Service Delivery Plan Training, Provided an overview of the SDP at the request of CCIU	1 hour	All CCIU Migrant staff

[14]Instructional Services for Out-of-school and Secondary Youth (iSOSY) is a consortium of 18 states that "develops resources and materials to address the needs of migratory youth." https://www.osymigrant.org/

Opportunity and Description	Total Duration	Audience
iSOSY Trainings (pre-recorded), Provided recordings on: 1. iSOSY Intro 2. iSOSY Data Worksheet 3. GOSOSY Goal Setting Materials	1.25 hours	Out-of-School Youth Providers and Secondary staff.
iSOSY Q&A, Presented with Evaluator on updated reporting and answered any questions about data collection or implementation.	1 hour	Out-of-School Youth Providers and Secondary staff.
NASDME Workshop: I've Learned about ACEs, Now What? Trauma-Informed Best Practices, Pre-recorded (up to 1.25 hours) and live Q&A, Presented with iSOSY on trauma-Informed Best practices	2.5 hours	All conference attendees
iSOSY Suicide Prevention Unit Presentation, Presented on Personal Wellness Module on Suicide Prevention along with iSOSY Consultant	1.5 hours	Open to all states
HUNE Postsecondary Conference. Presentation in Spanish: Un Compromiso Familiar: Como Prepararse para las Opciones Post Secundarias de sus Hijos, Presented at HUNE (special ed organization in Philadelphia) postsecondary conference along with Ines Vega.	.75 hours	Parents

Professional Development for Data

From October 1, 2020 through September 30, 2021, PA-MEP data specialists and others received various professional development from Central Susquehanna Intermediate Unit 16, PDE's contractor for data and systems management. This included an institute at the annual migrant conference in March 2021 as well as a data security session for all attendees during that conference and a session for Tablet users. Due to COVID-19, virtual two-day trainings were held in October 2020 and April 2021.

Additional training opportunities included the following:

- A mini session on June 1, 2021 covered the upcoming summer data review;
- Introduction to PA-MEP data sessions were held for new PDE staff on July 6, 2021;
- Tips and Tricks for Tablet MIS2000 on March 16, 2021;
- Provided MSIX, MIS2000, and security training for Project Areas 6 and 9 recruiters (November 2020 and August 2021);
- Provided data training to Project Areas 2, 4, and 5 staff in December 2020 and September 2021; and
- Provided data training to Project Area 5 on February 17, 2021.

Topics of trainings included:

- Overviews of general PA-MEP data and changes;
- Data quality including incomplete needs, reviewing error files, summer enrollments, courses, tracking students turning 3, service delivery;
- Sessions for data specialists and other staff on the use of action codes for MSIX tracking;

- MSIX training, including reports/lists, worklist items, changes to PA-MEP lines for more accurate grade reporting in MSIX reports, move notices;
- Reports and tools for ensuring accuracy in reporting;
- Timelines for accurate federal reporting;
- Student enrollment issues due to the pandemic and remote enrollment in schools;
- Summer tracking tools and procedures;
- Excel tips and tricks;
- General technology issues and needs;
- Managing remote connectivity software with increased logins during the pandemic and tips for the use of various remote tools (including Solar Winds, and Zoom Remote Control); and
- Cybersecurity.

Sessions also always included in-depth question and answer sessions to address any issues the data specialists might have. Staff also continued working with various national MSIX groups and projects to enhance knowledge and pass that on to PA-MEP staff.

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

Professional development was held informally all year long working with data specialists and field staff on various aspects of the data and data system. Data updates were also provided at state recruiter trainings during the year.

Professional Development for Recruitment

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

Professional Development for Parent Involvement

The PA-MEP parent involvement coordinator held several parent involvement professional development opportunities for PA-MEP staff and others during 2020-21. The state parent involvement coordinator is responsible for not only providing training and support to regional parent coordinators, but also supports and facilitates the statewide Parent Advisory Council (PAC).

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

- **Virtual Support for MEP Local PAC Elections:** Assistance and guidance was provided to project areas on how to coordinate MEP Local PAC Elections (minimum of two sessions per project area). Assistance was also provided to MEP Parent Coordinators in April and October of 2021 regarding modifications to the MEP bylaws.
- **PCTI-O Parent Café (Staff Training and Parent Sessions):** Two-day training for staff to participate in the Be Strong Parent Café.[15] Three MEP teams (28 total staff) completed this training. From Spring 2021 to Fall 2021, over 50 parents participated in the online MEP Parent Café.
- **MEP PAC Virtual Workshop Session - Our Journey: Resettling in the USA:** Interactive breakout session for parents, in which a community leader shared her story as a newcomer to the United States (presentation in Swahili). Parents then had the opportunity to share their stories. A second session with this speaker was held in summer 2021 for mothers in the MEP.
- **Parent Coordinator Monthly Virtual Meetings:** Monthly meetings with MEP Parent Coordinators were held in order to maintain a sense of community and support and to provide guidance, clarity, and updates regarding MEP PAC events (held January-December 2021).
- **MEP Consortium Parent Coordinators project:** A group of parent coordinators from the 12 Impact MEP Consortium Initiatives were selected to assist with various aspects of the MEP. These coordinators provided technical assistance to MEP states, helped to identify MEP project areas interested in participating in consortium activities, and assisted PDE with identifying project areas to deliver consortium pilot programs related to family engagement. The pilot programs are listed as follows:
    - Family Engagement Action Plan (two project areas)
    - Professional Development Mini Course: Based on the book *Engage Every Family: Five Simple Principles* (three staff)
    - Middle School Learning Kits (five families)
    - Making Decisions and Setting Goals (five families)

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

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

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

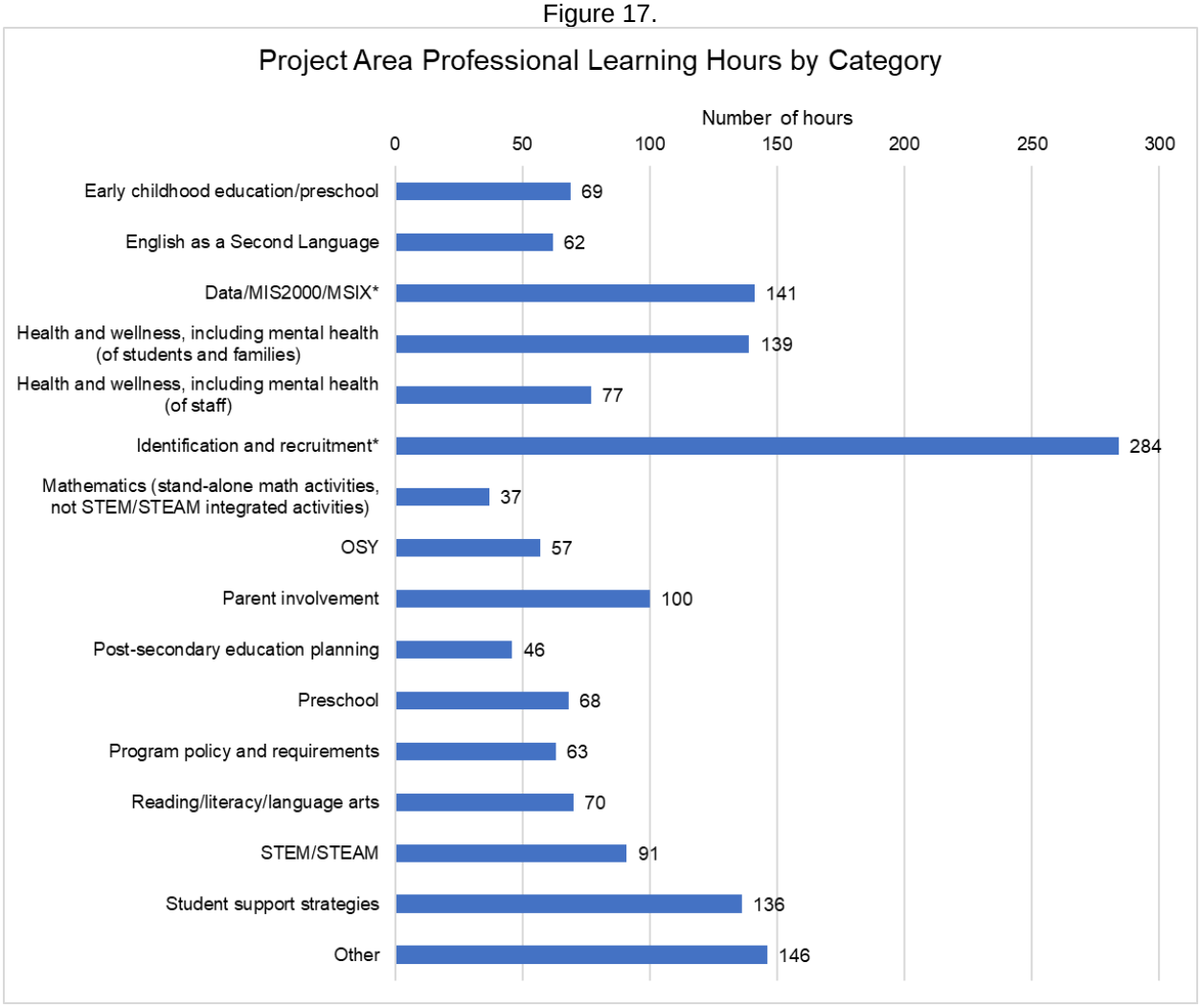
Project Area Monthly Reports

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

Professional Development and Training

Project areas provided details about training and professional development in which their staff participated. Project areas collectively reported more than 1,500 hours of professional development with the largest volumes of time in the identification and recruitment categories and data/MIS2000/MSIX categories. Project areas were instructed that they should not include in these submissions any state-provided training, as they were captured and reported by the state team. So, these hours represent training occurring at the local or regional levels.

Figure 17.



Project areas reported with greater detail on preschool and out-of-school youth population-related trainings because of Pennsylvania's participation in national consortium projects for these populations.

Project areas reported 41 training events concerning preschool-age related content at the project area level, though this includes some duplication across project areas where more than one project area may have participated in the same training. Trainings lasted 30 minutes to six hours (average 1.7 hours). Typically, one or two staff per project area participated.

Project areas reported 45 professional learning opportunities related to out-of-school youth, ranging in volume from one to three hours (average 1.3 hours). Typically, one staff participated in each activity, which most often lasted one hour.

To some extent, project areas continued to report state-level professional development opportunities, despite instructions to exclude such trainings from their reports since these items are reported in the aggregate at the state level. Also, project areas might have offered one opportunity and staff from multiple areas participated but reported it separately. So, these counts and volumes may be slightly inflated as a result. Evaluators will continue to refine directions and training to project areas to ensure common understanding of expectations and reporting accuracy.

Partnerships

PA-MEP staff are not employees of school districts. This arrangement has made partnerships a critical component to PA-MEP success. Project areas reported having 771 partners during the course of the 2020-21 program year[16] with counts by project area ranging from 36 to 327 (average 112). Partner types varied, though the largest numbers of partners were community organizations and businesses, followed by schools or districts and higher education, which is consistent with the distribution of partners by type in prior years. Partners contributed in various ways, though services for students, parents, or families far outnumbered other supports, such as services for PA-MEP staff or professional development, volunteers, goods or materials, facilities/space, funding, or other services.

On a monthly basis, individual project areas reported involving between one and 62 partners per month, average 25.6 partners per month per project area.

Parent Support and Training

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

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

Project areas reported 244 total parent support and training events throughout the program year. Project areas were asked to categorize their parent support and training offerings into four categories. Parent engagement activities were the most common offering, accounting for 113 of 244 total events (46 percent). Sixty-five PAC meetings were held (27 percent of total parent activities). Forty-eight workshops or trainings for parents were offered and 18 parent-related trainings for staff, which accounted for 20 percent and 7 percent, respectively, of total parent events.

Content of parent engagement and support included provision of welcome packets and other resources; educational Parent Cafés;[17] advocacy services; translation and ESL support; referrals to other services; health and nutrition classes, information sessions about various school-related topics, and other classes and activities. Attendance or participation varied widely across the different types of trainings offered. On average, parent engagement activities and workshops or trainings for parents had the greatest attendance (25 parents each). Six parents, on average, attended PAC meetings. Children and teens usually did not attend parent activities, usually representing one participant on average, though an average of seven children attended parent engagement activities. Across all activities, childcare was very rarely offered, with only seven sessions reported as offering this service.

Evaluators would like to note that the shift to the online system for PA-MEP project area monthly reports in the 2020-21 year has improved data collection in terms of accuracy and consistency in providing details.

Summer Programs

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

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

Summer Program Implementation

One of the summer programming opportunities the PA-MEP provides is a summer program that combines additional instructional and language support as well as recreational and cultural experiences. In some cases, PA-MEP summer programming is in collaboration with school ESL programs, 21st Century Community Learning Centers programs, or other state-wide or local initiatives. Summer programming is generally PA-MEP's most comprehensive and intensive supplemental support, though summer 2021 programs looked different than prior years as a result of the pandemic and physical proximity restrictions. Nearly all

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

summer 2021 programming and services were conducted virtually, individually, or one to one.

Summer 2021 program implementation varied by region. While evaluators historically collected individual student participation data for summer campus-based programs, most project areas operated modified summer programs where individual attendance was not necessarily relevant. Instead, the program had prescribed a minimum of two separate service provision sessions. Some project areas formalized this into a virtual summer program while others simply provided virtual/remote or modified in-person services individually or in groups. Some did a combination of these approaches.

To examine the extent to which students were connected with summer instructional services, evaluators consulted service delivery data, focusing on summer in-home (as virtual services were coded as in-home) instructional services within the reading, math, ESL, other instruction, and preschool categories (together, instructional services). A total of 2,372 children and youth received such services, with 1,836 of these being K-12 students. Based on enrollment data, 2,609 eligible children and youth were (believed to be) present June 1 through August 15, the period of time where summer services would be most prevalent, after excluding students who graduated at the end of the school year. These data indicate that the PA-MEP provided instructional services to 91 percent of present and eligible children and youth. This ranged by project area from 67 percent to 100 percent. Specifically for K-12 students, data indicate that 89 percent of K-12 students who were believed to be present in the state during summer received summer instructional services. By project area, this ranged from 61 percent to 100 percent.

Summer program attendance data was available for 2,170 students (2,040 preschool through grade 12 and 130 out-of-school youth). This data includes summer campus-based programs, in-home instruction sessions, virtual programs, and hybrid participation. Of the 2,040 preschool to grade 12 students, nearly half (46 percent) were in preschool through grade 3 during the 2020-21 school year.

Of the 2,170 summer program students, 1,330 (61 percent) attended summer programming virtually, followed by 570 (26 percent) attending in-person, but in their home. A total of 158 students (7 percent) received services both in-person and virtually (hybrid), and 61 students (3 percent) attended in-person, campus programming. Of these students, 903 (42 percent) had a Priority for Service designation. Furthermore, 1,813 (84 percent) were identified as not fluent in English.

Programming operated from two to 32 days. Attendance rate varied among participants reflecting the reality of the migrant population. Overall, the average attendance rate by student was 52 percent (mean) and 42 percent (median). However, the most frequent attendance rate (mode) was 100 percent with 726 students attending all of the summer sessions offered by their site or program.

These findings show that the majority of students were nonfluent and almost half had a Priority for Service designation, which indicates that PA-MEP reached students with key needs through its summer program.

To ensure quality programming, PA-MEP strives to recruit certified teachers for summer classroom instruction and conducts unannounced site visits utilizing a program checklist to monitor and document program instruction in a consistent way across the project areas. Of the 67 summer teachers reported, 70 percent held teaching certificates. In addition to the designated classroom or content-specific teacher(s), programs often had additional assistant teachers, teacher aides, student support specialists, or parent volunteers.

PDE program officers reviewed summer 2021 programming at all project areas, completing a summer program checklist for each of the four regional project area groupings (1 and 3; 2, 4, and 5; 6 and 9; 7 and 8). The checklist included 22 items identified as best practices and important to the PA-MEP program.

- Advance planning
- Behavior management
- Checks for learning
- Collaborative learning
- Creativity/creative thinking
- Critical thinking
- Daily learning objectives
- Flexible workspace
- Forward-thinking activities
- Inquiry/investigation
- Multiple grouping strategies
- Physical environment
- Positive reinforcement
- Program principles
- Program spirit
- Shared facilitation
- Skill building
- Staff/youth interaction
- Thematic learning
- Youth engagement
- Youth voice
- Youth-produced work

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

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

Summer Site Visit Checklists showed a mix of ratings with each checklist showing not evident, evident, exceptional, and not applicable items. For each checklist, between 50 and 77 percent of items were rated as either evident or exceptional. Between 23 and 36 percent of items were rated as not applicable.

Looking at individual indicators, those receiving the most exceptional ratings were advance planning, positive reinforcement, skill building, staff/youth interaction, thematic learning, and youth engagement, where two or three of the four project area groupings had exceptional ratings in each indicator. Items having the most not evident ratings were

behavior management and multiple grouping strategies, where two groupings had not evident ratings for each indicator.

Staff Survey

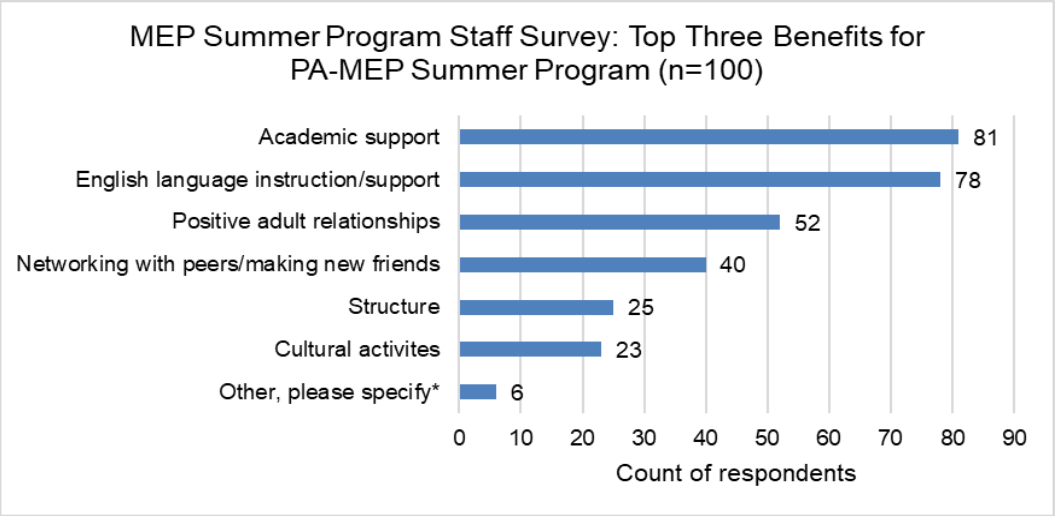
A total of 100 individuals completed a staff survey at the conclusion of the summer program, reflecting responses from all nine project areas. Project area responses varied, ranging from two respondents to 21 respondents per project area.

Ninety respondents provided information about their role within the MEP summer program. There was a mix of new and veteran staff for summer 2020, with 37 percent being in their first year, 31 percent being with the program five or more years, and the balance being involved between two and four years (32 percent). The largest proportion of respondents (39 percent) were classroom teachers during the summer. The remainder were in-home instructional staff (15 percent), instructional aides (13 percent), interns (13 percent), a combination of roles (11 percent), or other staff (11 percent). One-third of respondents indicated they held teaching certificates in Pennsylvania or elsewhere. However, of the 39 staff who selected “classroom teacher” as their role, 64 percent held teaching certificates.

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

The survey asked respondents about different aspects of the summer program. Content included their opinions on benefits for students, areas of possible improvement or enhancement, and items or support that would be helpful for the summer program. English language instruction and support and/or academic support were most commonly included in selections for the top three benefits of the summer program, accounting for 81 percent and 78 percent of 100 responses, respectively. These answers were the top two selected choices in previous years.

Figure 18.



The survey asked respondents to indicate their level of agreement with statements related to summer program implementation. Ninety-eight respondents answered each item. More than three-fourths of respondents selected either strongly or somewhat agree for all 10 statements. Statements with the highest percentages of strong agreement were related to the program having a positive and encouraging environment for students and that summer program activities provided both academic and enrichment opportunities for students. The top three most positive responses are bolded in Table 3.

