Pennsylvania Migrant Education Program

Service Delivery Plan

June 2024

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MEP ACRONYM DESCRIPTIONS

ACRONYM	DESCRIPTION
CNA	Comprehensive Needs Assessment
CAMP	College Assistance Migrant Program
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
PDE	Pennsylvania Department of Education
IEP	Individual Education Plan
LEA	Local Education Agency
LOA	Local Operating Agency
MEP	Migrant Education Program
PAC	Parent Advisory Council
MPO	Measurable Program Outcome
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
NCLB	No Child Left Behind Act of 2001
OME	US Department of Education Office of Migrant Education
OSY	Out-of-School Youth
PFS	Priority for Services
SDP	Service Delivery Plan
SEA	State Education Agency

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A Comprehensive Service Delivery Plan

OVERVIEW

This report describes the Pennsylvania Migrant Education Program (PA MEP) and presents results of the 2022-23 Comprehensive Needs Assessment (CNA) and 2024 Service Delivery Plan (SDP). The plan includes Performance Targets, Measurable Program Outcomes (MPOs), Service Delivery Strategies, a definition of Priority for Services (PFS), and plans for parent involvement, identification and recruitment, records transfer, and evaluation.

The Education of Migrant Children, Title I, Part C of the Elementary and Secondary Education Act (ESEA), was initially created in 1966 and was amended in 2001 through No Child Left Behind (NCLB), then again through the Every Student Succeeds Act (ESSA), which took effect beginning in Fiscal Year (FY) 2017. The statute establishes important guidelines to ensure that children who move frequently are not penalized by differences in curriculum, graduation requirements, Local Educational Agency (LEA) content, and achievement standards. Funds provided under Title I are intended to provide migratory children with appropriate educational services (including supportive services) that address their unique needs and are designed to offer them a chance to access the same opportunities as their peers.

Nationwide, migrant education aims to achieve the following (defined in Section 1301 of ESSA):

> (1) To assist states in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migrant children;
>
> (2) To ensure that migrant children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging state academic standards;
>
> (3) To ensure that migrant children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet;
>
> (4) To help migrant children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school; and
>
> (5) To help migrant children benefit from state and local systemic reforms.

MIGRATORY STUDENT ELIGIBILITY

According to Title I, Part C Education of Migrant Children sections 1115(c)(1)(A) (incorporated into the MEP by sections 1304(c)(2), 1115(b), and 1309(3) of the ESEA, and 34 C.F.R. § 200.103(a)), a child is a "migrant child" if:

- the child is not older than 21 years of age;
- the child is entitled to a free public education (through grade 12) under State law or is not yet at a grade level at which the LEA provides a free public education; and
- the child made a qualifying move in the preceding 36 months as a migrant agricultural worker or a migrant fisher, or did so with, or to join, a parent, guardian or spouse who is a migrant agricultural worker or a migrant fisher, and the child moved due to economic necessity from one residence to another residence, and from one school district to another.[1]

A CONTEXT FOR CONTINUOUS IMPROVEMENT

Title I, Part C (Sec. 1306) specifies that state educational agencies (SEAs) must deliver and evaluate MEP-funded services to migratory children based on a state plan that reflects the results of a statewide CNA. To do so, a state's SDP must be viewed within a cycle of continuous improvement (see Figure 1, below) that contextualizes identified needs based on:

- Performance targets
- A CNA
- MPOs
- Service Delivery Strategies
- An Evaluation Plan

Within this continuous improvement cycle, a current CNA forms the basis for drafting MPOs, and service delivery strategies are then developed to organize the MEP's work toward achieving its goals for migratory students and families. Progress toward the

[1] Or, in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.

attainment of established performance targets and MPOs is assessed via comprehensive evaluation, and results inform the next round of needs assessment. This cycle is generally repeated every three to five years. Prior to this document, the PA MEP last completed a CNA in 2016 and an SDP in 2017. The CNA data is updated annually as part of the statewide evaluation; the SDP has been updated to reflect changes in regulation and state assessments. The prior CNA and SDP as updated inform the work represented in this report.

