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The Department recognizes that there is significant interest in the limited allocation of Title IV, Part A funds. In response, the Department may utilize a portion of funds for state-level activities to identify opportunities for collaboration among LEAs with common interests that may provide for economies of scale in program design and maintenance.

J. 6.2 Program-Specific Requirements.

A. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

- i. Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.

PDE's Division of Federal Programs developed an "intent to apply" form for all LEAs that have schools which intend to implement a schoolwide plan in 2017-18. If the school has less than 40 percent low-income students, the school is required to complete an additional narrative. The intent to apply forms will be collected prior to the end of June 2017 to ensure schoolwide plans will be implemented at the start of the 2017-18 school year with all ESSA updates. PDE's Division of Federal Programs requires all schools implementing a schoolwide plan to use a school-level template through PDE's online comprehensive planning tool. The schoolwide plan narrative outlines how the program will best serve the needs of students in the school, with an emphasis on those students most at risk of not meeting state standards. It also addresses other school reform efforts, such as improving school climate and coordination with other federal, state, and local services, resources and programs.

B. Title I, Part C: Education of Migratory Children.

1. **Supporting Needs of Migratory Children** (ESEA section 1304(b)(1)): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:

- i. *The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;*

The goal of the Pennsylvania Migrant Education Program (PA-MEP) is to ensure that all migratory children¹³⁵ achieve challenging academic standards and graduate with a high school diploma (or complete a Commonwealth Secondary Diploma/high school equivalency), and, upon graduation, are prepared for postsecondary success.

A total of 5,158 children and youth were enrolled in PA-MEP for at least one day from September 1, 2015 through August 30, 2016, which is an increase of 74 students from the prior year. School age

¹³⁵ Under ESSA, "migratory child" is defined as a child or youth who made a qualifying move in the preceding 36 months: (a) as a migratory agricultural worker or migratory fisher; or (b) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.

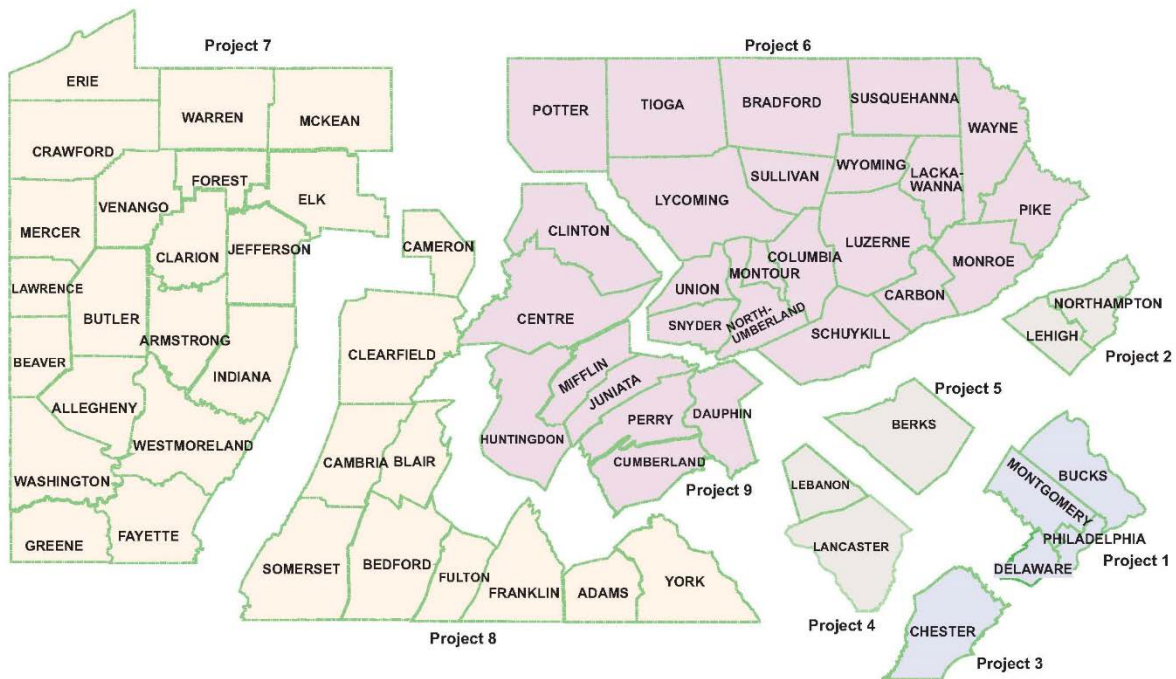
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children make up the largest group at 71 percent, followed by 18 percent who were younger than school age (birth to age six, not yet enrolled in K-12 school), and 11 percent who were out-of-school youth.