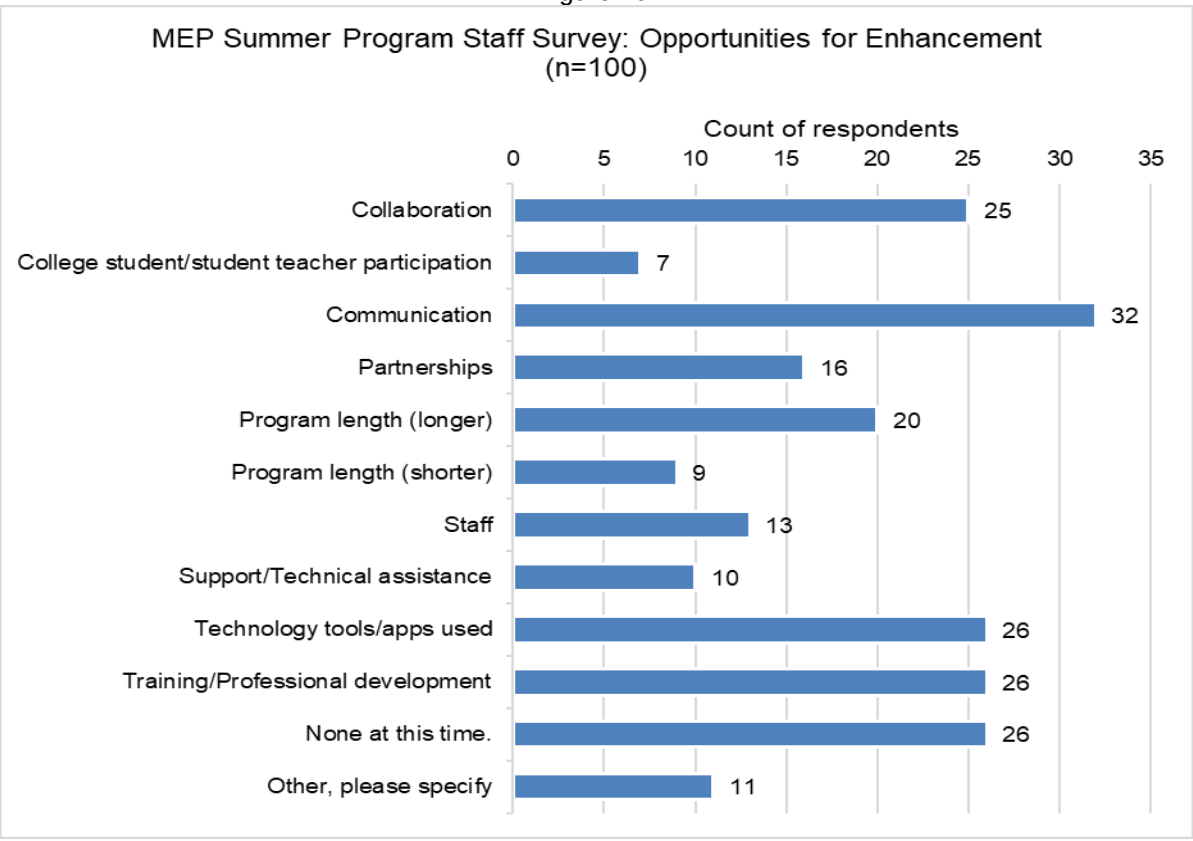
Table 3: Summer Staff Survey Results.

Statement	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Does not apply
The virtual implementation of the MEP summer program went smoothly.	43%	38%	6%	3%	10%
The collaboration between MEP and partners was positive.	**71%**	23%	2%	1%	1%
The summer program environment was positive and encouraging for students.	**81%**	19%	--	--	--
The summer program environment was positive and encouraging for staff.	65%	29%	4%	2%	--
Collaboration among summer program staff was positive.	68%	29%	2%	1%	--
The level of communication from MEP summer program administrators was adequate.	56%	39%	3%	2%	--
MEP provided adequate training for summer program staff.	53%	41%	4%	--	2%
Teachers had sufficient information about students at the	42%	40%	13%	2%	3%

Statement	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Does not apply
beginning of the program in order to plan instruction.					
The summer program was well-organized.	53%	32%	10%	4%	1%
Summer program activities provided both academic and enrichment opportunities for students.	**76%**	23%	1%	--	--

In addition to benefits and needs, respondents selected from a list the ways in which the program or its implementation could be improved or enhanced. Respondents most frequently indicated communication (32 percent), followed by technology tools and apps used (26 percent), and training and professional development (26 percent). Twenty-six percent of respondents indicated they did not see a need for any improvement or enhancement. 'Other' responses included the need for more translators; improved and earlier distribution of learning materials; suggestions to be in-person or have reduced screen-time; training on teaching strategies for special education students; didactic curriculum for math, English/language arts, and ESL teachers; daily meetings between staff and administration; more clearly defined roles and expectations for staff and administration; additional staff; and increased student and parent engagement.

Figure 19.



Summer program staff indicated using a variety of tools or apps in the summer program, with the most common of these being Zoom, phone calls, WhatsApp, other apps, Talking Points, FaceTime, Microsoft Teams, and Facebook Messenger calls. Eleven respondents indicated that they used no tools or apps. Respondents also suggested other tools for future use, including Boom Cards, Excel, Google Earth, Google Slides, Hellosmart, iMessage, Loom, Nearpod, Outlook, PlayCanvas, SharePoint, TinkerCAD, YouTube, and Zearn Math.

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

- WhatsApp was the easiest/most convenient communication app for students and their families;
- Technical issues with Zoom; and
- Teachers should have their own Zoom account.

Staff did not indicate any significant challenges with recruitment or attendance; however, a few respondents indicated that other obligations, such as family vacations/travel and students' work commitments, along with general lack of interest or commitment from students and families effected recruitment and attendance.

One of the greatest assets of the PA-MEP summer program is the staff. When asked why they choose to work for the program, 69 percent indicated wanting to help the students, which was the most prevalent response. Cultural exposure/enrichment (51 percent), student diversity (49 percent), and enjoyment (48 percent) were also selected by many respondents, among other reasons.

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

- "This is an awesome opportunity and I truly learn something every year that I've worked. Keep up the great work. [It's] definitely making a difference in our community and giving voices to those that do not have one or are not confident enough."
- "As I have said I am walking away with such a positive and rewarding experience from the MEP. I student teach this spring and what I have learned in these weeks I know will be put to use in my classroom. Sad to see it end, but a truly eye opening, rewarding, and amazing time with MEP. The duration was the perfect amount too. Not too long and not too short. All good things!"
- "Being a [redacted] intern I was very nervous about participating in this program because I knew this would be my very first teaching experience where I actually had to implement a lesson plan that I created. Throughout the program, I felt more comfortable with explaining various topics to students. I also learned how to adapt a lesson on the fly if the student(s) aren't understanding it. Overall, this has been an awesome experience, I always looked forward to logging on and seeing our students."

Respondents also shared what would help them next time:

- Example curriculum/lessons;
- Additional planning and prep time;
- Improved food offerings for the students;
- Solutions to scheduling conflicts;
- Tips for engaging students virtually; and
- In-person programming.

Of concern, two respondents mentioned having ongoing, serious issues with the leadership at their program site. The evaluator encourages MEP administration to provide the opportunity for staff and leaders to voice concerns and work through issues constructively and respectfully.

Student Survey

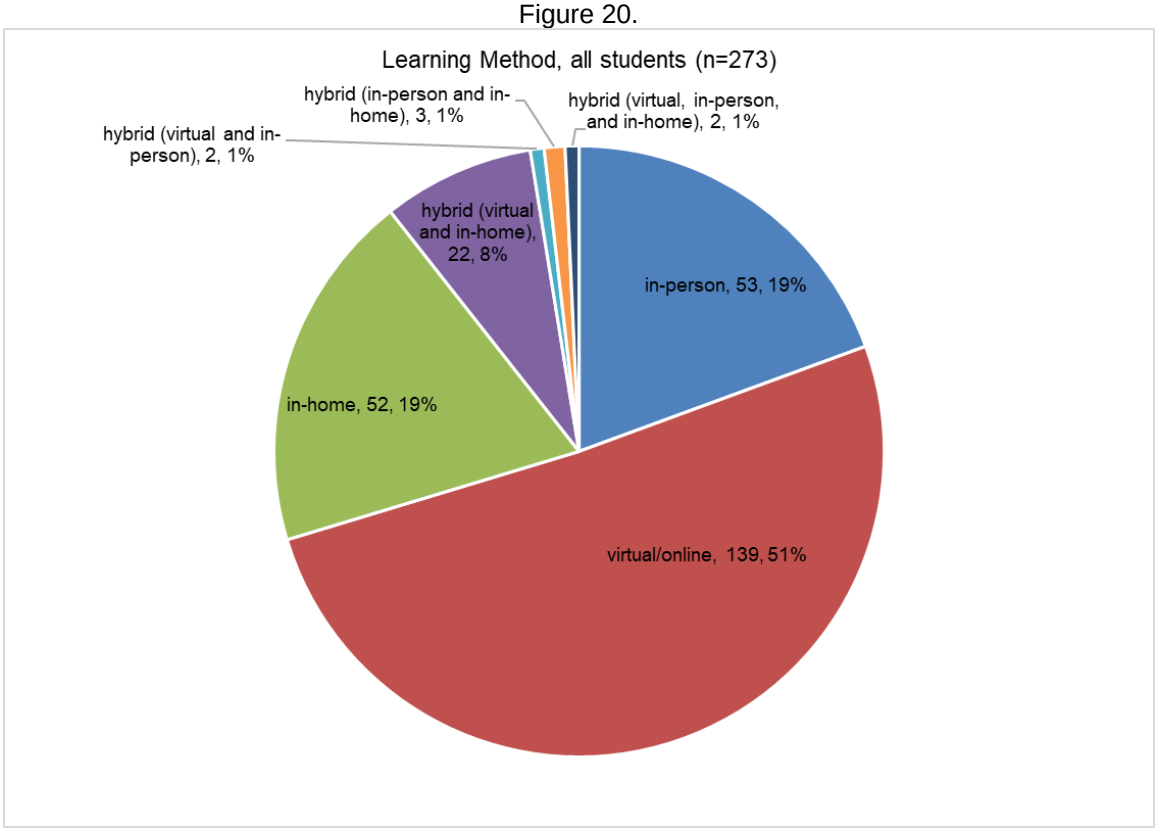
In addition to the staff survey, participating students completed a brief online survey about their experience in PA-MEP summer programs. A total of 274 students age 7[18] or older completed the survey with 75 percent of respondents being 14 years old or younger. All nine project areas were represented, though Project Areas 3 and 6 made up 57 percent of all student respondents.

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

Students attended the MEP summer program in a variety of learning methods. Most participants (51 percent) attended programming entirely virtually, followed by entirely in-person (19 percent), and entirely in-home (19 percent). Hybrid methods were less popular, with the most common method being a combination of virtual and in-home attendance (8 percent). The three other hybrid combinations were each represented by 1 percent of participants.

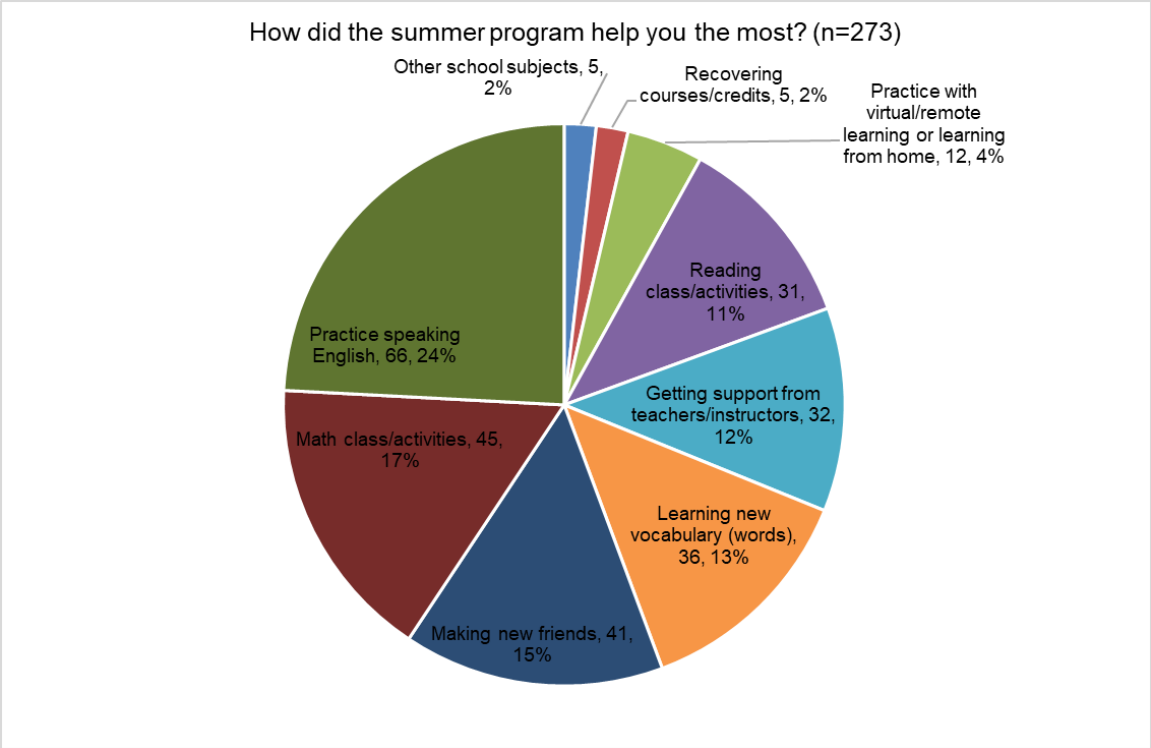
[18] Evaluators discouraged programs from surveying students younger than 7 years old for language and comprehension reasons.

Figure 20.



Students indicated the summer program components that helped them the most from a provided list. Practice speaking English (24 percent) topped the list, followed by math class/activities (16 percent).

Figure 21.

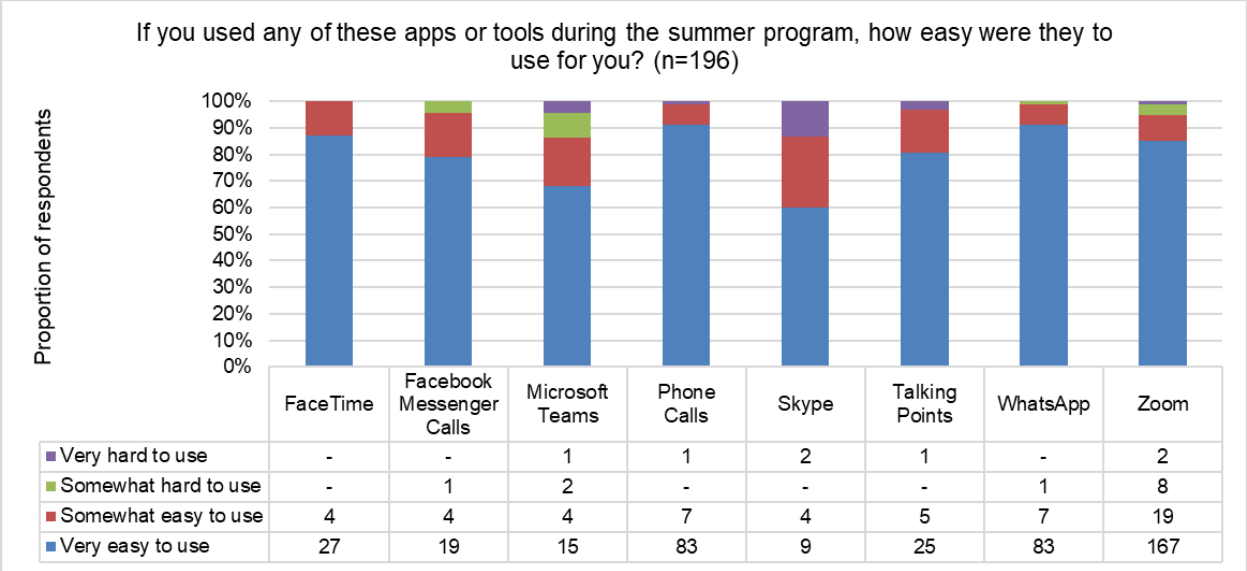


Nearly all students (269 total respondents) indicated that they thought the summer program helped them to some degree to feel ready for school in the fall; 52 percent reported that the program helped a lot, 33 percent indicated the program helped some, and 13 percent indicated it helped a little. Two percent indicated that the program did not help.

Students reported that they were, for the most part, able to understand their summer instructors. More than half of 273 student respondents (64 percent) shared that they did not have any difficulty understanding their summer teacher(s); 29 percent indicated that they 'sometimes' had difficulty and 7 percent indicated that they had 'a lot' of difficulty.

Similarly, PA-MEP was interested to know about the tools and connection methods used in the program and how easy or difficult they were for students to use. After excluding students who answered that they did not use a tool or method, evaluators determined the proportion of students who found these easy to difficult. FaceTime, phone calls, and WhatsApp were the easiest methods of connection while Skype and Microsoft Teams were the most difficult.

Figure 22.



	FaceTime	Facebook Messenger Calls	Microsoft Teams	Phone Calls	Skype	Talking Points	WhatsApp	Zoom
Very hard to use	-	-	1	1	2	1	-	2
Somewhat hard to use	-	1	2	-	-	-	1	8
Somewhat easy to use	4	4	4	7	4	5	7	19
Very easy to use	27	19	15	83	9	25	83	167

Respondents were asked what they liked most about the summer program. Responses were categorized into the following themes, listed in order of frequency:

- A favorite subject (in order of frequency: science, math, art, reading, English, music);
- The instructors/staff;
- Field trips and outdoor activities;
- Socializing and making friends;
- Learning life skills (i.e., cooking, gardening, budgeting and finance, how to tell time);
- Learning new things;
- Everything;
- The variety of activities and classes/subjects; and
- Games, among others.

Nearly all surveyed students (91 percent of 269 respondents) indicated that they would participate in the program again if given the opportunity to do so. Of those who shared that they would not participate again, the most common reason given was that they were graduating.

Of the respondents who shared that they would participate again, the most common reason was that the student learned new things or likes learning in general. Other common reasons included that the program is fun, that the student likes the program overall, and that the program allows for opportunities to socialize and make friends, amongst others.

Respondents were asked what they would add to the program if they were helping to plan it for the following summer. These responses have been categorized into a list of themes. The most common responses indicated more time spent on a certain subject, with suggestions in order of frequency including art, science labs/experiments, math, reading, English, writing, music, and the option to take advanced classes. The next most common

theme was that programming would be held in-person, followed by more time spent with hands-on learning activities, projects, and games and more field trips (including college visits) and outdoor activities, among others.

Respondents were also asked to share how they might describe the program to a friend and if there was anything else that they would like program staff and evaluators to know. Themes among these responses echoed those of previous open-ended questions.

BRAIN STEM Youth Empowerment Program

During summer 2021 PA-MEP, in partnership with the program implementer CoolSpeak, offered a week-long middle school student leadership program called BRAIN STEM Youth Empowerment Camp. This was the second year the program had been offered to migrant students. The BRAIN STEM program (Brilliance, Resilience, and Achievement in STEM) affords students standards- and research-based opportunities to build the effective mindsets (e.g., confidence, collaboration, iterating to learn from failure) and skillsets essential to succeeding in STEM fields. The program was implemented virtually as a result of the COVID-19 pandemic. PA-MEP staff managed logistics and supported program implementation. According to the program's post-implementation report to the PA-MEP, BRAIN STEM's core objectives were for students to:

- Analyze global and community-based challenges using qualitative and quantitative criteria and formulate solutions to address these issues;
- Collaborate as a team to experience multi-faceted STEM projects that utilize inquiry and innovation;
- Develop analytical skills to gather data and develop evidence to make claims about questions in science;
- Develop a positive STEM identity; and
- Develop a Critical Consciousness (awareness of and agency to address equity-based and real world issues).