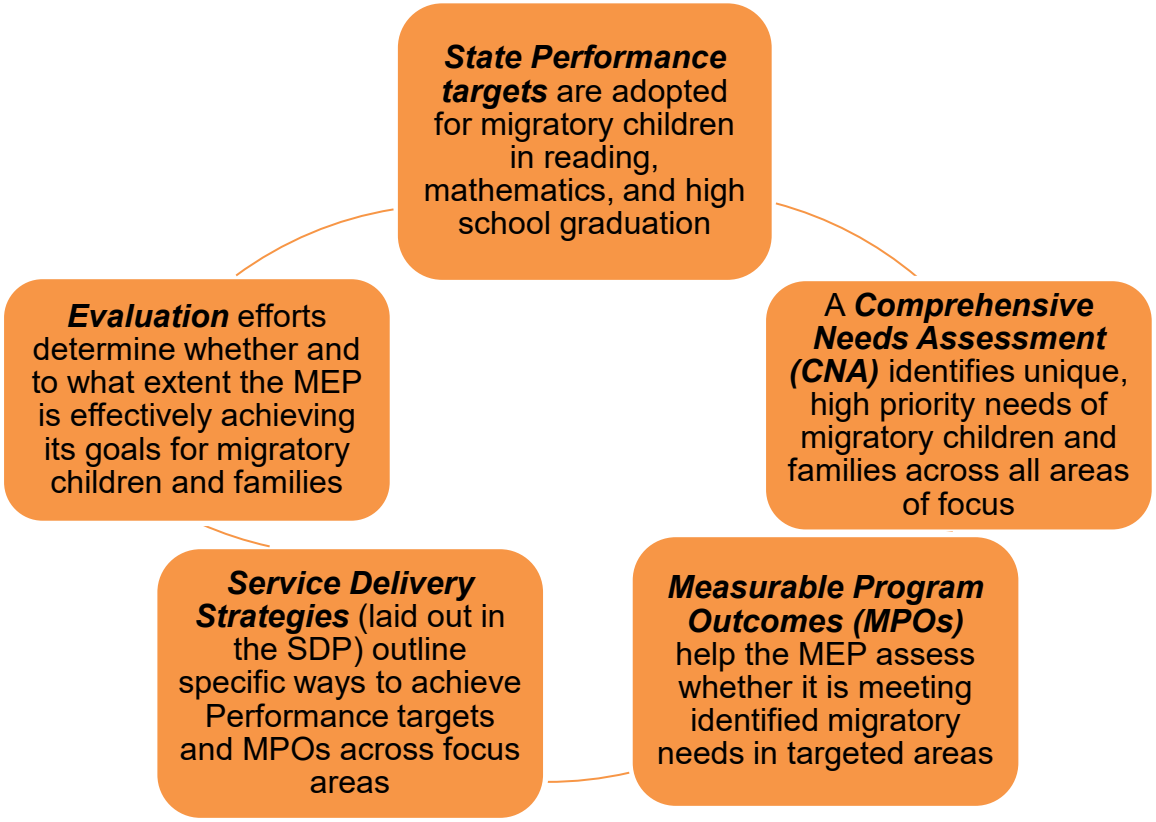

Figure 1. Pennsylvania MEP Continuous Improvement Cycle

THE PENNSYLVANIA MIGRANT EDUCATION PROGRAM

The Pennsylvania MEP (PA MEP) is a program of the Pennsylvania Department of Education (PDE) that assists schools in helping migratory learners meet state expectations for achievement. Within the contexts of eligibility and funding outlined above, the PA MEP identified a total of 6,079 unique eligible migratory students during the 2022-2023 program year. Approximately 4,079 (67 percent) of these youth were school-aged; 1,101 (18 percent) were not yet school-aged (i.e., too young to enroll in a

K-12 school), and 899 (15 percent) were considered out-of-school youth (OSY). Fifty-one percent, or about 3,102 migratory students in 2022-2023, were identified as “Priority for Service.”

This section describes the organization of the PA MEP and includes a summary of the students it serves.

Structure and Students Served

The PA MEP assists local school districts in improving the educational outcomes for the children of Pennsylvania’s migratory farm workers. The PA MEP provides supplemental programs designed to increase learning opportunities to help migratory children overcome the challenges of poverty, high mobility, and cultural and linguistic barriers in order to meet the same high standards expected of all children in the state.

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

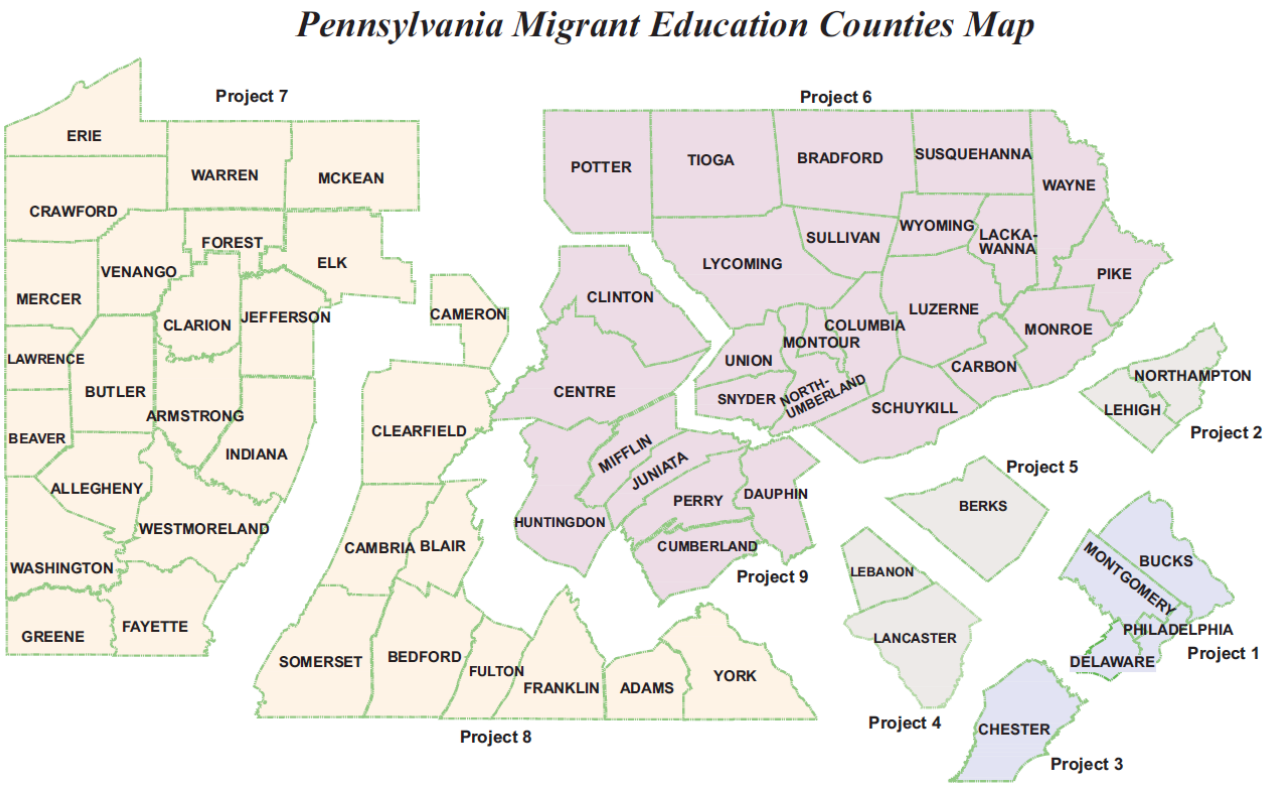

Figure 2. PA MEP Project Areas

To gain a common understanding of the Pennsylvania migratory student population, the Needs Assessment Committee (NAC) and Expert Work Group members reviewed a profile of Pennsylvania migratory students. The charts that summarize the number of migratory students by enrollment period, prior location, qualifying agricultural activity of their family, and other basic demographics are included below.

STUDENT PROFILE

Detailed needs assessment and student profile information is provided annually in the PA MEP statewide evaluation report and was reviewed by the committees while conducting the need assessment and service delivery planning processes. This section provides summary migratory student information culled from the 2022-2023 statewide evaluation, together with additional data as indicated.

