Pennsylvania
Migrant Education Program
2022-23 State Evaluation Report

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Introduction

Program Description

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

Several eligibility criteria are used to identify and recruit children and youth for the program. 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 are:
- Across school district lines,
- From one residence to another,
- Due to economic necessity, and
- In the preceding 36 months.

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

Pennsylvania Migrant Education Counties Map

Evaluation Design

Pennsylvania is required to evaluate the program to fulfill federal requirements under Title I, Part C, Sections 1301(4); 1303(e); 1304(b)(1) and (2); 1304(c)(5); 1304(d); 1306(a)(1)(C) and (D)[1]. The Allegheny Intermediate Unit (AIU) was contracted by the state to conduct the comprehensive external evaluation of PA-MEP for the 2022-23 program year[2].

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

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[1] 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.

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

PA-MEP's MIS2000 database is the data collection system used to manage, track, and query migrant child and youth information, including service delivery, graduate and drop out status, state academic results, and postsecondary plans. In addition, data from annual monitoring reports and project area reports were also used to analyze program implementation. ACCESS for ELLs assessment data was also collected at the state level to examine migrant student academic achievement.

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

This report addresses implementation, results, and outcomes of the PA-MEP for the 2022-23 year and includes recommendations for programmatic changes and refinements to the evaluation plan.

Executive Summary

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

PA-MEP identifies and recruits children and youth based on several criteria related to recent qualifying moves, age, high school completion, and type of temporary/seasonal work.[3]

PA-MEP is divided into nine project areas for program implementation and management. Four agencies manage the nine project areas and report to the PDE Division of Student Services. Each project area has a staff of recruiters, student support specialists, and data specialists.

Several data sources were used to evaluate program implementation and outcomes including data extracts from MIS2000 (the PA-MEP database), student results on state academic and English language assessments, student data from the Kindergarten Preparation Inventory, project area monitoring reports, and other data. Data were gathered from state[4] and local sources and analyzed at the state level, for each project area, and by student category, English fluency, and/or Priority for Service status, as applicable.

Demographics

A total of 6,079 children and youth were enrolled in PA-MEP for one day or more between September 1, 2022, and August 30, 2023.[5] This number increased by 811 students compared to the prior year. School-age children and youth made up 67 percent of the population, followed by 18 percent who were not yet school age (birth to age 6, not yet enrolled in a K-12 school), and 15 percent who were out-of-school youth.

A majority of qualifying individuals (83 percent) identify themselves (using federal race categories) as Hispanic. Spanish was the most common home language (74 percent), followed by Nepali (9 percent), Swahili (3 percent), or another language (14 percent).

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[3] 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

[4] The evaluation team completed the necessary confidentiality protocols for state-level data collection.

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

Program Implementation Results

Each project area conducts a needs assessment with each child to identify risk factors that may influence success. Program staff use a variety of data available to them as well as their professional experience to determine a child's status related to each need indicator. They may also use a data guide that contains definitions and hierarchy for data coding. Needs assessment results are used to link children and youth to services and were available for 5,734 children and youth (94 percent of children and youth).

Based on needs assessment data, 51 percent of 6,079 students in 2022-23 were identified as "Priority for Service" based on a number of risk factors at any time during the program year. Youth who were designated as Priority for Service are served first when resource limitations exist.

Overall, 82 percent of children and youth ages 3 and older were not fluent in English. Based on analysis of service data for nonfluent students ages 3 and older, 91 percent received English-related services or supports; 92 percent of nonfluent Priority for Service students received English-related services, and 90 percent of non-Priority for Service students received English services. A majority of nonfluent K-12 students who were enrolled before June 2023 (94 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 PA-MEP priority. Fifty-one percent of children ages 3 and older who were not yet enrolled in kindergarten were enrolled in a preschool program, a decrease of 6 percent compared to the prior year.

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

Of the K-12 students who were not proficient in reading (3,329), 85 percent received reading-specific supplemental services. Further analysis revealed that 84 percent of Priority for Service students with a reading need received supplemental reading services through at least one category, while 85 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 who were not proficient in math (3,325), 82 percent received math-specific supplemental services. Further analysis indicated that 82 percent of Priority for Service students received supplemental math services, and 82 percent of non-Priority for Service students also received these services.

PA-MEP out-of-school youth have several options for education support. Needs assessment results for these youth reflect interest or participation in ESL programs, Adult Basic Education and/or General Equivalency Diploma (GED) programs, job training, or school entry. Of the 830 nonfluent out-of-school youth, 75 percent attended, enrolled in, were interested in, or had completed an ESL program. Additionally, 19 percent were interested in, enrolled in, attended, or completed a GED program; 15 percent were interested in, enrolled in, attended, or completed job training; and 4 percent were interested in or enrolled in K-12 school.

PA-MEP service delivery was examined as an element of federal Government Performance and Results Act (GPRA) measures. Of the 6,079 students enrolled one day or more during the 2022-23 year, 5,208 (86 percent) received services under one or more category. Of those individuals not having any service delivery (871), 16 did not have a reason which could have included being younger than 3 years old,[6] enrolling at the end of the program year, having a short enrollment or residence, refusing services, or PA-MEP being unable to contact or locate the student after multiple attempts.

Student Outcomes

Kindergarten Preparation Inventory

In the 2018-19 program year, PA-MEP instituted 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. The 2022-23 year was the fifth year this resource was used.

KPI data was available for 173 children; this is 30 percent of the 580 children ages three or older and not yet in kindergarten.[7] Upon examination of KPI results for each child's most recent KPI, 43 percent demonstrated skills at the mastery level, 35 percent were in progress, and 22 percent were not yet meeting expectations. The proportion of students at the mastery level increased with age.

Of the 73 children with two KPI data points (i.e., a pre and a post administration), 78 percent improved the number of skills demonstrated between the first and second inventory. Additionally, 7 percent of children demonstrated the same number of skills but scored in the mastery level, 14 percent demonstrated the same number of skills but were not at a mastery level, and one child declined.

State Academic Assessments

Pennsylvania administers several annual assessments in core academic areas to public school students: the Pennsylvania System of School Assessment (PSSA) in grades 3-8, the Pennsylvania Alternate System of Assessment (PASA) to students having significant cognitive disabilities in grades 3-8 and 11, and the Algebra I, biology, and literature Keystone Exams to secondary students, with students re-taking the Keystone Exams until they reach a proficient level[8]. PSSA, PASA, and Keystone Exam data were available at the state level and matched to PA-MEP enrollment data for all migrant students enrolled in a public school who took the applicable assessment. Performance levels (below basic, basic, proficient, or advanced) were used to assess outcomes. In addition to looking at the overall results, state assessment data were disaggregated by grade level, English fluency,[9] and Priority for Service status. Priority for Service status was

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

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

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

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

further disaggregated by English fluency. Table 1 provides state academic results for PA-MEP students in 2022-23. In each of the three content areas, the largest portion of students scored at the below basic performance level.

Table 1: 2022-23 State Assessment Results.

Content area	Students included	Advanced	Proficient	Basic	Below basic
Math/Algebra I	1,379	3%	10%	24%	63%
Reading/literature	1,150	3%	18%	40%	39%
Science/biology	504	5%	22%	29%	44%

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

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

In reading/language arts, 20.9 percent of migrant students assessed scored in the proficient or advanced performance levels, which is lower than the non-migrant group (54.6 percent), a gap of 33.7 percentage points. In math, 12.9 percent of migrant students scored in the proficient or advanced performance levels, while 38.1 percent of non-migrant students did so, a gap of 25.2 percentage points. In science, 26.4 percent of migrant students scored proficient or advanced compared to 59.6 percent of non-migrant students, a gap of 33.2 percentage points. However, when non-migrant results are compared to the fluent migrant subgroup results, the gap shrinks. Instead of gaps of 25-34 percentage points, the gaps between migrant fluent students and non-migrant students are only 7-11 percentage points, further confirming the influence of English language proficiency on assessment results.

State English Proficiency Assessment

The ACCESS for ELLs[10] 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 PA-MEP students enrolled in a Pennsylvania public school who took the assessment. For the 2022-23 program year, data was available for 1,988 migrant students in kindergarten through grade 12 (1,033 Priority for Service, 955 non-Priority for

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

Service), which is 73 percent of all K-12 PA-MEP nonfluent students enrolled during the school year (2,742) prior to June 2023.

The majority of students (91 percent) scored in the lowest three (of six) performance levels. The largest group, at 43 percent, scored in the first level, Entering. The second and third levels, Emerging and Developing, were 26 and 21 percent, respectively.

Priority for Service status was found to influence results, with 93 percent of Priority for Service students scoring in the bottom three levels compared to 89 percent of non-Priority for Service students.

Slightly more than a third (38 percent) of non-fluent students with 2022-23 ACCESS for ELLs data also had 2021-22 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, 73 percent of students with two consecutive years of data improved, 9 percent maintained the same level, and 18 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 114 students were enrolled in grade 12 during the 2022-23 school year and had graduation information available, of which 93.0 percent (106) graduated. This is higher than the prior year, where 89.2 percent graduated. Three students enrolled in grade 11 also successfully graduated in 2022-23 by earning additional credits. The total PA-MEP 2022-23 graduate count is 109 students.

Overall, 96 percent of the 3,209 K-12 students whose status was known graduated or were promoted. Further, according to promotion information for secondary students (grades 7-12) whose graduation and promotion status could be determined (1,317 students), 92 percent were promoted to the next grade or graduated.

Two out-of-school youth earned their GED credential during 2022-23, which is one fewer than the prior year. Additionally, 11 youth were listed as pursuing their GED, which is seven more than the prior year.

PA-MEP had a net dropout count of 68 students in 2022-23, which is higher than the prior year's net count of 42. Seventy students dropped out of school. Of these students, 47 dropped out in 2022-23, 21 between 2021-22 and 2022-23, and two during 2022-23 that re-enrolled before the end of the year. One student who dropped out was coded as pursuing their GED credential.

Analysis also examined the frequency of school re-enrollments for students who dropped out. Seventeen students who previously dropped out re-enrolled in school during 2022-23, which is one more than the prior year.

Conclusion

PA-MEP provides a variety of services to migrant children and youth and most children and youth receive services through PA-MEP or another source in line with their needs. Migrant children and youth face a unique set of challenges, including mobility and limited English fluency, which

influence student outcomes. The following recommendations were established based on evaluation findings:

- Continue to focus efforts on priority populations: 1) nonfluent and Priority for Service students, 2) students who are identified as declining on academic measures, and 3) students who may be at risk of dropping out or being retained, particularly at the secondary level. Special focus should be placed on Priority for Service students who are not achieving success in key program areas as identified by performance indicators.
- Although PA-MEP attempts to serve all eligible children to some extent, when resource limitations exist, the program should ensure that children and youth who are Priority for Service, nonfluent, over age 3, and/or have a need in a particular area are served first.
- Continue to engage and support out-of-school youth, particularly with enrolling in and completing high school equivalency programs.
- Prioritize connecting families and youth to organizations that can help them with health care access.
- Continue to focus on closing the gap in reading and math and apply new strategies to measure improvement, such as focusing on students' raw test scores, rather than their proficiency level.
- Prioritize project area use of the summer program site visit checklist and follow-up with low scoring sites.
- Continue to use data results for program quality improvement at the state and project area levels.
- Continue to improve the parent and OSY comprehensive survey administration process and consider ways in which other data collection processes can be improved and simplified.

Program Highlights

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

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

- The grade 12 graduation rate (93.0 percent) **improved** over the prior year.

- Of graduates, 60 percent indicated that they **planned to attend a two-year or four-year college**.

- Of 1,317 students in grades 7-12, 92 percent were **promoted to the next grade or graduated**. Overall, 96 percent of the 3,209 K-12 students whose status was known graduated or were promoted.

- Two out-of-school youth **earned their GED credential** during 2022-23. Additionally, 11 youth were listed as pursuing their GED.

- Of students having 2022 and 2023 ACCESS for ELLs data, 73 percent **improved**.

- Of the 997 high school students with information available related to their completion of higher-level math courses, 56 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] (194 students), 73 percent had successfully completed Algebra I or a higher-level math course as of their earliest needs assessment.

- Of students having both 2022 and 2023 state reading assessment data who scored below proficient in 2022 and received reading services in 2023, 26 percent made an **improvement** in the 2023 state reading assessment proficiency. Using the same criteria for math, 15 percent made an **improvement** in the 2023 state math assessment proficiency.

Goal Achievement

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

Measurable Performance Objectives from the *Service Delivery Plan*

Through the Comprehensive Needs Assessment process, PA-MEP established a *Service Delivery Plan* that includes measurable performance objectives (MPOs). In 2017, PA-MEP released its updated *Service Delivery Plan*, with new goal areas beginning in the 2019-20 program year. This section highlights the status of these objectives and illustrates PA-MEP's progress toward these targets as of the end of the 2022-23 year. In the 2022-23 year, PA-MEP began to conduct a Comprehensive Needs Assessment to update the *Service Delivery Plan.* New targets are expected to be implemented in the 2024-25 program year.

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

In 2022-23, 20.9 percent of students taking the state reading assessment scored at proficient or advanced levels, which is the same as the prior year. Although PA-MEP did not achieve a 3.7 percentage point increase over the prior year and did not reach the reading target, the program remained at the same level from 2021-22 to 2022-23.

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

Of the 97 Priority for Service 28 percent of students who received supplemental reading services and had state reading assessment data **improved** their performance level from the prior year. Although the program did not achieve the objective of 50 percent, this population's improvement percentage is notable. Further, the overall percentage (24 percent) and the non-Priority for Service group percentage (23 percent) are similar.

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.

Twenty-six percent of the 214 non-Priority for Service students in grades 3-8 who: 1) had both 2022 and 2023 state reading assessment data, 2) received supplemental reading instruction, and 3) were below proficient in 2021, **improved** to a higher performance level in 2023.

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 2022-23, 12.9 percent of students who took the state math assessment scored at proficient or advanced levels. This is an **improvement** over the prior year's 11.7 percent. Although PA-MEP did not achieve a 2.7 percentage point increase over the prior year and did not reach the mathematics target, the program did see an increase of 1.2 percentage points from 2021-22 to 2022-23.

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.

Nineteen percent of the 138 Priority for Service students who received supplemental math services and had state math assessment data available, **improved** their performance level from the prior year. Although the program did not achieve the objective of 50 percent, this population's improvement percentage is notable. Further, the overall percentage (16 percent) and the non-Priority for Service group percentage (14 percent) are similar.

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 2022-23 PA-MEP grade 12 graduation rate was 93.0 percent, which is higher than 2021-22 rate of 89.2 percent (a difference of 3.8 percentage points). PA-MEP's 2022-23 graduation rate represents an **improvement** of 6.0 percentage points over the 2015-16 baseline.

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

This measure examined data from students who were in grade 12 for the 2022-23 school year and included 1) their graduation status, 2) participation and completion status for the Diploma Project and college readiness activities, and 3) grade progression to determine their number of years in high school.

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

Graduation status was determined for 114 grade 12 students, with 106 graduates and eight non-graduates. Of the 106 graduates, 11 completed all units of the Diploma Project in 2022-23 or 2021-22 and another 24 participated in the Diploma Project but did not complete it. Of the remaining 71 graduates, 8 participated in other college preparatory activities in 2022-23 or 2021-22. In total, 43

students completed or participated in the Diploma Project or participated in college readiness activities (41 percent). Of these 43, 23 followed an expected grade progression based on the data available (53 percent), six (14 percent) appeared to have skipped one or more grades in the past four years, five (12 percent) had data indicating a retention at some point during the past four years, and nine could not be determined.

Of the eight students who did not graduate, two (25 percent) participated in the Diploma Project or college readiness activities in the most recent two years; none completed the Diploma Project. Also, one student had data indicating an expected grade progression while none appeared to skip a grade in the past four years or be retained at some point in the same period, and one could not be determined.

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

Government Performance and Results Act Measures

The Office of Migrant Education at the U.S. Department of Education (ED) established the following recommended performance measures for the Migrant Education Program under the Government Performance and Results Act (GPRA):[11]

1. *The percentage of PA-MEP students (grades 3-8) proficient or higher on their state's reading/language arts achievement test*: Of 1,060 migrant students taking the 2022-23 state reading assessments in grades 3-8, 20.8 percent scored in the proficient or advanced levels, which is a slight decline compared to the prior year's 21.6 percent. Fourteen and a half percent of Priority for Service students scored in the proficient or advanced levels in reading/language arts, while 24.4 percent of students without this designation scored at these levels. This is an **improvement** for students without the Priority for Service designation (2021-22 results showed 22.0 and 21.4 percent, respectively, for with and without Priority for Service).

2. *The percentage of PA-MEP students (grades 3-8) proficient or higher on their state's mathematics achievement test*: Of the 1,284 migrant students taking the 2022-23 state math assessment in grades 3-8, 13.3 percent scored in the proficient or advanced levels, which is an **improvement** over the prior year's 11.9 percent. By Priority for Service status, 9.4 percent of Priority for Service students scored in the proficient or advanced levels in math, while 16.8 percent of students without this designation scored at these levels. This is an **improvement** for students without the Priority for Service designation (2021-22 results

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

showed 9.9 and 13.0 percent, respectively, for with and without Priority for Service).

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 194 grade 11 students enrolled during the 2022-23 school year and having math course data available, 73 percent entered grade 11 having already passed Algebra I or a higher math class based on their earliest needs assessment for the 2022-23 year, which is the same as the prior year's 73 percent. Sixty-six percent of grade 11 Priority for Service students entered grade 11 having already passed Algebra I or a higher math class, while 81 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 2022-23 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 1,663 students in grades 7-12 whose graduation or promotion status could be determined, 92 percent (1,218 students) either graduated or were promoted, which is a slight **improvement** over the prior year's 91 percent. Priority for Service and students without this designation had promoted or graduation rates of 92 and 93 percent, respectively.

Leading Indicators

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

1. *An increasing percentage of migrant children ages 3-5 will receive instructional services.*[12] In 2022-23, 86 percent of PA-MEP students in the preschool category who were at least 3 years old as of September 1, 2022, received instructional services. This is an **improvement** over the prior year's 84 percent.

2. *An increasing percentage of Priority for Service migrant children will receive services.* In 2022-23, 94.4 percent of Priority for Service students received services according to service delivery data, which is a decline over the prior year's 97.7 percent.

3. *An increasing percentage of grades 7-12 migrant children will receive instructional services.* In 2022-23, 84 percent of students in grades 7-12 received instructional services, which is the same as the prior year.

4. *An increasing percentage of grade 8 migrant children will score proficient or higher in mathematics.* In 2022-23, 12.9 percent of migrant students scored in the proficient or advanced performance levels, which is an **improvement** over the prior year's 11.7 percent.

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[12] 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 2022-23 program year?"

The 2022-23 evaluation included any migrant child or youth eligible and enrolled for at least one day at any time between September 1, 2022 and August 30, 2023.[13] Depending on the type of analysis and data element, results provided in the Findings section may include all children and youth, all individuals within a category, all individuals having data available, or all individuals enrolled within a certain date range. When findings are provided for a sub-set of children and youth, an explanation is provided. Many findings are disaggregated by PA-MEP's student categories: birth-preschool age, school age (K-12), and out-of-school youth. Throughout the remainder of this report, "student" will be used for individuals in any category, as learning activities occur for all groups.

The culture of the migrant population often includes frequent moves and changes in status. Additionally, students gain and lose eligibility throughout the program year. Demographic analysis is provided for all migrant students in Pennsylvania that have data (a unique and unduplicated count) 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 2023.

A total of 6,079 eligible children and youth were identified as migrants in 2022-23, which is 811 more than the prior year (2021-22). Prior to the COVID-19 pandemic, enrollment was fairly stable. After a return to pre-pandemic levels in 2021-22, counts this year on are trending upward (see Figure 1).

Figure 1. Enrollment is rising after a 2-year decline during the pandemic.
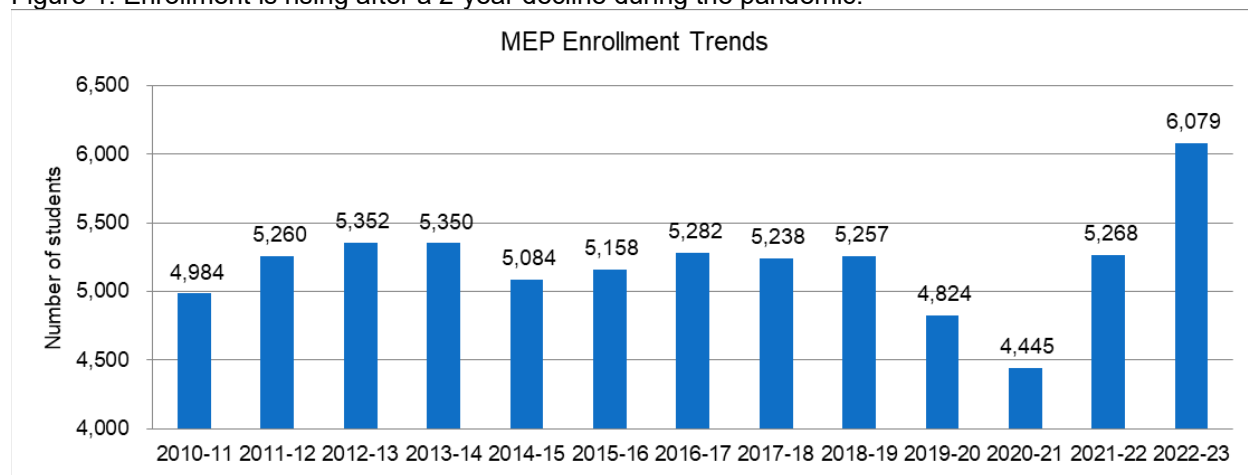
School-age students were the largest group (67 percent) based on students' first 2022-23 enrollment record. Students may change category during the year due to timing of the enrollment

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[13] 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.

record, dropping out of school, enrolling in kindergarten, or out-of-school youth re-enrolling in K-12 school.

Figure 2. The majority of PA-MEP students were in the K-12 grouping.

Students by PA-MEP Category
as of Earliest 2022-23 Record

- Out-of-school youth, 899, 15%
- Birth-preschool, 1,101, 18%
- K-12, 4,079, 67%
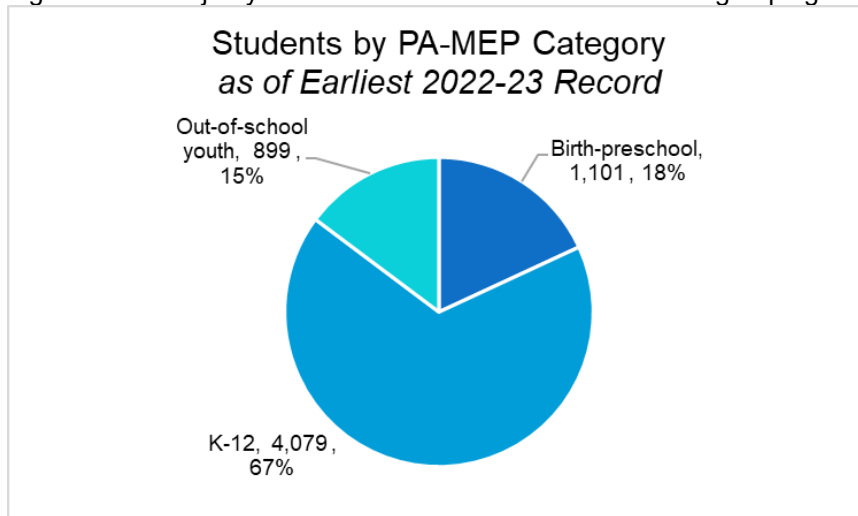
Project Area 4 had the largest enrollment, followed by Project Area 5. Project Area 7 had the smallest number, which has been consistent for several years. Like a student's classification, project areas can also change during the year as mobility is a part of the migrant lifestyle and individuals often move. Unless otherwise specified, students are reported based on their earliest project area for the year. The PA-MEP Counties map[14] 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 1 had the largest numbers of students in the preschool category (birth to age 6, not yet in kindergarten) (see Figure 3).

Figure 3. K-12 students were the largest grouping in each project area.

Students by PA-MEP Project Area
as of Earliest 2022-23 Record

	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	112	19	227	123	80	111	51	127	49
K-12	613	473	451	991	721	271	95	279	185
Birth-preschool	199	112	152	235	157	69	37	67	73

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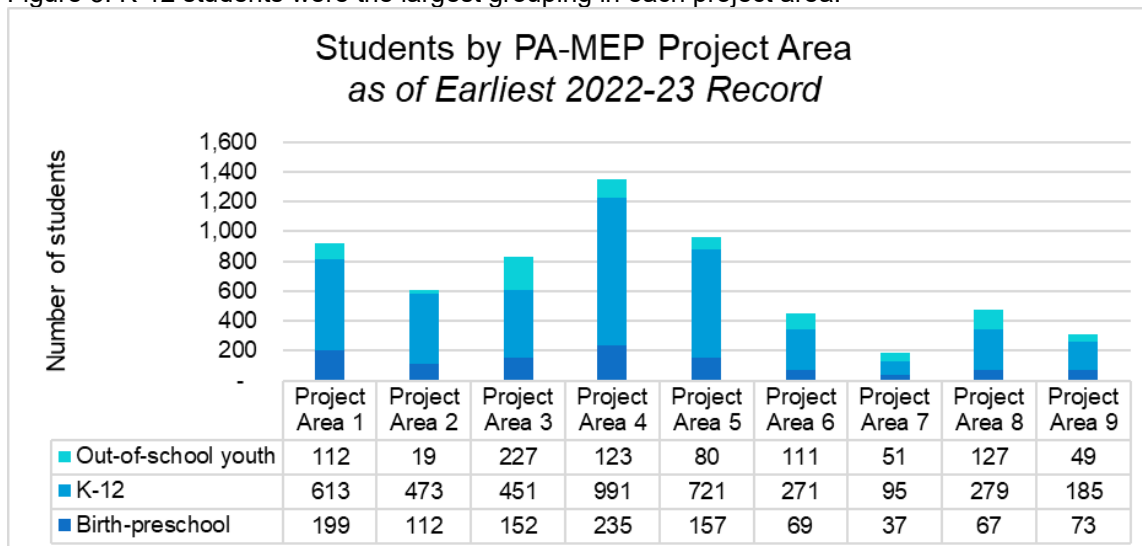
[14] Located on Page 2 of this report.