Pennsylvania opened up its BRAIN STEM program opportunity to other states, effectively creating a multi-state virtual summer leadership program. A total of 54 students attended the summer 2021 program: 25 from Pennsylvania, five from Alaska, 15 from Arkansas, four from Iowa, and 5 from Nebraska. To participate, students completed an application that included an essay and a staff recommendation.

Students responded to surveys from CoolSpeak; as such, PA-MEP did not ask students to complete a separate survey. CoolSpeak provided summary information about student feedback to the state PA-MEP staff as well as survey data, which state evaluators reviewed. Report and pre/post survey results indicated that students enjoyed and gained knowledge through the summer BRAIN STEM program. Data indicate that students not only learned content but also experienced personal growth and had meaningful conversations about social concepts such as equity.

Camp Connect High School Student Leadership Institute

For summer 2020 the Camp Connect program was a six-day virtual program designed to encourage college attendance among migrant students who have demonstrated leadership potential in high school. The experience is supposed to enhance participants' leadership potential through a series of interactive workshops, lectures, and discussion groups that promote academic development, verbal communication skills, civic engagement and responsibility, research skills, STEM/STEAM (STEM plus Arts) learning, college enrollment and retention, and personal development. Workshops covered topics such as bioethics, creating a webpage, coding, public speaking, astronomy, science experiments, genetics, and mindfulness.

High school students who were interested in participating in the week-long virtual program completed an application and submitted personal essays. A team of contracted educators and PA-MEP state staff managed and implemented the program. PA-MEP staff used these essays, student report cards, ACCESS for ELLs data (students had to score at least at the developing level), and a recommendation letter from each student's teacher, counselor, or PA-MEP student support specialist to select students to participate.[19] For summer 2020, like BRAIN STEM, Pennsylvania opened up its Camp Connect program opportunity to other states, effectively creating a multi-state virtual summer leadership program. A total of 41 students attended the summer 2020 program: 20 from Pennsylvania, two from Alaska, 10 from Arkansas, four from Iowa, and five from Nebraska.

Student participants completed a daily survey and a final survey to reflect on the activities, experiments, workshops, and their expectations and feelings. Survey respondents were very positive about the experience and their learning, with more than three-fourths of respondents indicating that they strongly agreed or agreed that each activity and experiment was educational and impactful. When asked to indicate their favorite workshops and activities, public speaking, science experiments, and webpage development stood out as particular favorites and where student reported learning the most. A total of 96 percent of respondents shared that they believed the Camp Connect content would be helpful for their future.

Parent and Out-of-School Youth Comprehensive Survey 2021

During the summer and early fall of 2021, the PA-MEP administered a survey to parents and out-of-school youth relative to *Service Delivery Plan* focus areas. The survey was intended to gather feedback and information from participants about needs, interests, and current behaviors so the program can make informed decisions about planning programs and services.

[19] Priority for Service is not a factor in selection for the Student Leadership Institute, though such students may participate. The Student Leadership Institute is intended to be an enrichment opportunity. Priority for Service elements are more explicitly addressed through the other PA-MEP summer programs.

The survey was conducted July through September 2021. The survey was not administered in 2020 due to the COVID-19 pandemic. State evaluators and the PA-MEP state data team collaborated to establish a geographically and culturally representative sample of survey participants based on home language and project area. A target 25 percent sample was established by project area, family/out-of-school youth, and home language variables to ensure representative results while collecting fewer surveys due to the great time investment that such surveys take.

This stratified sample was pulled from the state migrant database based on current PA-MEP families and out-of-school youth who were believed to still be in the area. Within each project area the sample was to include 25 percent of each home language in the area, with at least one family or youth representing each home language in the area, even if only one family spoke that language in the project area. Each project area received a primary list of families and youth and an alternate list of families and youth. Staff were instructed that those on the primary list should be attempted first, but if they could not be located or could not be surveyed for another reason, they were to select an alternate from the alternate list having the same home language. If they ran out of alternates, they could use other families present at the time based on a 'remaining' families and youth list from the state data team.

The target counts for survey collection were 382 families and 73 out-of-school youth, a collective decrease of 70 surveys over the prior year. A total of 250 family surveys and 45 youth surveys (total 295)[20] were collected and used for analysis that could be matched to eligible families and youth, which resulted in a 65 percent response rate for parents/families and a 62 percent response rate for out-of-school youth, both a decrease from the 2019 survey year (92 percent and 85 percent, respectively). Lower response rates were attributed to staff turnover and related pandemic challenges as well as some process-related confusion on respondents' parts, as some surveys were entered without the necessary family identifier and as such, could not be matched to the sample list. Some families and youth entered their own surveys and evaluators advised project areas against asking families to respond to the survey again. Surveys that could not be matched had to be excluded to avoid possible duplication. Based on the match of surveys to the provided sample list and response rate, evaluators are confident that the results are likely representative of Pennsylvania's PA-MEP population during the 2020-21 year but may not be as representative as in 2019. Family surveys often represent more than one child, so the number of family surveys collected is far smaller than the number of children they represent.

Of the 250 family responses, 65 percent were completed by the mother, 27 percent were completed by the father, and 5 percent were completed by a guardian, adult family member in a parental role, or another adult in the household. In almost all cases, the 45 out-of-school youth surveys were completed by the youth themselves.[21]

[20] A total of 63 surveys were excluded from analysis because they could not be matched to a family or student, either because no ID number or an incorrect ID number was provided.
[21] One OSY survey was completed by the student's mother.

As the representative sampling process was applied within each area, respondent counts by project area followed the dispersion of families. For families, Project Area 4 had the highest count of surveys (50) followed by Project Area 3 (41). Project Area 9 had the smallest survey count (6), but this area, along with Project Area 7, also has the smallest student enrollment. All project areas, with the exception of Project Areas 4, 5, and 9, received more than 75 percent of their expected surveys. For youth surveys, Project Areas 3 and 4 had the highest counts (14 and 10, respectively) while Project Areas 2 and 6 had the smallest (one survey each). Project Area 5 had a target count of 10 youth but was unable to survey any youth in the region.

Table 4: Surveyed Families and Youth by Project Area

Project Area	Total Family Surveys	Percent of Target Received (Family)	Total OSY Surveys	Percent of Target Received (OSY)
1	40	111%	5	71%
2	23	100%	1	100%
3	41	95%	14	82%
4	50	54%	10	77%
5	21	21%	0	0%
6	18	78%	1	20%
7	12	100%	8	100%
8	39	100%	3	38%
9	6	50%	3	75%
Total	**250**	**65%**	**45**	**62%**

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

By language, surveyed respondents were representative. For families surveyed, 18 languages were to be represented, plus an ‘other’ category. All but three languages from the sample list were represented in the collected data with six of the languages having a 100 percent or better response rate.[22] Expected counts by language ranged from one to 282, average 20. Actual counts by language ranged from one to 196, average 13.

For out-of-school youth, seven language categories (six languages and ‘other’) were to be represented in the data, six of which were included in the surveys collected. Four languages had a 100 percent response rate or greater represented. Expected counts by language ranged from one to 55, average 10. Actual counts ranged from one to 27, average six.

Overall, results appear to be generally representative of Pennsylvania’s migrant population in each of the sample criteria. Also, responses overall tended to reflect themes of

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

responses from past years' feedback and needs examinations, further confirming that results are likely representative of the larger population. Where possible and meaningful, comparisons to prior year results are provided. The same methods were used to determine and survey the sample group.

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

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

Table 5: Surveyed Families and Youth by Home Language.

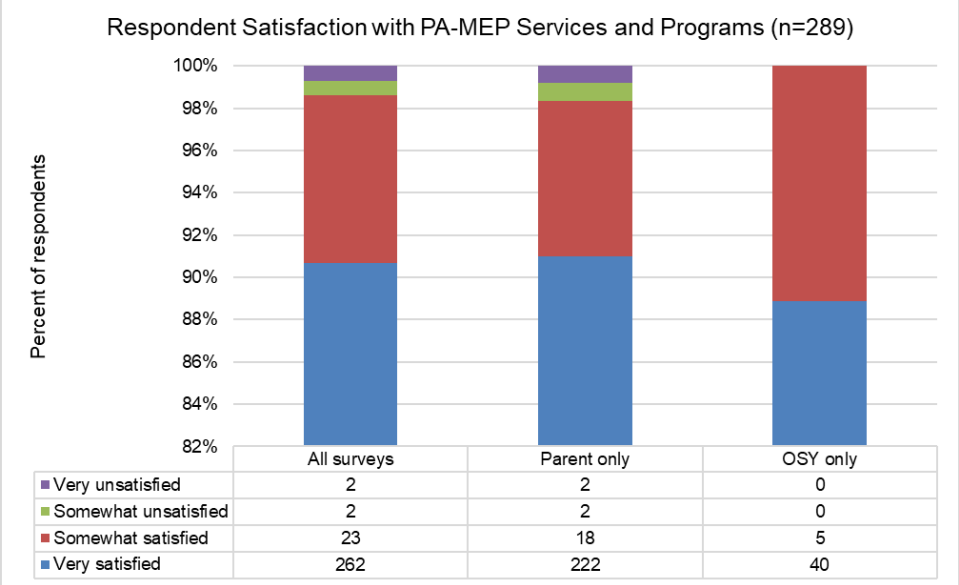
Home Language	Families	Out-of-school youth
Arabic	--	--
Burmese	2	--
Chin	1	--
Creole	2	--
English	6	--
French	1	--
Indigenous-Guatemalan	3	4
Indonesian	2	--
Karen	--	--
Khmer	3	1
Kinyarwanda	1	--
Mam	5	4
Nepali	22	--
Other	3	6
Pushtu/Dari	1	--
Spanish	196	27
Swahili	1	3
Ukrainian	1	--
Vietnamese	--	--

In the following item summaries, the count or percentage of respondents selecting that item is provided. Respondents may not have answered all questions. In these cases, counts and percentages are based on the number of surveys having a response for that particular item. Also, survey responses and results are categorized based on the respondent's perspective, not necessarily their sample classification. As such, family versus youth counts may differ slightly from the sample, as some youth are also parents themselves and some parents completed the survey on their youth's behalf.

Overall, 99 percent of respondents confirmed that they had received services from PA-MEP in the past 12 months. This was consistent for families (98 percent) and youth (100 percent).

Most respondents (91 percent) indicated they were very satisfied with the services and programs they received from PA-MEP as shown in the following chart. Two respondents (less than 1 percent) indicated dissatisfaction. In 2018-19, the 'very satisfied' percentage was 88 percent. General satisfaction was nearly the same for both families and youth.

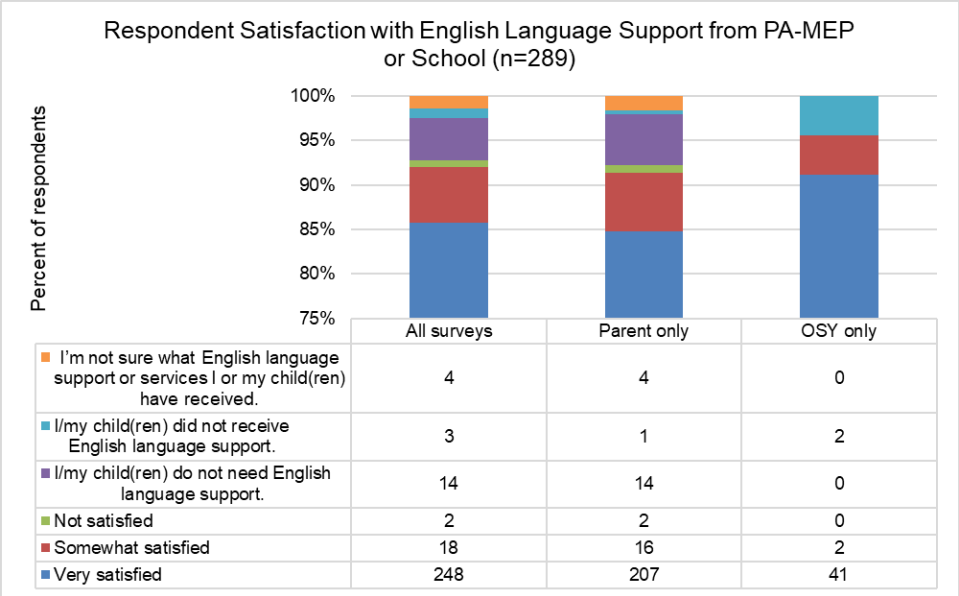
Figure 23.



	All surveys	Parent only	OSY only
Very unsatisfied	2	2	0
Somewhat unsatisfied	2	2	0
Somewhat satisfied	23	18	5
Very satisfied	262	222	40

The survey specifically asked about satisfaction related to English language support, to which most respondents indicated that they were very satisfied (86 percent) or did not need English language support (5 percent). One percent were unsure what English language services they had received.

Figure 24.



	All surveys	Parent only	OSY only
I'm not sure what English language support or services I or my child(ren) have received.	4	4	0
I/my child(ren) did not receive English language support.	3	1	2
I/my child(ren) do not need English language support.	14	14	0
Not satisfied	2	2	0
Somewhat satisfied	18	16	2
Very satisfied	248	207	41

In a related question about satisfaction with PA-MEP's or school's addressing of individual needs, 91 percent of 295 respondents shared that they were very satisfied; 8 percent were somewhat satisfied; and 1 percent were not satisfied. Youth were slightly more likely to indicate lower degrees of satisfaction than families.

Also related, respondents shared if anyone in their household had received education-related translation services. Of these respondents, 60 percent had received translation support from PA-MEP; 18 percent received translation support from school; and 5 percent received translation support from another source. Twenty-four percent indicated that they did not need translation support. Three percent indicated needing, but not receiving, such support and 7 percent were not sure. Respondents could select more than one option.

While 26 percent of respondents indicated declining PA-MEP services in the past year, most indicated doing so almost entirely due to work schedule conflicts (20 out of 26 percent). Families were somewhat more likely than youth to decline services: 27 percent of family respondents declined a service compared to 22 percent of youth. In the survey administration (2019), 25 percent of families and 77 percent of youth had declined services, with work schedule also being the main reason for doing so.

The survey asked respondents to indicate areas of need or interest. Overall, English language support came out as the top need for all respondents (36 percent). For families, homework help, followed by English language support, were the most common needs. For youth, English language support and continuation of education were most commonly selected. In the following table, the top three most-selected options are shown in bold text.

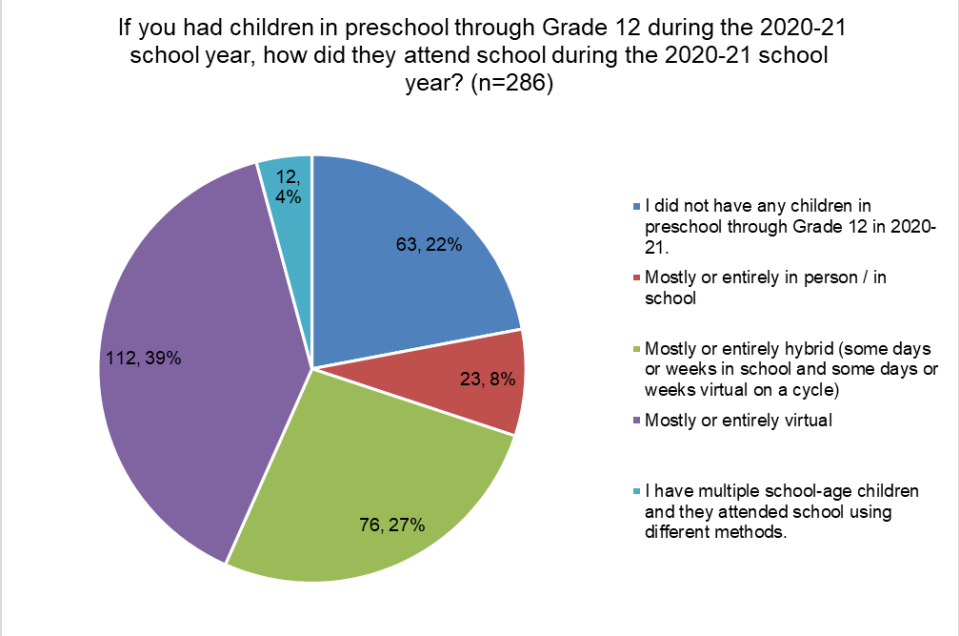
Table 6. Interest or Need for Additional Services by Respondent Type.

Service Need	All (281)	Families (239)	Out-of-school youth (42)
Afterschool programs	20%	23%	2%
Career awareness	7%	8%	5%
College tours, college readiness, and postsecondary education planning	13%	15%	2%
Continuation of education for out-of-school youth	12%	8%	**36%**
Early childhood and preschool programs	6%	7%	--
English language development for your child or yourself (if an out-of-school youth, ESL cannot be provided by MEP to parents)	**36%**	**31%**	**60%**
Financial aid/college assistance programs information	7%	8%	--
Guidance for understanding Special Education Services and IEPs	2%	3%	--
Help with online/virtual school	15%	16%	12%
High school graduation requirements information	6%	6%	7%
Homework help	**31%**	**35%**	7%
How to access mental health services for children	6%	8%	--
How to access vocational rehabilitation services for children	1%	2%	--
How to advocate for my child and their needs	16%	18%	2%
How to be more involved in my child's education	18%	21%	--

Service Need	All (281)	Families (239)	Out-of-school youth (42)
How to communicate with my child's school	12%	15%	--
Math / STEM	20%	23%	5%
More in-home tutoring programs	20%	22%	7%
Reading and writing	**25%**	**26%**	**14%**
Saturday programs	16%	18%	10%
Summer programs	23%	**26%**	5%
Understanding school records, report cards, progress reports, and transcripts	9%	10%	2%

MEP was interested to learn more about how migrant families experienced learning during the COVID-19 pandemic. Respondents were asked how their preschool through grade 12 child(ren) attended school during the 2020-21 school year. Of the 286 respondents who answered this question, 112 (39 percent) indicated that their children attended school mostly or entirely virtual, followed by mostly or entirely hybrid (27 percent). Sixty-three respondents (22 percent) did not have children in these grades. Other options were chosen less frequently.

Figure 25.



Respondents were then asked to provide information about their Internet and technology access at home. Of 292 respondents, 185 (63 percent) indicated that they had home Internet service (Wi-Fi, cable, hotspot, etc.). Nearly a quarter (23 percent), reported that they did not have any Internet access, and 40 respondents (14 percent) had access via a smartphone but no home service.

When asked which technology devices they had at home, 221 of 292 respondents (76 percent) reported that they had a smartphone. A total of 132 (45 percent) indicated that they owned a laptop or Chromebook, followed by 92 (32 percent) having a tablet or iPad. Twenty-two respondents (8 percent) reporting having a desktop computer, and three respondents commented that they did not own any of these devices. Respondents could choose all options that applied.

Respondents were also asked to report the best methods and times that MEP staff could get in contact with them. A phone call was the most common method (204 of 295 respondents, or 69 percent), followed by WhatsApp (59 percent), and text messages (53 percent). In-person communication, email, and Facebook (Messenger) were chosen less frequently, representing 19 percent, 9 percent, and 3 percent of respondents, respectively.

Of 294 respondents, more than half indicated that weekday afternoons were the best time for staff to get in contact (53 percent), followed by weekday evenings (35 percent), and weekday mornings (27 percent). Other time periods were chosen less frequently.

High School Graduation and Postsecondary Education

The survey included a section specifically for families with children in grades 8-12, as these grades are a particular focus for the program and several program goals relate to this population. For those respondents who indicated that they had one or more children enrolled in grades 8-12 for the coming school year (89 respondents) the survey included questions about high school graduation and postsecondary options and knowledge. Not all respondents answered each question of this section, and the total of those who did is included in the following summaries.

Of 89 respondents, 90 percent reported that they knew that most high schools require students to earn a minimum number of credits and complete several specific courses in order to graduate; 6 percent indicated that they did not know this information; and 4 percent did not know.

When asked if their child was on track to graduate on time from high school, 69 percent (of 88 respondents) indicated that this was true. Ten percent reported that their child was not on track to graduate on time and 20 percent were unsure.

Almost all (92 percent of 87 respondents) acknowledged receiving high school graduation requirement information, whether from PA-MEP staff (53 percent), their child's school (34 percent), and/or other sources (5 percent); 23 percent reported that they had not received any such information; and 15 percent were not sure. Respondents could select multiple sources and options, if applicable.