Table 1. Number of Migrant-Eligible Students by Enrollment Period and Year

Enrollment Period	2018-2019 #	2019-2020 #	2020-2021 #	2021-2022 #	2022-2023 #
Regular School Year including Summer	5,257	4,827	4,445	5,268	6,079

Table 2. Migrant-Eligible Students Enrolled during 2022-23 Regular School Year, by Grade Level

Grade Level	2022-2023 *(n=6,079)*
Birth-Preschool	**18%**
K-12	**67%**
OSY	**15%**

Table 3. Migrant-Eligible Students by Enrollment Period 2022-2023 by Race/Ethnicity and Grade Level

Regular School Year 2022-2023	All Students (n=6,709)	Birth-preschool (n=1,101)	K-12 (n=4,079)	OSY (n=899)
Native American	2	0	0	2
Asian	766	151	611	4
Black	267	64	197	6
Hispanic/Latino	5,025	884	3,254	887
Multi-racial	0	0	0	0
Pacific Islander	2	0	2	0
White	17	2	15	0

Table 4. Migrant-Eligible Students by English Language Fluency, 2022-2023

Regular School Year 2022-2023	All Students (n=6,709)	Birth-preschool (n=1,101)	K-12 (n=4,079)	OSY (n=899)
Non-fluent	4,608	608	3,170	830
Fluent	829	21	789	19
Blank/Unknown	206	36	120	50

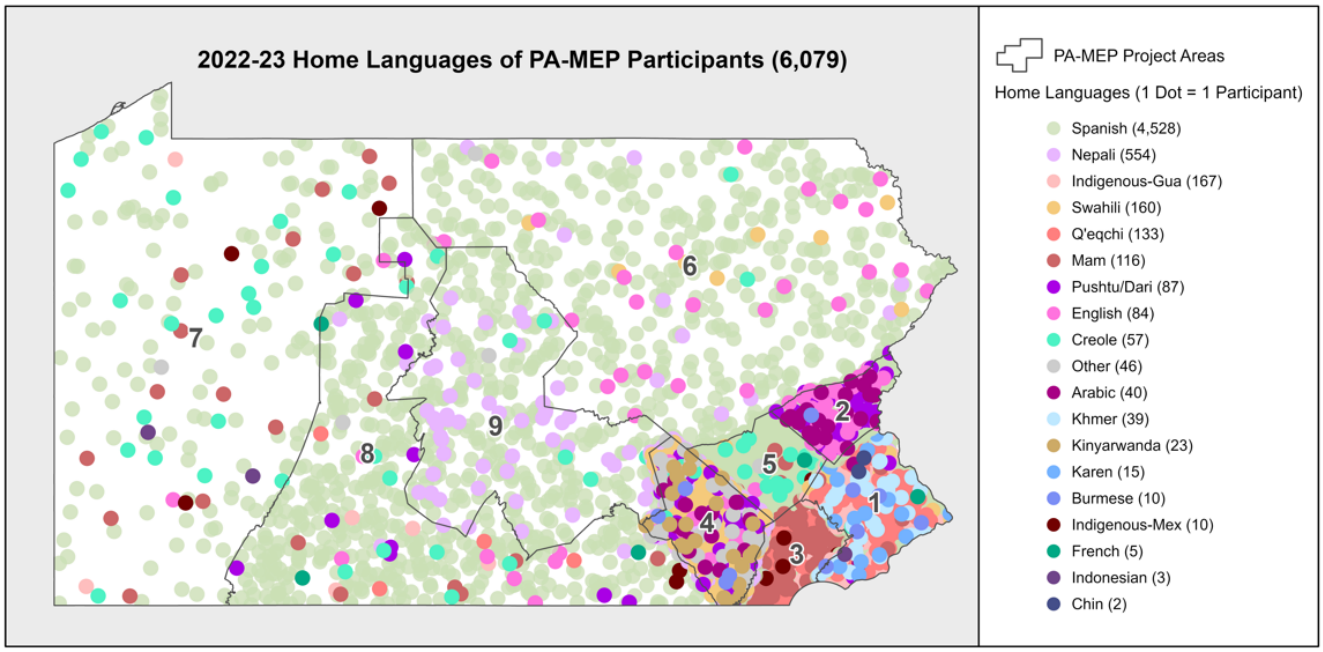

Figure 3. Home Language Map by Project Area, 2022-2023

Table 5. Migrant-Eligible Students by English and Math Proficiency

English and Math Proficiency 2022-2023	All Students (n=4,079)
English	15%
Math	15%

Table 6. Migrant-Eligible Students on Track for Graduation

On Track for Graduation 2022-2022	K-12
On Track	1,089
Not on Track	84
Blank/Unknown	187

SERVICE DELIVERY PLANNING AND ORGANIZATION OF THE REPORT

States funded under Title I, Part C are required to develop a comprehensive SDP in consultation with migratory parents, in a language and format they understand, and based on meeting state performance targets as well as the priority needs identified in the CNA.

This plan is intended to update the PA MEP's 2017 SDP in accordance with the 2022-2023 CNA and consultation with the state's migratory Parent Advisory Council (PAC). The new SDP contains all of the elements that build upon one another in a cycle of continuous improvement: performance targets, a summary of the latest CNA, MPOs, service delivery strategies, and an evaluation plan (see Figure 1, above). Also included are plans for:

- MEP staff professional development
- Identification, recruitment, and service provision to PFS and other migratory students
- PFS designation
- Parent involvement
- Exchange of student records

2022-2023 COMPREHENSIVE NEEDS ASSESSMENT

The Pennsylvania Migrant Education Program (PA MEP) conducted a Comprehensive Needs Assessment (CNA) between Spring of 2022 through the transition to this Service Delivery Plan (SDP) in Spring of 2024. The CNA process was informed by needs assessment guidance provided by the Office of Migrant Education (OME). Broadly, such guidance required a consultative process that included the input of both stakeholders and subject matter experts into the needs and possible solutions for eligible migrant youth and families. It also required that the process be informed by an examination of existing and, where necessary, new data about the migratory youth served by the MEP.

The 2022-2023 CNA process was led by a management team headed by the PA MEP State Director, Carmen Medina. The team consulted with regional migrant directors, Pennsylvania Department of Education (PDE) personnel, consultants, and others to recruit a Needs Assessment Committee (NAC) comprised of a cross-section of individuals knowledgeable about the migratory student population in Pennsylvania (see Appendix A for a full list of individuals invited to participate on the NAC, along with their roles and affiliations).