Most of the PA-MEP population are individuals who have self-identified as Hispanic (73 percent of 5,158 children/youth). Spanish was identified as the most common home language (70 percent), followed by Nepali (12 percent), English (4 percent), or another language (14 percent).

The PA-MEP state administered and locally operated in nine project areas and four regions throughout the commonwealth. Each project area has a project manager to oversee operations and reporting responsibilities (all managers oversee more than one project area). Each project manager supervises staff responsible for program implementation, including student support specialists, data specialists, and recruiters. The project managers report to the PA-MEP director at PDE.

Figure 6.15. Pennsylvania Migrant Education Counties Map

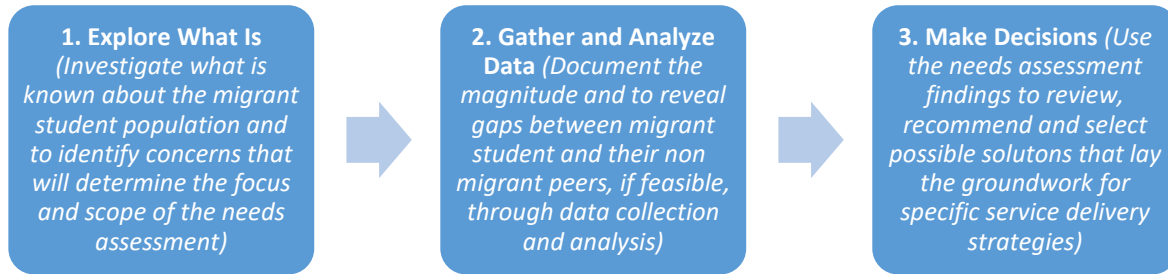


Comprehensive Needs Assessment and Service Delivery Plans. The planning process that identifies the unique educational needs of migratory children and guides service delivery is Pennsylvania’s Comprehensive Needs Assessment (CNA) and Service Delivery Plan. By federal mandate, the PA-MEP goes through a process every three to five years to review and improve its Service Delivery Plan. The Service Delivery Plan outlines PA-MEP’s strategies for:

- Meeting the unique educational needs of migratory children on a statewide basis;
- MEP integration with other federal programs authorized by the ESEA;
- Measurable MEP outcomes and how they will contribute to the achievement of Pennsylvania’s performance targets;
- Services the MEP will provide on a statewide basis, and, the effectiveness of such services and service delivery/integration.

The Comprehensive Needs Assessment process has three phases.

Figure 6.16. Phases of the PA-MEP Comprehensive Needs Assessment



The Service Delivery Plan outlines performance goals to be met at the end of a five-year period, and guides the delivery of services in the following focus areas: reading, school readiness, mathematics, high school graduation, parent/family involvement, out-of-school youth, dropouts, and health. The most recent CNA was completed in 2013. The PA-MEP is currently in the final stages of developing its updated, revised Service Delivery Plan, which is expected to be complete by fall 2017.

Pa-MEP held several stakeholder engagement meetings to inform development of the new Service Delivery Plan including two meetings in Chester and Erie counties in the summer of 2016. The purpose of these meetings was to give service providers and key stakeholders an opportunity to discuss shared challenges and solutions and to plan for increased collaboration. The specific focus was to optimize access to services for the migrant pre-K students, three to five years old.

During the process of reviewing and revising the Comprehensive Needs Assessment and Service Delivery Plan, the PA-MEP convened three groups: a Needs Assessment Committee; a Parent Stakeholder Committee; and a Service Delivery Plan Committee.

The Needs Assessment Committee included PA-MEP staff who work with Out-of-School Youth (dropouts) and parents. The objectives of this committee were to:

- Review the Migrant Education Program (MEP) continuous improvement cycle;
- Identify group concerns about migrant students and families;
- Propose updates to the Comprehensive Needs Assessment;
- Review findings from the Summer Parent/Out-of-School Youth Survey; and
- Identify existing and needed data to validate priority concerns.

The Parent Stakeholder Committee was made up of Parent Advisory Council (PAC) officers. The statewide PAC is composed of representatives from each area and is a vital component of the PA-MEP. The questions addressed by this committee included:

- What are the highest priority needs for migrant children?
- What other needs for migrant children and families should the Migrant Education Program consider?
- What might the Migrant Education Program do to address those needs?
- What have been the most helpful strategies to help migrant children achieve success in mathematics?

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The Service Delivery Plan Committee consisted of PA-MEP staff and outside experts with knowledge of research and best practices in content areas, migrant education, and state and local program administration. The committee objectives were to:

- Review the Migrant Education Program (MEP) continuous improvement cycle;
- Identify group concerns about migrant students and families; and
- Propose updates to the Service Delivery Plan (SDP).

PA-MEP also discussed changes to the Migrant Education Program under ESSA at the Migrant Education/English as a Second Language Conference in March 2017 and at the PAC conference in June 2017.