When asked how they had received information about postsecondary options, 49 percent (of 87 respondents) shared that they received information from PA-MEP; 31 percent reported receiving information from their child's school; 5 percent indicated receiving information directly from a postsecondary institution or program; and 6 percent indicated

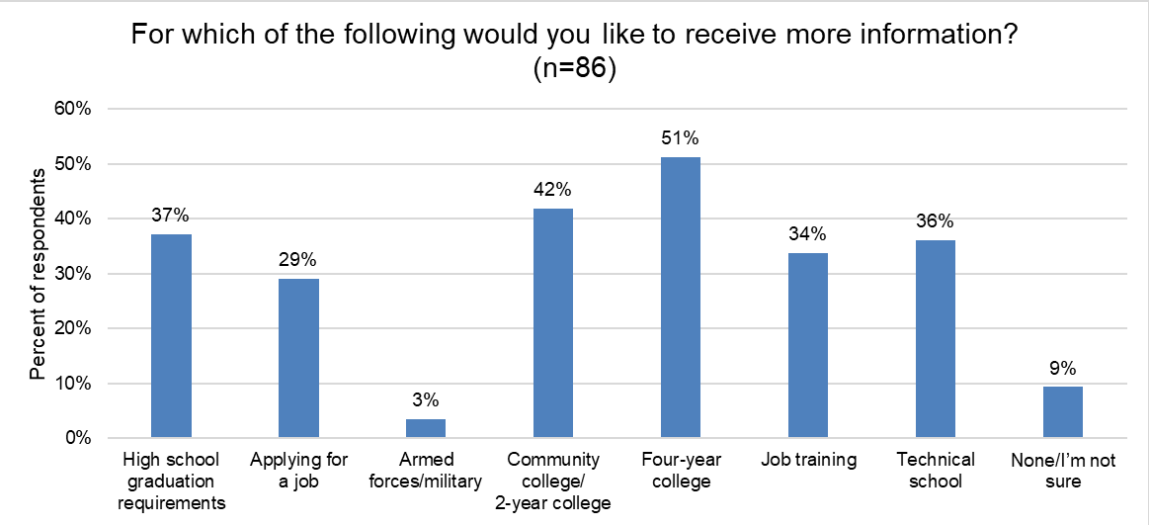
they received information from another source. Twenty-two percent indicated that they had not received any such information and 25 percent were not sure. Respondents could select multiple sources and options, if applicable.

Families' challenges and uncertainty about high school graduation and postsecondary options may be a factor of the family's education experience, as 46 percent of 89 respondents indicated that no one in their household had completed high school. Similarly, 79 percent indicated that no one in their household had attended college. These percentages are very close to those of prior years.

Despite this, responses indicated that parents surveyed valued education and educational achievement: 98 percent (87 of 89) of respondents indicated it was very important to them that their child graduate from high school[23] and 97 percent (86 of 89) indicated that it was very important to them that their child continue their education after high school in college or another school.[24]

Regardless of their current knowledge, nearly all indicated that they wanted more information, with 2- and 4-year college options garnering the most interest (51 and 42 percent of 86 respondents, respectively), followed by high school graduation requirements, with 37 percent indicating interest. Nine percent indicated that they were unsure or not interested in these options.

Figure 26.



The PA-MEP implements its Diploma Project to support families and students toward graduation and postsecondary education, which includes information about items discussed in this section. Also, CAMP (College Assistance Migrant Program) is offered to support students' postsecondary option awareness. Of the 88 respondents, 68 percent

[23] The remaining 2 percent reported that it was somewhat important (two respondents).
[24] The remaining 4 percent reported that it was somewhat important (two respondents) or not important (one respondent).

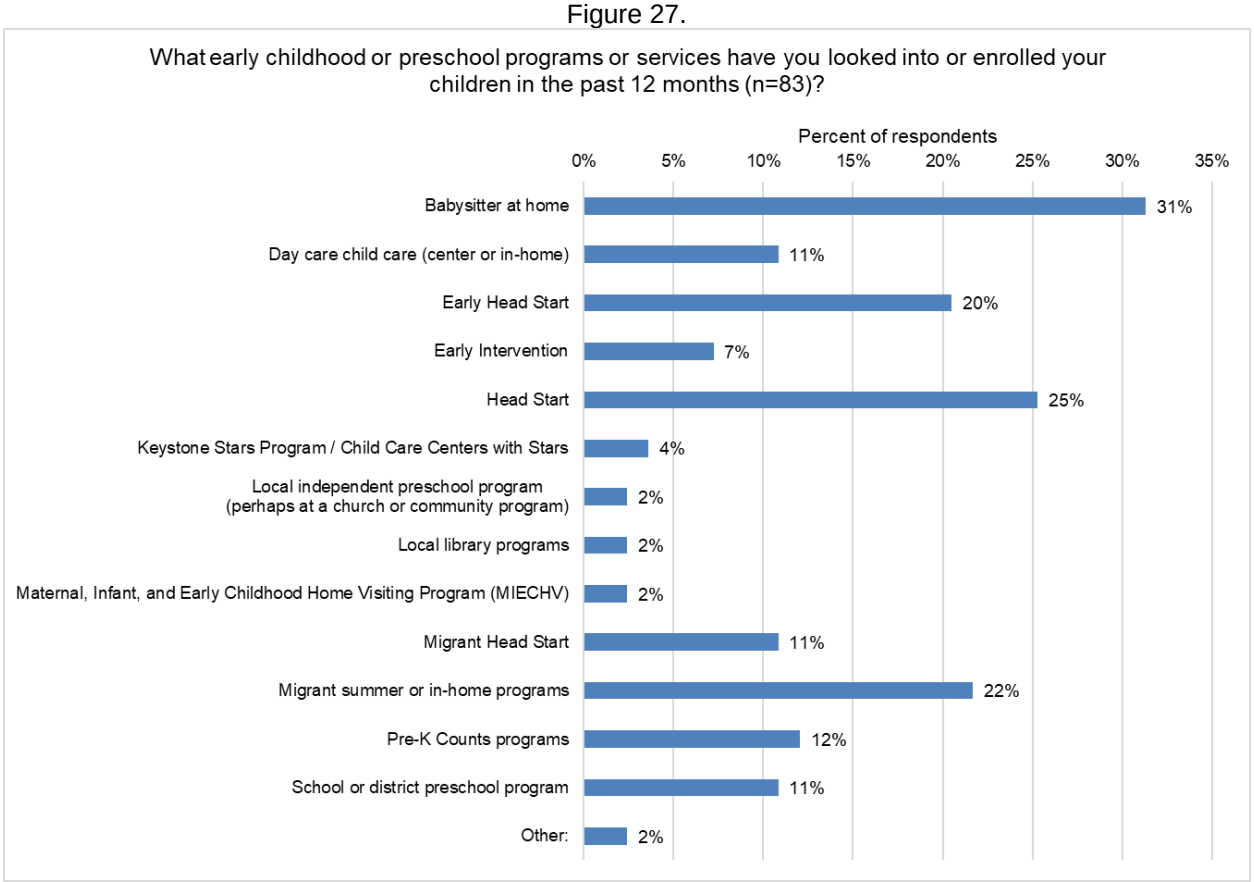
indicated that they did not participate in any information sessions about the Diploma Project or CAMP, they were not familiar with these programs, or they were not sure. Twenty-seven percent of respondents indicated that they or their child participated in the Diploma Project to some extent and 14 percent indicated participation in CAMP.

Preschool and Young Children

Preschool is a program priority in Pennsylvania, so PA-MEP included a set of questions in the survey to examine preschool and early childhood program experiences. Slightly less than a third of 272 respondents (32 percent) indicated that they had young children, ages 6 or younger.

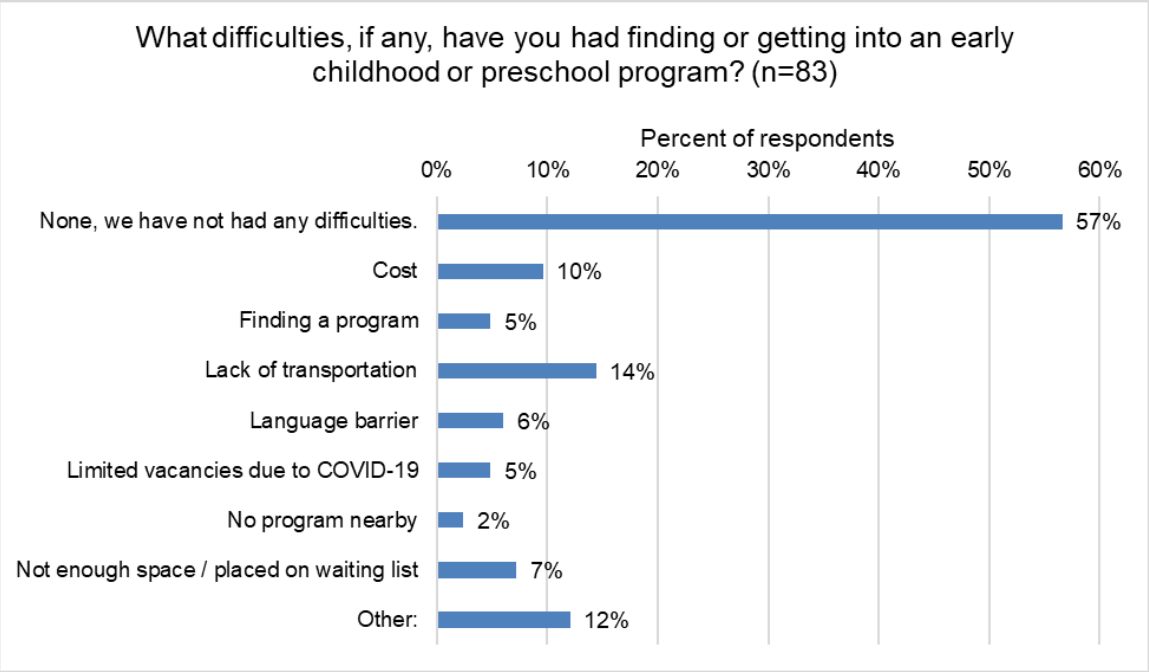
Eighty-three of the 87 respondents with young children provided information about what early childhood or preschool program or services they considered or used. The most prevalent response was a babysitter at home, which 31 percent of respondents selected. A quarter (25 percent) selected Head Start programs. Twenty-two percent selected migrant summer or in-home programs, and 20 percent selected Early Head Start. Respondents selected other options to a lesser extent. Most respondents indicated that they participated in such programs in Pennsylvania only.

Figure 27.



When asked about challenges finding or getting into such programs, 57 percent (of the 83 respondents) indicated that they had no challenges; however, of the challenges listed as options, lack of transportation was the greatest challenge, followed by 'other' and cost. Respondents who chose the 'other' option cited reasons such as time constraints, recently moving to the area, loss of employment, and only virtual services being available.

Figure 28.



Most families reported that they remained in the early childhood or preschool program (95 percent). Of those indicating that they withdrew their child from such a program, two did so because of COVID-19, one did so because they moved, and one indicated their child began kindergarten.

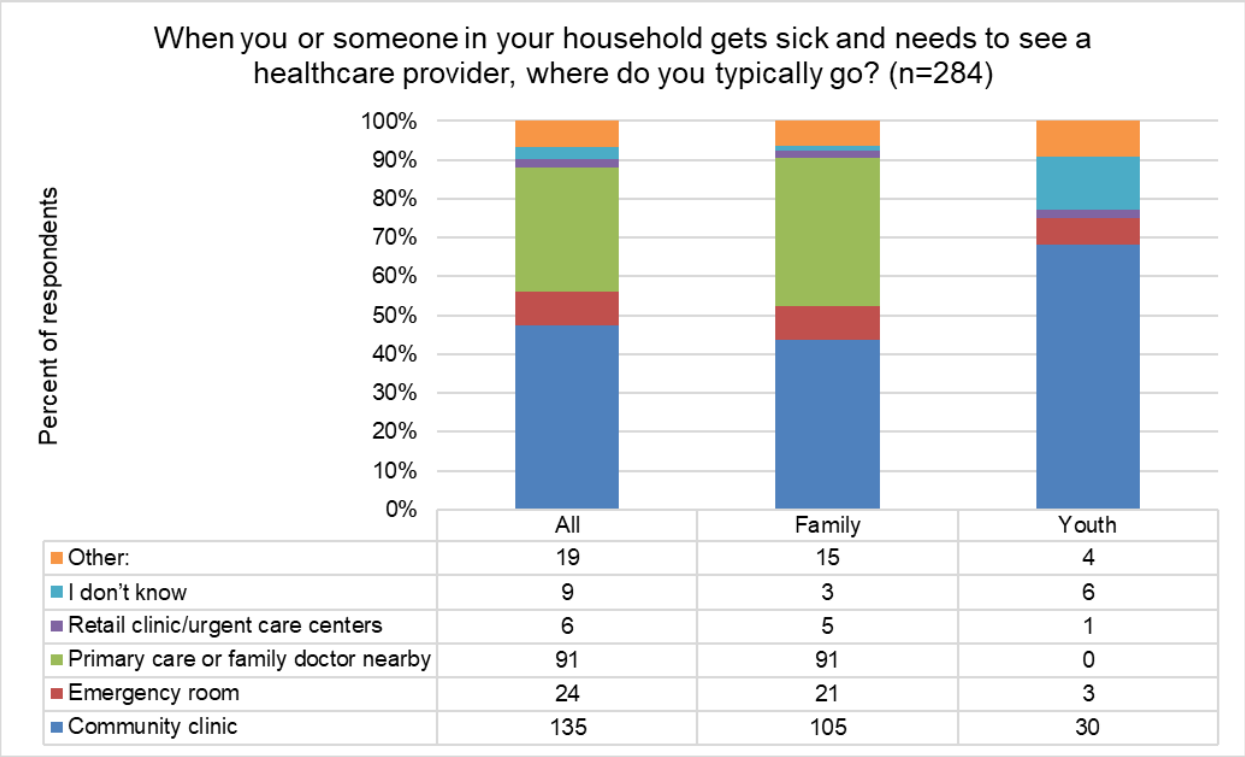
Migrant Education Program Wellness Project

The purpose of the Migrant Education Program Wellness Project is to increase the percentage of migrant parents and out-of-school youth who report that they know where to obtain primary care and to decrease the percentage of migrant parents and youth who report that language and cultural barriers impede their access to healthcare. As such, questions were included in the survey relative to this project. A total of 284 respondents answered these survey questions (240 parents, 44 youth).

Survey results revealed that 48 percent of respondents use a community clinic as their primary source of care, followed by a primary care or family doctor (32 percent), consistent with prior year results. Eight percent relied on hospital emergency rooms and 2 percent used retail clinics or urgent care centers. Three percent reported that they did not know where they would go if they needed to see a healthcare provider. Other responses (7

percent) indicated not having needed to see a provider or not having insurance. Several 'other' responses also stated that families and youth used Keystone Health, private clinics, or rural clinics. Family responses mostly reflected the overall results. Sixty-eight percent of out-of-school selected using a community clinic and 14 percent indicated that they did not know where they would go if they had a health need.

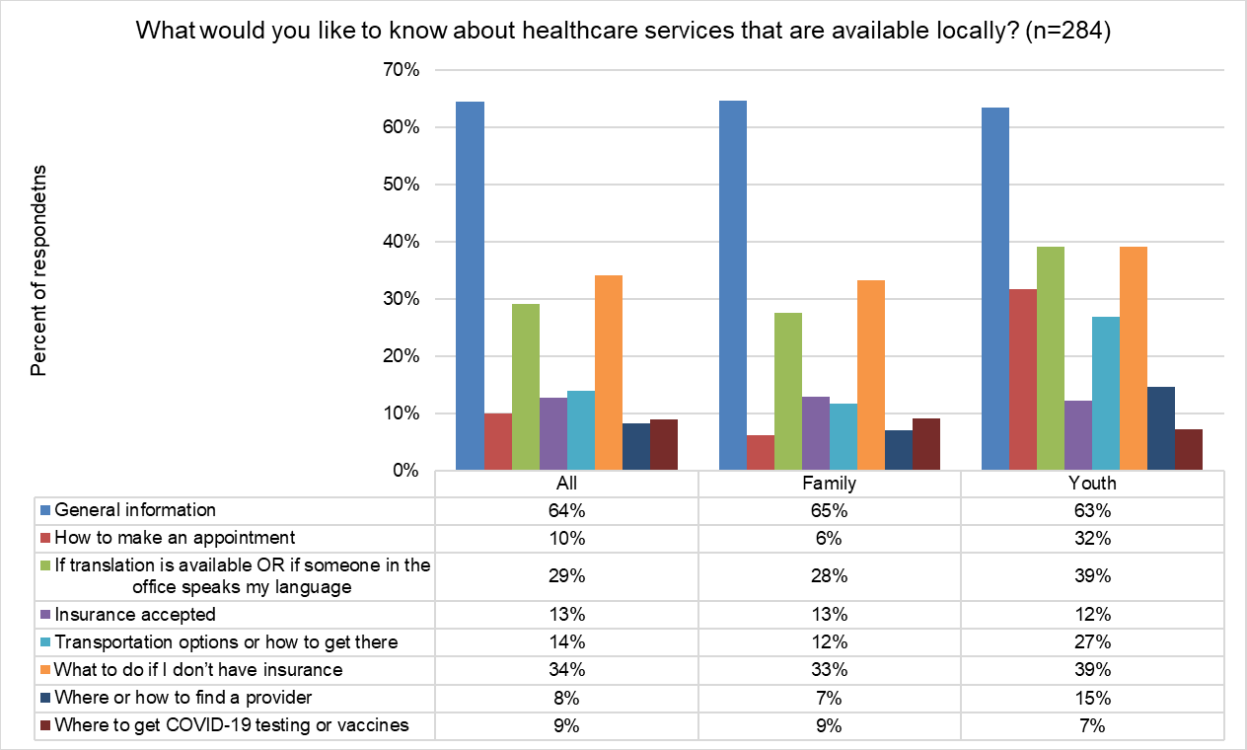
Figure 29.



	All	Family	Youth
Other:	19	15	4
I don't know	9	3	6
Retail clinic/urgent care centers	6	5	1
Primary care or family doctor nearby	91	91	0
Emergency room	24	21	3
Community clinic	135	105	30

More than half of 284 respondents (64 percent) indicated interest in gaining more general information about local health care services and 34 percent indicated interest in knowing what to do if they do not have health insurance. These were also the most common responses in the 2019 survey. Nearly a third of respondents (29 percent) were also interested in learning more about translation options. Respondents selected other questions or answer options, which included transportation options, insurances accepted, how to make an appointment, where to get COVID-19 testing and vaccines, and where or how to find a provider, less frequently. Respondents could choose all options that applied.

Figure 30.



	All	Family	Youth
General information	64%	65%	63%
How to make an appointment	10%	6%	32%
If translation is available OR if someone in the office speaks my language	29%	28%	39%
Insurance accepted	13%	13%	12%
Transportation options or how to get there	14%	12%	27%
What to do if I don't have insurance	34%	33%	39%
Where or how to find a provider	8%	7%	15%
Where to get COVID-19 testing or vaccines	9%	9%	7%

The survey asked respondents to indicate what, if any, challenges or frustrations they had experienced related to seeing a healthcare professional. Out of 281 respondents who answered this question, 136 (48 percent of respondents) indicated that they had experienced some level of difficulty or frustration with seeing a doctor or dentist.[25] This is notably higher than the prior survey, where 18 percent indicated a challenge. The rest answered that they had not experienced any difficulty (32 percent), or they had not needed to see a health professional in the past year (22 percent). Youth were somewhat more likely than families to report that they had not needed to see a provider in the past year.

For these 136 indicating that they experienced challenges in the past year, cost or lack of insurance was indicated most (40 percent of 136 respondents), followed by a language barrier or difficulty communicating (38 percent). These were top frustrations in prior surveys as well.

Student Outcomes

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

[25] Six respondents indicated that they both had and had not experienced difficulties in seeing a healthcare provider. These six have been included in the percentages for both categories.