Of all students in 2022-23, 55 percent of students were male, and 45 percent were female. While the birth-preschool age and K-12 categories were approximately half male (53 percent each) and half female (47 percent each), the majority of out-of-school youth were male (69 percent of out-of-school youth).

Most of Pennsylvania's migrant students identified themselves (using federal race categories) as Hispanic (83 percent of 6,079 students). While the K-12 student category was similar to the state, out-of-school youth had a higher percentage of Hispanic students (99 percent of out-of-school youth) and birth to preschool age had a lower percentage of Hispanic students (80 percent). The K-12 student category had a higher percentage of Asian students (15 percent) than the other two categories. Individual project area racial demographics differed from the state, reflecting cultural and ethnic diversity (See Table 2).

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

| | All Students | Category | | | Project Area | | | | | | | | |
		Birth-PreK	K-12	OSY*	1	2	3	4	5	6	7	8	9
American Indian / Alaskan Native	2	-	-	2	-	-	-	-	-	-	-	2	-
Asian	766	151	611	4	69	67	-	562	-	12	2	4	50
Black / African American	267	64	197	6	12	2	-	186	17	10	23	12	5
Hispanic	5,025	884	3,254	887	840	531	830	600	941	428	158	445	252
Multi-racial	-	-	-	-	-	-	-	-	-	-	-	-	-
Pacific Islander	2	-	2	-	-	2	-	-	-	-	-	-	-
White	17	2	15	-	3	2	-	1	-	1	-	10	-

*Out of School Youth

Spanish was the most common home language spoken (74 percent of 6,079 students), which is nearly the same percentage as the prior year (73 percent of 5,268 students). The next largest groups included students speaking Nepali as their home language (9 percent) or Swahili (3 percent).[15] These percentages were similar for all three student categories, though out-of-school youth had a higher percentage for Spanish. Project area differences in race and ethnicity noted previously were also reflected in home language and are shown in Map 1.

Table 3. The most common home language spoken was Spanish.

| | All Students | Category | | | Project Area | | | | | | | | |
		Birth-PreK	K-12	OSY*	1	2	3	4	5	6	7	8	9
Arabic	40	5	34	1	2	23	-	15	-	-	-	-	-
English	84	15	64	4	-	38	-	9	1	27	1	8	-
Nepali	554	111	443	-	4	-	-	484	-	12	-	4	50
Spanish	4,528	795	2,981	752	653	501	632	596	935	401	137	422	251

[15] 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).

Swahili	160	30	125	5	11	-	-	140	1	8	-	-	-
Other (unspecified)	46	9	30	7	-	-	1	40	1	1	1	1	1
Other (specified)	667	136	401	130	254	42	197	65	20	2	44	38	5

*Out of School Youth

Map 1.
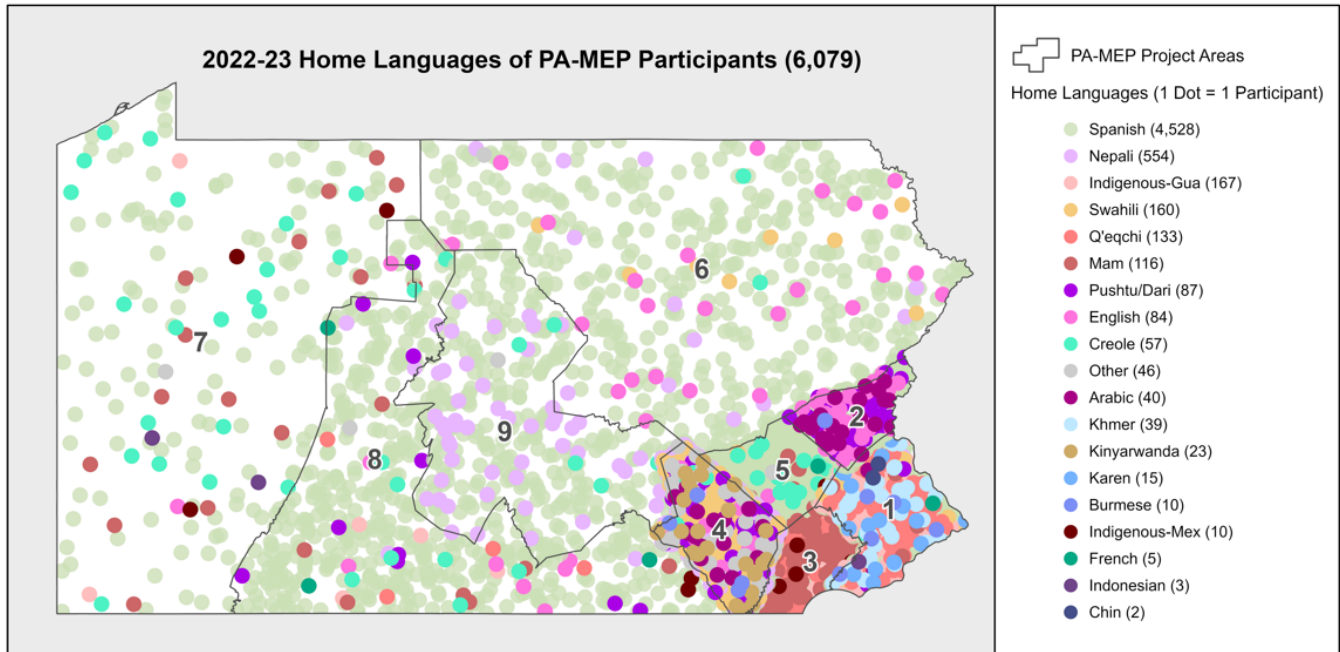
Children aged 3 or older made-up 53 percent of the 1,101 migrant birth-preschool children. When examining the birth through preschool migrant population, it is important to note that the category includes children who are not yet of school age or not yet enrolled in kindergarten. PA-MEP separates these children into two age ranges: birth through age 2 and 3 years or older, but not yet enrolled in kindergarten. For the purposes of needs assessment and service provision, PA-MEP focuses on those children who are at least 3 years old, though all children may be served. Age is calculated based upon the child's birthdate and September 1, 2022, a common cut-off date for kindergarten enrollment in Pennsylvania.

Age is also an important element for out-of-school youth. For the 2022-23 school year, compulsory school attendance was "until age 17 or graduation, whichever occurs first."[16] However, there are certain exceptions for children under that age (and as young as 14) for work purposes, particularly farm work purposes, with appropriate school permits. Like the preschool category, out-of-school youth age was calculated as of September 1, 2022, including students who were identified as out-of-school youth at the start of the year as well as those students who were initially categorized as K-12 students but later in the year became out-of-school youth (see Dropout Prevention).

More than a third of out-of-school youth were 20 years old or older (36 percent) and another 41 percent were 18 or 19 years old; in total, 76 percent were 18 or older and 24 percent were 17 or younger. Although these children may have been engaged in qualifying work as permitted in

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

Pennsylvania law, the extent to which these individuals had such valid exclusions and permits is unknown.

Students within the K-12 category made up the majority of migrant students for the 2022-23 program year, with relatively similar grade distributions across grade levels. Similarly, percentages by project area were also evenly distributed.

Recruitment

The state data team regularly reports recruitment counts and trends by project area and month to the state and project managers. Figures 4 and 5 provide information about the volume of new identifications and arrivals in a project area received throughout the year. These graphs include any new identification or move into a project area, which may originate from another Pennsylvania project area or from outside Pennsylvania. This means that a family may be duplicated in a graph if they made two or more moves across project area lines during the year. Only moves and new arrivals or identifications are included. Previously identified families who stayed in one project area for the entire year are not shown.

Overall, the greatest numbers of identification and recruitments occurred in August 2023 (367), with the lowest recruitment count of the year in February 2023 (169). The average recruitment per month was 234 students. Recruitment remained consistent throughout the program year, with a decrease in late fall of 2022 and increase in summer of 2023.

Figure 4. Recruitment counts remained mostly consistent, with a noticeable increase in July and August.
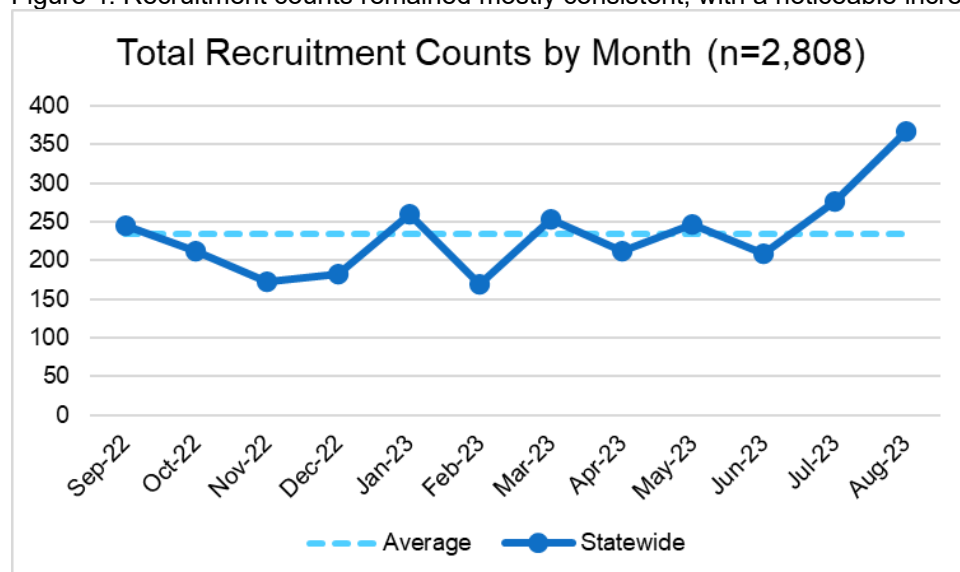
These counts were also available by project area and month and show the variability in migratory patterns and counts across the project areas. For visualization purposes, recruitment counts were grouped by regional project area groupings in Figure 5: Region 1 (Project Areas 6 & 9), Region 2 (Project Areas 1 & 3), Region 3 (Project Areas 2, 4, & 5), and Region 4 (Project Areas 7 & 8). Regional groupings showed similar trends to the state recruitment counts, with drops in recruitment during the late fall and winter months and increases during the summer. Region 3 had the highest

recruitment counts (1,141) followed by Region 2 (897), Region 1 (411), and Region 4 (359). This trend follows the overall PA-MEP population in these regions.

Figure 5. Regional recruitment counts reflected the state counts.

Total New Recruitment Counts, by Month and Region
(of state total, n=2,808)

	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Jul-23	Aug-23
■ Region 1 (PAs 6 & 9)	25	24	15	14	38	18	49	30	51	40	53	54
■ Region 2 (PAs 1 & 3)	78	54	44	53	117	58	78	77	84	62	74	118
■ Region 3 (PAs 2, 4, & 5)	120	129	97	96	72	69	104	70	95	74	97	118
■ Region 4 (PAs 7 & 8)	22	6	16	20	33	24	22	36	17	33	53	77
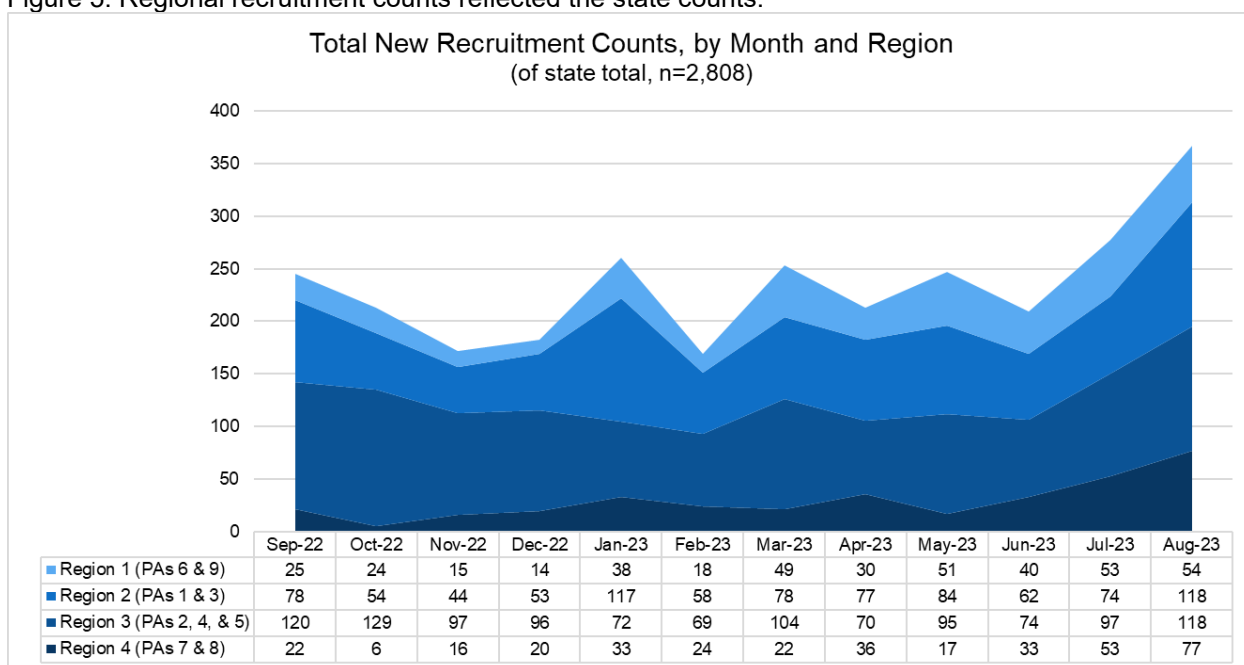
Student Needs and Service Delivery

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

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

The needs assessment findings in this report provide information based on student needs during the year. Some needs elements are examined for their status at the beginning of the program year or the start of a student's enrollment before any services or support were provided during the program year (usually academic-related needs), while others reflect whether a student met certain conditions at any point in the year to determine the prevalence of a condition in the population. For example, reading needs are examined as of the first needs assessment to determine if a student had an initial reading need identified and received related services over the course of the year. Alternatively, all needs records are examined to determine if a student experienced homelessness

at any point during the year. In some cases, staff comments and needs element value changes were taken into consideration to determine a student's status. Students may receive new or updated needs assessments when new information becomes available or when students move or change category. For some elements, both initial and later needs results are considered for need elements. Program staff use a variety of data available to them as well as their professional experience to determine a child's status related to each need indicator. The program maintains a data guide that contains definitions and coding hierarchy to support staff in identifying the best evidence or source information to determine a child's or youth's status on each need indicator.

The information that follows provides an overview of the challenges that migrant students faced during 2022-23 and provides context for the services and support they received as a results of need identification.

Needs assessment data was available for 5,734 students (94 percent of all students). Of the 345 students who did not have a needs assessment, 344 (99.7 percent) had documented explanations including having a very brief enrollment or eligibility period, refusing services, or being younger than 3 years old. The remaining students may also have a valid exception reason, but such reasons were not evident in the available data.

Although the evaluation focuses on service delivery about specific need categories, service delivery overall was also examined, as this is part of federal Government Performance and Results Act (GPRA) measures for PA-MEP. Of the 6,079 students enrolled during 2022-23, 5,208 (86 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 (871), 16 could not be explained by being younger than 3 years old, enrolling at the end of the program year, having a short enrollment or residence, refusing services, or the PA-MEP were unable to contact or locate the student after multiple attempts.

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

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

Priority for Service

In addition to identifying risks for each student to facilitate connections with services, risk factors are used to prioritize students for service – a classification called Priority for Service. Criteria exist for each of the student categories and Priority for Service status was determined on an ongoing basis during 2022-23. If a student was not identified as Priority for Service initially and later found to fit the criteria-based needs assessment updates, the student became Priority for Service. If a student was Priority for Service initially and later found to change their status in one or more of the Priority for Service criteria, the student remained Priority for Service for the remainder of the program term.

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

are given priority for programs or services when limited resources exist. All students meeting PA-MEP eligibility criteria may be served.

Priority for Service status is determined based on several age and needs assessment criteria. As the name implies, Priority for Service students were to receive priority for services and support over students not having this designation in situations where not all students could be served. A total of 3,102 students (51 percent of 6,079 students) in 2022-23 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 (63 percent). The preschool category had the lowest percentage of students determined to be Priority for Service (36 percent). Project Areas 3, 6, and 9 showed percentages of Priority for Service greater than the state (see Figure 6). 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, 94 percent of Priority for Service students received services.

Figure 6. OSY had the highest percentage of Priority for Service students, as did project areas 3, 6 and 9.

PA-MEP Students by Priority for Service Status

	All students	Birth-preschool	K-12	OSY	1	2	3	4	5	6	7	8	9
		By category			By project area								
Not Priority for Service	2,977	704	1,943	330	483	308	358	662	477	198	108	239	144
Priority for Service	3,102	397	2,136	569	441	296	472	687	481	253	75	234	163
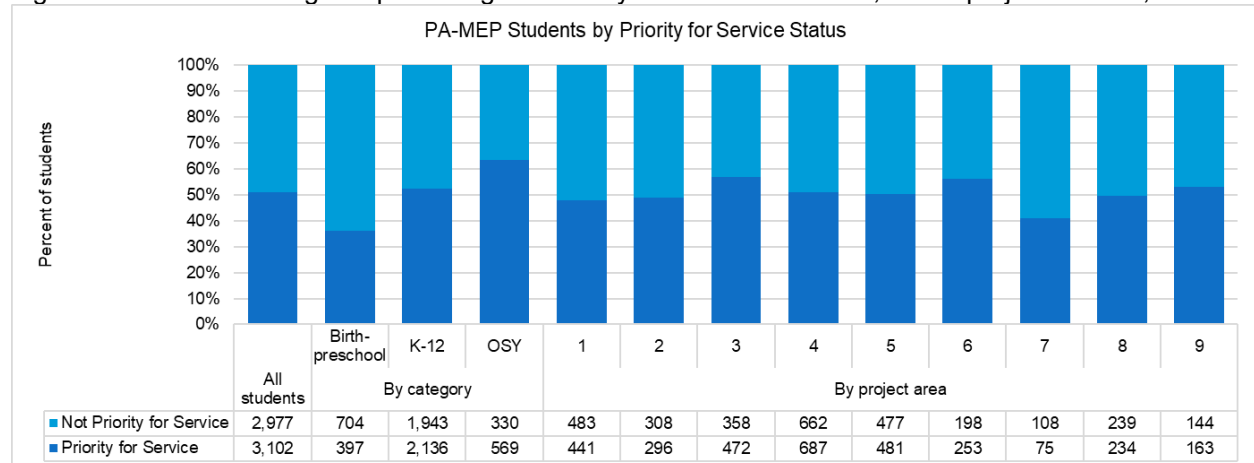
English Language Fluency

Overall, 82 percent of students ages 3 or older were designated as not fluent in English during the program year; 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 and preschool ages 3 or older both had the largest percentage of students not fluent (92 percent), and school-age students had the smallest percentage (78 percent).

Project area percentages varied considerably. Project Areas 3 and 1 had the highest percentages of students who were not fluent (96 and 95 percent, respectively). Project Area 7 had the largest percentage of fluent students (43 percent).

Figure 7. Overall, 82% of students ages 3 and older were not fluent in English this program year.

Students' English Fluency Status (Ages 3+)

	All students	Birth-preschool	K-12	OSY	1	2	3	4	5	6	7	8	9
		By category			By project area								
Blank-no entry	206	36	120	50	33	12	28	11	35	34	23	12	18
Non-fluent	4,608	608	3,170	830	799	395	730	1,034	746	333	93	274	204
Fluent	829	21	789	19	10	159	4	221	104	58	48	163	62
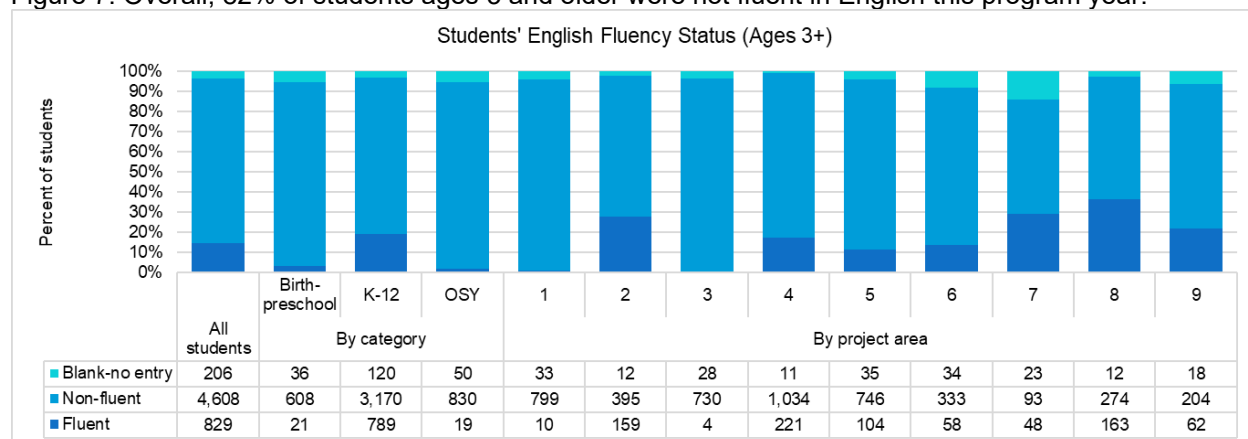
Of the 3,170 nonfluent K-12 students enrolled during the 2022-23 program year; 2,993 (94 percent) either received school year English services through their district's ESL program or they were summer enrollments where school-based ESL would not be available.

Because past findings indicated that English fluency is a known influence on student outcomes, service delivery data for nonfluent students was examined. Findings indicate that 92 percent of nonfluent students 3 years old or older received English-related services in some form, with 93 percent of Priority for Service students receiving services compared to 90 percent for students without the Priority for Service designation. The high percentage of non-Priority for Service students served may be a result of nonfluent students participating in school-based ESL programming in school, receipt of which is not a factor of Priority for Service status, as enrollment in such instruction is determined by students' schools. Regardless, it is a positive result that nearly all nonfluent students over age three across categories received English support.

Special Needs

Overall, 5.9 percent of students were designated as having special needs (not gifted). School-age students had the highest percentage of students with this designation (7.3 percent of 4,079 K-12 students having needs data), possibly due to formal protocols available for this population related to special needs.

Homeless and Unaccompanied Youth

Nearly one third (30 percent) of PA-MEP students in the birth-preschool and K-12 categories were identified as homeless at any point during 2022-23 based on the definition of homelessness included in the McKinney-Vento Homeless Assistance Act.[17] Out-of-school youth were not considered homeless and eligible for McKinney-Vento Act-supported programming for the 2022-23 year due to a change in the official definition in 2017.

Project Area 3 had the largest percentage (72 percent) of students experiencing homelessness, followed by Project Area 1 (49 percent). Project Area 7 had the smallest percentage (8 percent). Differing numbers of migrant children and youth in each area contribute to variability in the percentages of individuals identified as experiencing homelessness.

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

Figure 8. Thirty percent of PA-MEP students in the birth-preschool and K-12 categories were identified as homeless at any point during 2022-23. Project Area 3 had the highest percentage of homeless students.

Homeless Status (Preschool and K-12 Only)

| | All students | By category | | By project area | | | | | | | | |
		Birth-preschool	K-12	1	2	3	4	5	6	7	8	9
Could not determine	321	174	147	75	33	70	12	28	36	33	11	23
No	3,326	550	2,776	339	481	100	1,085	575	213	89	254	190
Yes	1,533	377	1,156	398	71	433	129	275	91	10	81	45
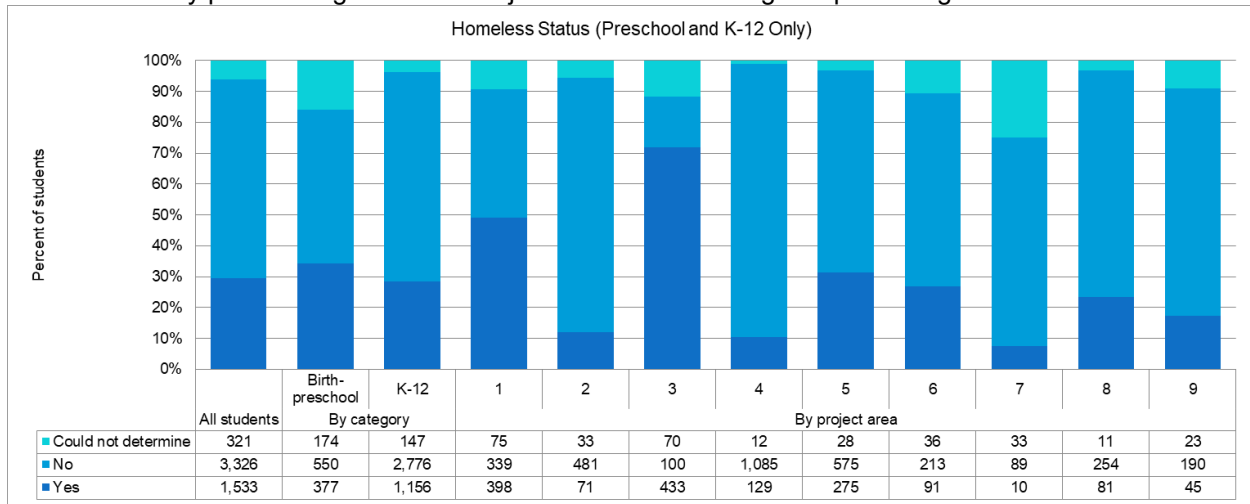
Related to homeless status, PA-MEP also collected information about whether students were unaccompanied youth – students who were not in the physical custody of their parent or legal guardian. Less than 5 percent of birth-preschool and K-12 individuals were designated as unaccompanied youth.

Preschool Enrollment

Preschool enrollment is an area of priority for the PA-MEP. Of all students in the birth through preschool-age category, 32 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), 48 percent were enrolled in a preschool program for at least part of the year.

Factors related to Priority for Service status may also influence preschool enrollment, as 41 percent of Priority for Service preschool students ages 3 or older were enrolled in preschool, compared to 61 percent for students without this designation.

Figure 9. Thirty-two percent of PA-MEP students were enrolled in preschool for at least part of the year.