In addition to the periodic review and revision of the Comprehensive Needs Assessment and Service Delivery Plan, another strategy used by the PA-MEP to address the unique educational needs of migratory children is with each student's individual needs assessment. Each student support specialist, the staff that directly serve migrant students, performs a needs assessment within 10 business days of the student being assigned to their caseload. All needs assessments are updated as often as changes happen and a new one is developed by September 30 of each school year.

Each individual student's needs assessment is captured electronically via the migrant data system, MIS-2000, and uploaded, when appropriate, into the migrant national database: Migrant Education Student Information eXchange (MSIX). The needs assessment is also a place to identify and document service delivery to address those needs (see Figure 6.7, below). Migrant Service Time is recorded for each service type, as is the level of service delivery (Migrant, Partnership or Other). The service delivery side also shows whether the service is done in regular term or summer and the manner of service delivery (In-Home, Migrant Campus/Extended Day, Other Campus/Extended Day). Since the PA-MEP is a supplemental program, migrant student support staff provide supplemental instruction only and not instruction provided as part of the student's regular schedule. The service delivery also has other components respective to different programs.

Table 6.17: Service Delivery by Type

Program	Components
Instructional Programs	<ul style="list-style-type: none"> ● English as a Second Language (ESL) ● Reading ● Mathematics ● Other instruction ● Credit accrual ● 21st Century Community Learning Centers participation ● Social-emotional support ● Title I programs
Preschool Programs	<ul style="list-style-type: none"> ● Head Start ● Pre-K Counts ● Early Intervention
Out-of-School Youth and Dropouts	<ul style="list-style-type: none"> ● Life skills ● Technology ● Distance learning ● Education materials ● High School Equivalency Program (HEP)
Support Programs	<ul style="list-style-type: none"> ● Student and/or family support ● Counseling ● College and career preparation (postsecondary and career information, college visits)
Health Programs	<ul style="list-style-type: none"> ● Health, dental, vision, and/or mental health referrals ● Health translation services ● Wellness education

After being identified and recruited as an eligible migratory child, a needs assessment is completed to inform service delivery that appropriately meets their unique educational needs. The PA-MEP connects students to comparable services in their schools and communities. If no services are available, or the child needs further assistance, the PA-MEP provides the following services directly:

- Tutoring and other academic supports;
- Afterschool and extended hours, including weekend programs;
- Summer programs;
- In-home programs;
- Health and social support services;
- Parent and family engagement;
- Advocacy;
- Language arts; and
- Enrichment programs.

PA-MEP's summer programs were recognized with the Summer Learning Association's Excellence of Summer Learning Award in 2011. These award-winning programs provide support in basic subjects, including STEM and arts education. The focus is experiential learning and is different from the regular school year. These programs avoid the summer slide, are a good bridge to the next grade and ensure that students are fed nutritious meals in the summer time. Summer programs are often the result of local partnerships, including: 4H Extensions, public libraries, Girls and Boys Scouts, local and regional food banks, and other community-based organizations.

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PA-MEP conducts an annual evaluation to review program implementation and results of all services provided to address the unique needs of migrant students. This evaluation is conducted by an experienced, independent contractor. In analyzing the program’s implementation and outcomes, evaluators examine extracts from MIS2000, student results on state academic and English language acquisition assessments, student data from the KRC, monitoring reports, and project area data. Evaluators collected data from state and local sources and then analyzed data overall for the state, for each project area, and by student category, English fluency, and/or Priority for Service status, as applicable. The evaluation of PA-MEP programs 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.

Evaluators focus on the following question: “What needs did children and youth exhibit at their earliest needs assessment and to what extent did they receive services to address those needs during the program 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 that condition in the population. For example, reading needs are examined during the first needs assessment to determine if a student had an initial reading need identified and then received related services over the course of the year. Needs records are also reviewed to determine if a student experienced homelessness at any point during the year. In some cases, evaluators took into consideration staff comments and needs element value changes to determine a student’s status. Students may receive new or updated needs assessments when new information becomes available or when students move or change category. For some elements, both initial and later needs results are considered for need elements.

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

Figure 6.18 Student Outcomes Logic Model



Figure 6.19 State Outcomes Logic Model



Identifying Needs of Migrant Students in Pre-K. To identify and address the needs of the youngest students, the student support specialist determines whether students are enrolled in pre-K and meeting

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school readiness targets established through the Kindergarten Readiness Checklist (KRC). The KRC is aligned to Pennsylvania’s Early Learning Standards, and has both parent/family and staff observation components. The parent/family section includes an evaluation of language, reading, and writing skills, including within the context of a child’s home language. Other skill areas are evaluated through both a parent/family and staff observation, including social and emotional readiness, health and safety help, mathematical thinking as well as expression and physical development. They are looked at both by the parent and staff observation. The KRC is administered up to three times per year: initial, end-of-school year, and end-of-summer. Once completed, the KRC data is sent to the program evaluators and included in the annual evaluation report.