Kindergarten Preparation Inventory

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

Staff were to conduct the inventory with children who were at least three years old and not enrolled in a formal pre-k program and also all children four years old and older who were not yet enrolled in kindergarten. The inventory was intended to be done initially in the fall or at the time of the child's initial enrollment in PA-MEP and again the following late summer/fall.

The 2020-21 year was the third year that the program used this instrument.

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

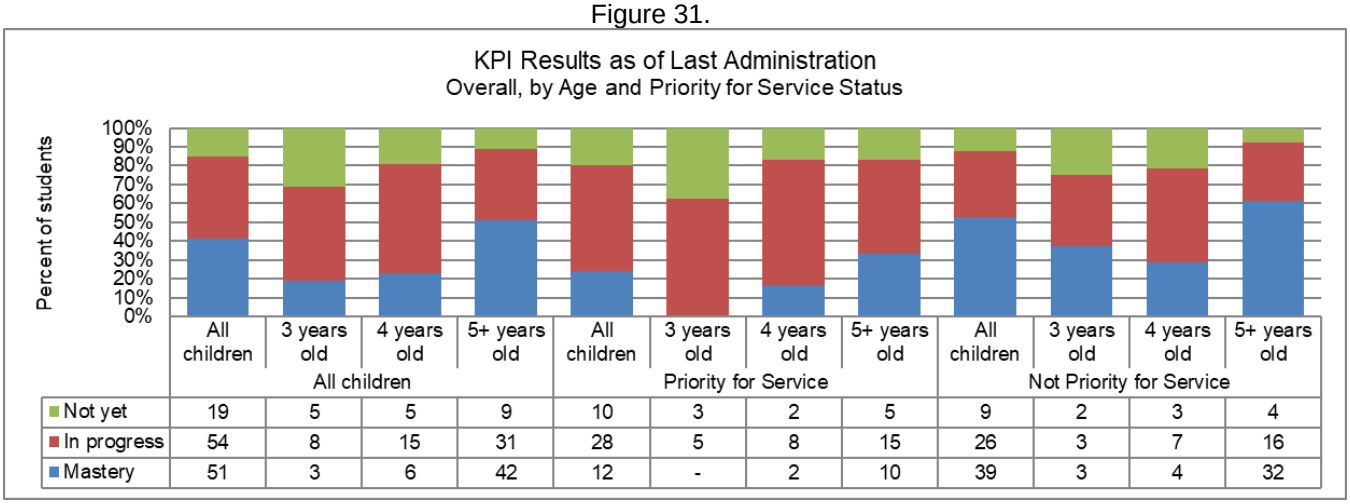
KPI data was available for 124 children, which is 29 percent of the 429 children who were ages three or older and not yet in kindergarten enrolled in PA-MEP during this year. It is important to note that as a result of the COVID-19 pandemic, PA-MEP recommended that staff focus their efforts on conducting the inventory with children at least four years old, as these children were most likely to enroll in kindergarten in the next year. This, coupled with challenges engaging with families because of pandemic restrictions and physical distancing, may contribute to lower response rates than in the past. Based on age at the beginning of the program year (September 2020), the KPI represented 40 percent of the 247 children enrolled in PA-MEP and aged 4 years or older.

Considering a child's result as of their last KPI administration, regardless of the timing of the inventory, 41 percent of all children included in analysis demonstrated skills at the mastery level, 44 percent were in progress, and 15 percent were considered as not yet meeting expectations. As in previous years, the percentage of students at mastery increased with age. Nineteen percent of the 16 3-year-old children were at mastery, 23 percent of the 26 4-year-old children were at mastery, and 51 percent of the 82 children 5 years and older were at mastery. The percentages of children at the 'not yet' level decreased with age. Thirty-one percent of 3-year-old children scored at the 'not yet' level, 19 percent of 4-year-old children, and 11 percent of children 5 years and older. These results are almost exclusively for children identified as not fluent in English; only five children included in KPI data were fluent in English.

Priority for Service status, or more accurately the factors that qualify a child as Priority for Service, also shows differences in results. More than a third of children (40 percent) included in analysis qualified as Priority for Service, and of these, 24 percent scored in the mastery category. Children who were not Priority for Service had a mastery percentage that was more than two times higher than students with the Priority for Service designation: 53 percent.

The following figure illustrates these results.

Figure 31.



	All children	3 years old	4 years old	5+ years old	All children	3 years old	4 years old	5+ years old	All children	3 years old	4 years old	5+ years old
	All children				Priority for Service				Not Priority for Service			
Not yet	19	5	5	9	10	3	2	5	9	2	3	4
In progress	54	8	15	31	28	5	8	15	26	3	7	16
Mastery	51	3	6	42	12	-	2	10	39	3	4	32

It is also helpful to know how many children were able to demonstrate all skills: eight children (6 percent of all children with data) were able to demonstrate all 27 skills at either the pre or post inventory. All eight children were 5 years old at the inventory date.

There were 89 children with two data points, or a pre and a post administration. Of these 89 children:

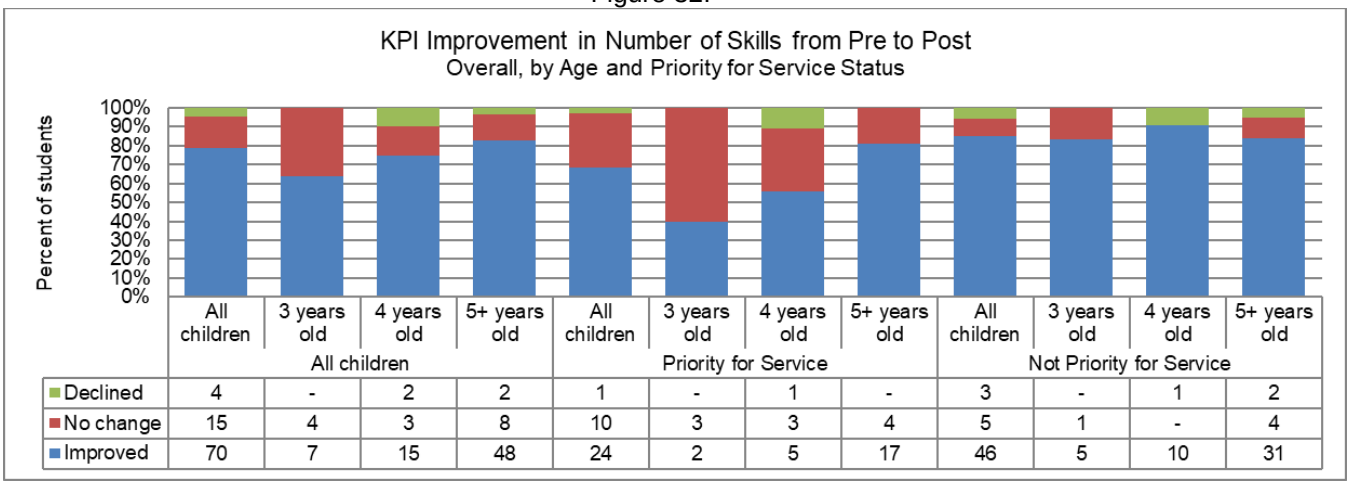
- 79 percent improved the number of skills demonstrated from pre to post;
- 2 percent demonstrated the same number of skills but scored in the mastery level;
- 15 percent demonstrated the same number of skills but were not at a mastery level; and
- 4 percent declined, though one student who declined did so at the mastery level in both pre and post.

The majority of students at all age levels improved, with older students more likely to show improvement: 64 percent of the 11 3-year-olds with pre-post data improved, 75 percent of 20 4-year-olds improved, and 83 percent of children 5 years and older improved.

A difference exists between Priority for Service results and children without this designation: 69 percent of Priority for Service students improved and 85 percent of children who were not Priority for Service improved. Improvement rates were notably lower than in the previous year for Priority for Service students, where 90 percent improved, and nearly the same for not Priority for Service students, where 86 percent improved.

The following figure illustrates these results.

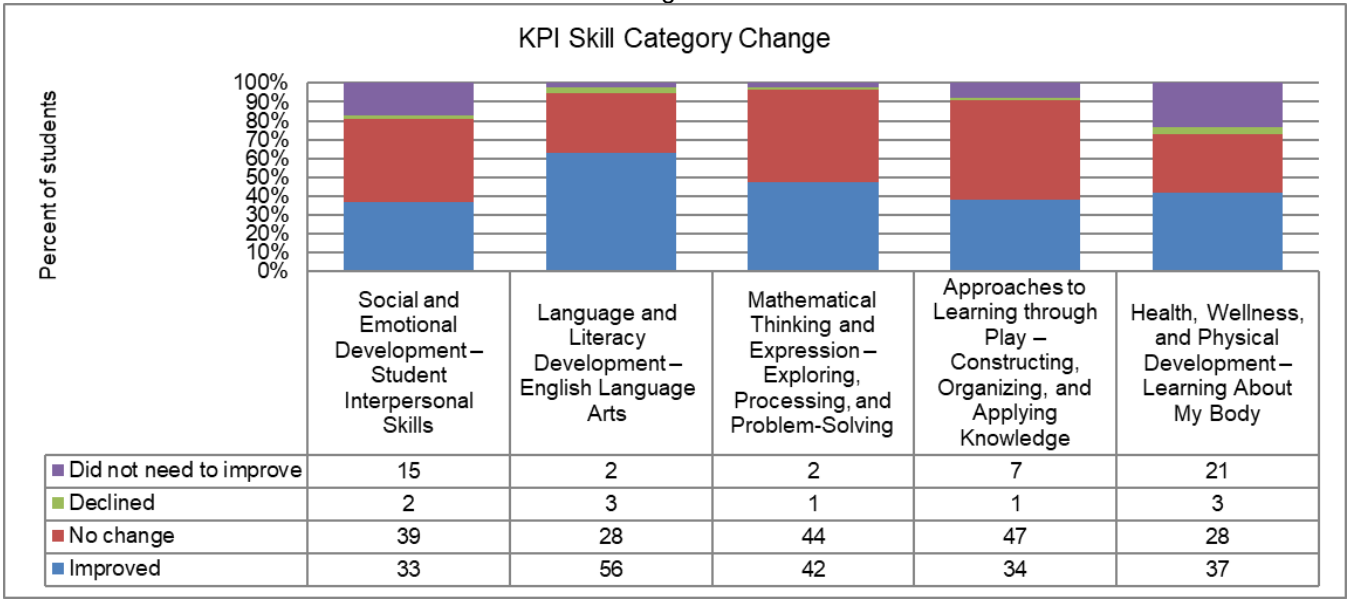
Figure 32.



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

Additionally, evaluators considered the extent to which students showed change within individual skill categories. To do this, evaluators determined how many skills children demonstrated at the first and second administrations, for children having two (89 students). Based on this comparison, nearly half of children with two KPI administrations showed improvement in the number of skills demonstrated within each category or demonstrated all skills at both administrations (46 to 65 percent).

Figure 33.



Overall, the greatest portions of children improved or demonstrated all skills in the language and literacy development and health, wellness, and physical development categories (both 65 percent). Children appear to have the greatest need related to the approaches to learning through play category, with 54 percent declining or showing no change from pre to post.

Academic Achievement

Each year, students in certain grades take one of Pennsylvania's literacy and/or math state assessments (PSSA, PASA, or Keystone Exam). The PSSA is administered to the most students and is given in March or April[26] in grades 3-8. Students in grades 8-11 take the Keystone Exam, which may be administered up to three times per year. Once a student scores at or above the proficient level, whether before or while enrolled in grade 11, the score is banked and applied to the student's grade 11 year. Keystone Exam results may not be used for accountability purposes before grade 11. The PASA is Pennsylvania's alternative state assessment and is administered in grades three to eight and 11 for students with cognitive disabilities. The Keystone Exam and PASA are aligned to the PSSA and use the same performance levels (below basic, basic, proficient, or advanced).

For the 2020-21 program year, analysis included state assessment data from PSSA, PASA, Keystone Exams, and ACCESS for ELLs. Results provided are for all migrant students who had adequate and appropriate data for analysis. Percentages were calculated based on the number of students having data and included in analysis, and do not represent all K-12 students. For each assessment, the number of students included in the analysis is provided (overall and by Priority for Service and fluency status), as it differs by assessment.

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

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

[26] Writing PSSA data are not included in state or federal migrant education reporting at this time.

Based on assessment accommodations guidelines, English language learners who have been enrolled in a United States school for less than 12 months have the option to participate in the reading state assessments. However, all English language learners who are enrolled in a public United States school must participate in the math and science assessments. Students in their first 12 months of United States school enrollment are included in state outcomes calculations for participation, but not for performance. The possible reading exemption may contribute to a lower number of students being included in analysis as compared to math or science results.

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

Reading assessment results include 783 migrant students (187 Priority for Service students and 596 non-Priority for Service students), which is 49 percent of the 1,586 migrant students in grades 3-8 and 11 who were enrolled in PA-MEP during the 2020-21 school year (prior to June 2021).

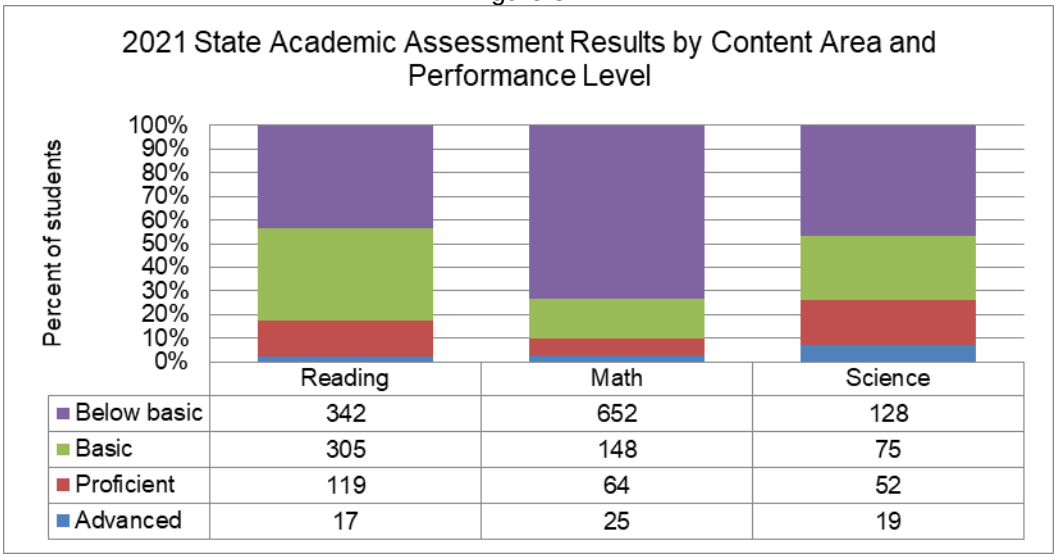
Math assessment results include 889 migrant students (239 Priority for Service students and 650 non-Priority for Service students), which is 56 percent of the 1,586 migrant students in grades 3-8 and 11 who were enrolled in PA-MEP during the 2020-21 school year (prior to June 2021).

Science assessment results include 274 migrant students (60 Priority for Service students and 214 non-Priority for Service students), which is 42 percent of the 645 migrant students in grades 4, 8, and 11 who were enrolled in PA-MEP during the 2020-21 school year (prior to June 2021).

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

The following graph illustrates students' results on the state academic assessments: PSSA, PASA, or Keystone Exams. In each of the three content areas, the largest portion of students scored in the below basic performance level, 44 percent for reading/literature, 73 percent for math/Algebra I, and 47 percent for science/biology. Reading/literature and science/biology had the largest portions of students scoring at proficient or advanced levels: 17.4 percent for reading/literature and 25.9 percent for science/biology.

Figure 34.



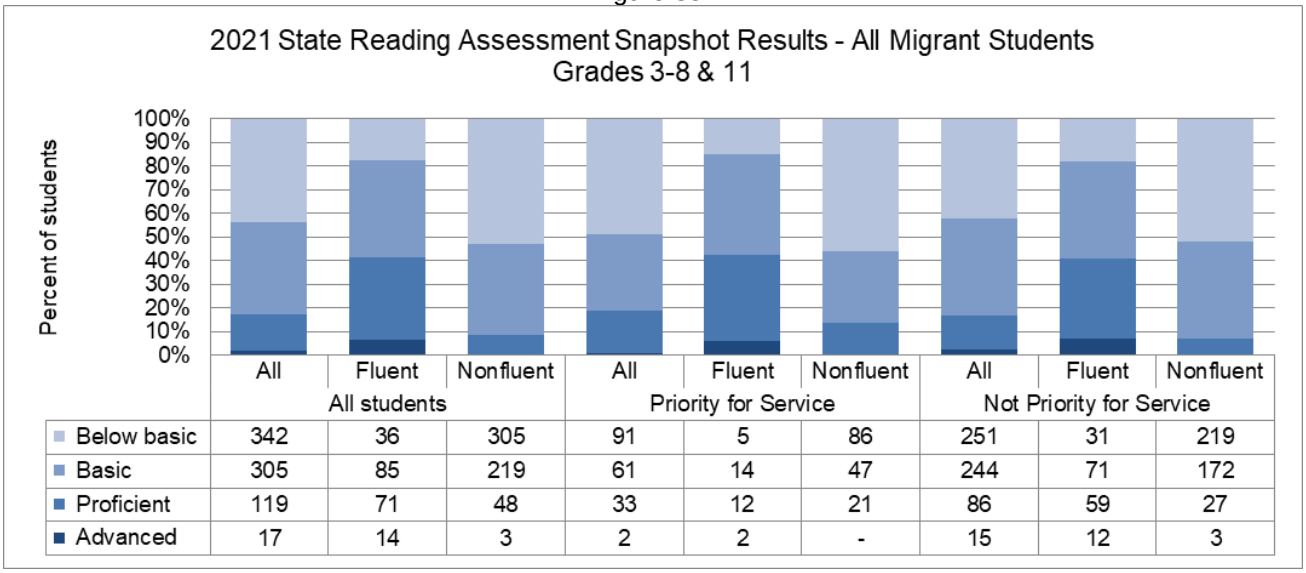
	Reading	Math	Science
Below basic	342	652	128
Basic	305	148	75
Proficient	119	64	52
Advanced	17	25	19

The next set of graphs show state assessment results (PSSA, PASA, or Keystone Exams) disaggregated by English fluency[27] and Priority for Service status, with Priority for Service status further disaggregated by fluency. As a reminder, PSSA is reported for students in grades 3-8, PASA is reported for students in grades 3-8 and 11 with cognitive disabilities,[28] and Keystone Exams results are reported for grade 11. For students in grade 11 and taking the PASA, the PASA is used instead of the Keystone Exam. This analysis method reflects the way that Pennsylvania reports accountability at the federal level.

In reading, fluency is a factor in academic achievement, 41 percent of these students scored in the proficient or advanced levels while 9 percent of their nonfluent peers scored in these levels. Priority for Service appears to have no influence outcomes, as the percentage of Priority for Service students, overall, who scored in the proficient or advanced levels – 19 percent of students – is similar to their non-Priority for Service peers (17 percent of non-Priority for Service students scored proficient or advanced).

[27] English fluency was determined by the student's PA-MEP needs assessment and ACCESS for ELLs assessment data. One student's English fluency was unknown. This student is not included in the results by fluency categories but is included in overall and Priority for Service categories.
[28] Students taking the PASA do not take the PSSA.