Arroyo Research Services (ARS) was contracted to assist the state throughout this iteration of the CNA-SDP process, and the NAC's first formal meeting was held by Zoom on May 25, 2022. The committee reviewed the 2020-2021 Migrant Student Profile, which drew data

useful to the CNA process from the most recent MEP evaluation report, as well as from MIS2000. Other data and documents reviewed for the CNA included the 2021 PA MEP ESSERIII Stakeholder Report and the 2017 Service Delivery Plan.

2022-2023 CNA Data Sources:

- 2022-2024 NAC input (May 2022 - Dec 2023)
- 2023-2024 CNA Interviews with PA MEP Staff and Additional Experts (n=20)
- 2023 MEP Staff CNA Survey (n=56)
- 2022 PAC input (Sept. 17 and Dec. 10, 2022)
- 2022 Summer Student Survey (n=381)
- 2022 Summer Staff Survey (n=98)
- 2021-2022 Parent and OSY Survey (parent n=239; OSY n=42))
- 2021 PA MEP ESSERIII Stakeholder Report
- 2020-2021 PA MEP Evaluation Report
- 2020-2021 PA MEP Student Profile (n=appx 4,500)
- 2017 PA MEP Service Delivery Plan

Another critical component of any CNA is the inclusion of migratory youth and parent voices. As a routine part of the MEP evaluation process, summer students, OSY, and parents are invited to complete surveys that include the open-response format question, “How might the PA MEP better support you/your child’s education?” Responses from the 2021-2022 Parent and OSY survey (n=281) and the 2022 Summer Student Survey (n=381) were analyzed as part of this CNA. These findings, along with the refined concern statements developed by the NAC and a further review of the data sources described above, led to the development of the interview and survey protocols that were then used to give voice to both Parent Advisory Committee (PAC) and MEP staff members in terms of migratory student and family needs (see Appendix B for all CNA protocols).

In addition to surveying students and OSY over the summer, PA MEP staff members conduct individual needs assessments of migratory youth year-round. According to the 2020-2021 evaluation report, 94 percent of 4,179 identified youth had a needs assessment on record. Front-line MEP staff who conduct these assessments were also surveyed in 2022 as part of the program evaluation (n=98).

The September 2022 state PAC officers’ quarterly meeting was an ideal place to facilitate the collection and discussion of migratory child and family needs from the parents’ perspective, as was the broader December 2022 PAC meeting (see Appendix C for a summary of migratory parent and youth input). Parent responses were incorporated into the concern statements from the NAC.

Late Fall 2023 and early Spring 2024 interviews with PA MEP staff and additional content experts, including members of faculty and administration from Penn State University who are engaged in either direct services and/or in the study of issues impacting migratory students and EL (see Appendix D), reinforced much of what was previously articulated by members of the NAC and the PAC. This added feedback also addressed gaps identified in professional development for staff (such as support for teaching skills), the need for additional resources (human and material), and systemwide needs such as the development of common tools and programming across the PA MEP. Lastly, MEP staff from other states who are engaged as service providers were also consulted as a means of identifying best practices that might be introduced to or enhanced within the PA MEP, such as expanded programming for college/career readiness.

PRIORITY CONCERNS AND NEEDS IDENTIFIED BY THE 2022-23 CNA

After iterative analysis related to the concerns identified by the NAC and the additional stakeholders consulted, priority concerns were established for the following areas of MEP focus:

1. All PA migratory youth and families (i.e., the concerns cut across groups)
2. Early Childhood/School Readiness
3. Elementary and Secondary Student and Family Needs
4. OSY Needs

Details on the priority concerns that derive from these needs and the solutions proposed for addressing them are provided in each section and table that follows. Addressing the structure and details of MEP services designed to address these needs was the task of the service delivery planning process described below.

PRIORITY CONCERNS - ALL PA MIGRATORY YOUTH AND FAMILIES

The NAC identified priority concerns that affect migratory youth and families across the Commonwealth, then proposed ways to address them.

Table 7. Priority Concerns and Solutions: ALL Migratory Youth and Families

Prioritized 2022-2023 Concern Statements (ALL): "We are concerned that…"	Proposed Solutions
Migratory children, youth and families experience medical, dental, and mental health needs that adversely affect their academic success and ability to utilize available services.	1. Compile a list of dental/medical providers in the region/project area 2. [Refer/inform] Help parents/OSY get a TIN so they can get services from those providers that require an SSN/TIN 3. Conduct health/community fairs/events during hours and in convenient locations so parents/children can attend 4. Work with employers to host mobile/onsite dental/medical services 5. Conduct health fairs on days/hours when parents/OSY are more likely to be free and can attend 6. Identify sources for care that do not require insurance as some families do not have insurance 7. Sign up for programs like Community Mapping - Identify a list of low-cost providers or federally qualified health centers to obtain low-cost primary care (sliding fee) 8. Healthy Care Card via WellSpan Health Care Services may provide service if applicants live in the area 9. Family First provides dental care services if families register with the Keystone Agricultural Worker Program (not available in all areas of the state)

Prioritized 2022-2023 Concern Statements (ALL): "We are concerned that…"	Proposed Solutions
Migratory youth and families, particularly those whose first language is indigenous, need help communicating in/learning English to utilize services and be successful; families can't succeed without access to robust translation and interpretation services, knowledge of the rules and procedures around the use of such services, and the ability to self-advocate for them.	1. Advocate for robust interpretation/translation services that can help families interpret and understand school processes, policies, and materials in real time, as needed. A growing multitude of home languages presents challenges to identification, recruitment, and engagement at all levels. 2. Develop pre-recorded messages that can be used by all in target languages 3. Develop a network of translators/interpreters even if it's a two-language-removed translator for English to Spanish and another for Spanish to Mam for example 4. Identify community agencies or university professors/students to partner with, such as the League of Mayan speakers in DC 5. Access resources in students' indigenous languages including stories digitized in the indigenous language as well as education technology and distance learning resources (see, e.g. Harvard International Review) 6. US DOJ/DHS and the White House emphasize expanded access to resources and information for indigenous groups (see, e.g. Improving Language Access
A lack of or low first language literacy presents a unique challenge to second language acquisition, causing many migratory youth and families to face additional hurdles to engagement and academic success.	1. Develop/provide staff training to help students who have had no prior education (ex. Afghan girls) and/or may be illiterate 2. Review lessons/instructor expectations for beginner EL students to enable instructors to be flexible to get beginner EL students acclimated for instruction, such as allowing the use of native language for beginner instruction