Helping Migrant Students Stay on Track to Graduation. The needs of students in grades 8-12 are identified and addressed by looking at pre-service questions and culminating activities of the Diploma Project. The goal of the Diploma Project is to identifying effective strategies for decreasing the likelihood of migrant students dropping out of high school and increasing the rate at which they graduate and pursue postsecondary opportunities. The toolkit is divided into five units: 1) Goal Setting (Self-Assessment and Self-Advocacy) 2) High School Credits and Courses 3) Assessments 4) English Language Proficiency 5) Preparing and Paying for Postsecondary Education. Though not the original intent of the Diploma Project, Unit 1 - Goal Setting (Self-Assessment and Self-Advocacy) has been used with dropouts and out-of-school youth. Progress in the Diploma Project are captured in the needs assessment, where student support specialist select (unit by unit) whether students and families have been assessed, instructed, successfully completed, tested out, or had completed and tested out on a previous year.

As explained in more detail below, migratory children are connected to the full range of services available via local, state, and federal education programs.

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| ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A; |
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Joint planning is done seamlessly within the Pennsylvania Department of Education. The PA-MEP program is housed in the department’s Division of Student Services that also oversees 21st Century Community Learning Centers, Homeless, Teen Pregnancy and Refugee Education. Collaboration and coordination with these programs is second nature. In fact, many Migrant grantees participate in at least one additional program. In many cases, local 21st Century programs prioritize services for migrant students, and there are some grants written specifically to address migratory children. Many migrant students are also refugees, so the Refugee School Impact Grant also overlaps both populations. The Education for Homeless Youth program identifies students as migrant and vice versa.

Ensuring Progress to English Language Proficiency for Migrant Students. Most migratory children are also English learners. The English as a Second Language (ESL) Advisor is invited to the monthly meetings with regional directors, to give updates. A good example of joint planning is the conference that brings together ESL and migrant educators, among others. Furthermore, Migrant staff is often invited to participate in ESL trainings and many of the summer staff for the PA-MEP programs are certified ESL teachers.

Interagency Collaboration and Supports. The PA-MEP works closely with the Office of Child Development and Early Learning (OCDEL) which has a dual report to both PDE and Department of Human Services. OCDEL was instrumental in providing feedback on the Kindergarten Readiness Checklist for migrant children and providing coordination across the commonwealth for services to migrant preschoolers.

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PA-MEP also works closely with the department offices of Special Education, Food and Nutrition Federal Program, and Post-Secondary and Higher Education. An excellent example of collaboration with higher education is PA-MEP's relationship with the College Assistance Migrant Program (CAMP), housed at one of PA-MEP's project areas, Millersville University. This program provides financial and educational resources to students, who have been migratory children at some point in their lives, in their first year of college. The relationship program helps the student make the transition to college and helps the college retain the student.

As explained in more detail below, PA-MEP staff works collaboratively with many partners. During the 2015-16 program year LEAs reported having 567 partners across the state. Partner types varied, though the largest numbers of partners were community organizations, businesses, and school districts or other LEAs. Partners contributed in various ways, with those most frequently indicated being services for students, parents, or families; facilities or space; and goods and services.

PA-MEP evaluates joint planning through collection of monthly reports from the LEAs. The purpose of the monthly project area reports is for project areas to report on various implementation elements and provide information to the state PA-MEP office that is needed for compliance and program planning. Monthly reports cover information that is not or could not be collected or examined in other ways. One of the components of the reports is partnerships. These are updated monthly and an annual report sent to the program evaluator.

Partnerships are in place to address the needs of preschool migratory children. In addition to working with OCDEL, as mentioned above, LEAs also work forge their own partnerships with preschool providers and agencies primarily to ensure enrollment (see more detail below). Other partners include agencies that provide training or curricula, libraries, religious organizations, resettlement agencies, agencies for special needs children and non-migrant in-home providers.

There are several adult education providers that we partner with that work with students that have dropped out and/or out-of-school youth, most prominently with providers that provide HSED or pre-HSED courses. Other partners include institutions of higher education, community health networks, community food banks, local employers, refugee resettlement agencies, other government agencies, libraries, faith-based organizations/churches and other community-based organizations.

iii. The integration of services available under Title I, Part C with services provided by those other programs; and
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The PA-MEP is a supplemental program; therefore, students are to be enrolled in services provided with other federal, state or local funds, before using MEP funds. Once needs are identified, efforts are made to enroll student first in comparable district, preschool programs, adult education or other community programs for afterschool or other support. Every effort is made to ensure these services are provided by other funding sources, prior to spending MEP funds. If no programs are available or the student is in need of further assistance, in-home or migrant-funded services are provided. Staff ensures that students are receiving services reflective of their identified needs.