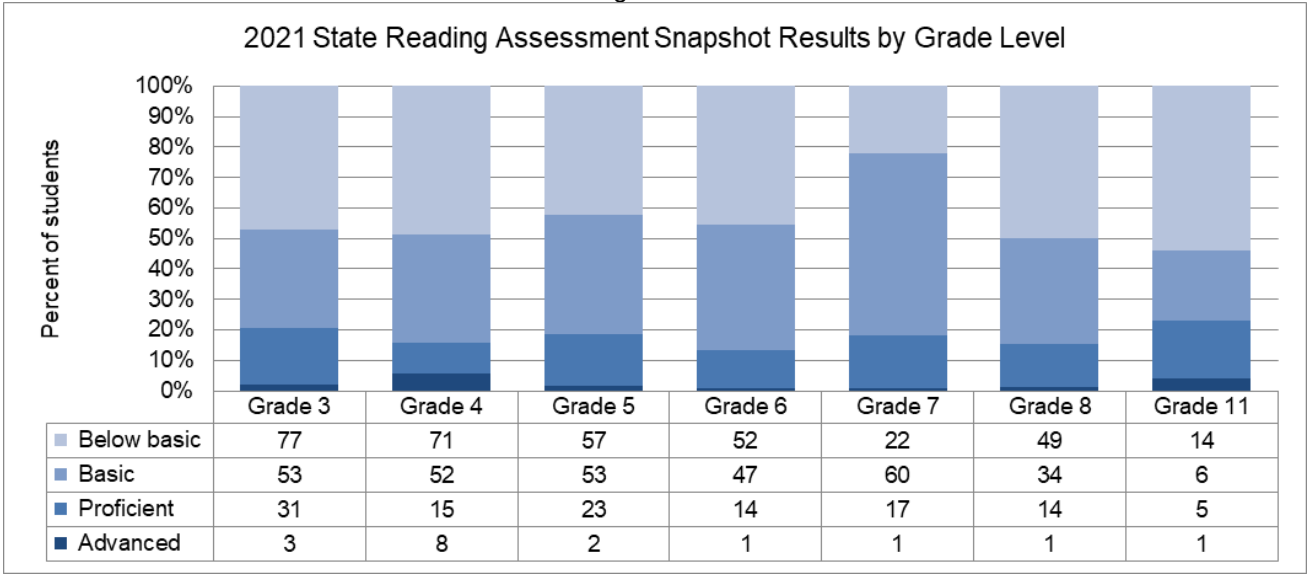
Figure 35.



	All students			Priority for Service			Not Priority for Service		
	All	Fluent	Nonfluent	All	Fluent	Nonfluent	All	Fluent	Nonfluent
Below basic	342	36	305	91	5	86	251	31	219
Basic	305	85	219	61	14	47	244	71	172
Proficient	119	71	48	33	12	21	86	59	27
Advanced	17	14	3	2	2	-	15	12	3

Results by grade level show the largest portions of proficient or advanced students in grades 3 and 11 (21 and 23 percent, respectively).

Figure 36.



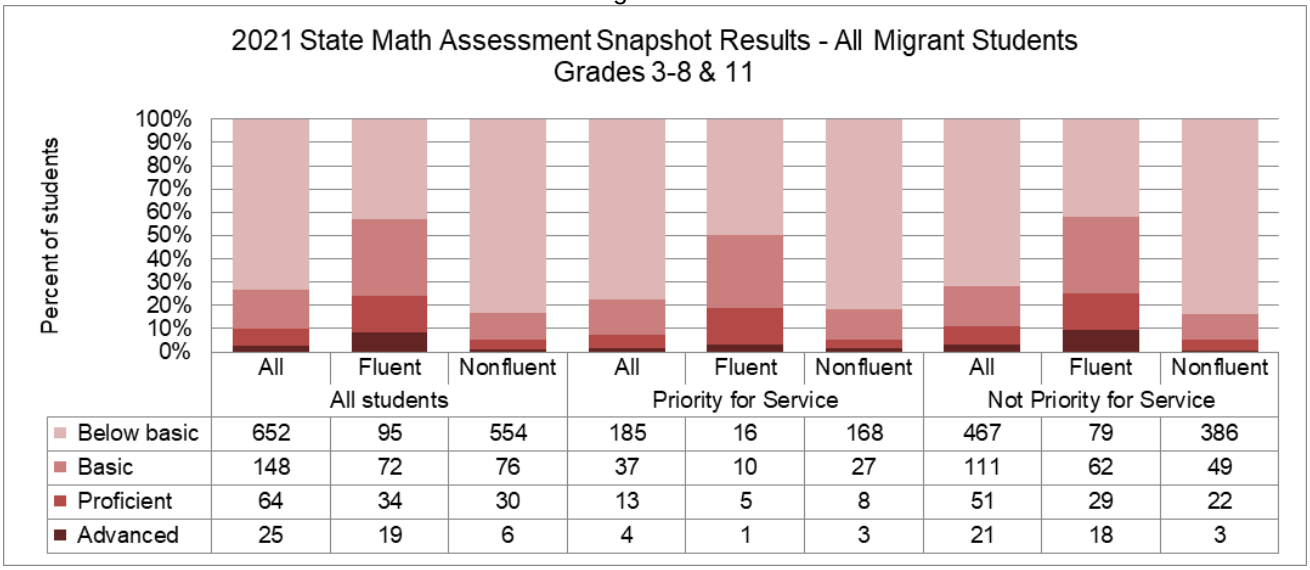
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Below basic	77	71	57	52	22	49	14
Basic	53	52	53	47	60	34	6
Proficient	31	15	23	14	17	14	5
Advanced	3	8	2	1	1	1	1

English fluency also influences math results. Of fluent students, 24 percent scored in the proficient or advanced levels on state math assessments, while 5 percent of their nonfluent peers scored in these levels. Math results show smaller percentages scoring in the proficient or advanced levels in math than reading.

The percentage of Priority for Service students, overall, who scored in the proficient and advanced levels (7 percent) is lower than their non-Priority for Service peers (11 percent).

Again, fluency is more influential on results: 19 percent of fluent Priority for Service students scored in the proficient or advanced levels while 5 percent of nonfluent Priority for Service students did so and 25 percent of non-Priority for Service, fluent students scored in the proficient or advanced levels, while 5 percent of nonfluent non-Priority for Service students scored at these levels. Priority for Service status and English fluency influenced state math assessment outcomes.

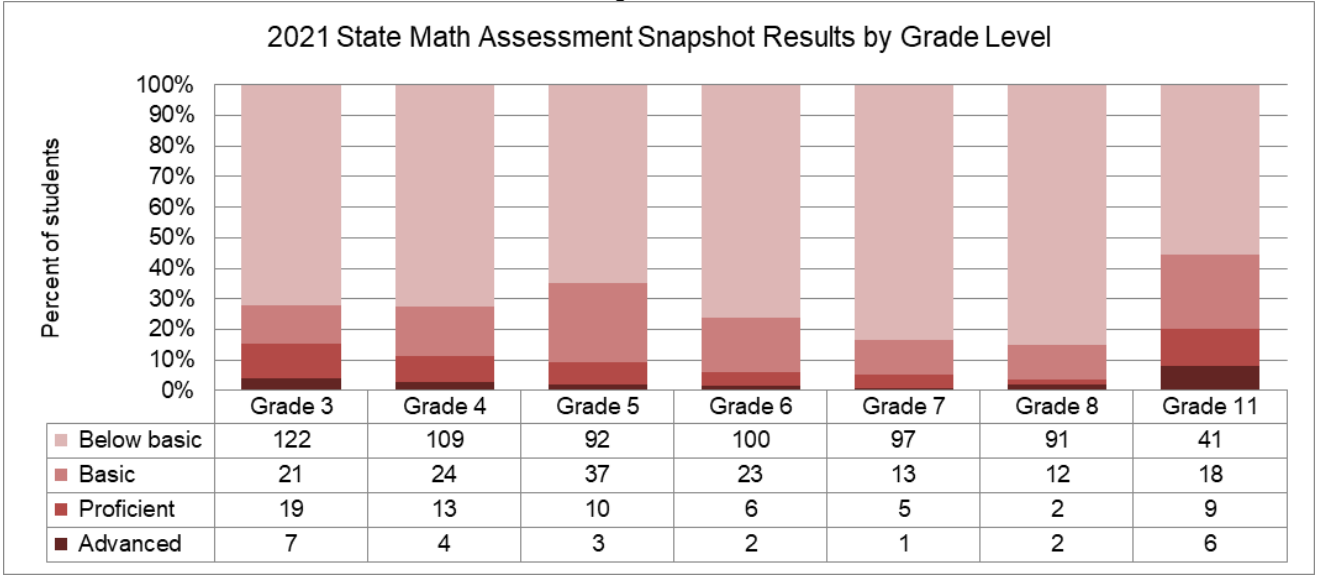
Figure 37.



	All students			Priority for Service			Not Priority for Service		
	All	Fluent	Nonfluent	All	Fluent	Nonfluent	All	Fluent	Nonfluent
Below basic	652	95	554	185	16	168	467	79	386
Basic	148	72	76	37	10	27	111	62	49
Proficient	64	34	30	13	5	8	51	29	22
Advanced	25	19	6	4	1	3	21	18	3

Results by grade level show the greatest percentages of proficient or advanced students in grades 3 and 11 (15 and 20 percent, respectively).

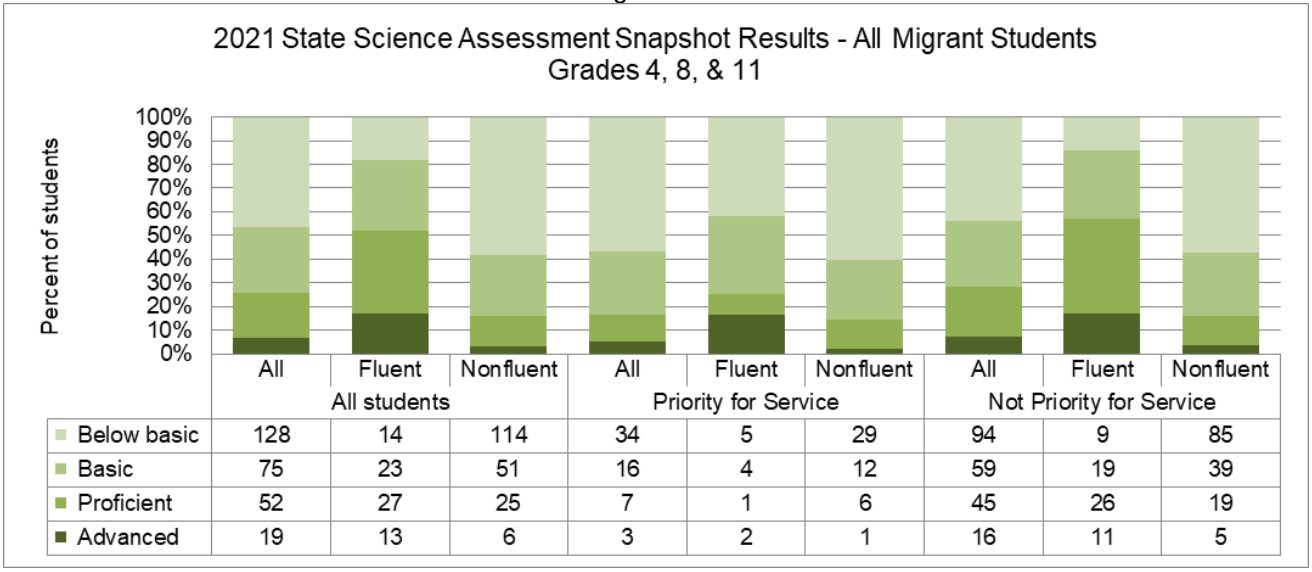
Figure 38.



	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Below basic	122	109	92	100	97	91	41
Basic	21	24	37	23	13	12	18
Proficient	19	13	10	6	5	2	9
Advanced	7	4	3	2	1	2	6

In science, 26 percent of students assessed scored in the proficient or advanced levels. Fluency appears to be the greatest influence: while 52 percent of fluent students scored in the proficient or advanced levels, 16 percent of nonfluent students scored in these levels. Priority for Service is also a factor: 17 percent of Priority for Service students scored at proficient levels compared to non-Priority for Service students, where 29 percent scored at proficient levels.

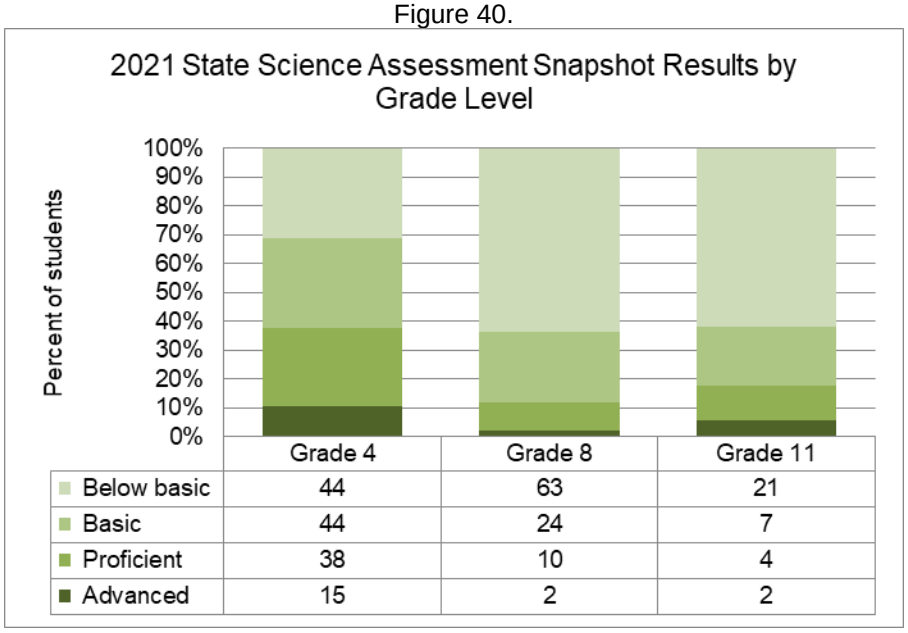
Figure 39.



	All students			Priority for Service			Not Priority for Service		
	All	Fluent	Nonfluent	All	Fluent	Nonfluent	All	Fluent	Nonfluent
Below basic	128	14	114	34	5	29	94	9	85
Basic	75	23	51	16	4	12	59	19	39
Proficient	52	27	25	7	1	6	45	26	19
Advanced	19	13	6	3	2	1	16	11	5

Science results are most positive at the elementary level, with grade 4 having the largest percentage of students scoring at proficient or advanced levels (38 percent).

Figure 40.

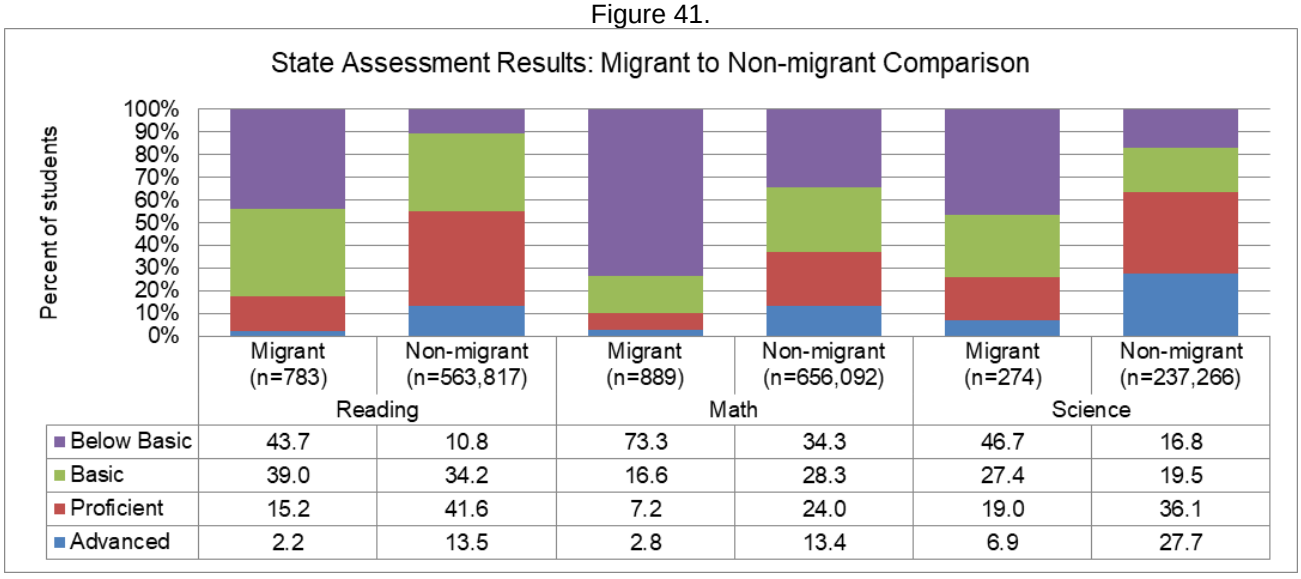


	Grade 4	Grade 8	Grade 11
Below basic	44	63	21
Basic	44	24	7
Proficient	38	10	4
Advanced	15	2	2

Information was available to allow evaluators to compare migrant students' results to non-migrant state assessment results using summary findings provided by the PDE Assessment Office. In this comparison, migrant students having assessment data were compared to non-migrant students having assessment data. However, it is important to keep in mind that the migrant student group is incredibly small compared to the non-migrant group: the migrant student count is less than 0.2 percent of the non-migrant student count. Comparisons should be made with caution.

In reading/language arts, 17.4 percent of migrant students assessed scored in the proficient or advanced performance levels, which is lower than the non-migrant group (55.0 percent), a gap of 37.7 percentage points. In math, 10.0 percent of migrant students scored in the proficient or advanced performance levels, while 37.3 percent of non-migrant students did so, a gap of 27.3 percentage points. In science, 25.9 percent of migrant students scored proficient or advanced compared to 63.7 percent of non-migrant students, a gap of 37.8 percentage points. However, when these non-migrant results are compared to the fluent migrant subgroup results shared previously, the gap shrinks. Instead of gaps of 27-38 percentage points, the gaps between migrant fluent students and non-migrant students are only 12-14 percentage points, further confirming the influence of language on assessment results.

Figure 41.



	Reading		Math		Science	
	Migrant (n=783)	Non-migrant (n=563,817)	Migrant (n=889)	Non-migrant (n=656,092)	Migrant (n=274)	Non-migrant (n=237,266)
Below Basic	43.7	10.8	73.3	34.3	46.7	16.8
Basic	39.0	34.2	16.6	28.3	27.4	19.5
Proficient	15.2	41.6	7.2	24.0	19.0	36.1
Advanced	2.2	13.5	2.8	13.4	6.9	27.7

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

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

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All migrant students	3	164	1.8	18.9	32.3	47.0
All migrant students	4	146	5.5	10.3	35.6	48.6
All migrant students	5	135	1.5	17.0	39.3	42.2
All migrant students	6	114	0.9	12.3	41.2	45.6
All migrant students	7	100	1.0	17.0	60.0	22.0
All migrant students	8	98	1.0	14.3	34.7	50.0
All migrant students	State Total	757	2.1	15.1	39.5	43.3
Migrant Priority for Service	3	46	--	26.1	21.7	52.2
Migrant Priority for Service	4	32	--	15.6	25.0	59.4
Migrant Priority for Service	5	42	2.4	14.3	40.5	42.9
Migrant Priority for Service	6	25	--	16.0	32.0	52.0
Migrant Priority for Service	7	21	--	14.3	57.1	28.6
Migrant Priority for Service	8	20	5.0	10.0	30.0	55.0
Migrant Priority for Service	State Total	186	1.1	17.2	32.8	48.9
Migrant non-Priority for Service	3	118	2.5	16.1	36.4	44.9
Migrant non-Priority for Service	4	114	7.0	8.8	38.6	45.6
Migrant non-Priority for Service	5	93	1.1	18.3	38.7	41.9
Migrant non-Priority for Service	6	89	1.1	11.2	43.8	43.8
Migrant non-Priority for Service	7	79	1.3	17.7	60.8	20.3
Migrant non-Priority for Service	8	78	--	15.4	35.9	48.7
Migrant non-Priority for Service	State Total	571	2.5	14.4	41.7	41.5

Table 8: Migrant State Literature Keystone Exam Results.