Prioritized 2022-2023 Concern Statements (ALL): "We are concerned that…"	Proposed Solutions
Migratory youth and families need help meeting their basic needs (e.g., food, housing, transportation, financial, legal), as well as information on how to support themselves and their children physically, emotionally, and mentally.	1. Identify and disseminate information about programs/resources such as local community organizations that provide support including connection to food banks, housing, and transportation 2. Train staff in McKinney Vento (MV) requirements and who to contact to make MV referrals 3. Provide additional resources in multiple languages including indigenous languages (based on the population) 4. Provide a current list of legitimate local entities and their consultation costs, if applicable 5. Develop MEP staff understanding of government systems as well as where migratory youth and families can go to get help within them (e.g., education, law enforcement, health, housing, and utilities) a) Many of these agencies have staff hired to work as "community liaisons" who can provide sessions, professional development, and other services - perfect for joint PAC/staff development events
Limited access to the technology devices, software, and Internet connectivity required to fully engage in learning inhibits migratory student and family success, particularly in rural areas of the state.	1. Identify provider programs in the state that may provide reduced-cost access for populations with characteristics such as migratory farmworkers (i.e., isolated, low-income) 2. Advocate for districts to provide technology equipment and internet access 3. Provide technology equipment and internet access as possible with MEP funding 4. Find and distribute data re: community/district connectivity and technology resources

Prioritized 2022-2023 Concern Statements (ALL): "We are concerned that…"	Proposed Solutions
Migratory youth and families experience physical and/or cultural isolation that adversely affects their ability to engage with MEP services and access available resources.	1. Develop an outreach model similar to a community health worker (CHW)/promotora model 2. Host regularly scheduled in-person and/or virtual events to connect youth and families to others-formal and informal-connection to services/providers but also with each other across districts, across states a. Identify community agencies that could assist in the events, such as the Colgate Bright Smiles program that provide the webinars in the families' native languages for young kids and their parents on good oral hygiene 3. Develop an explicit MEP Compact/Welcoming Packet/Detailed Expectations of MEP Services for youth and families (basic "newcomer" information) for when they newly arrive in a district. A video or link in the parents'/students' native language would be helpful. Address topics such as kindergarten readiness, introduction to the US/local/state educational systems, and the transition from home to school. Video examples: a. From the Colorado MEP i. The Migrant Education Program b. From I2MPACT consortium i. Healthcare/Cuidado de la salud ii. Food resources/Despensa de alimentos iii. Libraries/Las bibliotecas iv. Preschool programs/Programas de la primera infancia

Prioritized 2022-2023 Concern Statements (ALL): "We are concerned that…"	Proposed Solutions
Limited or no participation in supplemental MEP services (parent engagement events, summer MEP programming) results in less instruction, less interaction with peers, and a lack of information that can support students in their academic success.	1. Offer stipends for parents who participate in MEP PAC meetings that don't have SSN or TIN (Pre-paid cards to serve as a stipend; donations from partners) 2. Support migratory families and OSY by offering, where possible (perhaps during PAC meetings), workshops and/or on-demand resources such as job search strategies, career coaching, financial literacy/planning, and pathways to citizenship
Migratory students are not getting effective support because staff workloads are too high, and staff are not adequately trained.	1. Hire more MEP staff to reduce overload. a. Rather than tying SSS to schools or grade levels, tie them to families so there is one primary MEP point of contact/service with whom families can build trust [already the practice in some areas of PA, but not all] b. Hire case managers who can look at families as a whole and then get content/specialized help from the SSS (or other staff). For example, if an SSS serves a family with a 10th, 7th and 4th grader - they will have to run all around different schools trying to help one family. A case manager can tell the HS SSS "The 10th grader needs X" and then go to the middle school SSS and coordinate help for the 7th grader, etc. 2. Implement annual staff evaluations/performance reviews that can help identify training needs 3. Offer more guidance and training for staff and paraprofessionals/others who provide in-home services
Families have challenges integrating into the community following MEP involvement.	1. Teach youth and families strategies for self-advocacy, taking into account the unique strengths and weaknesses of each district to better support their post-MEP challenges in integrating into the community.

Prioritized 2022-2023 Concern Statements (ALL): "We are concerned that…"	Proposed Solutions
	2. Identify community organizations that work with the migratory population and facilitate connection with the families before the children term out of MEP 3. Facilitate the development of community relationships within the MEP population's community to identify advocates who can support families post-MEP 4. Develop/implement transition plans for students aging out or timing out of the program
Students and families do not feel safe in schools because: **a) they do not understand or receive in a language they understand school security notifications (e.g., lockdown, shelter in place)** **b) they do not know what to do when there is a security notification** **c) they may face barriers in the front office during a security incident (e.g., have no ID to show when trying to check child out from school)**	1. Provide parents with an informational video (or larger training) on school safety, notifications, actions, etc. (LEA or MEP) 2. Conduct parent focus groups to determine what is most concerning and what parents would like to see done 3. Train parent advocates/representatives on this topic who could present at local PAC mtgs/parent engagement activities on the topic

PRIORITY CONCERNS – EARLY CHILDHOOD/SCHOOL READINESS

Priority concerns specific to migratory children aged 0-5 and their families, as well as proposed ways to address them, are outlined below.