LEAs have developed a long list of support agencies that are present in the communities where the migrant children reside and serve as a clearinghouse to direct and support the children and families in accessing these available services. Partnerships include faith based organizations, social service agencies, school entities, refugee resettlement agencies, healthcare providers, postsecondary institutions, as well as state/federal agencies and programs that exist to benefit any child in need and

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mitigate any circumstances that may impede migrant children from participating or benefitting from these.

The student support specialist staff is a liaison between parents and schools, supporting parents to make sure they are aware of their rights and responsibilities. These staff provide advocacy and support to ensure students receive services, if needed, including English as a Second Language and Special Education. They also ensure that students advance and are placed at a grade appropriate level and that they are on-track to graduation. The SEA trains staff and keeps them informed on these subjects through PA-MEP/ESL annual conference and other migrant-sponsored or other suggested training and webinars.

For preschool students, the PA-MEP makes sure they are enrolled in preschool programs such as Head Start, Migrant Head Start, Keystone STARS, Pre-K Counts or other school district or private programs. If students are not enrolled in these programs (barriers include transportation and waiting lists, among other factors), the student support specialist provides in-home instruction.

For dropouts/out-of-school youth, every effort is made to reengage the youth in public school or in a High School Equivalency Diploma (HSED) program in their community. There are a number of barriers to achieving these including work schedules, language proficiency and educational level. Many youth prefer to learn things that fill the most immediate needs, such as life skill lessons. The youth are overwhelmingly interested in taking ESL classes. If connecting the youth to these services is not possible, or if the youth needs further assistance, the student support specialist provides in-home or group lessons.

iv. Measurable program objectives and outcomes.

Each year, Pennsylvania’s evaluation report presents findings related to the achievement of or progress toward Service Delivery Plan goals (MPOs) and Government Performance and Results Act (GPRA) annual measurable objectives (AMOs). These measures and indicators inform the PA-MEP of the progress of the implementation, improvement, and outcome expectations.

Table 6.20. Measurable Performance Objectives from Pennsylvania’s Service Delivery Plan¹³⁶

Area	Measurable Performance Objectives
1. Reading	<p>Objective 1A: By the end of 2016-17, 50 percent of migrant Priority for Service students will make gains on the reading PSSA.</p> <p>Objective 1B: By the end of 2016-17, 80 percent of migrant students in grades K-6 will maintain or improve their scoring category on the summer DIBELS assessment.</p> <p>Objective 1C: By the end of 2016-17, 90 percent of migrant students identified as below proficient in reading will participate in data-informed supplemental instructional reading programs.</p>
2. School Readiness	<p>Objective 2A: By the end of 2016-17, 60 percent of migrant children ages 3-5 will participate in preschool programming.</p> <p>Objective 2B: By the end of 2016-17, 90 percent of migrant children expected to enter kindergarten the following fall will demonstrate mastery on the Kindergarten Readiness Checklist.</p>

¹³⁶ Note: The PA-MEP is currently updating these MPOs as part of the recurring Comprehensive Needs Assessment and Service Delivery Plan process. New MPOs will be released by June 30, 2017.

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Area	Measurable Performance Objectives
3. Mathematics	<p>Objective 3A: By the end of 2016-17, 50 percent of migrant Priority for Service students will make gains on the math PSSA.</p> <p>Objective 3B: By the end of 2016-17, migrant students will make gains on the summer Quick Math Assessment.</p>
4. High School Graduation	<p>Graduation Objective 4A: By the end of 2016-17, 80 percent of migrant students in grades 8-12 who participate in the Diploma Project will receive instruction and/or complete at least one Toolkit unit.</p> <p>Graduation Objective 4B: By the end of 2016-17, 60 percent of migrant students in grades 8-12 will demonstrate knowledge of high school graduation requirements.</p> <p>Graduation Objective 4C: By the end of 2016-17, 60 percent of migrant students in grades 8-12 will demonstrate knowledge of postsecondary planning and options.</p>
5. Parent/Family Involvement	<p>Objective 5A: By the end of 2016-17, 80 percent of migrant students in grades 8-12 whose parents participate in the Diploma Project will have their parents will receive instruction and/or complete at least one Toolkit unit.</p> <p>Objective 5B: By the end of 2016-17, 50 percent of migrant parents with children in grades 8-12 will demonstrate knowledge of graduation requirements.</p> <p>Objective 5C: By the end of 2016-17, 30 percent of migrant parents with children in grades 8-12 will demonstrate knowledge of postsecondary planning and options.</p>
6. Out-of-School Youth	<p>Objective 6: By the end of 2016-17, 25 percent of out-of-school youth who express an interest will attend educational opportunities.</p>
7. Health	<p>Objective 7A: By the end of 2016-17, 50 percent of out-of-school youth will report that they know where to obtain primary care services.</p> <p>Objective 7B: By the end of 2016-17, 40 percent of migrant parents and 50 percent of out-of-school youth will report that language and cultural barriers impede their access to health care.</p>