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

| | All students | By project area | | | | | | | | |
		1	2	3	4	5	6	7	8	9
■ Blank-no entry	38	4	8	4	-	7	5	2	-	8
■ Unknown	-	-	-	-	-	-	-	-	-	-
■ Not enrolled in preschool	263	76	22	35	59	18	19	5	10	19
■ Enrolled in preschool	279	25	39	33	82	48	10	8	21	13
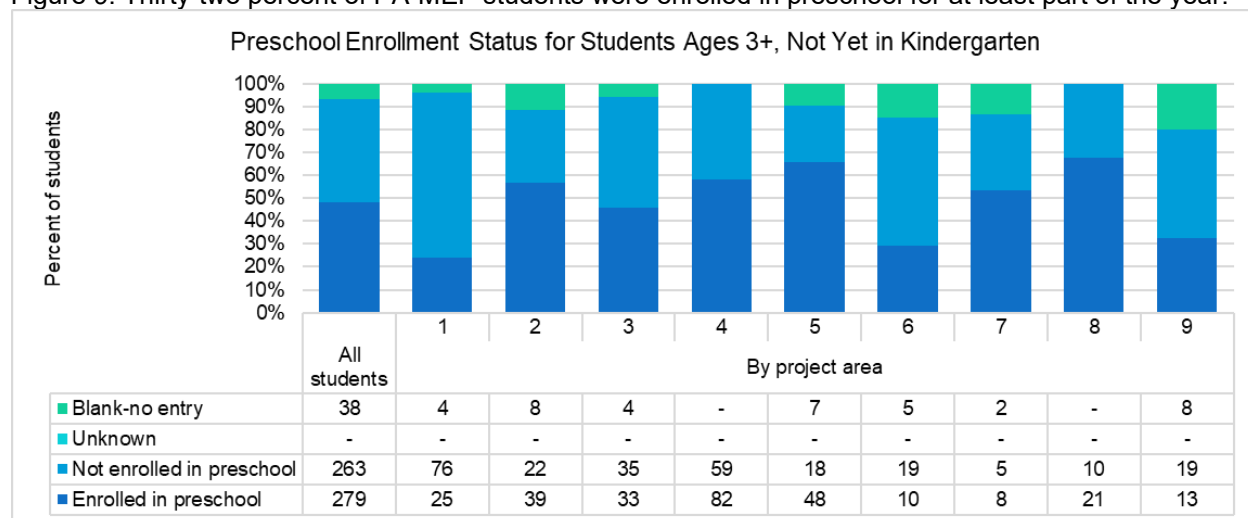
Information was also collected on the reasons that preschool-age students were not enrolled in preschool programs. This data helps the program determine whether non-participation in preschool programs was a choice or a factor of external influences. Non-participation appeared to be related mostly to program availability. For 49 percent of non-enrolled students, the recorded reason for not being enrolled in preschool was lack of programs in the area, no open slots, or transportation barriers that kept them from participating. Thirty-four percent of non-enrolled children had data indicating that their family chose not to enroll them in preschool.

Data about the types of preschool programs students attended was also collected. Of the 279 students over 3 years old who were enrolled in preschool, 188 had preschool data available. Of these 188, the largest portion was enrolled in Head Start (39 percent). Another 28 percent were enrolled in a Pre-K Counts program. Fourteen percent were enrolled in a district preschool program; 2 percent were enrolled in a formal Migrant Education preschool program; and the remaining 17 percent were in another type of program. Priority for Service students (69 students) were most likely to be enrolled in a Head Start program (35 percent) or PreK Counts (30 percent) and students without the Priority for Service designation (119 students) were most likely to be in Head Start (42 percent) or PreK Counts (26 percent).

Reading and Math Needs

According to needs assessment entries, 82 percent of school-age students needed to improve in reading and 82 percent needed to improve in math. Proficiency was determined using several indicators, including state and local assessment data, report card grades, the student's school staff professional determination, or PA-MEP staff professional determination, when other data sources were not available. Reading and math proficiency based upon PSSA, PASA, or Keystone Exams or state-approved assessments are factors in determining a student's Priority for Service status. Project Area 7 had the highest percentages of proficient students for both reading and math.

Figure 10. Eighty-two percent of students needed to improve in reading.

K-12 Students' Reading Proficiency Status

Percent of students

	All students	1	2	3	4	5	6	7	8	9
						By project area				
■ Blank-no entry	157	26	6	16	16	17	27	25	16	8
■ Proficient	593	12	29	-	245	28	132	57	70	20
■ Not proficient	3,329	575	438	435	730	676	112	13	193	157
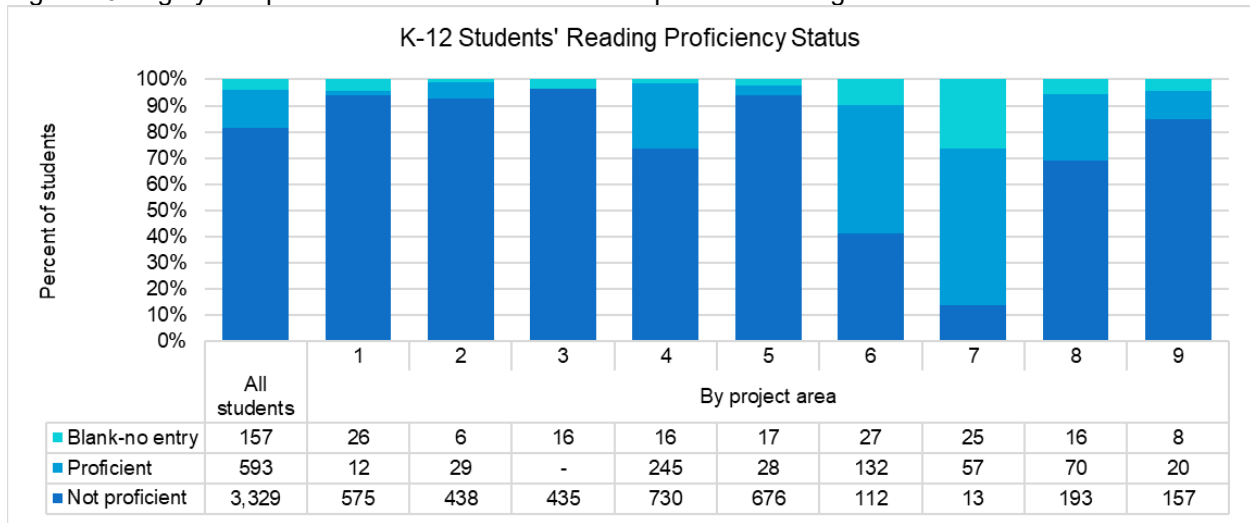
Figure 11. Eighty-two percent of students needed to improve in math.

K-12 Students' Math Proficiency Status

Percent of students

	All students	1	2	3	4	5	6	7	8	9
						By project area				
■ Blank-no entry	156	26	6	16	16	17	27	25	15	8
■ Proficient	598	10	28	-	241	32	132	56	83	16
■ Not proficient	3,325	577	439	435	734	672	112	14	181	161
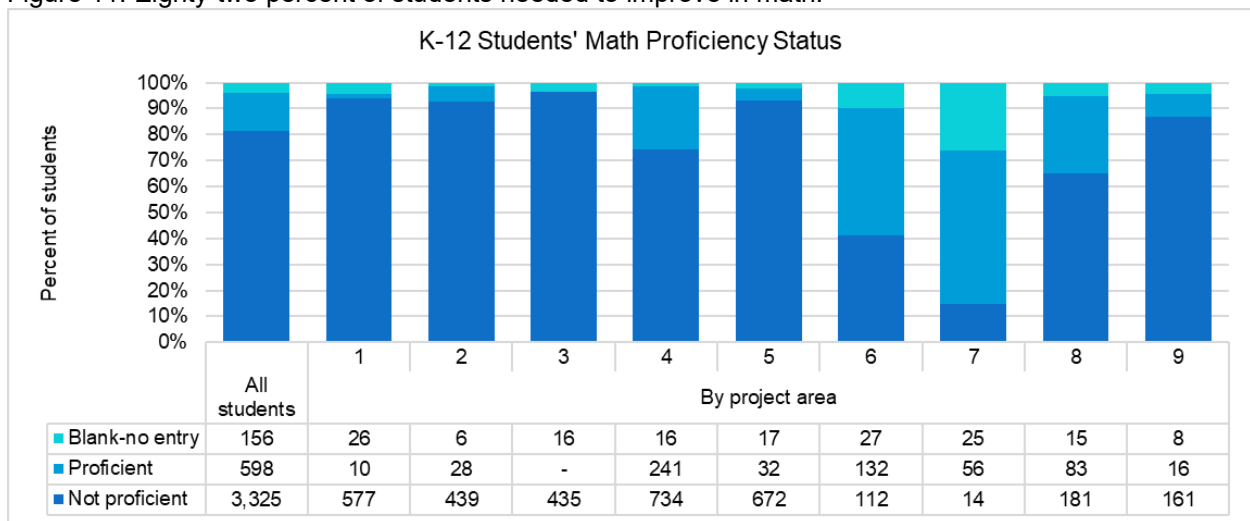
Looking at needs assessment and service delivery together to determine if students with needs received services in line with those needs revealed that students with reading and math needs received services in line with those needs.

Of K-12 students who were not proficient in reading (3,329), 85 percent received reading-specific supplemental services. Further analysis revealed that 84 percent of Priority for Service students with a reading need received supplemental reading services through one or more category, while 85 percent of non-Priority for Service students received supplemental reading services.

Of K-12 students not proficient in math (3,325), 82 percent received math-specific supplemental services. Further analysis indicated that 82 percent of Priority for Service students received supplemental math services and 82 percent of non-Priority for Service students did as well.

On Track for Graduation

K-12 needs assessment also tracked student's progress toward graduation for students in grades 8-12, which is a factor in determining Priority for Service status; 80 percent of 1,360 students in grades 8-12 were on track for graduation. Project Area 3 had the highest percentage of students on track for graduation (93 percent).

Figure 12. The majority of PA-MEP students (80%) were on track for graduation.

K-12 Students' Status - On Track for Graduation

	All students	By project area								
		1	2	3	4	5	6	7	8	9
■ Status unknown	187	61	15	13	28	32	17	4	11	6
■ Not on track	84	49	10	-	10	5	1	1	2	6
■ On track for graduation	1,089	117	117	174	254	216	78	23	69	41
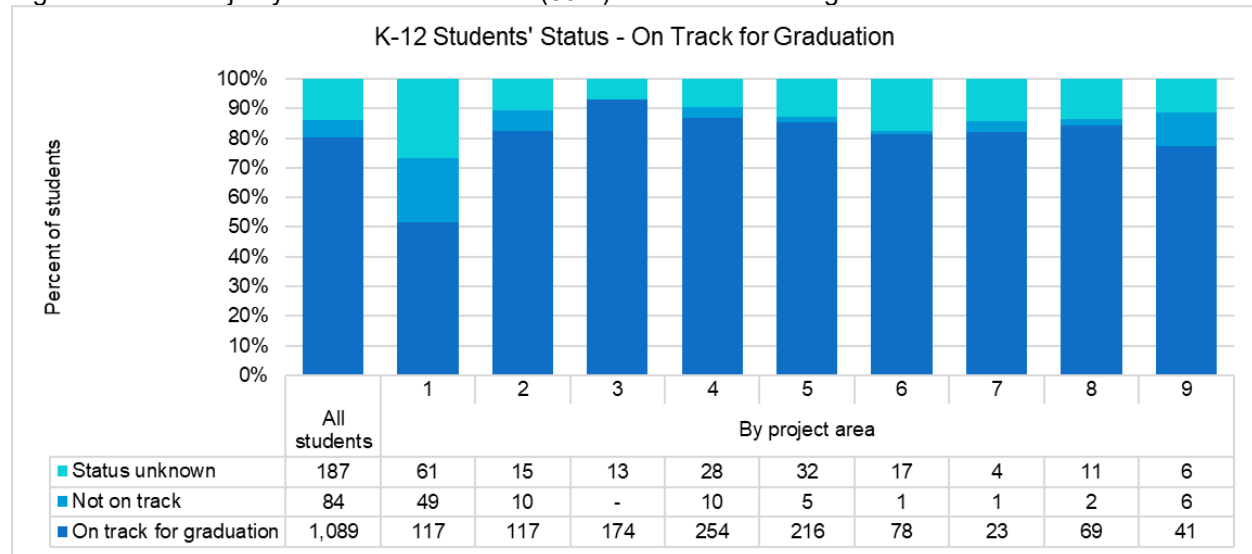
Student Concerns

Behavior, attendance, and other concerns are factors may influence academic success; 71 percent had no concerns indicated on the needs assessment while 24 percent had no value entered.[18] Of students having a concern indicated (5 percent), the largest group was listed as 'other.' These other concerns included attendance concerns, discipline concerns, both attendance and discipline concerns, and multiple concerns. Results by project area varied widely.

Health and Wellness

Migrant student health and wellness is an interest area for the PA-MEP, as health and medical concerns may interfere with a student's educational success. PA-MEP has several needs assessment indicators related to health and wellness. For each of the five health-related needs assessment indicators (health need, dental need, medical alert, mental health need, and vision need), a majority of individuals did not have such needs identified (94-98 percent). The medical alert indicator, which is the only required health-related field in the needs assessment, had the highest affirmative response percentage: 5 percent of students were reported as having either an acute or chronic medical concern. K-12 students had the highest percentage of students with such concerns identified (6 percent, compared to 1 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.

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

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 6,079 students, 2,300 (38 percent) had one or more parent (or an adult in the household in a parental role) participate in the parent involvement activities only (1,831), the Parent Advisory Council only (50), or both (419).

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 (75 percent of 899 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 75 percent of the 830 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; 19 percent were interested in, enrolled in, attended, or completed a GED program; 15 percent were interested in, enrolled in, attended, or completed job training; and 4 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 (92 percent); 83 percent of these youth had English language services indicated in service delivery data. Also, of nonfluent youth, 18 percent completed a formal English language program and 34 percent were attending on a regular basis.

State-Provided Professional Development

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

In the spring of 2023, PA-MEP held its annual statewide conference. The conference was held over multiple virtual sessions that totaled more than ten hours with workshop topics relevant to all staff roles.

In addition to the state conference, PDE provided or sponsored 13 training opportunities. All project areas were represented at each opportunity unless otherwise noted. Details about the conference and additional training opportunities can be found in Appendix A.

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

Professional Development for Data

From November 1, 2022 through September 30, 2023, 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 and a data overview session at the annual migrant conference in April 2023. In person two-day trainings were held in March 2023 and September 2023.

Additional training opportunities included the following:
- Extra one-on-one training for Regional Data Specialists (DS);
- Regional training for Millersville University staff for resetting computer password for logins;
- DS mini Zoom training on searches to eliminate duplicate students;
- DS mini Zoom on new release for the Web MIS2000;
- Staff presented at Recruiter Trainings;
- Regional Trainings for PII;
- Regional SSS Trainings;
- Security training was provided during the State Conference;
- MEP Conference Presentation on Canvas (what it is and how to use it);
- Statewide tablet training; and
- Ask The Tech mini Zoom sessions were created for staff to join and ask questions and for data staff to give specific guidance as needed.

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 years old, service delivery;
- Basic data entry and error checking; Student duplicate checking and resolution;
- Using Canvas to access training resources; how to add staff members;
- Inventory and tracking forms, using hardware;
- 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; reports to use for monitoring to ensure data consistency;
- Introduction to Web MIS2000;
- Timelines for accurate federal reporting, state and MSIX Snapshots;
- Summer tracking tools and procedures;
- Excel tips and tricks;
- General technology issues and needs; and
- Cybersecurity.

Sessions also always included in-depth question and answer sessions to address any issues the data specialists or other staff members had. Staff also continued working with various national MSIX groups and projects to enhance knowledge and pass on to PA-MEP staff. Staff attended the MSIX Security Session in February 2023.

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 as well as a few Project Managers.

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

Professional Development for Recruitment

The state recruitment coordinator reported that professional development was combined into one series for both recruitment coordinators and recruiters competed using a virtual platform. Two virtual training courses were offered in this series. In addition, a combined in-person training was completed during the spring. Recruitment staff also attended the PA-MEP conference and the Summer Recruitment Institute hosted by the Identification and Recruitment Consortium (IDRC). Recruiters were also invited to participate in a multitude of online training offered by national organizations.

Professional Development for Parent Involvement

The PA-MEP Family Engagement & Special Projects Coordinator held several parent involvement professional development opportunities for PA-MEP staff and others during 2022-23. The coordinator is responsible for not only providing training and support to regional parent coordinators but also supporting and facilitating the statewide Parent Advisory Council (PAC) and coordinating summer special programs.

Training and professional development opportunities included the following. Opportunities included statewide participants unless otherwise noted.

- **Local PAC Efforts: Support for MEP Parent Coordinators & Assigned Support Staff:** Assistance and guidance were provided to all MEP regions on how to coordinate, plan, and reach out to their actively involved parent groups. Following the COVID-19 pandemic, all MEP project areas struggled with maintaining an organized Parent Advisory Council. Parent Coordinators together with assigned support staff were encouraged to continue to practice Local PAC appointments & nominations (one TA session per project area throughout the year). In addition, assistance was provided to MEP Parent Coordinators throughout the fall of 2022 regarding modifications to the MEP by-laws due to the increase of parent participation but a low interest in committing to the Local PAC. Some reasons for this shared by support staff included parents' low literacy levels, Indigenous language barriers, basic needs having to be address, changes with parent demographics, and the high mobility of families throughout the state.
- **MEP State PAC Quarterly Meetings:** By supporting local regions with appointing and/or nominating Local PAC Representatives, participation to the Quarterly State Parent Advisory Council Meetings remained strong with a consistent participation of 18 to 28 attendees. Attendees included Local PAC Representatives and up to 12 guest parents. Three quarterly meetings were conducted on 9/17/2022, 12/10/2022, and 4/17/2023. To conclude the year, a two-day MEP State PAC Conference was planned, coordinated, and conducted from May 5-7, 2023.
- **MEP Statewide Parent Advisory Council Conference:** The spring of 2022 May State PAC Officers Meeting was conducted at the Seven Springs Resort in Seven Springs, PA from May 5-7, 2023. This was the second large State PAC Conference following the pandemic. Eighty-three parents and 13 staff members attended. Workshop sessions were offered to both parents and youth from the ages of 13-19 years old (18 teens). Childcare services were offered to children from 0-12 years old (33 children). Topics that were discussed at the conference focused on Becoming a 1st Time Home Buyer, Bullying Prevention, Trauma and Resilience, Multilingual Support Services, and BRAIN STEM for Families.

- **Parent Coordinators Training Sessions:**
    - 10/6/2022 (Dual Training) MEP Data: Practical Applications for SSS & KPI Training for Staff. Clarifications and Suggestions to Consider When Conducting the KPI. The training was delivered at PaTTAN, Harrisburg, PA. A total of 70 staff registrations were received.
    - 1/9/2023: This session was specifically for MEP Parent Coordinators who inquired about the resources and purpose of the Family & Community Engagement Consortium. The session was entitled, I2MPACT Consortium: An overview of Year 1-2 and Year 3: Community Mapping. The hybrid session was delivered by Arroyo Research Services.
    - 1/24/2023: Collaborated with HUNE (Spanish Special Education Agency) - Andy's Café: Family Leadership and Participation. This was a live session.
    - 4/18-20/2023: This was a virtual state conference offered to professional MEP staff. Sessions included,
        - Recognizing and Uplifting Immigrant Families and Communities;
        - It's More than a Language Issue: Helping Families Advocate for Their Children with Special Needs;
        - Support Services for Migrant Families and Their Young Children through the Office of Child Development & Early Learning;
        - Using Family Stories to Promote Language Development; and
        - STEM Night for Families.
    - Regions also participated in various webinars on parent engagement delivered by other sources and encouraged by the MEP Family Engagement Coordinator. Over 21 MEP staff members participated in the following sessions;
        - NAFSE Highly Effective Family Engagement: 5 Habits to Start Now;
        - Feedback You Can Use: Looping Parents in to Drive Student Success;
        - Supporting EL & Immigrant Students & Families: It's More than Just Language;
        - Best Practices to Engage Diverse Families; and
        - Teaching Outside the Box: Exploring Respectful Family Engagement Alternatives.
- **MEP Consortium Parent Coordinators Project - Year 3:** A group of parent coordinators from the Impact National Consortium were selected to assist with various aspects of the MEP. Project areas were assisted with the following pilot programs for Year 3:
    - Community/Parent Videos Series. Over 600 parents received and provided feedback on the Parent Video Series.
    - Two Family Testimonies sessions.
    - Community Asset Mapping (12/7/22) 3 Staff assisted
    - Community Partnership-Collective Action (3/18/23) 2 Staff assisted
    - Parents as Cultural Liaison/Ambassadors (3/15/23) 2 Staff assisted
    - Family Engagement Tools that were used during Year 3:
        - Family Engagement Alignment Tool - PAs 2 and 4;
        - Family Engagement Classification Tool - PA 4;
        - Family Engagement Continuum Tool- PAs 2 & 4;
        - Family Engagement Annual Work Plan- PA 4; and
        - Family Engagement Reflection/Quality Indicator Tool- PA 2.
- **Statewide Regional Summer Special Programs:** The following regional camps were hosted in PA throughout the month of July 2023. The Connect Camp focused on leadership, STEM, and the importance of civic engagement and community service. Fifty-three high school students attended this camp. The Power of Youth camp was geared towards team building, resiliency, and overcoming challenges and was attended by 49 middle school

students. Regional camps were offered in the regions with the highest concentration of MEP students. Both camps were running simultaneously and were hosted at Keystone College, La Plume, PA. Overall student ratings were positive.

Additionally, the Parent Involvement Coordinator also provided formal and informal technical assistance and training on an ongoing basis, upon request, at state managers' meetings, and during project area monitoring visits.

Project Area Monthly Reports

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

Professional Development and Training

Project areas provided details about staff participation in training and professional development. Project areas collectively reported nearly 1,000 hours[19] of professional development with the largest volumes of time in the identification and recruitment category and student support strategies category. Project areas were instructed that they should not include in these submissions any state-provided training, as they were captured and reported by the state team. These hours represent training occurring at the local or regional levels.

Figure 13. Staff participated mainly in identification and recruitment or student support trainings.

PA-MEP project areas provided nearly 1,000 hours of professional development to staff.

Category	Hours
Identification and recruitment	163
Student support strategies	159
Data/MIS2000/MSIX	120
Health and wellness (students/families	87
STEM/STEAM	63
English as a Second Language	55
Program policy and requirements	54
Reading/literacy/language arts	42
Mathematics (stand-alone math activities,…	39
Post-secondary education planning	38
Health and wellness (staff)	35
Early childhood education/preschool	34

[19] Project Areas also reported staff trainings in an "other" category, but hours offered in this category were not always reported. At least 66 training hours were offered in this category.

Project areas reported with greater detail on preschool-related trainings. Project areas reported 23 training events concerning preschool-age related content at the project area level, though this includes some duplication across project areas where more than one project area may have participated in the same training. Training lasted one hour to 8 hours (average 3 hours). Typically, one staff per project area participated, with an average of two participants across all events.

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

Partnerships

PA-MEP staff are not employees of school districts. This arrangement has made partnerships a critical component to PA-MEP success. Project areas reported 883 partnerships throughout the course of the 2022-23 program year[20] with counts by project area ranging from 28 to 348 (average 110). Partner types varied, though more than one-third were community organizations (38 percent). Schools/districts/charter schools (18 percent) and businesses (15 percent) were the next most common partner types. Higher education institutions accounted for 8 percent of all partners. Other, less common partner types included hospital or healthcare providers (7 percent), faith-based organizations (6 percent), intermediate units (3 percent), and nonpublic schools (1 percent).[21] Partners contributed in various ways including services for students (68 percent) and for parents or families (58 percent), which far outnumber other supports, such as goods or materials (18 percent), services for PA-MEP staff or professional development (17 percent), facilities/space (10 percent), volunteers (7 percent), funding (1 percent), or other services.[22] Oftentimes, partners contributed to the program in more ways than one.

On a monthly basis, individual project areas reported involving between one and 164 partners per month, average 38 partners per month per project area.

Parent Involvement

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

Project areas reported 266 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 116 of 266 total events (44 percent). One hundred one PAC meetings were held (38 percent of total parent

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[20] 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.
[21] Nine percent of partnerships were either unspecified or fell in the 'other' category.
[22] 'Other' services accounted for 24 percent of partnerships. Recruitment, either of participants or volunteers, and Migrant Education Program referrals were listed as the most common contributions.

activities).[23] Thirty-six workshops or trainings for parents (14 percent) and 13 parent-related trainings for staff (5 percent) were also offered.

Content of parent engagement and support included provision of welcome packets and other resources; educational Parent Cafés;[24] advocacy services; ESL classes; referrals to other services; health and nutrition classes, information sessions about various school-related topics, and other classes and activities. Attendance or participation varied widely across the different types of training sessions offered. On average, parent engagement activities had the greatest attendance (34 parents). Eleven parents, on average, attended parent workshops and trainings, and an average of nine attended each PAC meeting. Children and teens sometimes attended parent activities, usually representing 15 participants on average. Across all activities, childcare was offered for approximately one-fourth of sessions (71, 27 percent). Overall, attendance of both parents and their children at parent events has continued to increase following the pandemic.

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.

Summer 2023 program implementation varied by region. Historically, individual student participation data was collected for summer campus-based programs, however, most project areas operated modified summer programs where individual attendance was not necessarily relevant. Instead, the program prescribed a minimum of two separate service provision sessions. Some project areas formalized this into a virtual summer program while others simply provided virtual/remote or modified in-person services individually or in groups. Some did a combination of these approaches.

To examine the extent to which students were connected with summer instructional services, service delivery data that focused on summer in-home (as virtual services were coded as in-home) instructional services within the reading, math, ESL, other instruction, and preschool categories (together, instructional services) was analyzed. A total of 1,907 children and youth received such services, with 1,285 of these being K-12 students. Based on enrollment data, 3,574 eligible children

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

[24] 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

and youth were (believed to be) present June 1 through August 15, the period when summer services would be most prevalent, after excluding students who graduated at the end of the school year. These data indicate that the PA-MEP provided instructional services to 53 percent of present and eligible children and youth. This ranged by project area from 35 percent to 80 percent. Specifically for K-12 students, data indicates that 48 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 32 percent to 73 percent.