Table 8. Priority Concerns and Solutions: Early Childhood/School Readiness

Prioritized 2022-2023 Concern Statements (EC) "We are concerned that…"	Proposed Solutions
Migratory children are often less prepared for kindergarten than their peers, and migratory parents need help in their role as their child(ren)'s first teacher. Migratory parents of preschoolers may not know the importance of formal preschool and how it prepares children for kindergarten, may have obstacles (such as working long hours, lack of English) that inhibit their ability to help prepare their children for kindergarten, or may not know the skills expected of children to be ready for kindergarten.	1. Provide training sessions (such as via Parent Cafe) for parents and provide transportation and childcare to enable parents to attend 2. Provide resources/support to parents of preschoolers in lessons for their children a. Look at the PA-MEP kindergarten readiness screener to identify sections that could guide the development of (video) tutorials for parents b. There are some videos also already available for parents-Ready4K/Parent Powered/ Ready Rosie c. Examine activities for educators and parents to ensure that those that address the executive function skills and soft skills of kindergarten readiness-monitoring your feelings and actions, turn-taking, independence, self-help, responsibility, etc. are included in the Pre-K resources (see, e.g., National Association for the Education of Young Children) 3. Connect families with resources for positive parenting strategies 4. Kinder Jumpstart Activities-rising kinder kids get to spend 3-5 days in a kindergarten classroom (or a MEP classroom) the summer before they enter kindergarten to help orient them to the activities and surroundings and jump start their entrance into kindergarten. It's a good time to learn about using the restroom, stations in the classroom, lunchtime procedures, etc. Folks can also jump start recognizing students' names, turn-taking, and soft skills. Many kindergarten classrooms in schools are doing this type of program already and MEP could partner to offer extended days/time or something specific for the MEP kids and not all English Learners for example. If not, MEP could partner with them to do

Prioritized 2022-2023 Concern Statements (EC) "We are concerned that…"	Proposed Solutions
	it. Otherwise, MEP could create its own Jump Start program in selected areas to enable parents to spend part of a day (or several days) seeing what the classroom situation looks like and to help the kids transition. 5. Consider using the state's SAS portal to help parents prepare their children to be ready for school 6. Better define/communicate PFS for this age group as there is confusion about it
Migratory children experience delayed enrollment/non-enrollment in school because their parents are unfamiliar with the varied processes, rules, and norms of the U.S. educational system.	1. Provide resources/support to parents of preschoolers in lessons for their children 2. Include enrollment information during home visits and sessions with pre-school age youth 3. Provide opportunities for near-peer sharing about experiences (parents who have been through it sharing with parents new to it) 4. Connect families with resources for positive parenting strategies
Migratory preschool-age children may not be identified as having developmental delays in a timely manner (Migrant kids not enrolled in a daycare or preschool program, where educators see them regularly, are often not seen by anyone other than immediate family members. If those family members do not understand developmental milestones and benchmarks, kids with delays go undetected and don't receive the early interventions needed/available).	1. Ensure parents are aware of and can recognize potential delays for early assessment and intervention 2. Provide resources/support to parents of preschoolers in lessons for their children 3. Lay out milestones/developmental timelines for children graphically or via video (esp. given limited literacy) 4. Use something like the "Ready for K" tool (by Parent Powered) to communicate milestones and just-in-time tips to parents

Prioritized 2022-2023 Concern Statements (EC) "We are concerned that…"	Proposed Solutions
Migratory preschool-age children can't participate in programs because of obstacles to access such as: ● **Parents lack transportation to get children to the programs/** ● **Wait lists for preschool programs are long which prohibits access** ● **Following Pennsylvania Pre-K Counts Statute, Regulations and Guidelines, preschools must have a 3 or 4 rating in Keystone STARS (Standards, Training/Professional Development, Assistance, Resources) for the MEP to be able to place them** ● **Head Start can't accommodate enough MEP students** ● **P3 preschoolers are not included because there's a lack of space so programs focus on P4/P5 and kindergarten readiness**	1. Allow preschool students who are not in formal (external) programs to participate in transition-to-kindergarten programs sponsored by formal preschool programs/community organizations/schools 2. Identify other opportunities/events for engaging preschool children in external programs, such as at a library or community center, Play and Learn Groups 3. Educate parents about and advocate for access to transportation services 4. Prioritize/tier student services so kids not in a PreK program (public, private, Head Start, etc.) get MEP priority to be served first/more. Others who are in PreK programs get monitoring & check-ins from the MEP staff or special events (so there's something that counts as serving the students) 5. Combine parent engagement and PreK services at special events 6. Identify specific evidence-based out-of-school time programs to use with migrant PreK students

PRIORITY CONCERNS – ELEMENTARY AND SECONDARY STUDENTS AND FAMILIES

The NAC identified priority concerns affecting elementary and secondary migratory students and families, as well as proposed ways to address them.

Table 9. Priority Concerns and Solutions: Elementary and Secondary

Prioritized 2022-2023 Concern Statements (Elem and Sec) "We are concerned that…"	Proposed Solutions
Migratory students need flexibility in their educational options, especially for those who support their families financially and must work or who have other family needs (such as providing childcare).	1. School/MEP staff need to know more about online programs such as ESPERANZA and other cyber schools to connect kids to those programs 2. MEP can provide internet access and technology equipment (with guidance on setting up the equipment) so students who lack those can participate in the online school 3. Conduct placement review and preparatory classes for GED in Spanish
Secondary youth do not have adequate resources to be successful in high school (language services, students enrolled in 9th grade having not completed prior schooling in their home country).	1. Ensure that a counselor in each high school is trained on the unique needs of migratory students and assists with correct course placement, credit recovery, alternative options to credit accrual, etc. 2. Utilize statewide resources like online learning to personalize courses/learning to students' needs
Migratory students need support to improve their performance in math.	1. Review lessons/instructor expectations for beginner EL students to enable instructors to be flexible to get beginner EL students acclimated for instruction, such as allowing the use of native language for beginner instruction 2. Provide training to MEP staff on how to teach math and how to maintain their skills in math
Migratory students need support to improve their performance in reading.	1. Review lessons/instructor expectations for beginner EL students to enable instructors to be flexible and to get beginner EL students acclimated for instruction, such as allowing the use of native language for beginner instruction