Figure 6.21. Government Performance and Results Act Performance Measures¹³⁷

- The percentage of PA-MEP students (grades 3-8) proficient or higher on their state’s reading/language arts achievement test.
- The percentage of PA-MEP students (grades 3-8) proficient of higher on their state’s mathematics achievement test.
- The percentage of PA-MEP students who entered 11th grade and had received full credit for Algebra I or a higher math class.
- The percentage of PA-MEP students who were enrolled in grades 7-12, who graduated or were promoted to the next grade.

¹³⁷ The Office of Migrant Education (OME) at the United States Department of Education recently established recommended performance measures for MEP under the Government Performance and Results Act (GPRA). Please note that a target has not been provided by OME, rather state education agencies are asked to report the results. The PA-MEP evaluation reviews these data and maps PA-MEP’s progress for these measures.

2. **Promote Coordination of Services** (ESEA section 1304(b)(3)): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

Training, Technical Assistance, and Collaboration. The PA-MEP works diligently towards promoting interstate and intrastate coordination of services for migratory children. The PA-MEP state office is located at PDE, and each grantee has a Project Manager (regional director). The state office holds meetings with the Project Managers/regional directors on a monthly basis throughout the year, except during the summer months, to keep them informed, provide support, and make decisions regarding program implementation to ensure the unique educational needs of migratory children are met.

All LEAs are monitored yearly. The monitoring includes interviews, review of documents and site visits. The monitoring exit interview goes over results of the monitoring and a technical assistance plan is developed. Program Officers meet with Project Managers on a monthly basis to see progress towards the areas needing improvement. The Project Managers submit monthly reports of program activities and professional development. During the summer, technical assistance is provided via onsite visits to summer programs. The summer programs are evaluated using a checklist based on the work of the National Summer Learning Association. A report is prepared with highlights and recommendations.

In addition, each program area (data specialist, student support, parent coordinators and recruiters) receive trainings three times a year, either virtually or in-person.¹³⁸ Furthermore, all full-time staff are required to attend the annual MEP/ESL conference. These trainings and events help facilitate effective inter- and intra-agency communications, resource sharing, and the cross-pollination of best and promising practices, ultimately helping to increase the effectiveness of state- and local-level MEP initiatives.

Data Sharing and Intra-/Interstate Collaboration. The full utilization of the MSIX (national database of migrant student data) is a great example of interstate coordination. Pennsylvania has been an early adopter of this system and will continue to consistently utilize MSIX to its fullest potential according to federal regulations to promote coordination. The staff enters information to the PDE migrant database (MIS200), which populates that data onto MSIX. PDE and LEAs continue to utilize new and existing relationships with other states and LEAs to further enhance coordination. The MSIX system has a notification feature that is used to communicate with other states when migrant students are moving, which makes it easier to find student records needed enroll in school, such as assessments, course information, and grades.

The PA-MEP collaborates with other states for the identification and recruitment of migratory children. For example, Pennsylvania's recruitment coordinator collaborates with New York's recruiter coordinator due to movement between the two states. Pennsylvania has a presence and shares PA-MEP's practices at the National Identification and Recruitment Forum and the National Association of State Directors of Migrant Education (NASDME) Conference. These conferences are an excellent networking opportunity to enhance interstate collaboration and coordination. Staff participate in workshop sessions that help enhance the outreach efforts for identification and recruitment of migrant families; maximize compliance to the MEP non-regulatory guidance and Service Delivery Plan; and renew the energy and commitment to engaging and supporting migrant families. A group of states have also formed a "Think

¹³⁸ Note: Due to overlapping functions, some of these trainings are combined.

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Tank” where PA-MEP collaborates with different states to post questions and concerns, seek clarification, and share documents and professional development.

Coordination for recruitment is done throughout the state, as well. At local level, recruiters search for and identify migrant students in a variety of ways – from school and employer referrals to flyers in laundromats and ethnic stores. Migrant parents and agencies that work with them are also a great referral source. Recruitment can occur in a variety of places (rural, urban or suburban) and each present its own challenges. Collaboration with members of the community is essential in identifying and recruiting migrant children/youth. When possible, referral forms are included with the school registration or job application materials. Recruiters then follow up on the leads and conduct an interview.

At the state level, we coordinate with state and federal agencies to obtain information that will help the LEAs identify and recruit migratory children. We work with the PA Department of Agriculture to obtain seasonal labor camps lists and licensing information, the US Agricultural Census Bureau for trends on crops, and the US Department of Labor Employment and Training Administration for H2A Lists. We also coordinate with the PA Agricultural Extension and the PA Farm Bureau for information on agricultural trends and to stay abreast of events and regional training. One of our best partners is Keystone Migrant Health. Our recruitment coordinators go along with them to farms when they are conducting their services. Finally, we participate in the annual PA Farm Show and Mid-Atlantic Food & Vegetable Convention to bring awareness to the program.