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All migrant students	11	26	3.8	19.2	23.1	53.8
Migrant Priority for Service	11	1	--	100.0	--	--
Migrant non-Priority for Service	11	25	4.0	16.0	24.0	56.0

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

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
Migrant students	3	164	1.8	18.9	32.3	47.0
Migrant students	4	146	5.5	10.3	35.6	48.6
Migrant students	5	135	1.5	17.0	39.3	42.2
Migrant students	6	114	0.9	12.3	41.2	45.6
Migrant students	7	100	1.0	17.0	60.0	22.0
Migrant students	8	98	1.0	14.3	34.7	50.0
Migrant students	11	6	3.8	19.2	23.1	53.8
Migrant students	State Total	783	2.2	15.2	39.0	43.7
Non-migrant students	3	92,799	14.0	43.9	27.4	14.7
Non-migrant students	4	93,680	21.1	35.1	31.2	12.7
Non-migrant students	5	92,820	8.6	46.2	33.9	11.3
Non-migrant students	6	92,076	17.4	39.6	35.3	7.7
Non-migrant students	7	92,318	9.8	43.1	42.5	4.6
Non-migrant students	8	87,490	10.7	41.6	35.9	11.9
Non-migrant students	11	12,634	7.8	40.4	26.7	25.0
Non-migrant students	State Total	563,817	13.5	41.6	34.2	10.8

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

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All migrant students	3	169	4.1	11.2	12.4	72.2
All migrant students	4	150	2.7	8.7	16.0	72.7
All migrant students	5	142	2.1	7.0	26.1	64.8
All migrant students	6	131	1.5	4.6	17.6	76.3
All migrant students	7	116	0.9	4.3	11.2	83.6
All migrant students	8	107	1.9	1.9	11.2	85.0
All migrant students	State Total	815	2.3	6.7	16.0	75.0
Migrant Priority for Service	3	53	3.8	9.4	11.3	75.5
Migrant Priority for Service	4	35	2.9	2.9	20.0	74.3
Migrant Priority for Service	5	48	--	4.2	31.3	64.6
Migrant Priority for Service	6	36	--	5.6	13.9	80.6
Migrant Priority for Service	7	32	--	3.1	6.3	90.6
Migrant Priority for Service	8	27	3.7	3.7	3.7	88.9
Migrant Priority for Service	State Total	231	1.7	5.2	15.6	77.5
Migrant non-Priority for Service	3	116	4.3	12.1	12.9	70.7

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
Migrant non-Priority for Service	4	115	2.6	10.4	14.8	72.2
Migrant non-Priority for Service	5	94	3.2	8.5	23.4	64.9
Migrant non-Priority for Service	6	95	2.1	4.2	18.9	74.7
Migrant non-Priority for Service	7	84	1.2	4.8	13.1	81.0
Migrant non-Priority for Service	8	80	1.3	1.3	13.8	83.8
Migrant non-Priority for Service	State Total	584	2.6	7.4	16.1	74.0

Table 11: Migrant State Algebra Keystone Exam Results.

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All migrant students	11	74	8.1	12.2	24.3	55.4
Migrant Priority for Service	11	8	--	12.5	12.5	75.0
Migrant non-Priority for Service	11	66	9.1	12.1	25.8	53.0

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

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
Migrant students	3	169	4.1	11.2	12.4	72.2
Migrant students	4	150	2.7	8.7	16.0	72.7
Migrant students	5	142	2.1	7.0	26.1	64.8
Migrant students	6	131	1.5	4.6	17.6	76.3
Migrant students	7	116	0.9	4.3	11.2	83.6
Migrant students	8	107	1.9	1.9	11.2	85.0
Migrant students	11	74	8.1	12.2	24.3	55.4
Migrant students	State Total	889	2.8	7.2	16.6	73.3
Non-migrant students	3	93,557	17.6	29.2	21.7	31.4
Non-migrant students	4	94,252	12.3	23.6	30.1	34.0
Non-migrant students	5	92,706	11.9	24.2	32.5	31.4
Non-migrant students	6	92,430	7.6	20.4	36.5	35.4
Non-migrant students	7	92,632	8.0	18.7	27.0	46.3
Non-migrant students	8	87,079	6.3	15.6	24.8	53.3
Non-migrant students	11	103,436	27.6	34.4	25.7	12.3
Non-migrant students	State Total	656,092	13.4	24.0	28.3	34.3

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

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All migrant students	4	141	10.6	27.0	31.2	31.2
All migrant students	8	99	2.0	10.1	24.2	63.6
All migrant students	State Total	240	7.1	20.0	28.3	44.6
Migrant Priority for Service	4	32	3.1	21.9	34.4	40.6
Migrant Priority for Service	8	26	7.7	--	19.2	73.1
Migrant Priority for Service	State Total	58	5.2	12.1	27.6	55.2
Migrant non-Priority for Service	4	109	12.8	28.4	30.3	28.4
Migrant non-Priority for Service	8	73	--	13.7	26.0	60.3
Migrant non-Priority for Service	State Total	182	7.7	22.5	28.6	41.2

Table 14: Migrant Biology Keystone Exam Results by Subgroup.

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All migrant students	11	34	5.9	11.8	20.6	61.8
Migrant Priority for Service	11	2	--	--	--	100.0
Migrant non-Priority for Service	11	32	6.3	12.5	21.9	59.4

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

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
Migrant students	4	141	10.6	27.0	31.2	31.2
Migrant students	8	99	2.0	10.1	24.2	63.6
Migrant students	11	34	5.9	11.8	20.6	61.8
Migrant students	State Total	274	6.9	19.0	27.4	46.7
Non-migrant students	4	92,933	31.7	42.8	16.7	8.7
Non-migrant students	8	86,059	19.3	31.0	22.6	27.2
Non-migrant students	11	58,274	33.5	32.7	19.4	14.3
Non-migrant students	State Total	237,266	27.7	36.1	19.5	16.8

As a result of the COVID-19 pandemic, all state assessments normally scheduled for the spring were canceled in 2020. As such, no prior year comparisons can be made for the 2021 year.

For the 2020-21 program year, state academic achievement analysis included the ACCESS for ELLs. The ACCESS for ELLs[29] assessment is a language proficiency test for K-12 students and is one component of the World-Class Instructional Design and Assessment (WIDA) Consortium's comprehensive, standards-driven system designed to improve the teaching and learning of English language learners. Pennsylvania is a part of the WIDA Consortium.

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

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

ACCESS for ELLs data were available at the state level and matched to PA-MEP enrollment data. In the graphs that follow, ACCESS for ELLs results[30] are provided for all nonfluent migrant students having data and then disaggregated by Priority for Service status and grade level. Language proficiency levels include entering, emerging, developing, expanding, bridging, and reaching. A student's composite scale score is used to determine the extent and kind of English services a child receives from the district in which they are enrolled. The composite scale score is a factor used to exit a child from district-provided ESL services. Percentages were calculated based on the number of students having data and included in analysis, and do not represent all K-12 students. For each assessment, the number of students included in the analysis is provided (overall and by Priority for Service status).

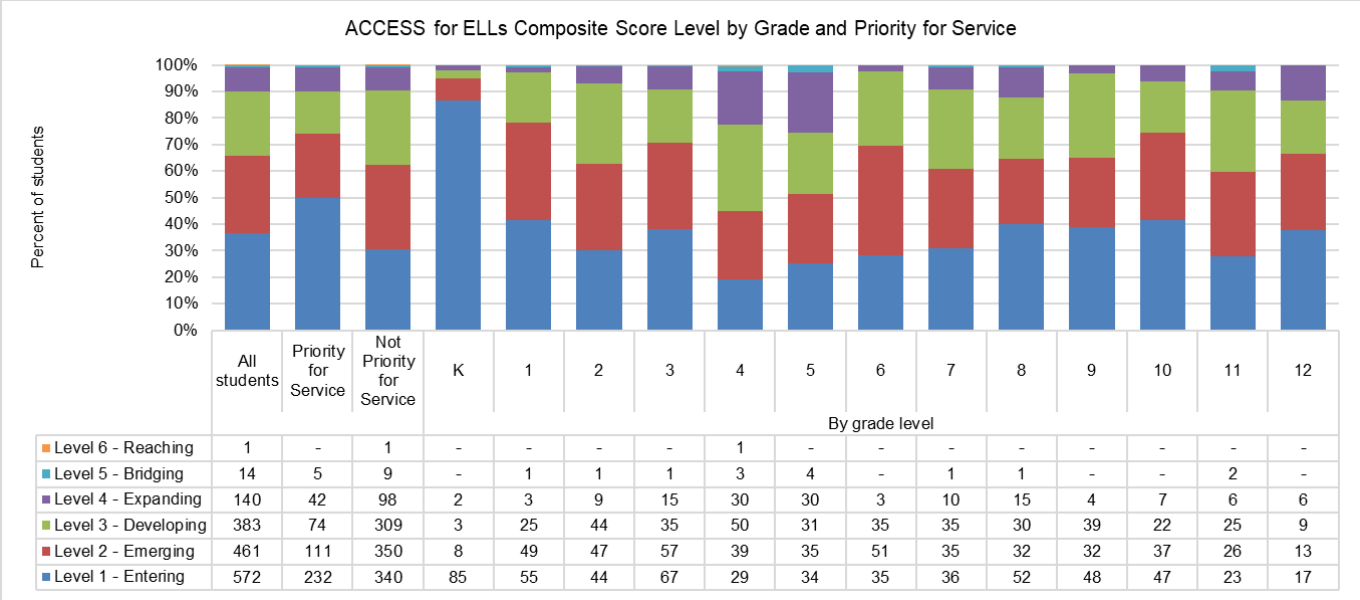
ACCESS for ELLs data was available for all students enrolled in a Pennsylvania public school who took the assessment. For the 2020-21 program year, data was available for 1,571 migrant students in kindergarten through grade 12 (464 Priority for Service, 1,107 non-Priority for Service), which is 71 percent of all K-12 PA-MEP nonfluent students enrolled during the school year (2,209) prior to June 2021. Students only have data if they were enrolled in public school in Pennsylvania at the time the assessment occurred.

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

Overall results indicate a majority of students (90 percent) scored in the lowest three (of six) performance levels. The largest group, at 36 percent, scored in the first level, Entering. The second and third levels, Emerging and Developing, were 29 and 24 percent, respectively.

Priority for Service factors had no influence on results, as 90 percent of both Priority for Service and non-Priority for Service students scored in the bottom three levels. Kindergarten and grade 6 had the highest percentages (98 percent each) of students scoring in the lowest three performance levels. Grade 5 had the lowest, at 75 percent.

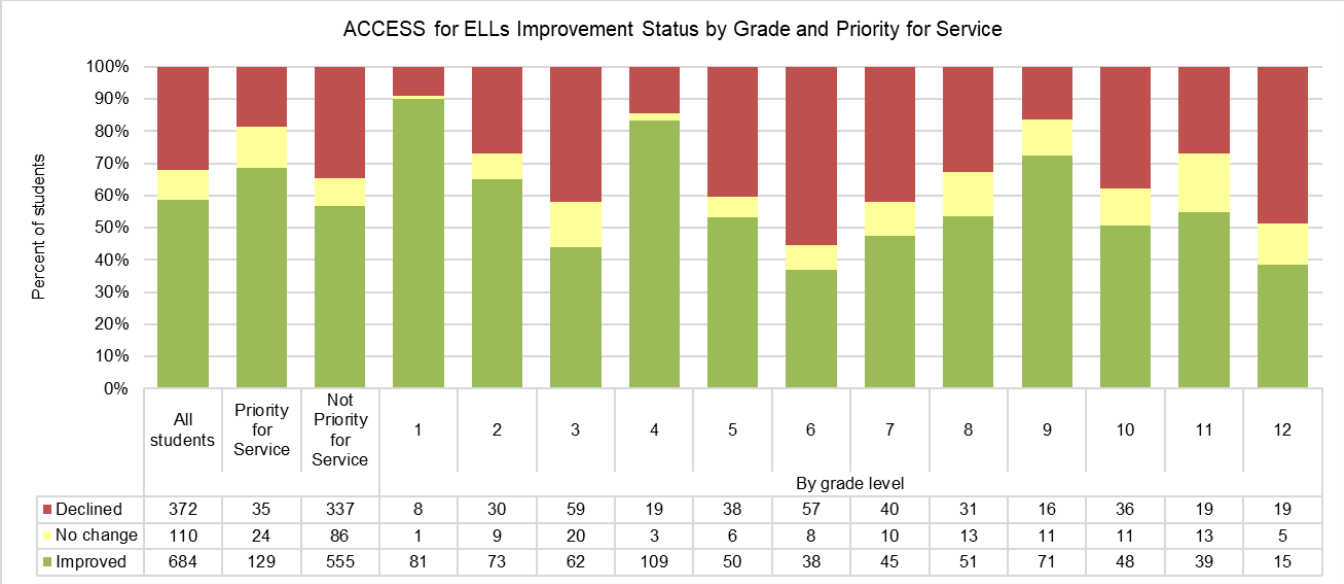
Figure 42.



	All students	Priority for Service	Not Priority for Service	K	1	2	3	4	5	6	7	8	9	10	11	12
Level 6 - Reaching	1	-	1	-	-	-	-	1	-	-	-	-	-	-	-	-
Level 5 - Bridging	14	5	9	-	1	1	1	3	4	-	1	1	-	-	2	-
Level 4 - Expanding	140	42	98	2	3	9	15	30	30	3	10	15	4	7	6	6
Level 3 - Developing	383	74	309	3	25	44	35	50	31	35	35	30	39	22	25	9
Level 2 - Emerging	461	111	350	8	49	47	57	39	35	51	35	32	32	37	26	13
Level 1 - Entering	572	232	340	85	55	44	67	29	34	35	36	52	48	47	23	17

Nearly three-quarters (74 percent) of these nonfluent students with 2020-21 ACCESS for ELLs data also had 2019-20 ACCESS for ELLs data for comparison. Based on a comparison of each student's composite scale score as directed by the ACCESS for ELLs Interpretive Guide, 59 percent of students with two consecutive years of data improved, 9 percent maintained the same level, and 32 percent declined. There is no 'did not need to improve' category here because once a student reaches the highest level, they are typically exited from ESL and not tested again using the ACCESS for ELLs assessment. Grades 1, 4, and 9 had the largest improvement percentages. Grades 3, 5, 6, 7, and 12 had the highest percentages of students showing a decline at 40 to 55 percent.

Figure 43.



Completion of Higher Level Math Courses

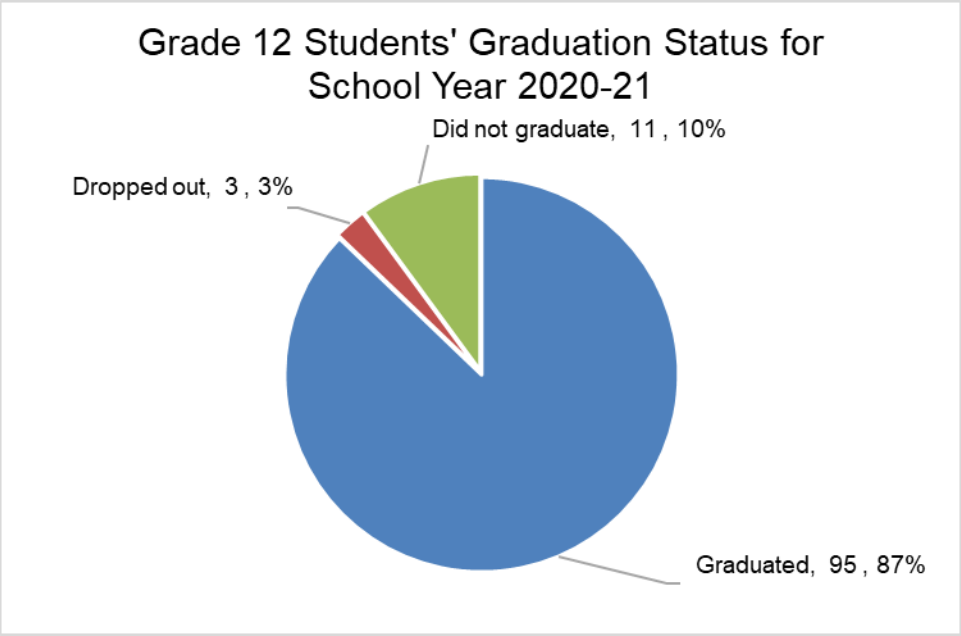
One of the federal Migrant Education Program performance measures addresses the frequency with which students entering grade 11 had previously successfully completed Algebra I or a higher level math course. PA-MEP examines this element for all high school students as well as grade 11 specifically.

Of the 761 high school students with information available related to their completion of higher level math courses, 48 percent had successfully completed Algebra I or a higher level math course as of their earliest needs assessment for the year. Particular to grade 11 (173 students), 72 percent had successfully completed Algebra I or a higher level math course as of their earliest needs assessment. As might be expected, grade 12 students had the highest percentage (84 percent of 116 students) and grade 9 had the lowest percentage (15 percent of 262 students). Grade 10 data showed 48 percent of the 210 students successfully meeting this indicator.

Graduation, GED, and Promotion

Migrant students have a higher risk of not graduating from high school because of the mobile nature of the migrant lifestyle. One of the areas of focus for the PA-MEP is to keep students in school and ensure that they graduate. A total of 124 students were enrolled in grade 12 during the 2020-21 school year, of which 109 had graduation information available.[31] Of these 109 students, 87.2 percent (95) graduated, which is lower than the prior year, where 90.2 percent graduated.

Figure 44.



Of the 95 grade 12 students graduating, 91 percent had a Priority for Service designation. Of the 14 students who did not graduate, 9 percent were Priority for Service.

In addition to grade 12 students graduating, analysis revealed that three students enrolled in grade 11 successfully graduated in 2020-21 by earning additional credits and meeting requirements. This brings the total 2020-21 graduate count to 98 students.

Because of changes to how graduation rate is calculated at the state level (a cohort method is used) evaluators are unable to compare state and PA-MEP rates using the methodology described above. PDE calculates migrant graduation rate using the cohort method and posts this information to its website. However, at the time of this report's production, 2020-21 cohort graduation rate information was not yet available. For an approximation, 2019-20 four-year cohort graduation rate information was available and indicated that the migrant

[31] Four students left Pennsylvania and six students ended eligibility prior to the end of the school year. As such, these ten students were excluded from 2020-21 grade 12 graduation analysis. Additionally, five students had no graduation data available were also excluded from analysis as they cannot be classified as having graduated or not graduated.

graduation rate was 68.16 percent, which was lower than both the 2018-19 migrant graduation rate of 73.13 percent and the state's graduation rate of 87.36 percent.[32] As these rates are not for 2020-21, caution should be used in comparing this information to the current year.

PA-MEP also collected information on completion of GED programs for those youth who dropped out of school having not yet earned a high school diploma. One out-of-school youth earned their GED credential during 2020-21, which is three fewer than the prior year. Additionally, six youth were listed as pursuing their GED, which is five fewer than the prior year.

Grade promotion for students in grades 7-12 was another area of inquiry, as the federal Government Performance and Results Act measures include an item related to secondary grade level promotion. According to promotion information for secondary students (grades 7-12) whose graduation and promotion status could be determined[33] (1,084 students), 86 percent were promoted to the next grade or graduated. Priority for Service factors did not appear to make much of a difference in promotion status; 86 percent of both Priority for Service students and those without this designation were promoted or graduated.

Overall, 93 percent of the 2,665 K-12 students whose status was known graduated or were promoted.

Dropout Prevention

According to PDE's website,[34] a dropout is defined as "a student who, for any reason other than death, leaves school before graduation without transferring to another school/institution" and explains that the dropout rate is "the total number of dropouts for the school year [divided] by the fall enrollment for the same year." Evaluators calculated the 2020-21 dropout rate by dividing the number of students who dropped out by the number of secondary students enrolled during this program year minus any 2020-21 program year enrollments that occurred after August 25, 2020.[35]

Evaluators identified students dropping out during the 2020-21 program year as well as by identifying students were enrolled in K-12 school during the prior year (2019-20) and not identified as dropping out but then classified as an out-of-school youth in 2020-21, meaning that they were determined to have dropped out between the last PA-MEP interaction in 2019-20 and their initial enrollment for the 2020-21 program.

[32] https://www.education.pa.gov/DataAndReporting/CohortGradRate/Pages/default.aspx
[33] 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.
[34] http://www.education.pa.gov/Data-and-Statistics/Pages/Dropouts.aspx#.VpVVKbYrK70
[35] 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 2020-21 grade level assigned and would not have been present for nearly all of the 2020-21 academic term.