Summer program attendance data was available for 3,586 students (3,045 preschool through grade 12 and 541 out-of-school youth). This data includes summer campus-based programs, in-home instruction sessions, virtual (remote) programs, and both in-person and virtually (hybrid). Of the 3,045 in-school students, more than half (53 percent) were in preschool through grade 4 during the 2022-23 school year.

Of the 3,515 summer program students with attendance method data, 1,675 (48 percent) attended in-person campus programming, followed by 1,607 (46 percent) attended in-person, in-home programming, and 14 students (less than 1 percent) attending both campus and in-home programming . Compared to last year, virtual programming increased slightly, with 195 students (5 percent) that received services virtually, and 24 students (1 percent) attended both in-person and virtual programming (hybrid). Of these students, 2,106 (59 percent) had a Priority for Service designation. Furthermore, 2,998 (84 percent) were identified as nonfluent in English. These findings show that the majority of students were nonfluent and more than half had a Priority for Service designation, which indicates that PA-MEP reached students with key needs through its summer program.

Programming operated from one to 30 days. Attendance rates varied among participants, reflecting the reality of the migrant population. Overall, the average attendance rate by student was 57 percent (mean) and 60 percent (median). However, the most frequent attendance rate (mode) was 100 percent with 1,177 students attending all summer sessions offered by their site or program.

To ensure quality programming, PA-MEP strives to recruit certified teachers for summer classroom instruction and conducts unannounced site visits utilizing a program checklist to monitor and document program instruction in a consistent way across the project areas. Of the 90 summer teachers reported, 61 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 2023 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, one checklist showed multiple ratings for a single review area because of differences by classroom or grouping.

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

Summer Site Visit Checklists showed a mix of ratings with each checklist showing not evident, evident, exceptional, and not applicable items. For each checklist, between 27 and 95 percent of items were rated as either evident or exceptional. Between 0 and 68 percent of items were rated as not evident and between 0 and 50 percent were rated as not applicable.

Looking at individual indicators, those receiving the most exceptional ratings were staff/youth interaction, skill building, and flexible workspace. All four project area groupings had exceptional ratings in these indicators. Items having the most not evident ratings were program spirit and program principles, where all four groupings had not evident ratings for each indicator.

Staff Survey

A total of 96 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 one respondent to 21 respondents per project area.

Respondents provided information about their role within the MEP summer program. There was a mix of new and veteran staff for summer 2023, with 39 percent of 85 respondents being in their first year, 28 percent being with the program five or more years, and the balance being involved between two and four years (33 percent). The largest proportion of respondents (31 percent) were classroom teachers during the summer. The remainder were instructional aides (16 percent), in-home instructional staff (14 percent), student aides (6 percent), interns (5 percent), site coordinators (5 percent), project area managers (2 percent), and other staff (21 percent). Twenty-three respondents indicated they held teaching certificates in Pennsylvania or elsewhere. However, of the 30 staff who selected "classroom teacher" as their role, 57 percent held teaching certificates.

Twenty percent of 71 respondents indicated that they were a former migrant student or parent of a migrant student, indicating a first-hand understanding of the migrant lifestyle and related challenges. This also allows participating students to relate more easily to or identify with summer program staff.

The survey asked respondents about different aspects of the summer program. Content included their opinions on benefits for students, areas of possible improvement or enhancement, and items or support that would be helpful for the summer program. The most common benefits chosen by respondents included English language instruction and support (82 percent), academic support (80 percent), and networking with peers and/or making new friends (46 percent). English language instruction/support and academic support have consistently been the top two selected choices in previous years.

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

According to staff, the program's most significant benefits were assisting kids with English language and academic topics.
Based on a survey of 96 respondents.

	Number of Respondents
English language instruction/support	79
Academic support	77
Networking with peers/making new friends	44
Cultural activities	36
Positive adult relationships	29
Structure	16
Other	6
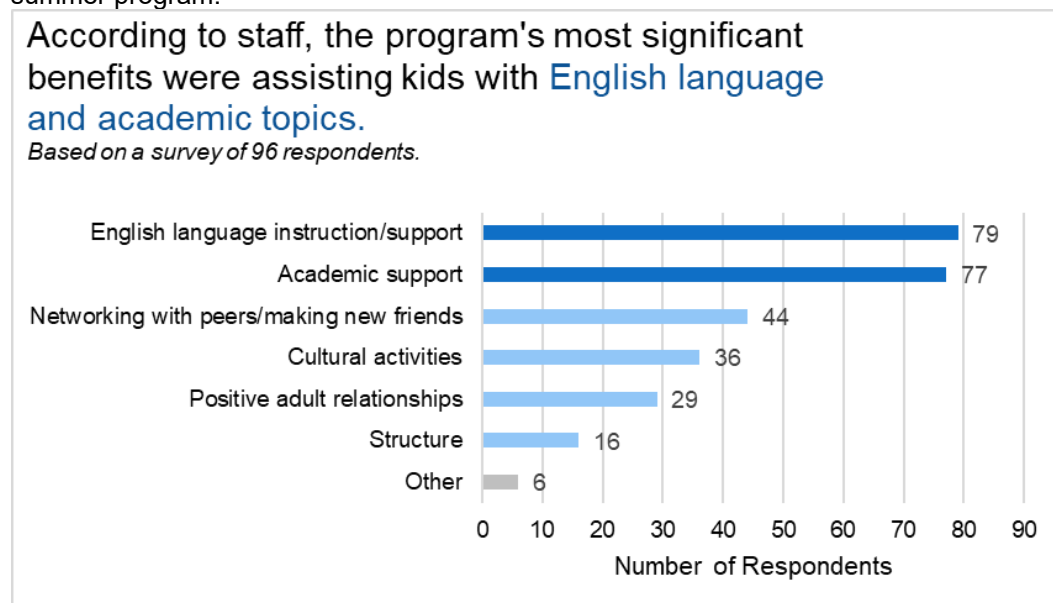
The survey asked respondents to indicate their level of agreement with statements related to summer program implementation. Each respondent provided a response for six of the ten statements. Sixty-six respondents selected either strongly or somewhat agree with each statement they provided a response to that applied to their unique programming. Like the responses from the prior programming year, 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 4.

Table 4: 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. (n=94)	21%	23%	2%	1%	53%
The collaboration between MEP and partners was positive. (n=95)	**70%**	25%	1%	1%	3%
The summer program environment was positive and encouraging for students. (n=95)	**84%**	14%	1%	--	1%
The summer program environment was positive and encouraging for staff. (n=96)	64%	31%	3%	1%	1%
Collaboration among summer program staff was positive. (n=96)	67%	31%	1%	1%	--

Statement	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Does not apply
The level of communication from MEP summer program administrators was adequate. (n=96)	64%	31%	4%	1%	--
MEP provided adequate training for summer program staff. (n=96)	54%	36%	8%	2%	--
Teachers had sufficient information about students at the beginning of the program in order to plan instruction. (n=96)	41%	39%	15%	3%	2%
The summer program was well-organized. (n=96)	41%	50%	7%	2%	--
Summer program activities provided both academic and enrichment opportunities for students. (n=95)	**75%**	23%	2%	--	--

In addition to benefits and needs, respondents selected from a list the ways in which the program or its implementation could be improved or enhanced. Respondents most frequently indicated longer program length (31 percent), followed by staff (30 percent) and communication (28 percent). Eighteen percent of respondents indicated they did not see a need for any improvement or enhancement. 'Other' responses included the need for opportunities that increase student engagement (field trips, working with outside partners and/or guests, STEM demonstrations, etc.); the need for higher quality food and food preparation; and increase of staff to better meet the needs of students.

Figure 15. Staff reported that program length, staffing, communication, and professional development were the most important areas of improvement.

The top opportunities for enhancement were program length, staff, communication, and training.
Based on a suvey of 96 respondents.

	Number of respondents
Program length (longer)	30
Staff	29
Communication	27
Training/professional development	25
Partnerships	18
Technology tools/apps used	18
Collaboration	17
College student/student teacher participation	17
Support/technical assistance	14
Program length (shorter)	5
None at this time	17
Other	11

Summer program staff indicated using a variety of tools or apps to facilitate programming, with the most common of these being WhatsApp, phone calls, Zoom, and Talking Points. Twenty-two respondents indicated that they used other tools or apps, including text messaging apps, smart TVs, laptops, and iPads. Nineteen respondents indicated that they used no tools or apps. Respondents also suggested other tools and apps for future use, including Padlet, Blooket, Quizizz, Google Sheets, and individual dry-erase boards for students.

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

One of the greatest assets of the PA-MEP summer program is the staff. When asked why they chose to work for the program, 79 percent (of 84 respondents) indicated a desire to help the students, which was the most prevalent response. Cultural exposure/enrichment (45 percent), enjoyment (50 percent), and student diversity (46 percent) were also selected, among other reasons.

Despite the needs and challenges mentioned in survey responses, respondents were generally positive about the students and/or the program and their summer program experience. Shared here are a selection of staff survey comments:
- "This experience is the best part of my summer. I truly enjoy working with all staff members, BU interns and the students. This program provides great small group, individualized practice for students."
- "The setting of the work environment is very welcoming and is understanding to individual's lives. I thank everyone … [who has] worked very hard to make this program a reality. I enjoyed my time and will cherish all the Summer memories, along with some of the fluent Spanish words I'll remember."
- "It was an incredible experience and if I could, I would do it all over again!"

Respondents also shared what would help them during future program implementation:
- Effective and clear communication among staff and outside partners,
- Additional staffing and assistance with operating educational programming,
- Training on program operations prior to implementation,
- Background on program participants prior to implementation (academic/language skills and level, cultural background, disability status, etc.),
- Additional time to plan program operations and educational instruction,
- Strategies to improve organizational and collaborative efforts, and
- Access to additional supplies and materials (online resources, technology tools, lesson plans, etc.).

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 481 students age 7[25] or older completed the

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

survey with 90 percent of respondents being 14 years old or younger[26]. All nine project areas were represented, except for Project Area 7, which had no student responses. By regional group, Project Areas 2, 4, and 5 were represented by 60 percent of responses, Project Areas 6 and 9 were represented by 20 percent, Project Areas 1 and 3 submitted 13 percent, and Project Areas 7 and 8 submitted 7 percent. Project Areas 2, 4, and 5 make up the largest MEP region.

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

Students attended the MEP summer program in a variety of learning methods. Of the 479 respondents who provided this information, 94 percent attended solely in-person, 4 percent attended solely in-home, 1 percent only attended virtually, and 1 percent participated under hybrid operations. This represents a gradual shift back to "normal" operations, as percentages of respondents attending in-person have increased since the 2021-22 program year.

Participants (477) shared which summer program activities from a provided list were most beneficial to them. 'Making new friends' accounts for 38 percent of responses, followed by 'practice speaking English,' which accounted for 22 percent of responses. The 4-percent increase in 'making new friends' compared to 2021-22 responses may be evidence of the continued value MEP students place on interacting with their peers since the return of in-person programming.

Figure 16. Students shared that making new friends and practicing English were the most beneficial parts of the summer program.
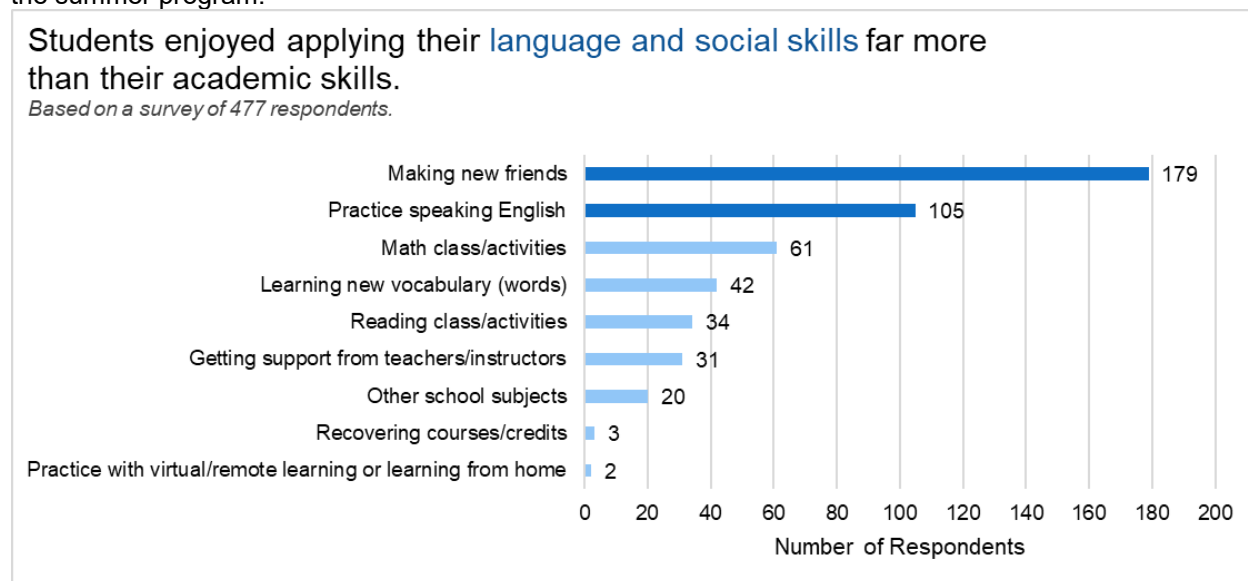
Most students (479 total respondents) indicated that they thought the summer program helped them to some degree to feel ready for the upcoming 2023-24 school year; 44 percent reported that the program helped 'a lot', 37 percent indicated the program helped 'some', and 14 percent indicated it helped 'a little'. Five percent indicated that the program did not help.

Students had less difficulties than in the 2021-22 program year understanding their summer instructors. More than half (60 percent) of 464 respondents reported that they did not have any

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[26] This percentage was derived from 472 respondents who provided their age range in the student survey.

difficulty understanding their summer teacher(s), compared to 52 percent in the prior year. Thirty-one percent indicated that they 'sometimes' had difficulty, and nine percent indicated that they had 'a lot' of difficulty.

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

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

Most surveyed students (87 percent of 466 respondents) indicated that they would participate in the program again if given the opportunity to do so. Students who indicated that they would not participate again (60) provided various reasons as to why. The most common reasons included competing interests and/or other obligations that took priority, a lack of interest or excitement about the summer program, the belief that program days last too long, or difficulties socializing with other peers.

Of the respondents who shared that they would participate again, the most common reason was that students believed the program to be fun or enjoyable overall. The next most common reason was the opportunity to learn and participate in activities, most notably practicing their English language skills. Less common reasons included the opportunity to socialize with friends and staff, the program being an outlet for students to be active during the summer, the program's ability to help students feel prepared for the upcoming school year, and the staff being supportive and helpful to students during the program.

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 academic activities (STEAM and English-language topics in particular), more opportunities for physical activities (sports, recess, gym, etc.), field trips (such as swimming pools, museums, and college campuses), and higher quality food offerings. Less frequent responses included time for recreational activities (movies, games, spending time outdoors, etc.) and more time to socialize and/or collaborate with peers.

Respondents were also asked to share how they might describe the program to a friend. The most frequent responses were that the program was "fun," and it offers an opportunity for students to learn new concepts (such as English language skills and other academic subjects). Other responses noted that the program was helpful for students and families prepare for the upcoming school year, was an opportunity to build and develop positive relationships with peers and had teachers that were supportive and friendly to their students.

Respondents were also asked what they did not like about the program. Similarly, to responses from last year, the most frequent response was that they did not enjoy the food provided. Some

also expressed difficulties with certain subjects, with math, writing, and reading being the most prominent subjects of concern. Less frequent responses indicated a desire for more field trips and outdoor activity time, that the program starts too early in the day, and that respondents experienced conflicts when working or engaging with other peers.

CoolSpeak Power of Youth Program

During summer 2023 PA-MEP, in partnership with the program implementer CoolSpeak, offered a middle school student leadership program called Power of Youth Camp. The program was offered as a 5-day residential camp at Keystone College. During the camp, students cultivated their leadership skills by listening to motivational speakers, participating in activities, and interacting with their peers.

A total of 49 students attended the summer 2023 program. The program was open to all middle school students, and project area staff assisted with recruiting and registering students for the sessions. All students completed a brief essay as part of their registration, and some students received a staff recommendation to attend the program due to their language proficiency.

Students responded to surveys from CoolSpeak; as such, PA-MEP did not ask students to complete a separate survey. Feedback was positive, with students giving daily activities an average rating of 9.1/10 and keynote speakers an average overall rating of 9.9/10. When asked how likely they were to recommend the program to other students, respondents gave an average score of 9.8/10, with 0 being "No" and 10 being "Yes." Students also described the camp in three words. Analysis of these answers indicates that participant experiences were positive, yet sentimental, as students' responses seemed to acknowledge that some of their peers would be graduating. These feelings are indicative of the impact the program has had on these students. The following word cloud visualizes the most common descriptors used by students, with size denoting frequency.

Figure 17.

Students were also asked to share what they learned in camp. Some common topics included leadership, communication, teamwork, confidence, goal-setting, and positive thinking. When asked how the program could be improved, students mainly shared that they had no suggestions or

provided general, positive remarks. Those who did offer suggestions for improvement shared that they would like more physical activities, like soccer and basketball, time to play outside, and more time for the camp in general.

Camp Connect High School Student Leadership Institute

The summer 2023 Camp Connect program was hosted as a five-day residential camp at Keystone College. The program is designed to encourage college attendance among migrant students who have demonstrated leadership potential during high school. The experience is supposed to enhance participants' leadership potential through a series of interactive workshops, lectures, and discussion groups that promote academic development, verbal communication skills, civic engagement and responsibility, research skills, STEM/STEAM (STEM plus Arts) learning, college enrollment and retention, and personal development. Workshops covered topics such as bioethics, creating a webpage, coding, public speaking, astronomy, science experiments, genetics, and mindfulness.

A total of 53 students attended the summer 2023 program. The program was open to all high school students, and project area staff assisted with recruiting and registering students for the sessions. All students completed a brief essay as part of their registration, and some students received a staff recommendation to attend the program due to their language proficiency.

Student participants completed a daily survey to reflect on the activities, experiments, workshops, and their expectations and feelings. Survey respondents were positive about the experience and their learning, with an average of 87 percent of respondents rating their experience with Camp Connect and their facilitator as either 'excellent' or 'very good' on any given day. Students reported what they learned each day at camp, listing STEM topics such as astronomy, chemistry, coding, and robotics. Students also shared hands-on activities such as programming a robot, sewing projects, using a telescope, and playing sports. Life skills stood out to students as well, with several sharing that public speaking, mindfulness, teamwork, social skills and making connections, and learning about the languages and cultures of their peers were things they learned at camp. When asked how the sessions could have been improved, students suggested more days of camp, more sports or other physical activities like hiking and dancing, and more time for rest. Overall, most students shared that they had no suggestions for improvement.

Parent and Out-of-School Youth Comprehensive Survey 2022

During the summer and early fall of 2023, the PA-MEP administered surveys to parents and out-of-school (OSY) youth relative to *Service Delivery Plan* focus areas. The surveys were intended to gather feedback and information from participants about needs, interests, and current behaviors so the program can make informed decisions about planning programs and services. OSY surveys were comprehensive and similar to those of past years. Parents completed a shortened version of the survey.

The surveys were conducted July through September 2023. State evaluators and the PA-MEP state data team collaborated to establish a geographically and culturally representative sample of survey

participants based on home language and project area. A target 15 percent sample[27] was established by project area, family/out-of-school youth, and home language variables. Separate samples were used for the parent and OSY versions of the survey.

This stratified sample was pulled from the state migrant database based on current PA-MEP families and out-of-school youth who were believed to still be in the area. Within each project area the sample was to include 15 percent of each home language in the area, with at least one family and/or youth representing each language, even if only one family spoke that language in the project area. Each project area received primary and alternate lists 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 330 families and 81 out-of-school youth, a collective increase of 72 surveys over the prior year. A total of 290 family surveys and 55 youth surveys (total 345)[28] were collected and used for analysis that could be matched to eligible families and youth, which resulted in an 88 percent response rate for parents/families and a 61 percent response rate for out-of-school youth, both a decrease from the 2021 survey year (92 and 78 percent, respectively). Decreased response rates could be due to errors in data collection, inability to find parents/youth willing to complete the survey, or misidentification of respondents that prevented an accurate match. 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 2022-23 year. Family surveys often represent more than one child, so the number of family surveys collected is far smaller than the number of children they represent.

Of the 286 family responses, 71 percent were completed by the mother, 24 percent were completed by the father, and 3 percent were completed by a guardian, adult family member in a parental role, or another adult in the household. Four students filled out the parent survey for their respective family members or guardians.

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 (66) followed by Project Area 1 (64), and 5 (48). Project Area 7 had the smallest survey count (6), but this area also has the smallest student enrollment. Most project areas received more than 75 percent of their expected surveys. Project Area 8 received 71 percent and Project Area 2 received 70 percent of family surveys. For youth surveys, Project Areas 3 and 4 had the highest counts (23 and 12, respectively) while Project Area 1 received one survey. Project Areas 7 and 8 had a target count of 12 youths but were unable to survey any youth in the region. It is possible that no youth in the region, either from the primary sample list or secondary and alternate lists, were available for the survey or their were errors in data entry or matching.

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[27] Prior to 2022, the survey was conducted using a 25 percent sample size. The sample size was decreased in order to reduce the survey burden on program staff and participants. This decision was successful and resulted in a survey response rate of 91% across both parent and OSY surveys, previously 63.5 percent in 2021.

[28] A total of ten OSY surveys and one parent survey were excluded from analysis because they were either incomplete (i.e., not completed past the first question), the incorrect survey was completed (i.e., family completed the OSY survey and vice versa), or the survey could not be matched to a family or student, either because no ID number or an incorrect ID number was provided.

Table 5: 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	64	88%	1	9%
2	21	70%	2	67%
3	40	93%	23	105%
4	66	93%	12	100%
5	48	94%	10	111%
6	18	90%	2	25%
7	6	75%	0	0%
8	15	71%	0	0%
9	12	92%	5	125%
Total	**290**	**88%**	**55**	**68%**

By language, surveyed respondents were representative. For families surveyed, 16 languages were to be represented, plus an 'other' category. All but two languages from the sample list were represented in the collected data with seven of the languages having a 100 percent rate. Expected counts by language ranged from one to 232, average 19. Actual counts by language ranged from zero to 206, average 17.

For out-of-school youth, nine language categories (eight languages and 'other') were to be represented in the data, seven of which were included in the surveys collected. Four languages had a 100 percent or greater response rate represented.[29] Expected counts by language ranged from one to 63, average nine. Actual counts ranged from zero to 43, average six.

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

Survey questions were aligned to the *Service Delivery Plan* and special initiatives and addressed state team interests. For both families and youth, Spanish had the largest survey count, which is consistent with Pennsylvania's migrant population.

Table 6: Surveyed Families and Youth by Home Language.

Home Language	Families		Out-of-school youth	
	# Received	% of Expected	# Received	% of Expected
Arabic	2	67%	NA	NA
Burmese	1	100%	NA	NA
Chin	N/A	N/A	NA	NA
Creole	4	80%	NA	NA
English	2	50%	1	100%
French	3	100%	NA	NA

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

Home Language	Families		Out-of-school youth	
	# Received	% of Expected	# Received	% of Expected
Indigenous-Guatemalan	11	85%	3	50%
Indigenous-Mexican	N/A	N/A	--	0%
Indonesian	N/A	N/A	NA	NA
Karen	--	--	NA	NA
Khmer	3	75%	NA	NA
Kinyarwanda	1	100%	NA	NA
Mam	8	100%	4	50%
Nepali	34	89%	NA	NA
Other	1	100%	2	200%
Portuguese	--	--		
Pushtu/Dari	3	75%	--	0%
Q'eqchi	7	100%	3	300%
Spanish	206	89%	43	68%
Swahili	4	100%	1	100%

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

Overall, 98 percent of respondents confirmed that they had received services from PA-MEP in the past 12 months. This was consistent for families (97 percent) and youth (100 percent). Families (282) also shared how they received services. Seventy-five percent received in-person services, 23 percent received them under a hybrid model, and 2 percent received primarily virtual services.

Families and youth received a range of MEP services throughout the program year. The three most commonly received services amongst families (280) included summer programs (75 percent), afterschool programs (53 percent), and reading and writing services (49 percent). The most common services provided to youth were English language development (42 percent), information on accessing health services (35 percent), continuation of education for out-of-school youth (31 percent), in-home tutoring programs (31 percent), and information about clothing or food banks (31 percent).

Most respondents (90 percent) indicated they were very satisfied with the services and programs they received from PA-MEP. Only one respondent (less than 1 percent) indicated they were very dissatisfied with the services. General satisfaction was similar for both families and youth. Four OSY respondents shared that they would like more home visits.

The survey specifically asked about satisfaction related to English language support, to which most respondents indicated that they were very satisfied (83 percent) or somewhat satisfied (7 percent) . Out-of-school youth were asked a related question about satisfaction with PA-MEP's or school's addressing their individual needs. Ninety-three percent of 55 respondents shared that they were very satisfied, and 7 percent were somewhat satisfied.;

Also related, out-of-school youth shared if anyone in their household had received education-related translation services. Of these respondents, 52 percent had received translation support from PA-MEP; 9 percent received translation support from school; and 2 percent received translation support from another source. Thirty-three percent indicated that they did not need translation

support. Four percent indicated needing, but not receiving, such support and 6 percent were not sure. Respondents could select more than one option.

While 34 percent of respondents indicated declining PA-MEP services in the past year, most indicated doing so almost entirely due to work schedule conflicts (28 out of 34 percent). Families declined services at a higher rate than youth (37 percent of family declines compared to 18 percent of youth declines).

The survey asked respondents to indicate areas of need or interest. The top needs amongst respondents varied between families and youth. For families, afterschool programs were the area of greatest need with 34 percent of respondents choosing this option. For youth, electronic devices (such as laptops, Chromebooks, and tablets) was the area of greatest need, with a 32 percent selection rate. In Table 7, the top three most-selected options, by respondent type, are highlighted and shown in bold text.