For the past three years, Pennsylvania’s MEP State Director has been appointed by the Office of Migrant Education (OME) at the U.S. Department of Education to represent the mid-Atlantic region states on the MEP Coordination Workgroup. The Coordination Workgroup helps OME to take advantage of the benefits of interstate and intrastate coordination services to migrant children, and helps improve the services provided to migratory children and their families in the region.

Another example of interstate coordination is participation in two consortia grants. Section 1308 of Title I, Part C, allows for states to work together in consortia agreements. These are three-year agreements where states work together to create products that can be used with the migrant population. The Consortium Incentive Grant program provides financial incentives to state educational agencies to participate in consortia that improve the interstate or intrastate coordination of migrant education programs by addressing key needs of migratory children who have their education interrupted. There are currently four consortia focusing on out-of-school youth, literacy, identification and recruitment, and school readiness. PA-MEP is currently participating in two of these consortia: Graduation and Outcomes for Success for Out-of-School Youth, and Preschool Initiative, serving as the lead state for the latter consortia.

- The ***Graduation and Outcomes for Success for Out-of-School Youth Consortium*** will address a key national objective to provide services established on scientifically-based research to improve the educational attainment of out-of-school migratory youth whose education is interrupted. Graduation and Outcomes for Success for Out-of-School Youth’s goals include:
 - Participating out-of-school youth will increase their content achievement and other outcomes as specified in their needs-driven learning plan;
 - Staff participating in professional development and learning will increase their skills and ability to deliver targeted instruction and services to out-of-school youth; and
 - State processes, procedures, and materials to better serve out-of-school youth will be developed, vetted, and adopted by consortium states.

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- The **Preschool Initiative Consortium** will provide evidence-based services to improve the school readiness of preschool-aged migratory children and to strengthen the involvement of migratory parents in the education of migratory students whose education has been interrupted. The consortium’s primary goals are:
 - Expand the capacity of state and local MEPs to serve migrant pre-school children;
 - Ensure that more services are provided to migrant three- to five-year-old children, and that these children will demonstrate substantial and measurable educational gains¹³⁹; and
 - Disseminate evidence-based and promising practices developed by the Preschool Initiative Consortium to the national MEP community and other stakeholders.

3. **Use of Funds** (ESEA section 1304(b)(4)): Describe the State’s priorities for the use of Title I, Part C funds, and how such priorities relate to the State’s assessment of needs for services in the State.

The PA-MEP is funded through a federal formula-driven allocation for the state and each regional project area based on child count, academic indicators, and mobility factors. The PA-MEP serves children from birth through age 21, as well as their families, who face a number of potential obstacles to educational success – such as poverty, high mobility, language barriers, cultural adjustment, and limited access to health care. To address these challenges, the PA-MEP provides a wide range of services, including:

- 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/family involvement.

As mentioned earlier, every migratory child, identified as such in Pennsylvania, has an individual Needs Assessment (NA). The initial needs assessment is completed within 10 business days of the student being assigned to their caseloads. All needs assessments are updated as often as changes happen and a new one created by September 30 of each school year. Priority for Service (PFS) determinations are made using the criteria that follows:

Based on ESSA, PFS is an indication for students who have made a qualifying move within the previous 1-year period from when the NA is initiated AND are failing OR most at risk of failing to meet state’s challenging academic standards – OR have dropped out of school. *In addition, Office of Migrant Education (OME) guidance indicates that states may also align PFS criteria with their Comprehensive*

¹³⁹ Sixty-six percent of preschool migratory children expected to enter kindergarten the following fall participate in preschool programs; the remaining children receive in-home visits from PA-MEP. The reasons for non-enrollment are often a lack of programs in the area, no open slots, or other external factors keeping children from participating. The Measurable Performance Objective is that at least 90 percent of migratory children achieve school readiness before attending kindergarten. The results of the Kindergarten Readiness Checklist show that only 80 percent of migratory children who are expected to enter kindergarten, perform at mastery. Service time could be the issue. Migrant in-home and center-based programs during the school year and summer are of high quality, however the time with child is limited due to staff time and workload.

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Needs Assessment (CNA) and Service Delivery Plan measures and indicators.

Pennsylvania's procedure for defining detailed and measurable Priority for Service for migrant students in PA under ESSA is set forth below. These criteria are in effect for any individual Needs Assessment that is initiated on or after July 1, 2017. This includes all new Needs Assessments for the 2017-18 year:

For all students, the first criterion is that they have a QAD (Qualifying Arrival Date) within 1 year of having a needs assessment initiated to be known as Year since QAD (YSQ).