Prioritized 2022-2023 Concern Statements (Elem and Sec) "We are concerned that…"	Proposed Solutions
	2. Share more resources from the IMPACT consortium, especially those targeting middle school students
Migratory children experience delayed enrollment/non-enrollment in school because their parents are unfamiliar with the varied processes, rules, and norms of the U.S. educational system and may not have the necessary requirements such as immunizations to be able to enroll children.	1. Determine if MEP can do something similar to McKinney-Vento and waive the immunization requirements for immediate school enrollment [Note: per the Pennsylvania Department of Education website: "The Department of Health's immunization requirements do not apply to a student if one of the following occurs: c) The student is moving or transferring into a school in the Commonwealth and is unable to provide immunization records immediately upon enrollment in the school. The child's parent or guardian shall have 30 days to provide immunization records or a medical certificate or to complete an exemption."] 2. Ensure schools provide parents with information on what is required for enrollment in a language the parents can understand 3. Ensure that all school enrollment personnel (front office staff, secretary, etc.) get trained on enrolling immigrant, English learner and migratory families. Often enrollment barriers happen because the front office person is not knowledgeable. 4. Provide parents with district information on multiple ways students can enroll and/or obtain enrollment support. Sometimes enrollment must be done online, but the MEP families don't have computers; assist families with obtaining paper forms when necessary.
Migratory students and families who don't know how or who are unable to connect to school- and district-based resources miss out on the needed assistance those resources could provide. Migratory students and families need encouragement, guided	1. School and MEP staff need to help make sure parents know about school online learning systems such as PowerSchool, Infinite Campus, Schoology/ Home Access Center 2. Enhance support during student enrollment: incorporate awareness of the free school lunch program

Prioritized 2022-2023 Concern Statements (Elem and Sec) "We are concerned that…"	Proposed Solutions
practice, and help to check in routinely on school progress (grades, assignment completion, being on track for advancement or graduation).	3. Conduct more "mini-PACs" and at schools to connect families to the schools. 4. Ensure that schools provide information to parents in a language the parents can understand 5. Provide MEP staff with more training on how to help parents access school resources
Migratory youth arriving without prior formal schooling or without documentation of prior schooling may be placed outside of their age/grade level norm and require significant supplemental help to catch up to peers.	1. Provide counselors & teachers with information about foreign school systems 2. Be sure schools get the student transcripts from their schools in other countries to facilitate appropriate grade placement/provide information to schools on how to obtain transcripts from schools in foreign countries. 3. Develop a migrant student assistance program similar to the state's Student Assistance Program to help the migratory students integrate and thrive in the school
Students with special education needs often enter school without a diagnosis for special education services, resulting in learning challenges.	1. Offer additional in-person training statewide to support SPED, updated teaching techniques, successful strategies for advocacy and support a. Make sure the instructor has information about the students, knows what the IEP states as far as accommodations to be provided, and has other essential information about the student to enable teachers to best instruct students b. Provide support/training relative to specific needs such as autism, ADHD c. Develop a communication/dissemination system to share/provide statewide MEP staff access to training information (ex. a website that hosts information and is accessible to MEP staff statewide)

Prioritized 2022-2023 Concern Statements (Elem and Sec) "We are concerned that…"	Proposed Solutions
	d. Identify community resources for addressing specific needs and engage support from those resources. Facilitate/provide connections to those resources e. Identify a school-based expert liaison (like a SPED teacher or administrator) to work with MEP staff to understand students' needs, work, and approaches based on IEPs
Migratory youth and families may not know about or know how to take advantage of a full range of options after graduation and may lack adequate resources for post high-school planning and success. Latino students are often pushed into technical careers.	1. To share info on post-graduation options: a. Provide more in-person community gatherings after school in conjunction with other ongoing school-wide events (e.g., parent-teacher nights, STEM events, festivals). If the families are given resources in connection with a "fun" activity, it may develop a connection, resources, etc. b. Provide college/career readiness (CCR) sessions c. Provide one-on-one sessions with each student to work through unique situations and personalize the information shared in CCR sessions d. Partner with in-school counselors or college and career personnel proactively and collaborate on school day sessions to better address topics such as GPA, course planning, prerequisites, etc. e. Develop teacher/counselor allies in regions or in specific schools (especially institutions with diverse staff/diverse populations) who are or who are willing to become experts in information areas of need such as transcript review of foreign transcripts, know about alternative credit accrual options locally f. If school hours are provided on Saturdays so kids can make up work, earn credits, etc., conduct a CCR event during that time

Prioritized 2022-2023 Concern Statements (Elem and Sec) "We are concerned that…"	Proposed Solutions
	g. Include parents in college readiness sessions, especially addressing topics such as FAFSA, money for undocumented students, etc. h. Share information about trade schools, apprenticeship programs, etc. (PSU research indicates that Latino students are disproportionately "encouraged" to enter technical schools) 2. Partner with institutions that have diverse staffing and serve diverse populations to provide information about post-graduate options 3. Help parents who lack an SSN get a TIN so they can file taxes and complete a FAFSA-ITIN (similar to a FAFSA especially for certain nonresident and resident aliens who cannot get an SSN)
Students and families have difficulty building relationships with school personnel or accessing available school-based services due to their unfamiliarity with school policies and a lack of empathy from school staff regarding migratory students' specific circumstances.	1. Develop awareness of the MEP with school leadership to add legitimacy to the program so school staff might be more likely to engage and support the migratory students and their parents 2. Inform school staff about migratory students – who they are and what are their needs 3. Inform school staff about the MEP (overview/purpose etc.) 4. Develop materials (videos, PD, etc.) to be used statewide with local teachers/school staff to explain MEP 5. Work with school staff/nutrition staff to ensure they are aware that migratory children are categorically eligible for the free lunch program and follow up to ensure parents enroll their children in the free lunch program 6. Provide training for school staff annually to be sure that new staff receive the training 7. Develop relationships with school staff to facilitate information sharing so MEP staff have information about their students, and school staff are

Prioritized 2022-2023 Concern Statements (Elem and Sec) "We are concerned that…"	Proposed Solutions
	aware of who their migratory students are (ex. of the student interested in nursing who was not invited on the school field trip for non-MEP students interested in nursing) 8. Work with districts to address the issue of truancy for students whose parents don't withdraw them when they move because they know they'll be returning
Students don't "find themselves" within the school community, have trouble integrating, finding their identity, and feel caught between two cultures.	1. Implement programs such as Project Enye 2. Know and train students and families on school/teacher communication apps/strategies 3. Include extracurricular information in parent/family welcoming packages 4. Orient the students to the school, to teachers, and to counselors (explain the kind of support counselors can provide, such as planning for graduation and college/career readiness) 5. Provide support to students not only in the cultural transition but also as far as school routines/customs 6. Navigate, promote, and support/fund student access to extracurricular activities - transportation, bus fees, uniform fees, etc. (Extracurricular activities expand opportunities for social engagement with other students) 7. Connect families with resources for adolescent development and positive parenting strategies

PRIORITY CONCERNS – OUT OF SCHOOL YOUTH

Priority concerns specific to OSY, as well as proposed ways to address them, are outlined below.