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

Service Need	All (325)	Families (272)	Out-of-school youth (53)
Afterschool programs	**30%**	**34%**	6%
Career awareness	21%	21%	17%
College tours, college readiness, and postsecondary education planning	18%	18%	13%
Continuation of education for out-of-school youth	10%	8%	15%
Device (laptop, Chromebook, tablet)	**30%**	**29%**	**32%**
Early childhood and preschool programs	12%	14%	2%
Education-related translation services	12%	14%	4%
English language development for your child or yourself (if an out-of-school youth, ESL cannot be provided by MEP to parents)	22%	24%	11%
Financial aid/college assistance programs information	15%	16%	13%
Guidance for understanding Special Education Services and IEPs	6%	7%	2%
Guidance with school policies regarding attendance, truancy, and local laws	7%	8%	2%
Help obtaining a PA ID Card	14%	12%	**26%**
Help with online/virtual school	11%	10%	17%
High school graduation requirements information	9%	10%	2%
Homework help	19%	23%	2%
How to access health services (if OSY)	17%	17%	15%
How to access language support services (if OSY)	15%	17%	8%
How to access mental health services for children/yourself (if OSY)	9%	10%	--
How to access vocational rehabilitation services for children/yourself (if OSY)	7%	9%	--
How to advocate for my child and their needs/ myself and my needs (if OSY)	14%	16%	--
How to be more involved in my child's/my (if OSY) education	16%	18%	4%
How to communicate with my child's/my (if OSY) school	13%	16%	--
Information about affordable housing programs	18%	19%	15%

Service Need	All (325)	Families (272)	Out-of-school youth (53)
Information about clothing or food banks	14%	15%	9%
Information about GED/Graduation requirements	11%	12%	6%
Information about utilities support services	16%	15%	19%
Internet access or hotspots	13%	14%	11%
Math / STEM	16%	19%	2%
More in-home tutoring programs	20%	22%	8%
PAC-Parent Involvement/Family Engagement*	9%	11%	--
Reading and writing	21%	21%	17%
Saturday programs	22%	22%	**21%**
Summer programs	**22%**	**26%**	6%
Technical support related to technology or internet	11%	13%	4%
Understanding school records, report cards, progress reports, and transcripts	9%	11%	--
Vaccination information and services	12%	14%	8%

Caregivers were asked if they had basic needs that were not currently being met. Of the 290 respondents, 70 percent (203) said that all their family's basic needs are being met. The top five needs identified by some families were:

- Access to healthcare and/or medicine (30 percent),
- Access to affordable housing (9 percent),
- Access to transportation (8 percent),
- Access to clothing (6 percent), and
- Access to food (6 percent).

Additional basic needs not being met that were noted by one to three families included access to: employment and a living wage, a safe place to sleep/shelter, clean water, affordable dental care, daycare, free legal services, and tangible goods.

Like the caregivers, 69 percent (54) of youth respondents said that all their basic needs are being met. The top five basic needs identified by youth were the same as those identified by caregivers:

- Access to affordable housing (17 percent)
- Access to healthcare and/or medicine (15 percent)
- Access to transportation (11 percent)
- Access to food (6%)
- Access to clothing (2%)

Unlike the caregivers, youth did not identify any other basic needs that were not being met.

Access to technology is an ever-growing necessity for all people, especially since the onset of COVID-19. To assess the needs of Pennsylvania's migrant population, respondents were asked to provide information about their Internet and technology access at home. Of 345 respondents, 220 (64 percent) indicated that they had home Internet service (Wi-Fi, cable, hotspot, etc.). Nearly a quarter (22 percent) reported that they had access via a smartphone but no home service, while 14 percent indicated they had no Internet access at home. This indicates an increase from the prior year when 8 percent of respondents reported no Internet access.
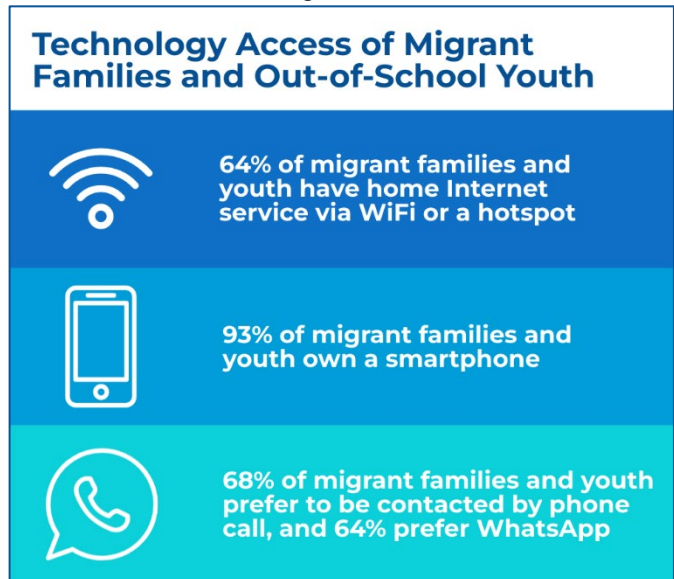
When asked which technology devices they had at home, 319 of 344 respondents (93 percent) reported that they had a smartphone, an increase from 90 percent in the prior year. A total of 109 (32 percent) indicated that they owned a laptop or Chromebook, followed by 85 (25 percent) having a tablet or iPad. Thirty-three respondents (10 percent) reported having a desktop computer. Respondents could choose all options that applied.

Figure 18.

Technology Access of Migrant Families and Out-of-School Youth

64% of migrant families and youth have home Internet service via WiFi or a hotspot

93% of migrant families and youth own a smartphone

68% of migrant families and youth prefer to be contacted by phone call, and 64% prefer WhatsApp

Respondents were also asked to report on the best methods and times that MEP staff could contact them. A phone call was the most common method (68 percent of 343 respondents), followed by WhatsApp (64 percent), and text messages (43 percent). In-person communication, email, and Facebook (Messenger) were chosen less frequently, representing 23, 9, and 5 percent of respondents, respectively.

Of 344 respondents, half indicated that weekday afternoons were the best time for staff to get in contact (50 percent), followed by weekday evenings (35 percent), and weekend afternoons (33 percent). Other time periods were chosen less frequently.

High School Graduation and Postsecondary Education

The out-of-school survey included a section for youth in, or who should be in, grades 8-12, as these grades are a particular focus for the program and several program goals relate to this population. For those respondents who indicated that they were enrolled or should be enrolled in grades 8-12 for the coming school year (26 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 31 respondents, fifteen youth reported that they knew that most high schools require students to earn a minimum number of credits and complete several specific courses in order to graduate; 11 youth indicated that they did not know this information; and five respondents were not sure if they received graduation information.

When asked if they were on track to graduate on time from high school, only four youth of 29 respondents indicated that this was true. Twenty-three youth reported that they were not on track to graduate on time, and two respondents were unsure.

More than three-fourths of 30 respondents acknowledged receiving high school graduation requirement information, whether from PA-MEP staff (21 respondents) and/or another source (two respondents). Six respondents reported that they had not received any such information, and one was unsure.

Additionally, more than 80 percent of 28 respondents acknowledged receiving information about postsecondary options, whether from PA-MEP staff (22 respondents), their school (one respondent), and/or another source (one respondent). One respondent reported that they had not received any such information, and three were not sure.

Families' challenges and uncertainty about high school graduation and postsecondary options may be a factor of the family's education experience, as 60 percent of 30 respondents indicated that no one in their household had completed high school. A total of 83 percent indicated that no one in their household had attended college.

This year, completing high school graduation or GED requirements are more important to out-of-school youth than compared to last year (2021-22), with 55 percent of 31 respondents indicating that this was 'very important' (compared to 31 percent of respondents last year). Similarly, 61 percent of 31 respondents indicated that continuing their education after high school was 'very important' (compared to 41 percent of respondents the prior year). Additionally, more than 80 percent of 28 respondents indicated that they wanted more information, with applying for a job (12 respondents) and technical school (11 respondents) being the greatest areas of interest for out-of-school youth. Five respondents indicated that they were not interested in receiving any more information or were unsure which topics interested them.

Results indicate that out-of-school youth may need additional guidance and assistance when it comes to making decisions about their high school and post-secondary education and their future goals.

Preschool and Young Children

Preschool is a program priority in Pennsylvania, so PA-MEP included a set of questions in the survey to examine preschool and early childhood program experiences. Out-of-school youth were asked multiple questions about their experiences in order to gain a more complete picture of their unique challenges. Of these respondents (33), six percent shared that they had a child/ren birth to age one and 12 percent shared they had a child/ren who were two years old. Only one youth shared that they were looking into or had enrolled their child/ren into an early childhood or preschool program, so the series of questions about these programs have been removed from the analysis.

More than half of families (58 percent) shared that they had either enrolled or looked into an early childhood or preschool program. Of these families (151), 58 percent reported that they had no difficulties finding or getting into these programs. Among the 64 families that reported a challenge, language barriers was the most common challenge (38 percent), followed by lack of transportation (27 percent), cost (20 percent), and other, less frequent challenges.

Figure 19. Families faced a variety of barriers to accessing early childhood education for their children.

Language barriers and transportation were the most frequent challenges among families accessing early childhood or preschool programming.
Based on a survey of 64 respondents.

Barrier	Percentage
Language barrier	38%
Lack of transportation	27%
Cost	20%
Not enough space/placed on waiting list	16%
Finding a program	9%
No program nearby	9%

Number of Respondents
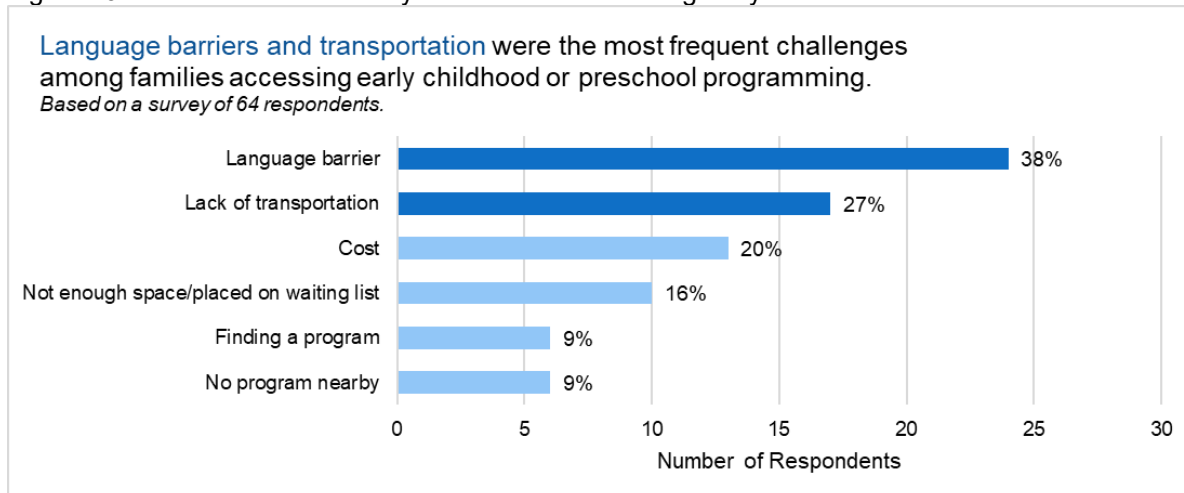
Migrant Education Program Wellness Project

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

Results revealed that 53 percent of responding youth use a community clinic as their primary source of care, followed by hospital emergency rooms (11 percent). Seven percent rely on a primary care or family doctor, and 5 percent use a retail clinic or urgent care center. Sixteen percent of youth shared that that they did not know where they would go if they needed to see a healthcare provider. Some respondents also shared that they self-treat with over-the-counter medicine or have not had a need to visit a healthcare provider. One respondent shared that they do not rely on any healthcare providers as they do not have insurance in the United States. These anecdotes help provide context to the unique challenges migrant students face.

Figure 20. Out-of-school youth use a variety of healthcare services, but mainly community clinics.

Most out-of-school youth use community clinics for healthcare.
Based on a survey of 55 respondents.

Service	Number of Respondents
Community clinic	29
I don't know	9
Emergency room	6
Primary care or family doctor nearby	4
Retail clinic/urgent care centers	3
Other	4

Number of Respondents
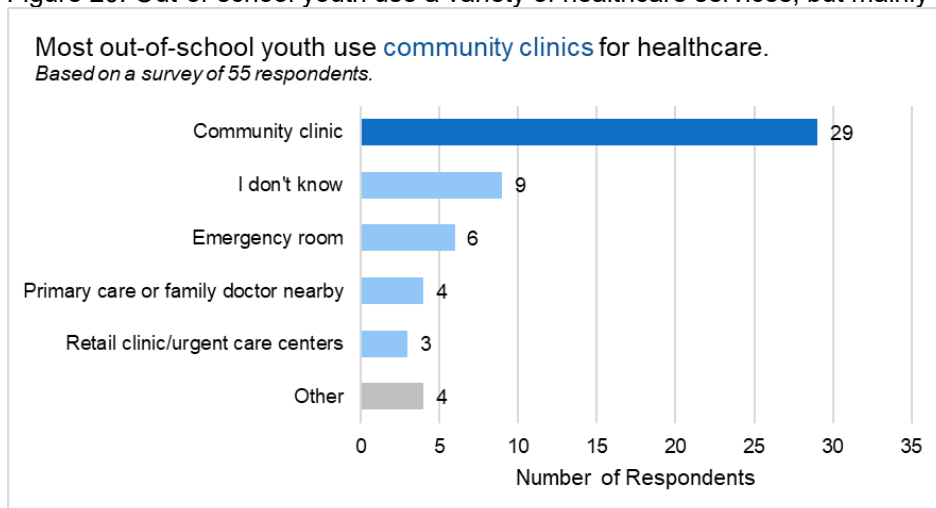
More than half of 54 youth respondents (59 percent) indicated interest in gaining more general information about local healthcare services. Approximately one-third of youth wanted to learn how to make an appointment (35 percent), what to do if they don't have health insurance (31 percent), and more about transportation options (30 percent). Approximately one-fifth of youth were interested in accepted insurance (19 percent) and learning more about translation services or if someone at the medical office speaks their language (17 percent).

Figure 21. Out-of-school youth need help with learning about obtaining healthcare.
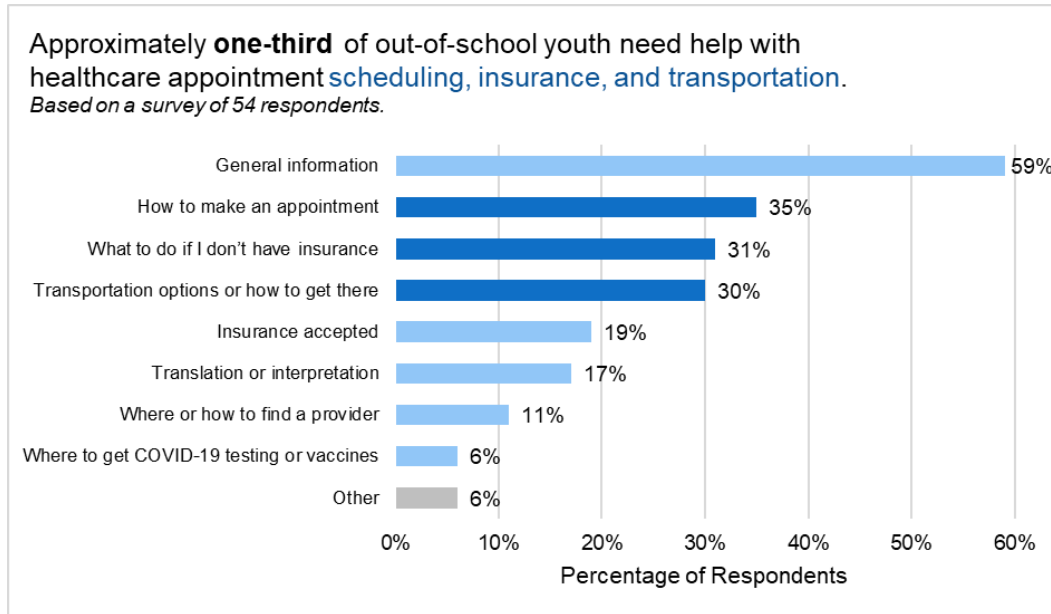
The survey asked families and youth to indicate what, if any, challenges, or frustrations they had experienced related to seeing a healthcare professional. Out of 332 respondents who answered this question, 97 (30 percent of respondents) indicated that they had not needed to see a health professional in the past year, and 73 (23 percent) shared that they had not experienced some level of difficulty or frustration with seeing a doctor or dentist. Among the 169 respondents who did report challenges with accessing services, the three most common included the cost or lack of insurance (67 percent), transportation (33 percent), and a language barrier or difficulty communicating (33 percent). The cost or lack of insurance and language barriers or difficulties communicating were listed as top frustrations in prior surveys, and top challenges were somewhat consistent among families and out-of-school youth.

Figure 22. Youth and families face many barriers to healthcare access.

The biggest challenge youth and families had with seeing a doctor or dentist was the cost of or lack of insurance.
Based on a survey of 169 respondents.

Cost or lack of insurance — 67%
Transportation — 33%
Language barrier, difficulty communicating — 33%
Need to work, getting time off for appointment — 30%
Time to go to an appointment — 19%
Not knowing how to find local clinic/doctor's office — 8%
Difference in cultural expectations — 5%
No providers nearby — 1%

Number of Respondents

■ OSY Survey ■ Parent Survey

Other challenges shared included appointments not being available soon enough and needing help making an appointment. Caregivers also mentioned challenges with scheduling dental and vision appointments due to lack of insurance or availability. Youth were more likely than families to report that they had not needed to see a provider in the past year.

Parents were also asked whether they had access to low-cost or no-cost healthcare services, of which 76 percent of respondents shared that they do. Twenty-four percent do not have access to these services.

Program Suggestions and Feedback

Out-of-school youth were asked to share how PA-MEP might better support their education. Twenty-six students provided the following suggestions (in order of frequency).
- Fifteen students suggested changes to the current learning format. Recommendations included:
  - Holding classes in the evenings or on weekends,
  - Holding more classes virtually,
  - Providing more home visits, and
  - Providing more tutoring or hands-on training.
- Nine students suggested that the PA-MEP program offer additional learning or classes on specific topics, including English, college and career preparation, food and nutrition, and financial planning.

- Finally, three students offered other suggestions including providing transportation to medical appointments and classes and being more flexible with the PA-MEP schedule in general.

Out-of-school youth were also asked how PA-MEP might better support their participation in afterschool or summer programs. As in the prior year, several students noted that they could not attend afterschool or summer programs due to their work schedules. Further, four students said they did not think this type of programming was needed and/or did not want to attend at all. Twenty-one students responded with the following suggestions (in order of frequency):
- Provide transportation to and from afterschool and summer programs,
- Provide programming in the evenings or weekends to accommodate work schedules,
- Provide dinner or a snack for students that attend, and
- Offer activities like field trips or camping days.

Families were asked if there was anything else they would like to share about their program experiences. Nearly half (141, 49 percent) shared sentiments of gratitude and appreciation for the program and staff. A few also provided some program suggestions, including programming on Saturdays, additional English classes, help with finding free legal service, assistance with finding employment, assistance with transportation, and information about community events.

Several parents also shared anecdotes about how the program has helped them, of which a selection is shared here.[30]

"I like [the program] a lot because they help my daughter and they give a lot of information I didn't know and that has guided me a lot. It is an excellent program."

"[We are] very happy and grateful for the support provided to improve my children's education."

"My family and children appreciate the help and support that we receive from the program. Without their support, I think my children wouldn't enroll in school because I didn't know what to do or where to go."

"I had a very complicated circumstance with taking care of my daughter and transportation to work. The teachers helped me solve the registration problem. My daughter is happy at school and I am grateful that we can be together."

"When I had no one else to help me, my program teacher has always helped me find shelter, medical care, and schools for my children."

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[30] These responses have been translated from Spanish.

Student Outcomes

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

Kindergarten Preparation Inventory

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

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

The 2022-23 year was the fifth 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 173 children,[31] which is 30 percent of the 580 children who were ages three or older and not yet in kindergarten enrolled in PA-MEP during this year.

Considering a child's result as of their last KPI administration, regardless of the timing of the inventory, 43 percent of all children included in analysis demonstrated skills at the mastery level, 35 percent were in progress, and 22 percent were considered as not yet meeting expectations. Age at time of inventory was available for 169 of the 173 children. As in previous years, the percentage of students at mastery increased with age. Fifteen percent of the 13 3-year-old children were at mastery, 40 percent of the 60 4-year-old children were at mastery, and 50 percent of the 96 children 5 years and older were at mastery. The percentages of children at the 'not yet' level decreased with age. Thirty-eight percent of 3-year-old children scored at the 'not yet' level, 27 percent of 4-year-old children, and 17 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.

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[31] Two children who completed the KPI inventory were removed from analysis because they were under the minimum assessment age of 3 years old.

Priority for Service status, or more accurately the factors that qualify a child as Priority for Service, show slight differences in results. More than half of children (55 percent) included in analysis qualified as Priority for Service, and of these, 40 percent scored in the mastery category. Slightly more children who were not Priority for Service (48 percent) scored at the mastery level.

Figure 23. KPI results indicate that mastery of skills increased with age.

KPI Mastery Results as of Last Administration
(Overall, by age, and by Priority for Service Status)

| | All children | | | | Priority for Service | | | | Not Priority for Service | | | |
	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
Not yet	38	5	16	16	22	4	6	11	16	1	10	5
In-progress	60	6	20	32	36	4	9	22	24	2	11	10
Mastery	75	2	24	48	38	1	13	24	37	1	11	24

It is also helpful to know how many children were able to demonstrate all skills: twenty children (12 percent of all children with data) were able to demonstrate all 27 skills at either the pre or post inventory. Of these children, 13 were 5 years old, six were 4 years old, and one was three years old at the inventory date.

There were 79 children with two data points, or a pre and a post administration. Of these 79 children:
- 78 percent improved the number of skills demonstrated from pre to post,
- 7 percent demonstrated the same number of skills but scored in the mastery level.
- 14 percent demonstrated the same number of skills but were not at a mastery level, and
- One child declined.[32]

The majority of students at all age levels improved: 56 percent of the nine 3-year-olds with pre-post and age data improved, 78 percent of 23 4-year-olds improved, and 85 percent of children 5 years and older (40) improved.

Little difference exists between Priority for Service results and children without this designation: 78 percent of Priority for Service students improved and 80 percent of children who were not Priority for Service improved. Improvement rates were somewhat lower than in the previous year for Priority for Service students, where 84 percent improved, not Priority for Service students, where 90 percent improved. The improvement gap between the two designations decreased by four percentage points. Figure 23 illustrates these results.

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[32] This child was removed from further analysis due to its outlier status.

Figure 24. KPI results indicate that improvement rates increased with age.

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

	All children	3 years old	4 years old	5+ years old	All children	3 years old	4 years old	5+ years old	All children	3 years old	4 years old	5+ years old
		All children				Priority for Service				Not Priority for Service		
No Change	15	4	5	6	8	2	2	4	7	2	3	2
Improved	57	5	18	34	29	4	8	17	28	1	10	17
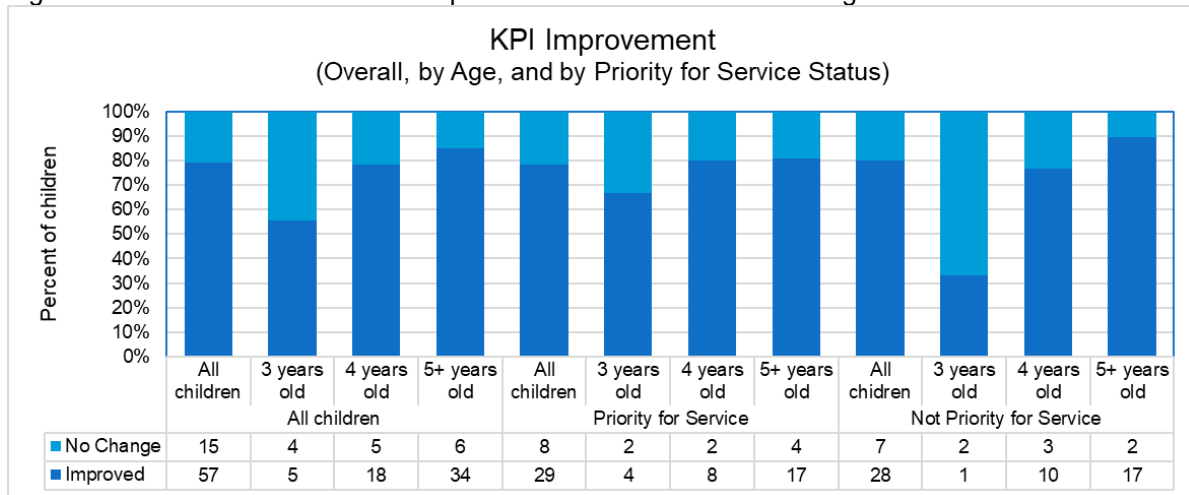
At this time, it is not possible to determine the extent to which these outcomes are the result of the expected natural development of skills as children get older or if other factors influenced the outcomes.

Additionally, data was examined to explore the extent to which students showed change within individual skill categories. There were 73 children who had two time points to determine the number of skills they demonstrated at the first and second administrations. The majority of children improved or did not need to improve for four of the five skill categories. The results by category are as follows:
- Social and Emotional (74 percent),
- Language and Literacy (62 percent),
- Mathematical Thinking and Expression (44 percent),
- Approaches to Learning through Play (59 percent),
- Health, Wellness, and Physical Development (70 percent).

Figure 25. The majority of children with pre-post data improved in their KPI results.