K-12 Priority for Service - In addition to meeting the YSQ criterion above, to be considered Priority for Service, a K-12 student must meet at least one of the following that indicates failing or at risk of failing to meet challenging state academic standards:

- 1) The child is recorded as being below Proficient or Advanced on the statewide PSSA/PASA testing, Keystone Exam, or some other rigorous standard exam approved by PDE. Other non-standard determination of not being math or reading proficient, such as non-standard tests, grades or teacher observation will not in itself qualify the student for PFS status.
- 2) A grade 08-12 student is indicated as not being on track for graduation based on determination of a Transcript, Counselor determination, MSIX or state PIMS database.
- 3) A student is not proficient in English OR is not in the age appropriate grade OR is flagged as being Special Education. Analysis of state assessment data for CNA and external evaluation show that when assessment results are disaggregated by English Language Proficiency, migrant students Not Proficient in English perform much poorer than their English Proficient migrant peers.

Preschool PFS - School Readiness has been identified in our CNA as one of our top and focused priorities in PA. As such if a preschool child meets any of the following criteria in addition to being YSQ they are determined to qualify as PFS:

- 1) The student is at least 3 years old, not currently enrolled in an approved academically rigorous preschool program (or had not been enrolled in such program for at least 3 of the previous 12 months) AND is not fluent in English OR the Home Language is not English.
- 2) The student is at least 3 years old and has a documented suspected developmental delay.
- 3) The student is expected to start kindergarten in upcoming school year and is not meeting generally accepted school readiness targets.

Out-of-School Youth PFS - Graduating high school or obtaining the equivalent GED/HSED (High School Equivalency Diploma) is also an identified CNA priority, therefore an Out-of-School Youth who is YSQ AND:

- 1) NOT fluent in English AND enrolled in, interested in, or attending an Adult Basic Education/GED/HSED program OR;
- 2) NOT fluent in English AND enrolled in OR shows interest in or attending ESL courses would be considered PFS;
- 3) An OSY who demonstrates interest in returning to school would also be considered PFS; and
- 4) Any student who is listed as Grade DO (Drop Out).

Pennsylvania's CNA indicates that achieving high school graduation or GED/HSED is a priority and a student who shows interest in improving their educational status should have equal access to achieving a diploma or GED /HSED regardless of school enrollment status.

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When these students are identified, resources are prioritized to provide supports and supplemental services that can enhance academic growth. The systems that are in place for data collection in the commonwealth allows for automatic calculation of the priority for service (PFS) designation; coding to support the accuracy of services provided to all PFS students and ongoing data collection, inclusive of assessments to support the success of interventions and services. MIS 2000 (PA's data recording system) data collection permits frequent updates and access in determining which students are PFS in addition to the more subjective, but equally important, anecdotal information provided by the field staff. School districts and early childhood providers are also provided with this information, as appropriate, to ensure that PFS MEP students are indeed prioritized for any supplemental services and required services by a LEA or provider agency.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

- ii. Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

PDE works in partnership with the Pennsylvania Department of Human Services, Bureau of Juvenile Justice Services, and other state agencies to provide developmentally-appropriate education and support services for all youth during their time in a correctional facility, as well as transition supports to follow them back into their community and local educational programs.

Currently, educational services are provided through agreements between PDE and local IUs. Instructional education is provided 180 days each year, and offers a highly structured, small classroom environment designed to provide individual attention. Educational programs are designed to meet the needs of each student. The staff work together to develop a comprehensive education plan, and an Individual Program of Instruction for every student who enters the correctional facility. Each facility and school promotes the acquisition of independent living skills, employability skills, career and technical training, and postsecondary education.

The facility and school also promote the acquisition of a high school diploma whenever possible or, if not possible, acquisition of a Commonwealth Secondary Diploma or high school equivalency credential. Youth who have already earned their high school diploma may be enrolled and participate in school, provided that appropriate programs and space are available and that the youth's participation is determined appropriate by the facility's treatment team. Academic programming is aligned to maximize the possibility for the credits that are earned in the facility to be transferred back to a youth's school district of residence.

Each facility and school establish a joint Program Effectiveness Committee. This committee develops a plan which includes program specific outcomes. These outcome measures provide for a timely transfer of academic records to the receiving school district at the time of release. These records are to be sent to the receiving school district at the time of or prior to the date of release. PDE or another agency conduct follow-up with youth at agreed-upon intervals after their release from the facility to determine and monitor their academic status. Moving forward, PDE will work to build partnerships to provide support to youth in furthering their academic goals and career development.

The Pennsylvania Academic and Career/Technical Training Alliance (PACTT) has been recognized as an essential component in Pennsylvania's Juvenile Justice System Enhancement Strategy. The project