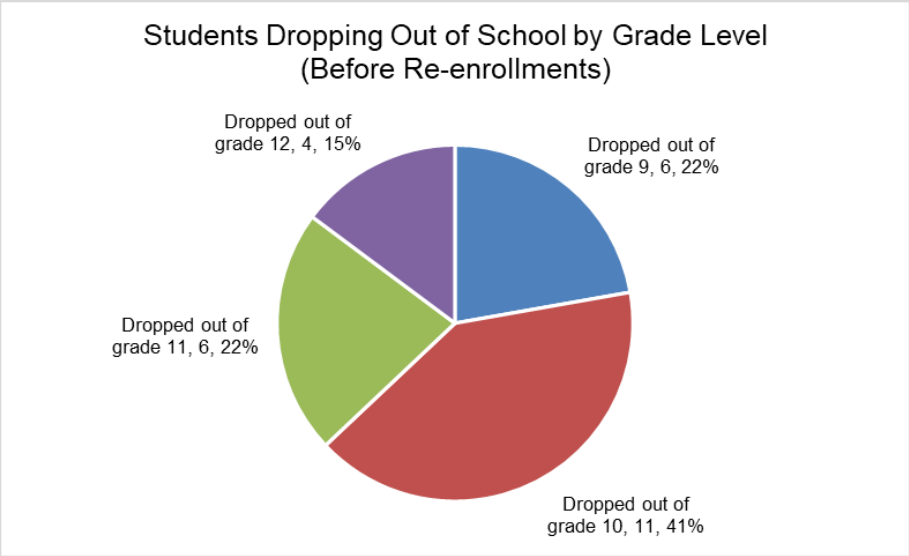
Evaluators identified 27 students as dropping out either during 2020-21 year (20) or between 2019-20 and 2020-21 (7); no students dropped out during 2020-21 but then re-enrolled before the end of the year. This provides a net dropout count of 27 students, which is fewer than the prior year's net count of 31.

Of the 27 students dropping out, 22 percent (6 individuals) had a Priority for Service designation.

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

Students dropped out of grades 6-12, with grade 10 having the greatest number of students dropping out of school (11) followed by grades 9 and 11 (6 each).

Figure 45.[36]



Considering: 1) all students in grades 6-12, 2) excluded re-enrollments, 3) excluded enrollments on or after Aug. 25, 2021, and 4) the count of students dropping out of these grades, the dropout rate out of grades 6-12 for 2020-21 was 1.80 percent.

In addition to examining the number and rate of students dropping out of school, it is also useful to look at whether the dropout rate of migrant students is in line with the state rate. Pennsylvania calculates dropout rate based on grades 7-12 enrollment. At this report's writing, Pennsylvania's 2020-21 dropout rate was not yet available. However, the state rate typically does not change dramatically year to year, so for an approximation, the 2019-20 state dropout[37] rate was 1.44 percent (slightly lower than the 1.73 in 2018-19 as well as the 2017-18 rate of 1.83 percent). Based on the 7-12 enrollment and net dropout count of

[36] There is one additional student included as having dropped out of grade 12 compared to the prior figure. This student dropped out between school years and was never enrolled in 2020-21.
[37] Pennsylvania dropout data was collected from https://www.education.pa.gov/DataAndReporting/Dropouts/Pages/default.aspx

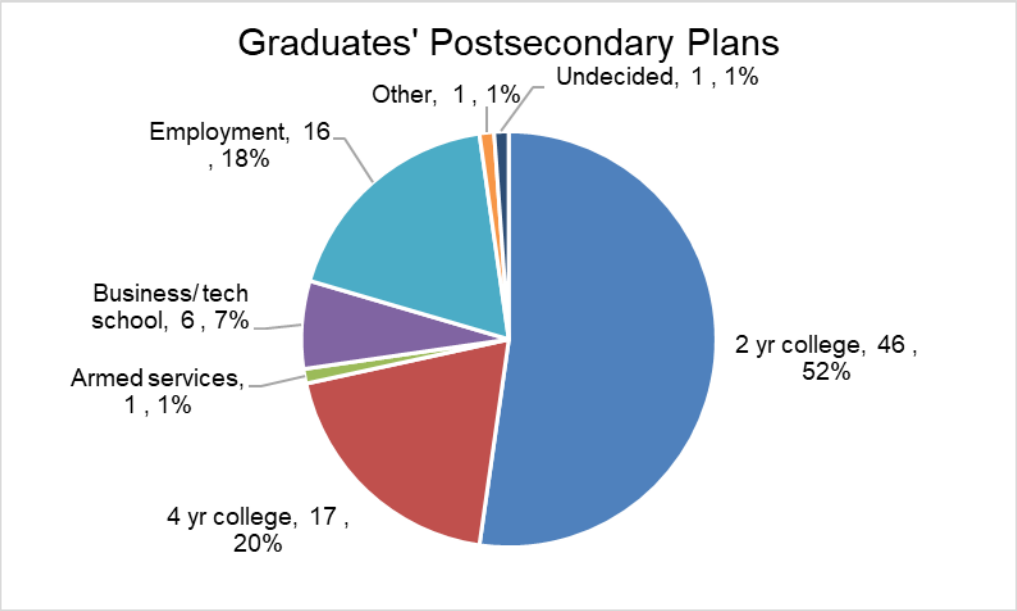
students dropping out of grades 7-12 (27), PA-MEP's comparative 2020-21 dropout rate is higher than the state rate at 2.13 percent.

Analysis also examined the frequency with which students who dropped out – in this or a prior year – re-enrolled in school. As shared previously in this section, no students dropped out and then re-enrolled within the year. An additional seven students re-enrolled in school during the course of the year. Two out-of-school youth re-enrolled in school during the year, but later dropped out again within the year. No students were identified as being an out-of-school youth in 2019-20 but enrolled in school in 2020-21. This brings the program to a total net count of seven students re-enrolling in school, which is two fewer than the prior year.

Postsecondary Plans

Each year, PA-MEP asks students nearing graduation what they plan to do after high school. Postsecondary plan data was available for 88 of the 98 2020-21 graduates. Of those with a known status, 72 percent of graduates planned to attend a two-year (52 percent) or four-year college (19 percent) and 18 percent indicated that they planned to go to work.

Figure 46.



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

Diploma Project

The Diploma Project is an outcome of Pennsylvania's Comprehensive Needs Assessment where concerns were raised and validated related to student and family understanding of graduation and postsecondary planning and requirements. PDE assembled a team of educators and stakeholders to develop the Diploma Project Toolkit content to support PA-MEP staff in implementing the initiative and supporting students and their families.

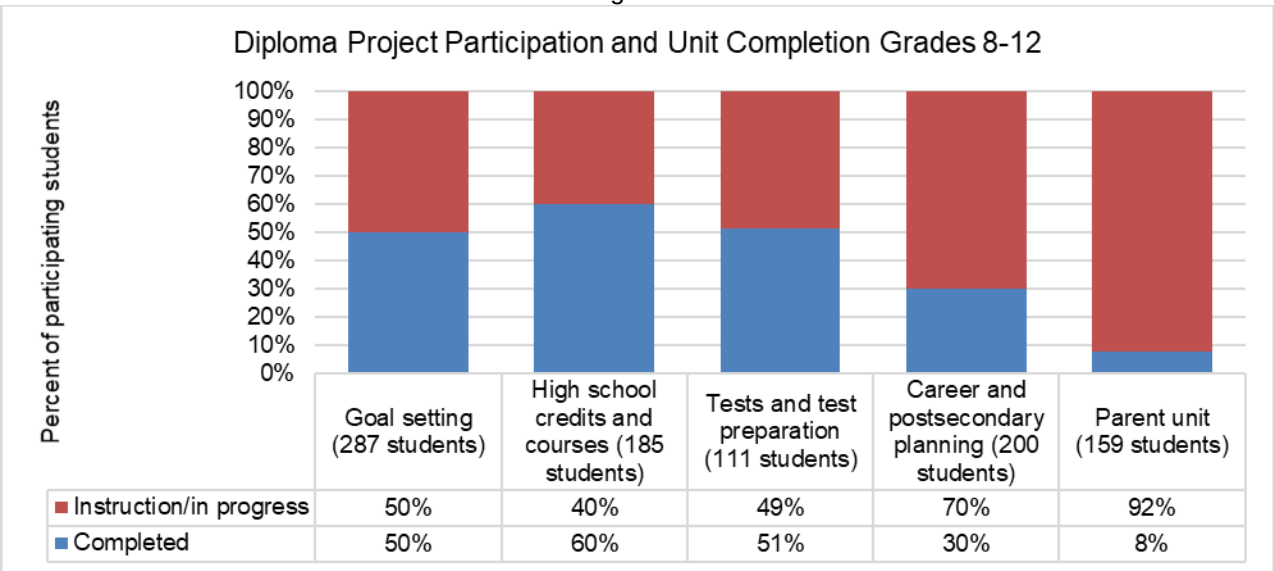
The toolkit, which targeted students in grades 8-12 and their families, contains five units with content and guiding student-centered questions:

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

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

A total of 320 students in grades 8-12 (30 percent of 1,067 students in grades 8-12) had information for one or more of the Diploma Project categories. The first four units were designed for students and the fifth unit was designed for parents. Goal setting and tests and test preparation had the highest percentages of completion (50 percent); the parent unit had the lowest (8 percent).

Figure 47.

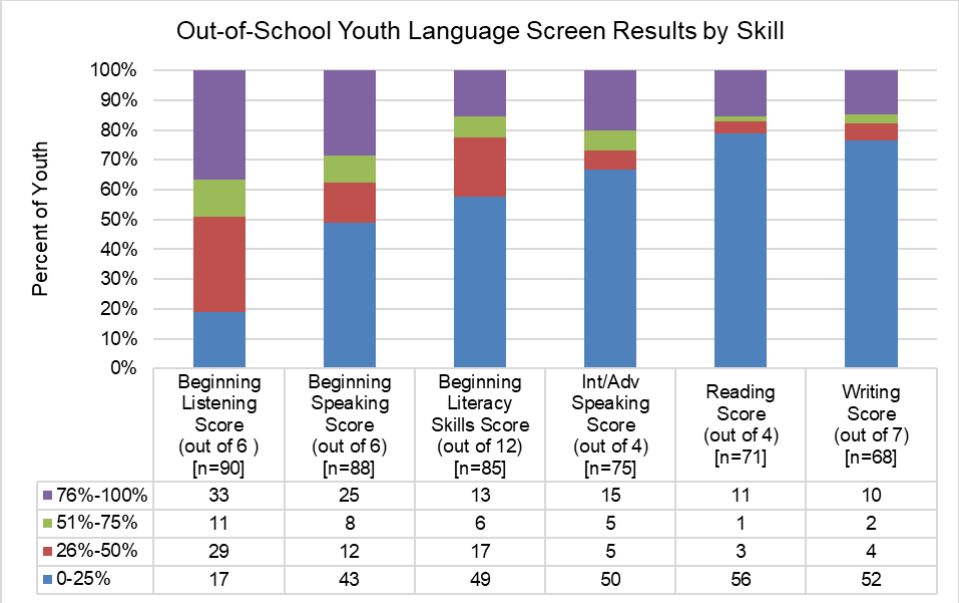


Out-of-School Youth Assessment

As part of PA-MEP's participation in the out-of-school-youth iSOSY Consortium[38] PA-MEP is annually asked to provide certain information about its efforts and outcomes in supporting the out-of-school youth population. Using information from the iSOSY Consortium, state evaluators and PDE collaborated to create an assessment format to gather information about out-of-school youth completion of specific lessons and activities contained in a workbook provided to PA-MEP staff. The 2020-21 program year was the seventh year this tool was used. The initiative included a language screener, goal tracker, and twelve lesson categories, titled *Math on the Move*, *Math for Living*, *Write-On!, Reading on the Move*, *Finanza Toolbox*, *Parenting, Legal Rights*, *Healthy House*, *Life Skills*, *Mental Health*, *For Your Health*, and a category for ACReS[39] units, each with several lessons and accompanying tests.

A total of 90 youth had language screener results that could be analyzed for one or more of the six testing areas (skills). Areas tested included beginning listening, beginning speaking, beginning literacy, intermediate/advanced speaking, reading, and writing. The graph that follows shows the results for each tested skill area, for those students tested in that area (*n*), the number and proportion of students achieving a percentage correct in the range of 0-25 percent, 26-50 percent, 51-75 percent, or 76-100 percent based on the number of items in each skill test. Given the differing numbers of students in each category, no discernable trends are identified, as percentages are largely a factor of the number of items within each area and the number of youth assessed. However, despite these limitations, it appears that youth may need additional support in the reading and writing categories, as these groups had the largest percentages scoring in the bottom quartile.

Figure 48.



	Beginning Listening Score (out of 6) [n=90]	Beginning Speaking Score (out of 6) [n=88]	Beginning Literacy Skills Score (out of 12) [n=85]	Int/Adv Speaking Score (out of 4) [n=75]	Reading Score (out of 4) [n=71]	Writing Score (out of 7) [n=68]
76%-100%	33	25	13	15	11	10
51%-75%	11	8	6	5	1	2
26%-50%	29	12	17	5	3	4
0-25%	17	43	49	50	56	52

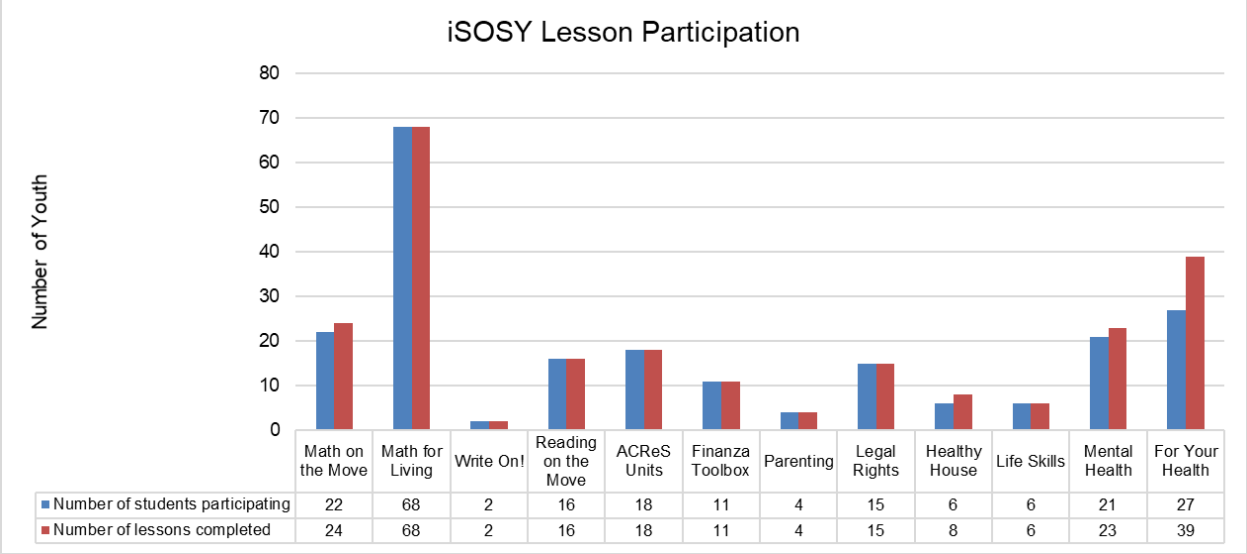
[38] iSOSY stands for Instructional Services for Out-of-School and Secondary Youth. http://www.osymigrant.org/

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

For youth having a score for each of the six skill areas (66), a combined language screener score could be determined. Students received a total score (out of 50 possible points) and percentage based on these components. Of the 66 youth having a combined result, 64 percent scored in the 25 percent or less quartile, 17 percent scored between 26 and 50 percent, and 12 percent scored 76 percent or higher. These percentages are similar to those of the previous year.

Youth may have participated in any combination or number of lessons, depending on what was relevant for that youth, but overall, few youth participated in any particular lesson or lesson category. A total of 179 youth participated in one or more lessons, with youth participation ranging from two to 68 youth participating in one or more lessons in a category. Math for Living had the greatest level of participation; 68 students completed a total of 68 lessons, or one lesson each.

Figure 49.



	Math on the Move	Math for Living	Write On!	Reading on the Move	ACReS Units	Finanza Toolbox	Parenting	Legal Rights	Healthy House	Life Skills	Mental Health	For Your Health
Number of students participating	22	68	2	16	18	11	4	15	6	6	21	27
Number of lessons completed	24	68	2	16	18	11	4	15	8	6	23	39

Additionally, 2020-21 was the fourth year that information was collected on youth setting and achievement of goals. Of 398 youth included in project area submissions, 252 (63 percent) participated in a goal setting workshop, 222 (74 percent) developed a personal learning plan with a goal, and 94 youth (27 percent) participated in activities related to postsecondary awareness, career awareness, or other related activities; 56 youth (14 percent) were identified as participating in all three.

Of the 252 youth reported as participating in a goal setting workshop, 82 (21 percent) were reported as achieving a score of eight on the goal setting workshop rubric, which is the benchmark established for the project.

A total of 201 youth had goal plan information available. Numbers of goal steps ranged from one to six steps (average 2.7 steps); 181 youth accomplished at least one of the steps of their goal, 155 students accomplished 50 percent or more of their goal's steps, and 69 youth completed all steps of their goal (average 2.5 steps per goal).

Reflections, Implications, and Recommendations

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

1. Under the conditions caused or influenced by the COVID-19 pandemic, academic outcomes were limited and may continue to be influenced to some extent for at least the next year, as a result of assessment cancellations and other disruptions to data collection. This undoubtedly influenced and will continue to influence the program's ability to demonstrate growth on its established measures.

2. While the data available for 2020-21 and the prior year are limited, historical information indicates that the needs of students who are nonfluent, Priority for Service, and/or at risk for dropping out should be elevated for services, particularly as pandemic challenges continue and families experience barriers. PA-MEP staff should continue to identify students by these criteria and provide them with or connect them to services and support in line with the needs identified on their individual needs assessment. While PA-MEP continues to demonstrate that Priority for Service students are more likely to receive services than students without the designation, continued focus is needed to ensure that Priority for Service students are getting services they need to succeed. Ensuring all nonfluent students are connected to English services in their school district or through PA-MEP is as critical as ensuring that Priority for Service students are being serviced first. PA-MEP should also continue its emphasis or strategies focused on dropout prevention, and to the extent possible, re-enrollment in school. When students re-enroll in school, the program should take steps particularly to address any needs related to the student's initial reason for leaving school to prevent another dropping out.

3. PA-MEP staff should continue to increase efforts intended to engage out-of-school youth in high school equivalency programs and provide services to these individuals to support their completion of such programs. Similarly, staff should also increase efforts to engage secondary students and out-of-school youth in Diploma Project modules. PA-MEP should continue efforts focused on engaging youth in such programs and supporting them towards completion.

4. The COVID-19 pandemic has highlighted the varying and disparate needs of particular populations, of which the migrant children and youth may be part. These populations may face even greater challenges and larger achievement gaps as the commonwealth begins its recovery process. While the program certainly should continue its attempts to serve children and youth according to federal directives, regional staff should consider the volume of services provided to those individuals with complex and higher levels of need. While this may mean that service delivery percentages may decrease slightly for some indicators, the improved results for the students with the greatest needs would elevate the program and students' results. Also, a more focused approach is more sustainable, may lead to less staff turnover,

and may improve results.

5. Project areas should continue to use federal program indicators, measurable program outcomes, and *Service Delivery Plan* objectives along with student need indicators to focus and frame program implementation and service delivery.

6. Project areas should use the summer program site visit checklist during summer program planning and staff training in order to ensure that program components and expectations are present and evident. PA-MEP state office staff should consider a refresher in the spring, perhaps at a project manager meeting, to review the summer program checklist, clarify expectations, and share examples of program implementation.

7. Response rates for the Parent and Out-of-School Youth Comprehensive Survey were noticeably lower than in the previous survey year. The overall response rate of the sample decreased from 91 percent in summer 2019 to 65 percent in summer 2021. Higher response rates help increase the likelihood of survey results being representative of the total PA-MEP program population. While the COVID-19 pandemic presented challenges to survey collection, evaluators and the PA-MEP state office staff should work closely with project areas to identify obstacles to survey collection and develop subsequent solutions. Evaluators also recommend that PA-MEP consider conducting the survey biennially instead of annually in order to reduce the data collection burden on project areas and avoid survey fatigue in program participants.

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