Improvement in KPI Skills, by Category

	Social and Emotional	Language and Literacy Development	Mathematical Thinking and Expression	Approaches to Learning through Play	Health, Wellness, and Physical Development
Improved	31	41	21	21	39
No change	18	27	41	29	22
Did not need to improve	23	4	11	22	12
Declined	1	1	--	1	--
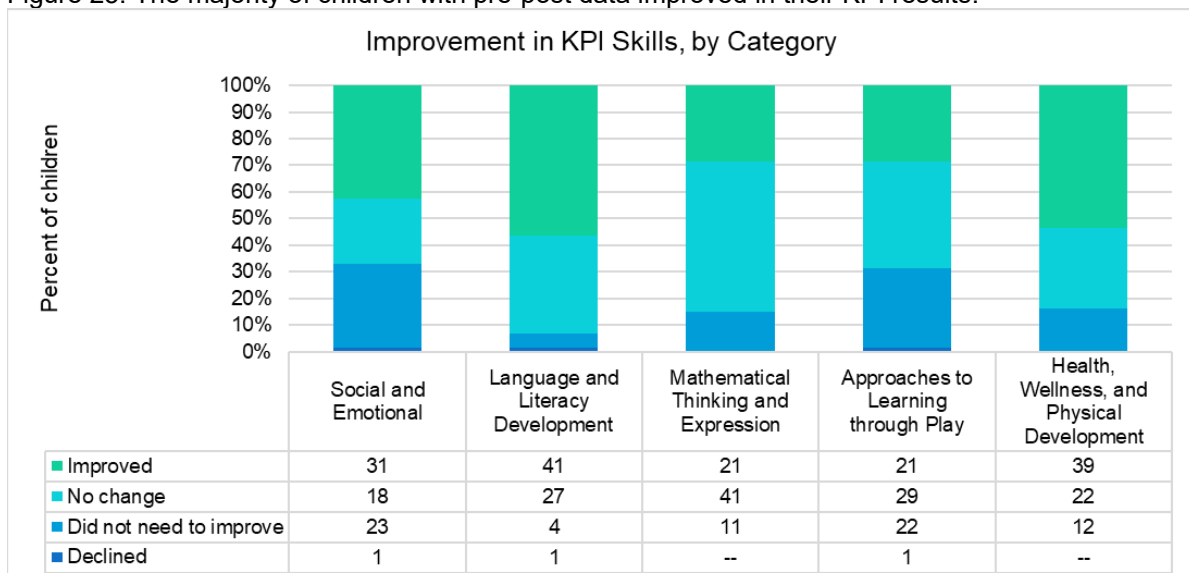
Overall, the greatest portions of children improved or demonstrated all skills in the social and emotional category (74 percent), which was the category with the greatest need in the prior year, potentially indicating the impact of the MEP program on early childhood learners. Children appear to have the greatest need related to mathematical thinking and expression, where the smallest percentage of children improved or did not need to improve (44 percent), and the greatest percentage of children experienced no change in results (56 percent).

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

For the 2022-23 program year, analysis included state assessment data from PSSA, PASA, Keystone Exams, and ACCESS for ELLs. Results provided include all migrant students who had adequate and appropriate data for analysis. Percentages were calculated based on the number of students having data and included in analysis, and do not represent all K-12 students. For each assessment, the number of students included in the analysis is provided (overall and by Priority for Service and fluency status), as it differs by assessment.

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

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

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

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

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

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

Reading assessment results include 1,150 migrant students (424 Priority for Service students and 726 non-Priority for Service students), which is 64 percent of the 1,783 migrant students in grades 3-8 and 11 who were enrolled in PA-MEP during the 2022-23 school year (prior to June 2023).
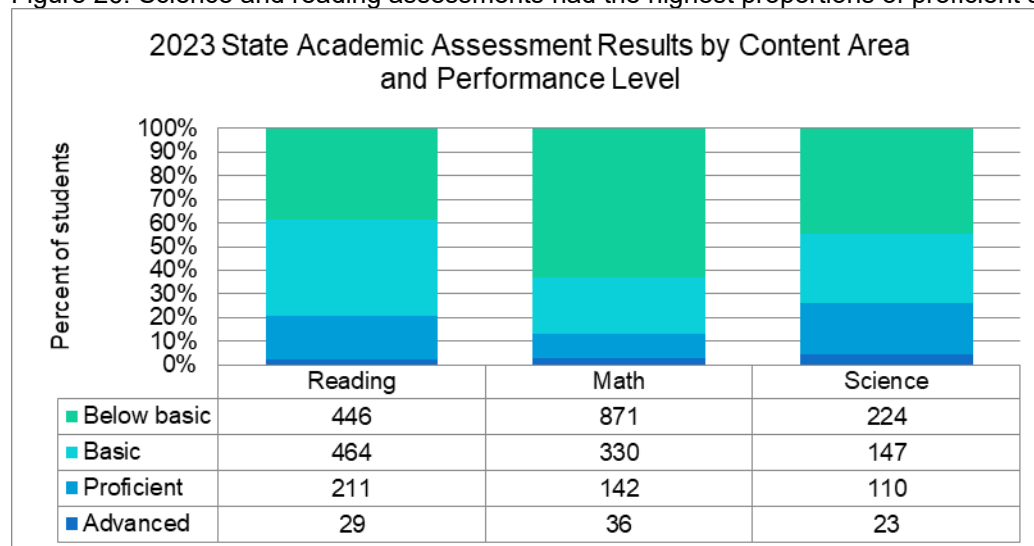
Math assessment results include 1,379 migrant students (645 Priority for Service students and 734 non-Priority for Service students), which is 77 percent of the 1,873 migrant students in grades 3-8 and 11 who were enrolled in PA-MEP during the 2022-23 school year (prior to June 2023).

Science assessment results include 504 migrant students (233 Priority for Service students and 271 non-Priority for Service students), which is 69 percent of the 726 migrant students in grades 4, 8, and 11 who were enrolled in PA-MEP during the 2022-23 school year (prior to June 2023).

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, 39 percent for reading/literature, 63 percent for math/Algebra I, and 44 percent for science/biology. Reading/literature and science/biology had the largest portions of students scoring at proficient or advanced levels: 20.9 percent for reading/literature and 26.4 percent for science/biology.
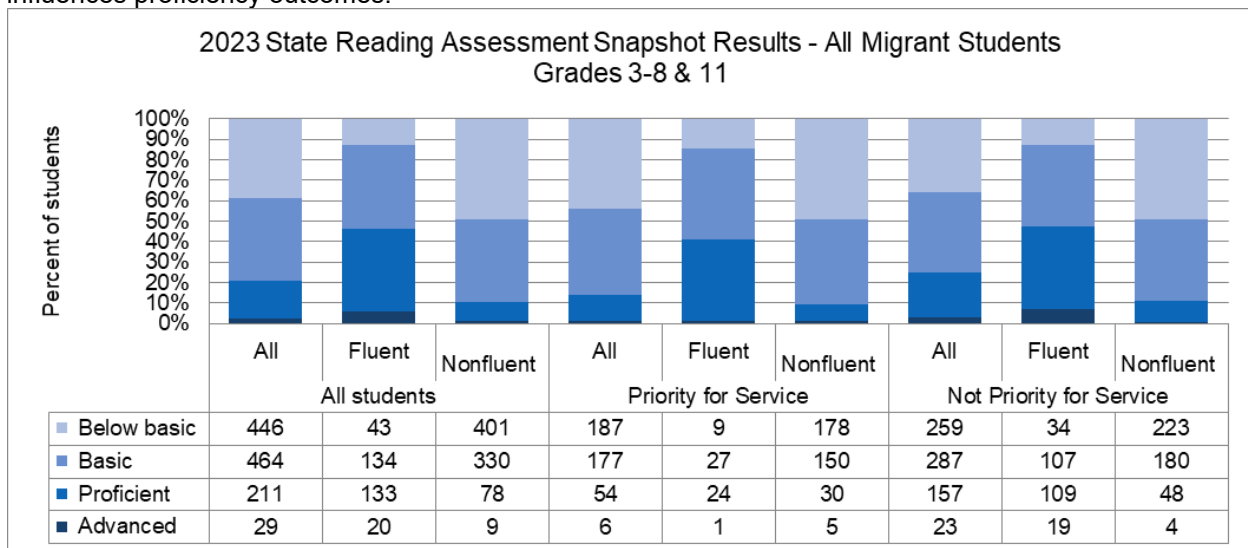
Figure 26. Science and reading assessments had the highest proportions of proficient students.

2023 State Academic Assessment Results by Content Area and Performance Level

	Reading	Math	Science
Below basic	446	871	224
Basic	464	330	147
Proficient	211	142	110
Advanced	29	36	23

The next set of graphs show state assessment results (PSSA, PASA, or Keystone Exams) disaggregated by English fluency[34] 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,[35] 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, 46 percent of these students scored in the proficient or advanced levels while 11 percent of their nonfluent peers scored in these levels. Priority for Service appears to have no influence on outcomes, as the percentage of Priority for Service students, overall, who scored in the proficient or advanced levels – 14 percent of students – is lower than their non-Priority for Service peers (25 percent of non-Priority for Service students scored proficient or advanced).

Figure 27. Reading state assessments results indicated that fluency, but not Priority for Service status, influences proficiency outcomes.

2023 State Reading Assessment Snapshot Results - All Migrant Students
Grades 3-8 & 11

| | All students | | | Priority for Service | | | Not Priority for Service | | |
	All	Fluent	Nonfluent	All	Fluent	Nonfluent	All	Fluent	Nonfluent
Below basic	446	43	401	187	9	178	259	34	223
Basic	464	134	330	177	27	150	287	107	180
Proficient	211	133	78	54	24	30	157	109	48
Advanced	29	20	9	6	1	5	23	19	4

Results by grade level show the largest portions of proficient or advanced students in grade 6 (29 percent) and grades 3 and 11 (22 percent each).

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[34] 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.
[35] Students taking the PASA do not take the PSSA.

Figure 28. Proficiency levels varied amongst grades on state reading assessments.

2023 State Reading Assessment Snapshot Results by Grade Level

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Below basic	57	95	78	51	39	85	41
Basic	78	72	76	71	96	42	29
Proficient	36	27	35	37	32	25	19
Advanced	3	5	2	13	4	1	1

English fluency also influences math results. Of fluent students, 27 percent scored in the proficient or advanced levels on state math assessments, while 8 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 (9 percent) is lower than their non-Priority for Service peers (16 percent). Again, fluency is more influential on results: 16 percent of fluent Priority for Service students scored in the proficient or advanced levels while 9 percent of nonfluent Priority for Service students did so and 30 percent of non-Priority for Service, fluent students scored in the proficient or advanced levels, while 8 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 29. Results indicate that fluency and Priority for Service status influence math assessment outcomes.

2023 State Math Assessment Snapshot Results - All Migrant Students Grades 3-8 & 11

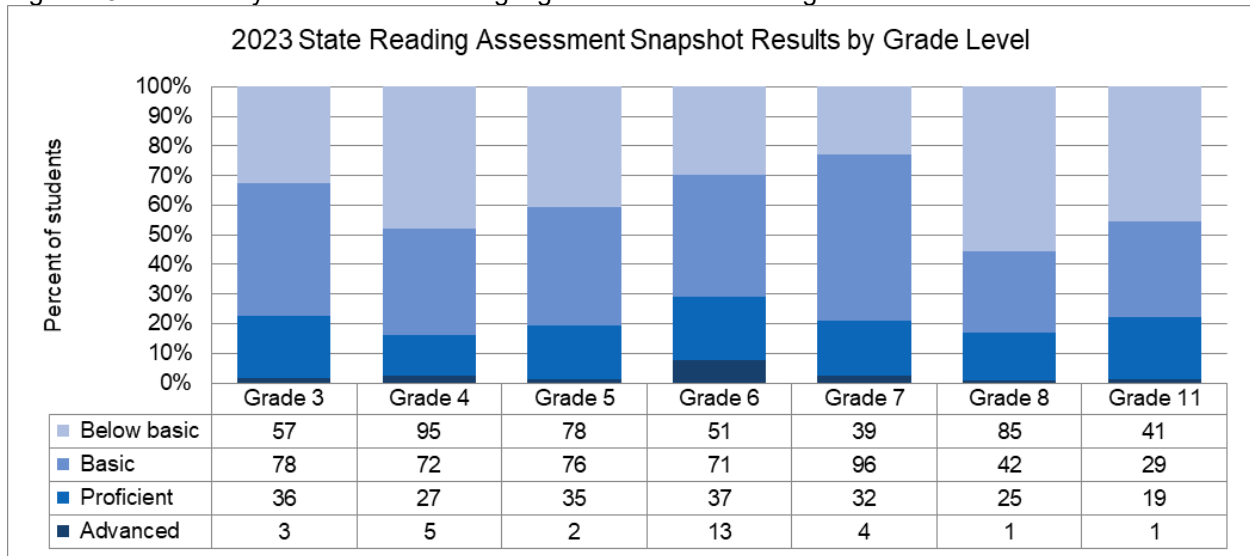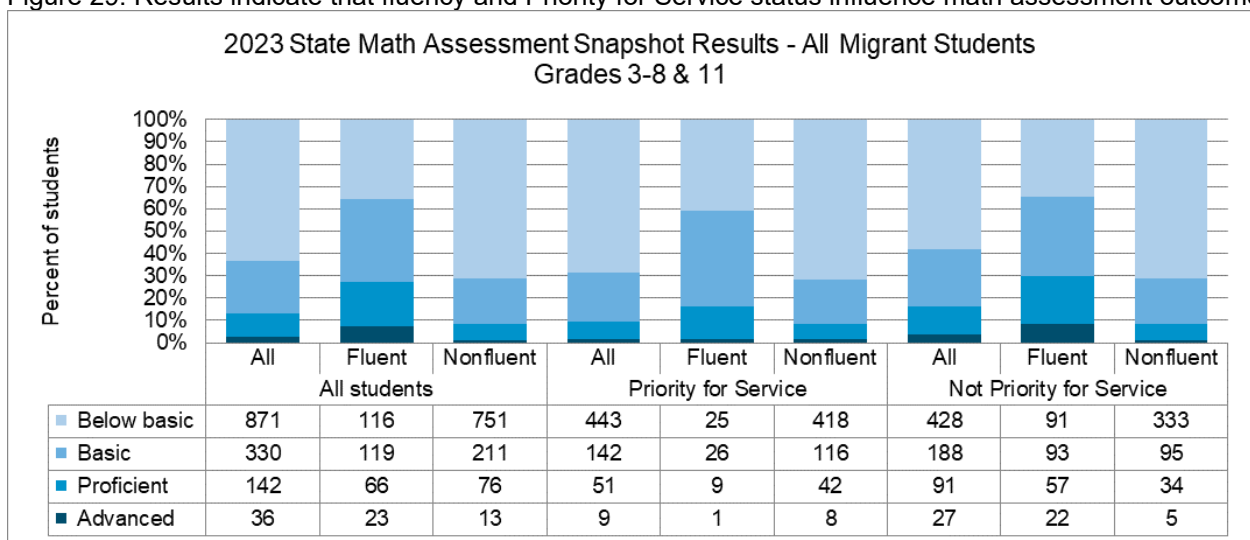|	All students			Priority for Service			Not Priority for Service		
	All	Fluent	Nonfluent	All	Fluent	Nonfluent	All	Fluent	Nonfluent
Below basic	871	116	751	443	25	418	428	91	333
Basic	330	119	211	142	26	116	188	93	95
Proficient	142	66	76	51	9	42	91	57	34
Advanced	36	23	13	9	1	8	27	22	5

Results by grade level show the greatest percentages of proficient or advanced students in grade 3 (22 percent) and grades 4 and 5 (16 percent each).

Figure 30. Results indicate that math proficiency is somewhat higher at the elementary level (grades 3-5).

2023 State Math Assessment Snapshot Results by Grade Level

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Below basic	120	130	138	128	154	157	44
Basic	48	70	56	50	41	21	44
Proficient	38	29	31	18	13	6	7
Advanced	10	8	7	6	1	4	-
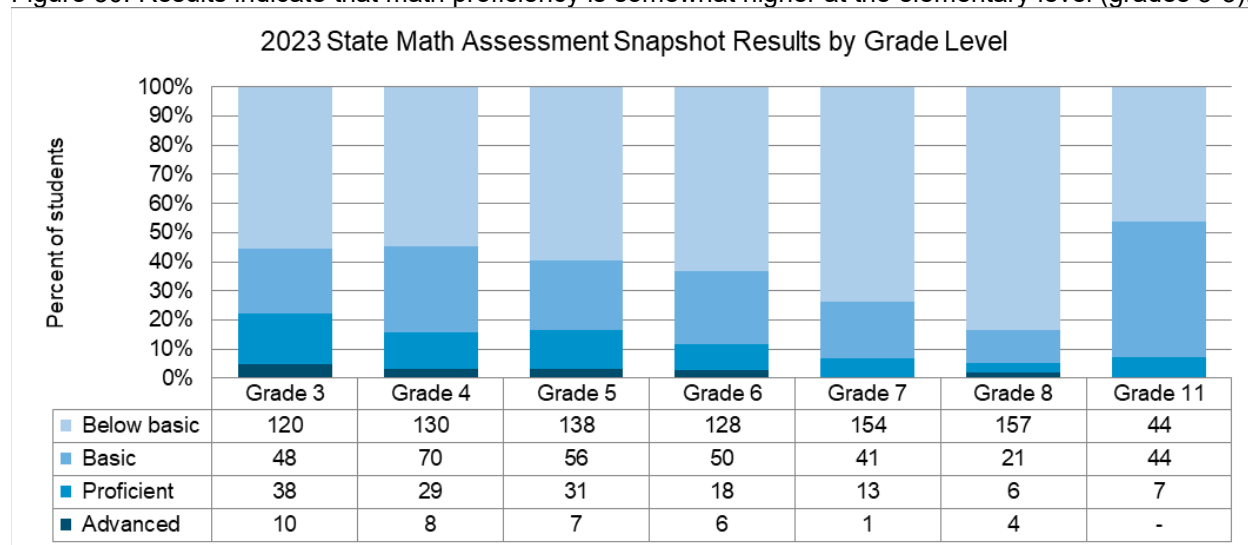
In science, 26 percent of students assessed scored in the proficient or advanced levels. Fluency appears to be the greatest influence: while 53 percent of fluent students scored in the proficient or advanced levels, 18 percent of nonfluent students scored in these levels. Priority for Service is also a factor: 22 percent of Priority for Service students scored at proficient levels compared to non-Priority for Service students, where 30 percent scored at proficient levels.
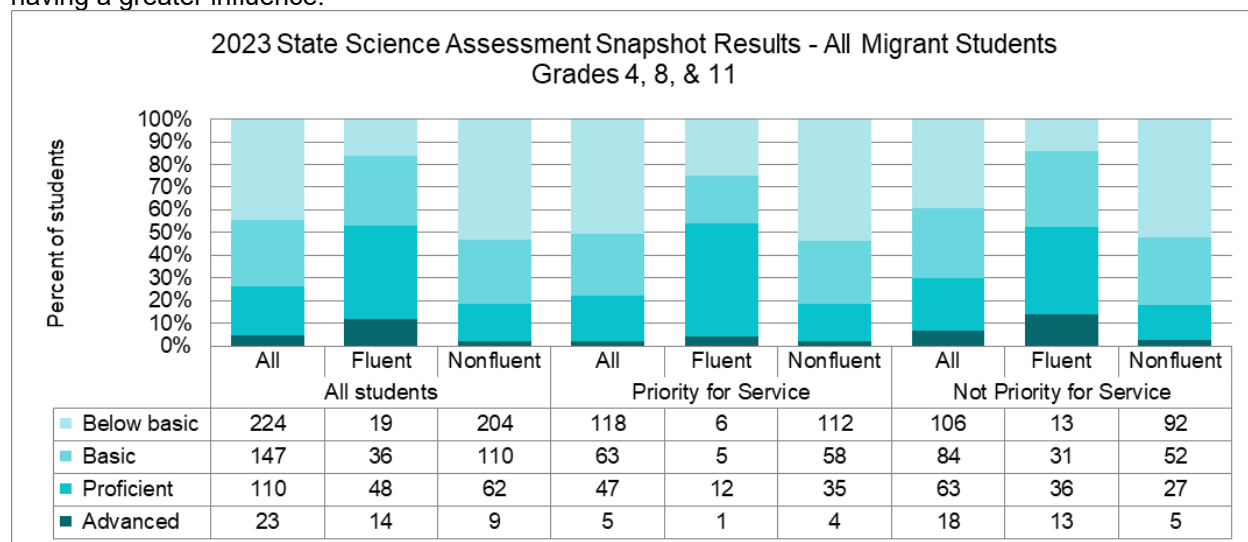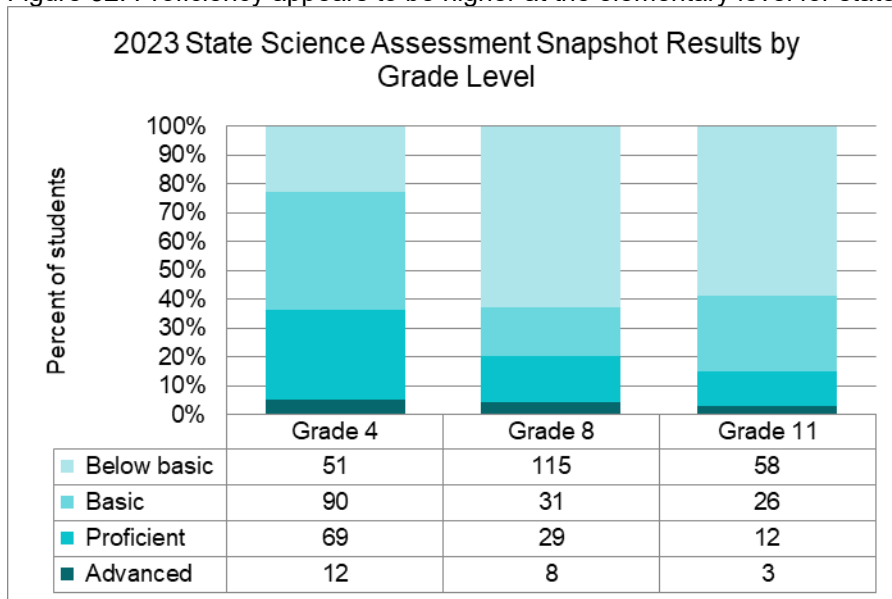
Figure 31. Priority for Service status and fluency appear to impact science assessment results, with fluency having a greater influence.

2023 State Science Assessment Snapshot Results - All Migrant Students Grades 4, 8, & 11

	All students			Priority for Service			Not Priority for Service		
	All	Fluent	Nonfluent	All	Fluent	Nonfluent	All	Fluent	Nonfluent
Below basic	224	19	204	118	6	112	106	13	92
Basic	147	36	110	63	5	58	84	31	52
Proficient	110	48	62	47	12	35	63	36	27
Advanced	23	14	9	5	1	4	18	13	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 (36 percent).
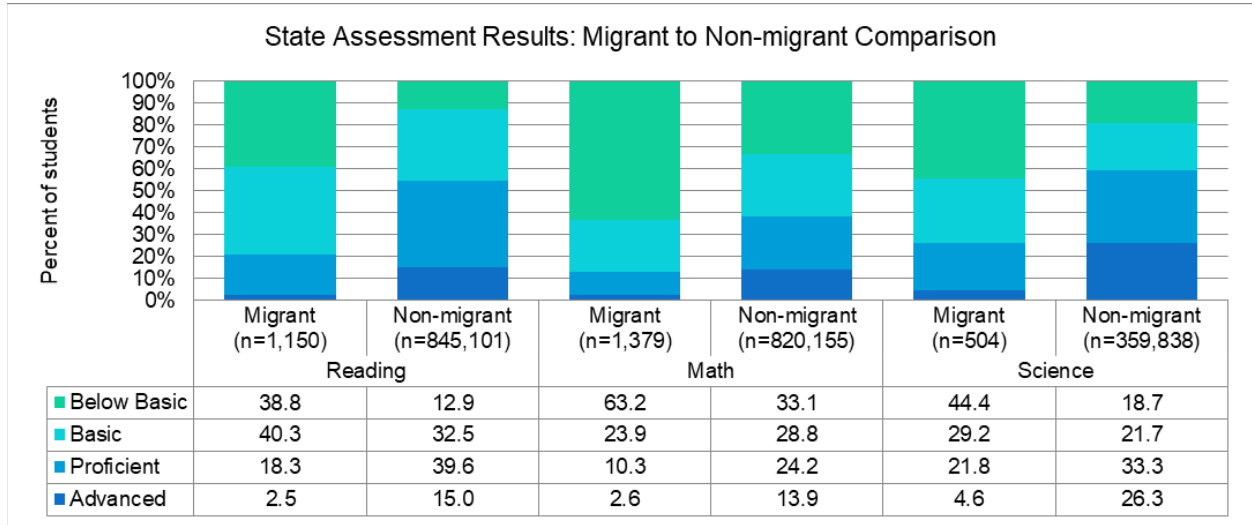
Figure 32. Proficiency appears to be higher at the elementary level for state science assessments.

2023 State Science Assessment Snapshot Results by Grade Level

	Grade 4	Grade 8	Grade 11
Below basic	51	115	58
Basic	90	31	26
Proficient	69	29	12
Advanced	12	8	3

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

In reading/language arts, 20.9 percent of migrant students assessed scored in the proficient or advanced performance levels, which is lower than the non-migrant group (54.6 percent), a gap of 33.7 percentage points. In math, 12.9 percent of migrant students scored in the proficient or advanced performance levels, while 38.1 percent of non-migrant students did so, a gap of 25.2 percentage points. In science, 26.4 percent of migrant students scored proficient or advanced compared to 59.6 percent of non-migrant students, a gap of 33.2 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 25-34 percentage points, the gaps between migrant fluent students and non-migrant students are only 7-11 percentage points, further confirming the influence of language on assessment results.

Figure 33. Comparisons between migrant and non-migrant students further confirm the influence of language on state assessment results.

State Assessment Results: Migrant to Non-migrant Comparison

	Migrant (n=1,150)	Non-migrant (n=845,101)	Migrant (n=1,379)	Non-migrant (n=820,155)	Migrant (n=504)	Non-migrant (n=359,838)
	Reading		Math		Science	
Below Basic	38.8	12.9	63.2	33.1	44.4	18.7
Basic	40.3	32.5	23.9	28.8	29.2	21.7
Proficient	18.3	39.6	10.3	24.2	21.8	33.3
Advanced	2.5	15.0	2.6	13.9	4.6	26.3

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 8: 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	174	1.7	20.7	44.8	32.8
All migrant students	4	199	2.5	13.6	36.2	47.7
All migrant students	5	191	1.0	18.3	39.8	40.8
All migrant students	6	172	7.6	21.5	41.3	29.7
All migrant students	7	171	2.3	18.7	56.1	22.8
All migrant students	8	153	0.7	16.3	27.5	55.6
All migrant students	State Total	1,060	2.6	18.1	41.0	38.2
Migrant Priority for Service	3	62	1.6	14.5	51.6	32.3
Migrant Priority for Service	4	77	1.3	9.1	37.7	51.9
Migrant Priority for Service	5	67	-	14.9	37.3	47.8
Migrant Priority for Service	6	60	5.0	15.0	38.3	41.7
Migrant Priority for Service	7	66	1.5	15.2	60.6	22.7
Migrant Priority for Service	8	60	-	10.0	30.0	60.0
Migrant Priority for Service	State Total	392	1.5	13.0	42.6	42.9
Migrant non-Priority for Service	3	112	1.8	24.1	41.1	33.0
Migrant non-Priority for Service	4	122	3.3	16.4	35.2	45.1
Migrant non-Priority for Service	5	124	1.6	20.2	41.1	37.1
Migrant non-Priority for Service	6	112	8.9	25.0	42.9	23.2
Migrant non-Priority for Service	7	105	2.9	21.0	53.3	22.9
Migrant non-Priority for Service	8	93	1.1	20.4	25.8	52.7
Migrant non-Priority for Service	State Total	668	3.3	21.1	40.1	35.5

Table 9: Migrant State Literature Keystone Exam Results.

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All migrant students	11	90	1.1	21.1	32.2	45.6
Migrant Priority for Service	11	32	-	9.4	31.3	59.4
Migrant non-Priority for Service	11	58	1.7	27.6	32.8	37.9

Table 10: 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	174	1.7	20.7	44.8	32.8
Migrant students	4	199	2.5	13.6	36.2	47.7
Migrant students	5	191	1.0	18.3	39.8	40.8
Migrant students	6	172	7.6	21.5	41.3	29.7
Migrant students	7	171	2.3	18.7	56.1	22.8
Migrant students	8	153	0.7	16.3	27.5	55.6
Migrant students	11	90	1.1	21.1	32.2	45.6
Migrant students	State Total	1,150	2.5	18.3	40.3	38.8
Non-migrant students	3	120,164	11.7	41.4	31.4	15.4
Non-migrant students	4	120,244	20.8	30.1	30.9	18.2
Non-migrant students	5	120,854	12.9	40.1	30.7	16.2
Non-migrant students	6	121,561	18.5	36.3	36.2	9.0
Non-migrant students	7	121,584	17.4	36.4	41.0	5.2
Non-migrant students	8	123,072	14.0	38.0	33.0	15.1
Non-migrant students	11	117,622	9.6	55.0	24.1	11.3
Non-migrant students	State Total	845,101	15.0	39.6	32.5	12.9

Table 11: 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	216	4.6	17.6	22.2	55.6
All migrant students	4	237	3.4	12.2	29.5	54.9
All migrant students	5	232	3.0	13.4	24.1	59.5
All migrant students	6	202	3.0	8.9	24.8	63.4
All migrant students	7	209	0.5	6.2	19.6	73.7
All migrant students	8	188	2.1	3.2	11.2	83.5
All migrant students	State Total	1,284	2.8	10.5	22.3	64.4
Migrant Priority for Service	3	101	3.0	14.9	25.7	56.4
Migrant Priority for Service	4	111	1.8	11.7	27.0	59.5
Migrant Priority for Service	5	106	2.8	10.4	20.8	66.0
Migrant Priority for Service	6	90	1.1	4.4	24.4	70.0
Migrant Priority for Service	7	104	-	3.8	17.3	78.8
Migrant Priority for Service	8	92	-	1.1	9.8	89.1
Migrant Priority for Service	State Total	604	1.5	7.9	21.0	69.5
Migrant non-Priority for Service	3	115	6.1	20.0	19.1	54.8

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
Migrant non-Priority for Service	4	126	4.8	12.7	31.7	50.8
Migrant non-Priority for Service	5	126	3.2	15.9	27.0	54.0
Migrant non-Priority for Service	6	112	4.5	12.5	25.0	58.0
Migrant non-Priority for Service	7	105	1.0	8.6	21.9	68.6
Migrant non-Priority for Service	8	96	4.2	5.2	12.5	78.1
Migrant non-Priority for Service	State Total	680	4.0	12.8	23.4	59.9

Table 12: Migrant State Algebra Keystone Exam Results.

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All migrant students	11	95	-	7.4	46.3	46.3
Migrant Priority for Service	11	41	-	7.3	36.6	56.1
Migrant non-Priority for Service	11	54	-	7.4	53.7	38.9

Table 13: 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	216	4.6	17.6	22.2	55.6
Migrant students	4	237	3.4	12.2	29.5	54.9
Migrant students	5	232	3.0	13.4	24.1	59.5
Migrant students	6	202	3.0	8.9	24.8	63.4
Migrant students	7	209	0.5	6.2	19.6	73.7
Migrant students	8	188	2.1	3.2	11.2	83.5
Migrant students	11	95	-	7.4	46.3	46.3
Migrant students	State Total	1,379	2.6	10.3	23.9	63.2
Non-migrant students	3	121,241	21.1	29.6	23.3	26.0
Non-migrant students	4	121,355	16.2	29.8	28.1	25.9
Non-migrant students	5	121,747	15.7	26.5	27.9	29.9
Non-migrant students	6	122,374	12.7	23.0	29.9	34.5
Non-migrant students	7	122,308	12.0	20.4	27.0	40.6
Non-migrant students	8	123,528	8.1	17.3	27.0	47.6
Non-migrant students	11	87,602	11.3	22.5	42.0	24.3

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
Non-migrant students	State Total	820,155	13.9	24.2	28.8	33.1

Table 14: 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	222	5.4	31.1	40.5	23.0
All migrant students	8	183	4.4	15.8	16.9	62.8
All migrant students	State Total	405	4.9	24.2	29.9	41.0
Migrant Priority for Service	4	105	1.9	30.5	36.2	31.4
Migrant Priority for Service	8	91	2.2	13.2	19.8	64.8
Migrant Priority for Service	State Total	196	2.0	22.4	28.6	46.9
Migrant non-Priority for Service	4	117	8.5	31.6	44.4	15.4
Migrant non-Priority for Service	8	92	6.5	18.5	14.1	60.9
Migrant non-Priority for Service	State Total	209	7.7	25.8	31.1	35.4

Table 15: Migrant Biology Keystone Exam Results by Subgroup.

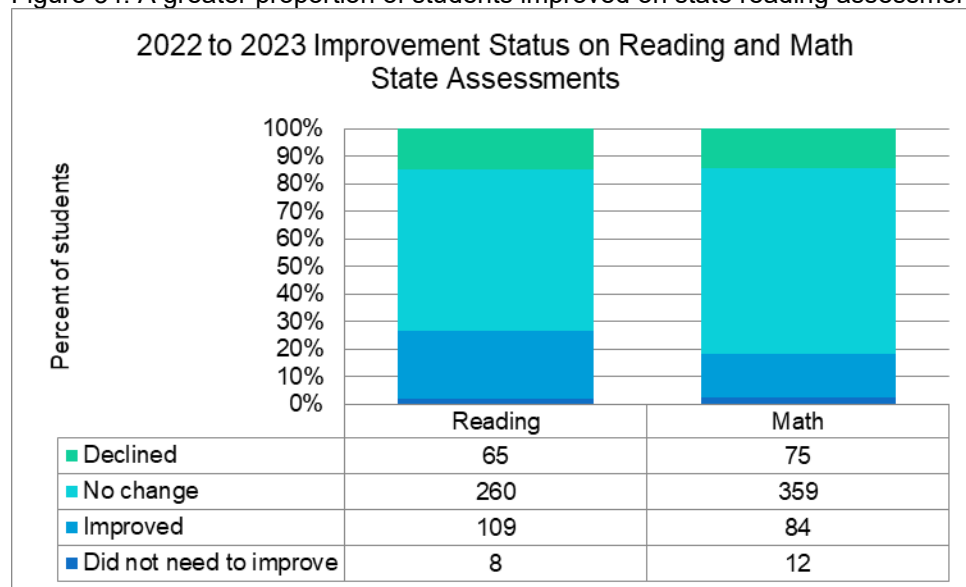| Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All migrant students	11	99	3.0	12.1	26.3	58.6
Migrant Priority for Service	11	37	2.7	8.1	18.9	70.3
Migrant non-Priority for Service	11	62	3.2	14.5	30.6	51.6

Table 16: 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	222	5.4	31.1	40.5	23.0
Migrant students	8	183	4.4	15.8	16.9	62.8
Migrant students	11	99	3.0	12.1	26.3	58.6
Migrant students	State Total	504	4.6	21.8	29.2	44.4
Non-migrant students	4	121,077	34.2	38.4	18.3	9.1
Non-migrant students	8	122,921	25.5	30.4	18.6	25.5
Non-migrant students	11	115,840	18.8	31.1	28.5	21.7
Non-migrant students	State Total	359,838	26.3	33.3	21.7	18.7

Prior year (2021-22) state assessment results were also available for migrant students in reading and math. In order to determine students' progress, or improvement status, they had to have two consecutive years of state assessment data. In this case, a student had to have a 2021-22 performance level and a 2022-23 performance level to be included in the analysis. Non-consecutive results are not comparable to the current year for determining improvement. Likewise, gains cannot be calculated for science because the assessments are not administered in consecutive years.

A total of 442 students had 2021-22 and 2022-23 results for reading and 530 had such results for math that could be included in analysis. Students who scored at the advanced level in both years were classified as did not need to improve. This classification applied to 2 percent of students in reading and 2 percent of students in math. Students moving to a higher performance level were considered as improved: moving from proficient to advanced, basic to proficient or advanced, or below basic to basic, proficient, or advanced. In reading, 25 percent of students improved, and 16 percent improved in math. Students scoring in the same performance level both years, except advanced, were classified as no change; 59 percent of students scored in the same performance level in reading and 68 percent did so in math. Students classified as declined were those who scored in a lower performance level in 2022-23 than they had in 2021-22: advanced to proficient, basic, or below basic; proficient to basic or below basic; or basic to below basic. In reading, 15 percent declined, and in math, 14 percent declined from 2021-22 to 2022-23.

Figure 34. A greater proportion of students improved on state reading assessments than math.

2022 to 2023 Improvement Status on Reading and Math State Assessments	Reading	Math
Declined	65	75
No change	260	359
Improved	109	84
Did not need to improve	8	12

For the 2022-23 program year, state academic achievement analysis included the ACCESS for ELLs. The ACCESS for ELLs[36] 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.

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

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

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

ACCESS for ELLs data were available at the state level and matched to PA-MEP enrollment data. In the graphs that follow, ACCESS for ELLs results[37] 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 2022-23 program year, data was available for 1,988 migrant students in kindergarten through grade 12 (1,033 Priority for Service, 955 non-Priority for Service), which is 73 percent of all K-12 PA-MEP nonfluent students enrolled during the school year (2,742) prior to June 2023. Students only have data if they were enrolled in public school in Pennsylvania at the time the assessment occurred.
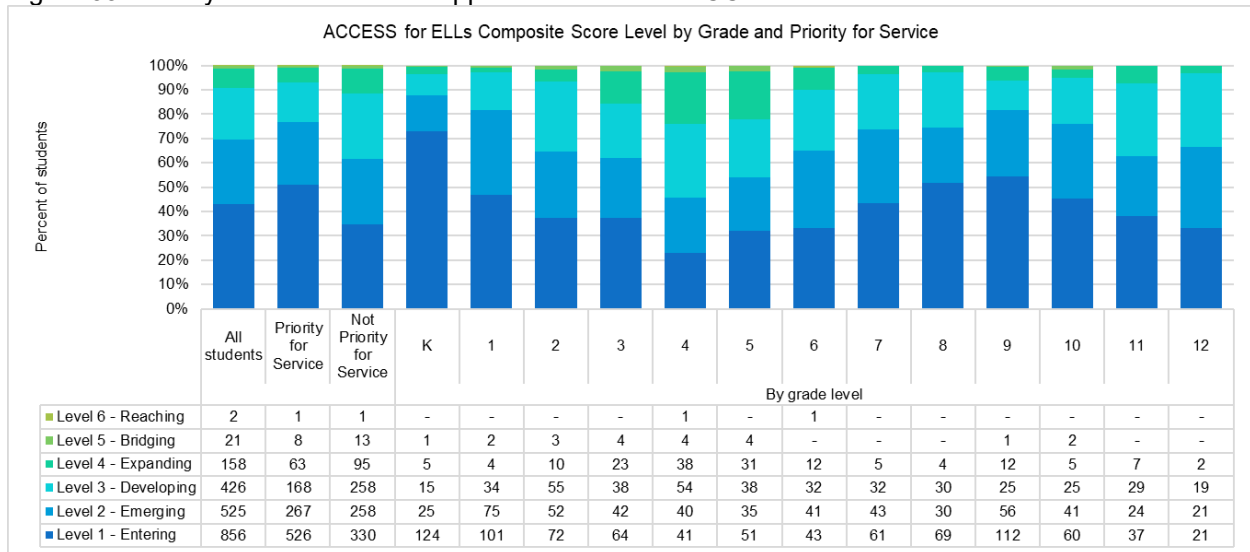
Overall results indicate a majority of students (91 percent) scored in the lowest three (of six) performance levels. The largest group, at 43 percent, scored in the first level, Entering. The second and third levels, Emerging and Developing, were 26 and 21 percent, respectively.

Priority for Service factors influence results, as 93 percent of Priority for Service students scored in the bottom three levels compared to 89 percent of non-Priority for Service students. Grades 1, 8 and 12 had the highest percentage (97 percent each) of students scoring in the lowest three performance levels. Grade 4 had the lowest, at 76 percent.
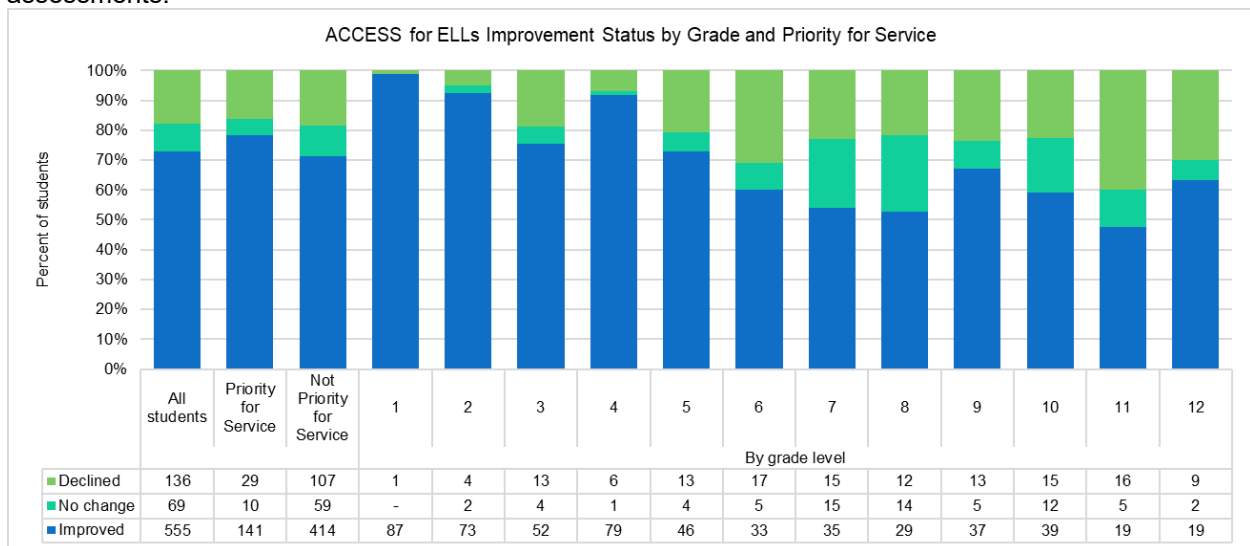
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[37] The ACCESS for ELLs *Interpretative Guide* is available from the WIDA Consortium's website: http://www.wida.us/assessment/ACCESS/index.aspx.

Figure 35. Priority for Service status appears to influence ACCESS for ELLs assessment results.

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

	All students	Priority for Service	Not Priority for Service	K	1	2	3	4	5	6	7	8	9	10	11	12
■ Level 6 - Reaching	2	1	1	-	-	-	-	1	-	1	-	-	-	-	-	-
■ Level 5 - Bridging	21	8	13	1	2	3	4	4	4	-	-	-	1	2	-	-
■ Level 4 - Expanding	158	63	95	5	4	10	23	38	31	12	5	4	12	5	7	2
■ Level 3 - Developing	426	168	258	15	34	55	38	54	38	32	32	30	25	25	29	19
■ Level 2 - Emerging	525	267	258	25	75	52	42	40	35	41	43	30	56	41	24	21
■ Level 1 - Entering	856	526	330	124	101	72	64	41	51	43	61	69	112	60	37	21

By grade level

Slightly more than a third (38 percent) of these nonfluent students with 2022-23 ACCESS for ELLs data also had 2021-22 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, 73 percent of students with two consecutive years of data improved, 9 percent maintained the same level, and 18 percent declined. There is no 'did not need to improve' category here because once a student reaches the highest level, they are typically exited from ESL and not tested again using the ACCESS for ELLs assessment. Grades 1, 2, and 4 had the largest improvement percentages. Grades 6, 11, and 12 had the highest percentages of students showing a decline at 30 to 40 percent.

Figure 36. Elementary grade levels had the highest percentages of students improved on ACCESS for ELLs assessments.

ACCESS for ELLs Improvement Status by Grade and Priority for Service

	All students	Priority for Service	Not Priority for Service	1	2	3	4	5	6	7	8	9	10	11	12
■ Declined	136	29	107	1	4	13	6	13	17	15	12	13	15	16	9
■ No change	69	10	59	-	2	4	1	4	5	15	14	5	12	5	2
■ Improved	555	141	414	87	73	52	79	46	33	35	29	37	39	19	19

By grade level

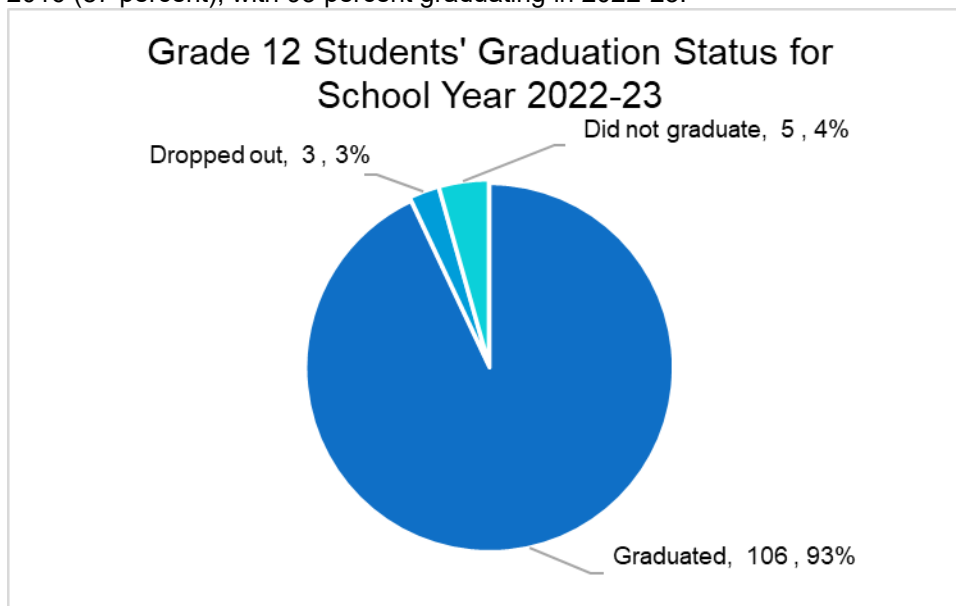**Completion of Higher Level Math Courses**

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

Of the 997 high school students with information available related to their completion of higher level math courses, 56 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 (194 students), 73 percent had successfully completed Algebra I or a higher level math course as of their earliest needs assessment. As might be expected, grade 12 students had the highest percentage (84 percent of 122 students) and grade 9 had the lowest percentage (33 percent of 417 students). Grade 10 data showed 65 percent of the 264 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 131 students were enrolled in grade 12 during the 2022-23 school year, of which 114 had graduation information available.[38] Of these 114 students, 93.0 percent (106) graduated, which is higher than the prior year, where 89.2 percent graduated.

Figure 37. Increasing percentages of migrant students have graduated since the baseline was set in 2015-2016 (87 percent), with 93 percent graduating in 2022-23.

Grade 12 Students' Graduation Status for School Year 2022-23

Dropped out, 3, 3%
Did not graduate, 5, 4%
Graduated, 106, 93%

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[38] Eight students left Pennsylvania and two students ended eligibility prior to the end of the school year. As such, these ten students were excluded from 2022-23 grade 12 graduation analysis. Additionally, seven students had no graduation data available were also excluded from analysis as they cannot be classified as having graduated or not graduated.

Of the 106 grade 12 students graduating, 91 percent had a Priority for Service designation. Of the eight 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 2022-23 by earning additional credits and meeting requirements. This brings the total 2022-23 graduate count to 109 students.

Because of changes to how graduation rate is calculated at the state level (a cohort method is used) it is not possible to compare state and PA-MEP rates using the methodology described previously. PDE calculates migrant graduation rate using the cohort method and posts this information to its website. However, at the time of this report's production, 2022-23 cohort graduation rate information was not yet available. For an approximation, 2021-22 four-year cohort graduation rate information was available and indicated that the migrant graduation rate was 66.27 percent, which is alike the 2020-21 migrant graduation rate of 68.03 percent but still lower than the state's 2021-22 graduation rate of 87.03 percent.[39] As these rates are not for 2022-23, 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. Two out-of-school youth earned their GED credential during 2022-23, which is one fewer than the prior year. Additionally, 11 youth were listed as pursuing their GED, which is seven more 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[40] (1,317 students), 92 percent were promoted to the next grade or graduated. Priority for Service students and those without this designation had promoted or graduation rates of 92 and 93 percent, respectively.

Overall, 96 percent of the 3,209 K-12 students whose status was known graduated or were promoted.

Dropout Prevention

According to PDE's website,[41] dropout is defined as "a student who, for any reason other than death, leaves school before graduation without transferring to another school/institution" and explains that the dropout rate is "the total number of dropouts for the school year [divided] by the fall enrollment for the same year." The 2022-23 dropout rate was calculated by dividing the number of students who dropped out by the number of secondary students enrolled during this program year minus any 2022-23 program year enrollments that occurred after August 25, 2022.[42]

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[39] https://www.education.pa.gov/DataAndReporting/CohortGradRate/Pages/default.aspx
[40] 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.
[41] http://www.education.pa.gov/Data-and-Statistics/Pages/Dropouts.aspx#.VpVVKbYrK70
[42] 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 2022-23 grade level assigned and would not have been present for nearly all of the 2022-23 academic term.

In addition to identifying students who dropped out during the 2022-23 program year, students who were enrolled in K-12 school during the prior year (2021-22) and not identified as dropping out but then classified as an out-of-school youth in 2022-23 were also identified. These students were determined to have dropped out between the last PA-MEP interaction in 2021-22 and their initial enrollment for the 2022-23 program.

There were 70 students identified as having dropped out during the 2022-23 program year. Of these students, 47 dropped out in 2022-23, 21 dropped out between 2021-22 and 2022-2023, and 2 dropped out during 2022-23 but re-enrolled before the end of the year. This provides a net dropout count of 68 students, which is more than the prior year's net count of 27.

Of the 70 students who dropped out, 73 percent (51 individuals) had a Priority for Service designation.

Two students who dropped out were coded as pursuing their GED credential.

Students dropped out of grades 6-12, with grade 9 having the greatest number of students dropping out of school (30) followed by grade 10 (19).

Figure 38. Dropout rates are highest for 9th and 10th grade students.
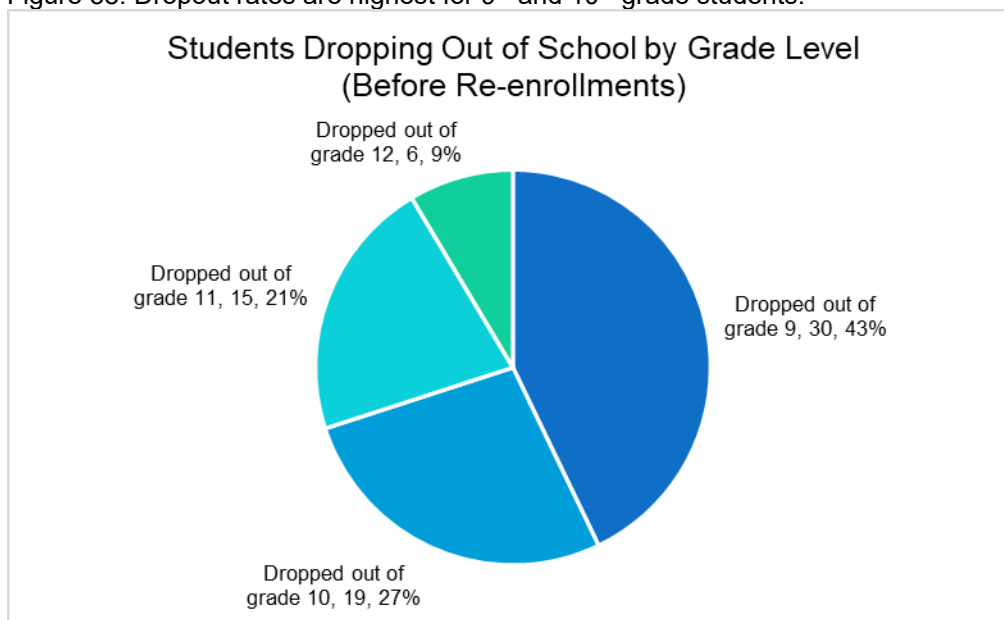
Considering: 1) all students in grades 6-12, 2) excluded re-enrollments, 3) excluded enrollments on or after Aug. 25, 2023, and 4) the count of students dropping out of these grades, the dropout rate out of grades 6-12 for 2022-23 was 3.38 percent.

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 2022-23 dropout rate was not yet available. However, the state rate typically does not change

dramatically year to year, so for an approximation, the 2021-22 state dropout[43] rate was 1.68 percent (slightly higher than the 1.21 in 2020-21 which was slightly lower than the 2019-20 rate of 1.44 percent). Based on the 7-12 enrollment and net dropout count of students dropping out of grades 7-12 (70), PA-MEP's comparative 2022-23 dropout rate is higher than the state rate at 3.95 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, two students dropped out and then re-enrolled within the year. An additional 11 students re-enrolled in school during the course of the year. Four out-of-school youth re-enrolled in school during the year, but later dropped out again within the year. Four students were identified as being an out-of-school youth in 2021-22 but enrolled in school in 2022-23. This brings the program to a total net count of 17 students re-enrolling in school, which is one more than the prior year.

Postsecondary Plans

Each year, PA-MEP asks students nearing graduation what they plan to do after high school. For 2022-23, postsecondary plan data was available for 102 of the 109 graduates. Of those with a known status, 60 percent of graduates planned to attend a two-year (27 percent) or four-year college (32 percent) and 21 percent indicated that they planned to go to work.

Figure 39. Nearly 90 percent of students have postsecondary plans.
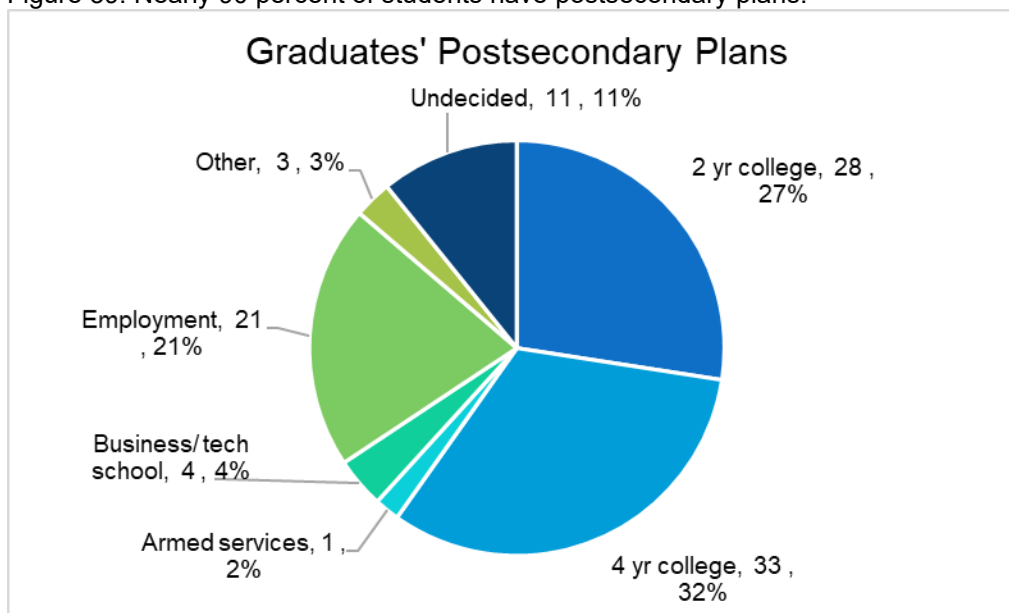
It is important to keep in mind that a student's postsecondary plan may be indicative of the choices available locally. Some project areas include large, urban areas where there are numerous colleges and universities available, while other areas are more rural with fewer options in close proximity. Students may not have the resources or options to relocate for postsecondary education. For these reasons, a regional breakdown of results is not included.

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

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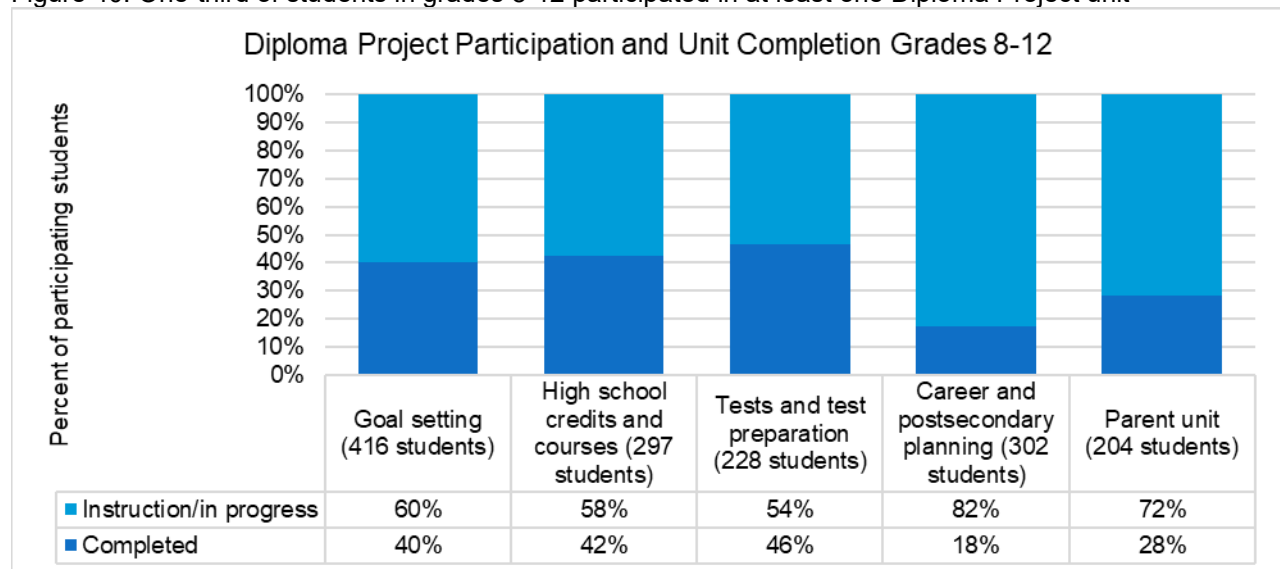
The toolkit, which targeted students in grades 8-12 and their families, contains five units with content and guiding student-centered questions:

- 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 443 students in grades 8-12 (33 percent of 1,360 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. Tests and test preparation had the highest percentage of completion (46 percent); career and postsecondary planning had the lowest (18 percent).

Figure 40. One-third of students in grades 8-12 participated in at least one Diploma Project unit

Diploma Project Participation and Unit Completion Grades 8-12

	Goal setting (416 students)	High school credits and courses (297 students)	Tests and test preparation (228 students)	Career and postsecondary planning (302 students)	Parent unit (204 students)
■ Instruction/in progress	60%	58%	54%	82%	72%
■ Completed	40%	42%	46%	18%	28%

Out-of-School Youth Assessment

As part of PA-MEP's participation in the out-of-school-youth iSOSY Consortium[44] 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 2022-23 program year was the ninth year this tool was used. The initiative included a language screener, goal tracker, and 15 lesson categories:

- ACReS[45] units (each with several lessons and accompanying tests)
- *COVID-19*
- *English for Daily Life (EFDL) lessons*
- *Finanza Toolbox*
- *For Your Health*
- *Healthy House*
- *Important Life Skills*
- *Legal Rights*

- *Math on the Move*
- *Math for Living*
- *Mental Health*
- *Parenting*
- *Reading on the Move*
- *STAT (Short, Targeted, and Timely) lessons*
- *Write-On!*

Staff were instructed to attempt to engage all out-of-school youth and all secondary students (grades 9-12) who were also Priority for Service (PFS) in iSOSY instructional activities, lessons, goal-setting, and personal learning plan activities. Only nonfluent OSY were expected to complete the language screener.[46] Staff identified a total of 1,485 OSY and secondary PFS students, of which 593 (40 percent) completed at least one of the activities.

A total of 16 youth had language screener results that could be analyzed for one or more of the six testing areas (skills). Areas tested included beginning listening, beginning speaking, beginning literacy, intermediate/advanced speaking, reading, and writing. Figure 39 shows the results for each tested skill area, for those students tested in that area (*n*), the number and proportion of students achieving a percentage correct in the range of 0-25 percent, 26-50 percent, 51-75 percent, or 76-100 percent based on the number of items in each skill test. Youth may need additional support in the intermediate/advanced speaking, reading, and writing categories, as more than 50 percent of students in these groups scored in the bottom quartile.

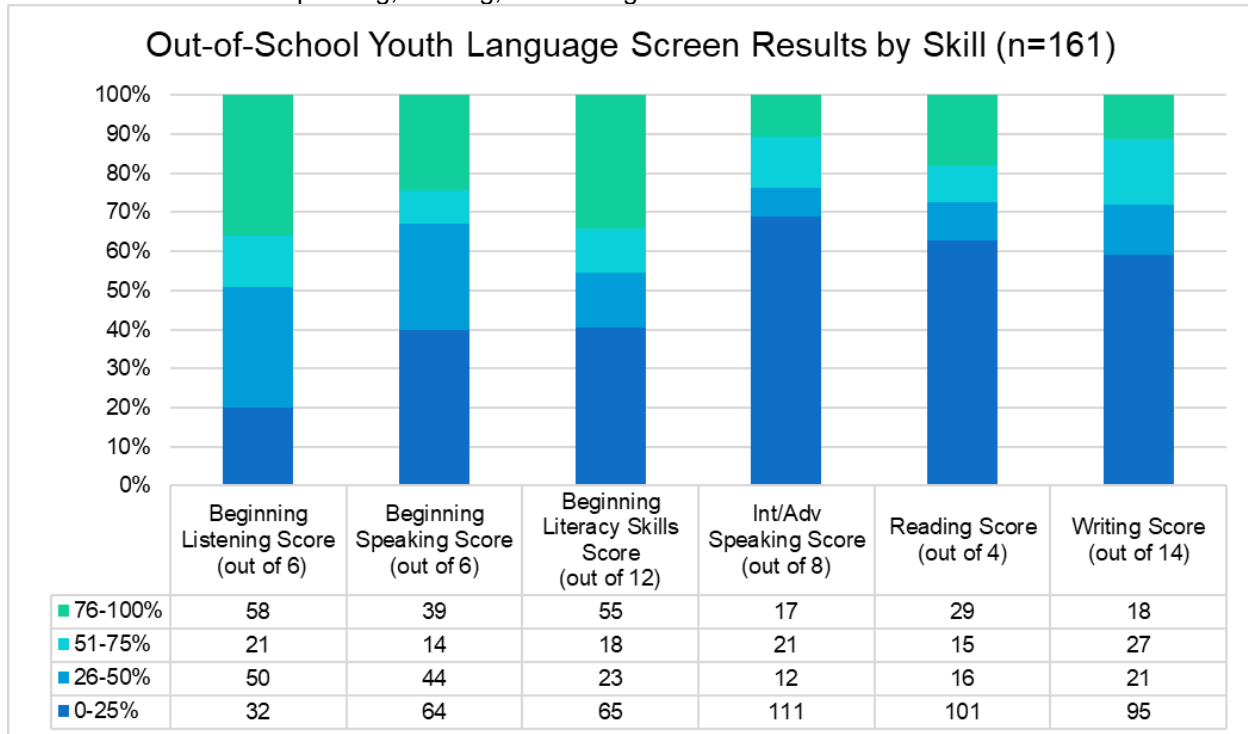[44] iSOSY stands for Instructional Services for Out-of-School and Secondary Youth. http://www.osymigrant.org/
[45] ACReS refers to the American Council on Rural Special Education. https://www.acres-sped.org/
[46] Five non-OSY, secondary students completed the language screener.

Figure 41. Language screener results indicate that out-of-school youth may need additional support in intermediate/advanced speaking, reading, and writing.

Out-of-School Youth Language Screen Results by Skill (n=161)

	Beginning Listening Score (out of 6)	Beginning Speaking Score (out of 6)	Beginning Literacy Skills Score (out of 12)	Int/Adv Speaking Score (out of 8)	Reading Score (out of 4)	Writing Score (out of 14)
76-100%	58	39	55	17	29	18
51-75%	21	14	18	21	15	27
26-50%	50	44	23	12	16	21
0-25%	32	64	65	111	101	95

Students received a combined language screener score out of 50 possible points. Of the 161 youth who completed the screener, 39 percent scored in the 25 percent or less quartile, 31 percent scored from 26 to 50 percent, 15 percent scored from 51 to 75 percent, and 16 percent scored 76 percent or higher.

Youth may have participated in any combination or number of lessons, depending on what was relevant for that youth. A total of 381 youth participated in one or more lessons, completing a total of 648 lessons, or an average of 1.7. Youth participation ranging from zero to 145 youth participating in one or more lessons in a category. Important Life Skills had the greatest level of participation; 145 students completed a total of 149 lessons, or about one lesson each.

Figure 42.
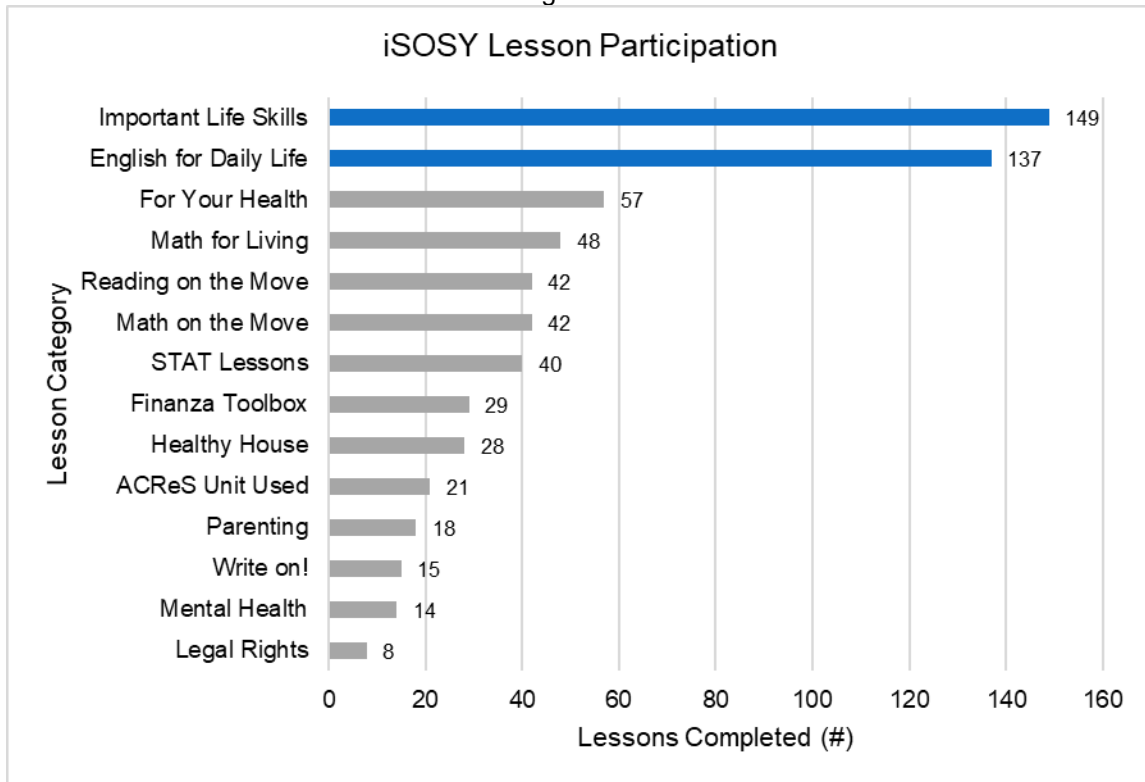
Additionally, 2022-23 was the sixth year that information was collected on youth setting and achievement of goals. Of 593 youth included in project area submissions, 247 (42 percent) participated in a goal setting workshop, 397 (67 percent) developed a personal learning plan with a goal, and 368 youth (62 percent) participated in activities related to postsecondary awareness, career awareness, or other related activities; 200 youth (34 percent) were identified as participating in all three.

Of the 247 youth reported as participating in a goal setting workshop, 228 (92 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 397 youth had goal plan information available. Numbers of goal steps ranged from one to ten steps (average 5 steps); 365 youth accomplished at least one of the steps of their goal, 325 students accomplished 50 percent or more of their goal's steps, and 232 youth completed all steps of their goal. Students completed an average of 4 steps per goal.

Reflections, Implications, and Recommendations

Data analysis conducted for this report revealed several themes which informed the following recommendations. 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.

1. **Continue to serve priority populations.**
   Similar to past years, 2022-23 data continues to indicate that the needs of students who are nonfluent, Priority for Service, and/or at risk for dropping out should be elevated for services. PA-MEP staff should continue to identify students by these criteria and provide them with or connect them with services and support in line with the needs identified on their individual needs assessments. Although 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. Connecting all nonfluent students to English services in their school district or through PA-MEP is also as critical as ensuring that Priority for Service students are being served first. PA-MEP should also continue to emphasize strategies focused on dropout prevention, and to the extent possible, re-enrollment in school. When students re-enroll in school, the program should take steps particularly to address any needs related to the student's initial reason for leaving school to prevent another dropping out.

2. **Continue to engage and support out-of-school youth.**
   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. Additionally, about one-third of out-of-school youth surveyed indicated that they needed assistance obtaining devices (i.e., laptop, Chromebook, or tablet) and/or a PA ID card, which are essential for their future studies or careers. PA-MEP should prioritize connecting out-of-school youth to these tools, even if the program cannot provide them directly.

3. **Prioritize connecting families and youth to organizations that can help them with health care access.**
   Out-of-school youth and parent survey results indicated that 72 percent of respondents who needed to see a doctor or dentist in the past year experienced difficulty doing so, primarily due to cost or lack of insurance (67%), transportation (33%), or language barriers (33%). While PA-MEP cannot provide these services, it should prioritize connecting families and youth with organizations and programs that can. Healthcare access continues to be one of the most common unmet needs reported by PA-MEP participants year after year, and failure to have this need met could hinder students in achieving their educational outcomes.[47]

4. **Continue to use data results for program quality improvement.**
   Project areas should continue to use federal program indicators, measurable program outcomes, and *Service Delivery Plan* objectives along with student need indicators to focus

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[47] *Maslow's Hierarchy of Needs*

and frame program implementation and service delivery. Project areas should also consider OSY and Parent Comprehensive Survey results to help inform program planning, as these surveys provide details about the needs and experiences of PA-MEP participants that may not be captured in data results.

5. **Continue to focus on closing the gap in reading and math and apply new strategies to measure improvement.**
Results indicate that PA-MEP did not meet its reading and mathematics targets and objectives for the 2022-23 program year, as outlined in the *Service Delivery Plan*. However, the program did make gains on each of these measures. PA-MEP leadership and staff should continue to prioritize reading and mathematics programming in order to continue narrowing the performance gap between PA-MEP students and the entirety of Pennsylvania's public-school population. It is also recommended that future targets consider student's raw test scores, rather than proficiency level only, as raw scores may provide evidence that students are making gradual gains year-to-year, even if they do not yet test at a higher proficiency level.

6. **Prioritize project area use of the summer program site visit checklist and follow-up with low scoring sites.**
Project areas should use the summer program site visit checklist during summer program planning and staff training to ensure that program components and expectations are present and evident. Results indicated that checklist scores continued to be somewhat lower than historic results, ranging from 27 to 95 points total (out of 100), particularly in the 'program spirit' and 'program principles' categories. PA-MEP state office staff should work with lower-scoring sites to clarify expectations and share examples of program implementation. Sites that continue to underperform should be considered for removal.

7. **Continue to improve the parent and OSY comprehensive survey administration process.**
Response rates for the Parent and Out-of-School Youth (OSY) Comprehensive Survey were somewhat lower than in the previous year, especially for OSY. This is likely due to the challenges that come with engaging this population. Though lower, the response rate was still noticeably higher than previous iterations of the survey, likely due to the reduced sample size and simplified parent survey. It is recommended that the survey continue to be administered with the reduced sample size, and a shortened OSY survey should be considered. Additionally, PA-MEP should consider administering the comprehensive survey biennially, as results have historically shown that there is not much deviation in responses between years. PA-MEP staff and evaluators are currently revising the surveys to be easier to understand for respondents of lower reading levels. The revised surveys are expected to be used in summer 2024. The state and evaluation teams should also consider ways in which other data collection processes and surveys can be improved and simplified.

Appendix A: State-Provided Professional Development

Opportunity	Total Duration	Audience	Topics Covered and Comments
Annual PA-MEP state conference 4/18-20/2023	10.25 hours	All staff and out of state participants	Strands of workshop topics relevant to all roles
SSS/PC Training 10/06/2022	7 hours	All SSS	MIS2000 101; Advocacy for Special Education Panel; Breakout Sessions: Positive Childhood Experiences: How Relationships Support Students; Kindergarten Preparation Inventory (KPI) Refresher; Data: How to use it to Inform Instruction?
ELECT First Friday PD Series - Panel Presentation - Overview of Student Services Programs at PDE 10/07/2022	2 hours	ELECT Providers	Presented on Migrant Education and collaboration with ELECT programs
SAS Conference: How Migrant Education and Nita M. Lowey 21st Century Community Learning Centers Support Academic Achievement 12/07/2022	1 hour, 10 minutes	Conference Participants	The Division of Student Services works to address the educational needs of disadvantaged populations such as migrant, low socioeconomic status (LSES), refugee, homeless, and pregnant/parenting teen students. This informational session will create a deeper understanding about the migrant and LSES populations served by the Nita M. Lowey 21st Century Community Learning Centers (21CCLC) and the Migrant Education Program (MEP). Participants will learn how these programs can help you ensure these students' academic success through free educational supports and resources. Strategies for working cooperatively with/within these programs will be shared by actual practitioners. Presenters will also explore trauma within these populations and share trauma-informed strategies for creating a climate of resilience for all students, including those at the margins. After attending this presentation participants will meet the following outcomes: • Develop an understanding about the similarities and differences between the student populations: Migrant and LSES. • Develop an awareness of supplemental program services and other resources that are available to the migrant and LSES populations. • Create an awareness about trauma and its effects on student achievement. • State and apply best practices for working with students in the migrant and LSES populations. • Create positive learning environments that will be conducive for learning.

Opportunity	Total Duration	Audience	Topics Covered and Comments
Recruitment Training iSOSY Present on Growth Mindset 12/07/2022	.5 hour	All Recruiters	iSOSY Professional Learning Growth Mindset Prezi.
TST Book Study 1/12/2023 2/02/2023 3/29/2023	1 hour each	iSOSY TST Members	Discussed book "What Happened to You?"
Andy's Café Family Leadership and Participation Participación y Liderazgo Familiar 1/24/2023	1 hour	Anyone on Facebook Live	Bilingual (Spanish) workshop for parents on Family Leadership with I2MPACT Director Michele Cheney
NASDME Presentation: What's Next? Creating a Trauma-Informed System (presentation with iSOSY) 05/01/2023	1.5 hours	Conference attendees	The field of education has benefited over the last few years from a deliberate focus on learning about the concepts surrounding Adverse Childhood Experiences (ACEs), the effects of trauma, and personal wellbeing. However, taking the next steps to create a valid trauma-informed classroom and larger system is key to lasting change for both students and staff. Over the past several years the Instructional Services for Out-of-School and Secondary Youth (iSOSY) Consortium has been a leader in exploring ways to support the mental health of youth as well as the service providers working with them. This workshop will focus on evidence-based practices to use when building and sustaining a trauma-informed system for your program. Presenters will familiarize participants with instructional materials, support resources, and important up-to-date research that will include student support as well as self-care for providers carrying the burden of the pandemic and other unique stressors of the past several years.
NASDME Presentation: An Evidence Lens for Migrant Ed: Strengthen Your Program Planning with a Renewed Commitment to Research and Results (presentation with the ERC) 05/01/2023	1.5 hours	Conference attendees	Everyone wants to make more evidence-based program decisions, so that we serve our migrant learners with the best resources available. But what does it mean to be evidence-based? What can you learn from clearinghouses of research studies, and how do you apply that knowledge to your work? Join the managers of Pennsylvania's Evidence Resource Center (evidenceforpa.org) to learn about research vs. evidence, the ESSA tiers, and what to look for in high-quality evidence. We'll introduce a new tool developed in PA to identify evidence with potential for migrant education adaptations. We'll also hear early lessons learned from introducing the tool to PA migrant education programs to help guide program design and service delivery.

Opportunity	Total Duration	Audience	Topics Covered and Comments
NASDME Presentation: Cerebro adolescente: Lo que todos los padres deben saber (Teen Brain presentation for parents – I2MPACT) 05/02/2023	1.5 hours	Conference attendees	The adolescent brain is an important factor in the overall well-being of adolescents. It is difficult to face life's problems when the brain is not in a mature stage, but the transition from childhood to adulthood is even more difficult for the brain. This is why it is important to understand the adolescent's situation in his brain development and its influence on his decision making, behavior and problem solving. Knowledge of adolescent brain development will help parents and staff who work with adolescents have a greater understanding of how to support them in school and in their goals and purposes in life. The content of this presentation is made available thanks to the consortium Inspire and Innovate: the Migratory Parent Action Coalition, I2MPACT.
Refugee Summit Presentation: Migrant Education 101 for Refugee (RSIG) Staff with Ines Vega 9/13/2023	1.25 hours	RSIG Grantees	Learning Goals: • Intersession of migrant and refugee students • Gain a deeper understanding of migrant and refugee students across the state of Pennsylvania and how to best serve them • Receive an overview of the Migrant Education Program (MEP) including eligibility requirements and supplemental services available, information on how to connect to the Migrant Region in your area • Refugee/migrant experience challenges and stresses • How to coordinate support services that will enable them to succeed • Share best practices that will enable participants to meet their unique needs. • Practical ways that the MEP has developed collaborations, relationships and partnerships with refugee resettlement agencies and other non-profits that serve these communities.
MEP CIG Dissemination Event (iSOSY/I2MPACT): Navigating Decision Making for Teens, Youth and Parents 9/27/2023	1.25 hours	Nationwide MEP Audience	Join iSOSY and I2MPACT representatives for this joint session on Navigating Decision-Making for Teens, Youth, and Parents. See material developed by each group (appropriate for students from middle school to young adult ages) on brain development and steps for making better decisions by considering the options, consequences, and outcomes. Participants will practice the decision-making steps in preparation for sharing with students and their families later.

Opportunity	Total Duration	Audience	Topics Covered and Comments
MEP CIG Dissemination Event (iSOSY): Cultivating Professional Growth and Personal Wellness Through Book Studies 9/28/2023	1.25 hours	Nationwide MEP Audience	Recent research supports the impact of secondary trauma on those who work with high-risk populations. iSOSY developed a series of book studies specifically designed to address that need through a reflective, collaborative process. In a low-pressure environment, an engaging book study brings providers together to reflect upon their shared experiences while incorporating content gained from the chosen book. Participants will learn about the planning process and structure of the iSOSY book study on What Happened to You? (by Dr. Bruce Perry and Oprah Winfrey) to get ideas about choosing a book and crafting discussion questions.
iSOSY Training (pre-recorded; optional) June/July 2023	.25-.5 hours	Out-of-School Youth Providers and Secondary staff	Provided recording on: iSOSY Data Worksheet (refresher)