Table 10. Priority Concerns and Solutions: OSY

Prioritized 2022-2023 Concern Statements (OSY) "We are concerned that…"	Proposed Solutions
OSY who want to do so may not know how to return to school and get back on track for graduation.	1. Connect with school staff who are familiar with foreign schools to obtain documents required to enroll OSY in school 2. Conduct placement review and preparatory classes for GED in Spanish 3. Have some kind of tool to identify skills and interests and build on those for appropriate school placement 4. Provide OSY with internet and technology equipment (and instruction on how to use the technology)-connected tablets to enable engagement with interactive, online content on-demand a. Include a suggested list of content or even a specific PA OSY page that includes materials (from iSOSY or elsewhere) that staff has been trained on, so they can assist OSY and answer any questions they may have (see below for more thoughts on iSOSY) 5. To combat social isolation, create more programs and opportunities for OSY to interact with others: other students in school, and adults in their communities. Similar to a big brother-big sister program. Connect them with people in their communities they may share commonalities with or who may be willing to connect with OSY
OSY and unaccompanied minor populations in PA have grown substantially, increasing pressure on limited MEP resources to	1. Identify/engage mental health/trauma therapy providers 2. Support MEP staff in identifying trauma-based needs, appropriate grievance strategies, and pathways for conflict resolution

Prioritized 2022-2023 Concern Statements (OSY) "We are concerned that…"	Proposed Solutions
identify them and meet their needs, especially those that are trauma-based.	3. Provide/advocate for additional teacher professional development related to the uniqueness of the migratory experience and to trauma-informed care
Many OSY lack opportunities to develop the foundational skills needed to enroll in or complete GED, ESL, or job training programs	1. Identify which technology works best for OSY (e.g., WhatsApp, social media platforms) and use it to develop quick, informative videos/sessions on life skills and other things OSY would benefit from knowing or knowing how to do 2. Provide OSY with internet and technology equipment (and instruction on how to use the technology)-connected tablets to enable engagement with interactive, online content on-demand a. Include a suggested list of content or even a specific PA OSY page that includes materials (from iSOSY or elsewhere) that staff has been trained on, so they can assist OSY and answer any questions they may have (see below for more thoughts on iSOSY) 3. Create an apprenticeship program, teaching each other, and build empowerment by sharing what they know with each other 4. Have a tool to identify basic skills and build on those for future guidance 5. Offer life skills training opportunities, such as workshops/materials on check writing, obtaining a driver's license, career search/development, etc. 6. Contact MEP OSY experts (such as Emily Williams - SC, Emily Hoffman - MA, Tracie Kalic – iSOSY) to identify the best current material from the iSOSY consortium such as Math on the Move or Reading on the Move and adapt those to measure/identify OSY skills

Prioritized 2022-2023 Concern Statements (OSY) "We are concerned that…"	Proposed Solutions
Many OSY are not in PA long enough for the MEP to offer them meaningful assistance/services.	1. Re-think summer service requirements, especially for OSY. One-hour lessons require a lot of time and engagement that are difficult after a long workday, causing some OSY to ignore outreach. 2. Rethinking summer should include opportunities to address the isolation that seems to take place with OSY. Shorter, more frequent opportunities that address basic skills may be more effective for the OSY population in the state. 3. Develop mini lessons for the type of work in which OSY are engaged, ex., poultry worker lessons on chicken health similar to ISOSY ESL for dairy workers) or on specific life skills 4. Provide more frequent ESL classes 5. Connect OSY to services in other states where they will move
Young OSY (under the minimum school age) may not understand the ramifications of truancy, putting them and their families/guardians in potential legal jeopardy.	1. Develop a quick guide to be translated into different languages, one page with charts/visuals. Something online they can access. For some, it is better not to be written but verbal with easy language, and no jargon. A video with graphics explaining what to do. WhatsApp messages, a short video about truancy instead of a written guide. (Region 2 has created these types of videos for families and students).

SERVICE DELIVERY PLANNING TO ADDRESS CNA PRIORITIES

Service delivery planning starts from the priorities identified in the CNA to provide a framework for the work of the PA MEP. Building on existing programs, while making key modifications, expansions, and deletions, will help to meet the evolving needs of eligible migratory students and families in Pennsylvania.

The Pennsylvania SDP Committee met in January 2024 to review the SDP process, the MEP structure in Pennsylvania, and the results from both the forthcoming MEP Evaluation and the 2022-2023 CNA. Participants were asked to focus on key components of an SDP (state performance targets, MPOs, Service Delivery Strategies) and to work toward developing the statewide program strategies for the MEP.

The meeting concluded with planning for the remainder of the SDP process, which included:

- Ad hoc work group meetings
- Further strategy development
- The drafting of performance targets and MPOs
- Iterative review and revision of strategy charts and SDP drafts
- Final approval of the SDP (June 2024)

MEASURABLE PROGRAM OUTCOMES

Where state performance targets are designed to establish target performance for all students, MPOs indicate the specific growth expected from the migratory services provided. They are intended to tie service delivery to growth, and as such form a useful basis for developing service delivery strategies that support state performance targets. The Pennsylvania SDP committee drafted MPOs for five areas of focus (reading, mathematics, high school graduation, early childhood, and OSY) to measure the extent to which the proposed solutions address the state performance targets and meet the priority needs of PA students and families served.

Table 11. Performance Targets and Measurable Program Outcomes

Focus Area:	State Performance Target:	Measurable Program Outcome (MPO):
Reading	Increase the percent proficient of migratory students on the English Language Arts PSSA by 6 percentage points annually reaching 45.2% by 2027.	(1a) By 2027, increase by 10% over the 2024 baseline the percentage of PFS students in grades 3-8 that received supplemental academic instruction in reading who demonstrated one-year gains in proficiency on the English Language Arts PSSA. (1b) By 2027, increase by 10% over the 2024 baseline the percentage of migratory EL students who met Interim Growth Targets for English Learners on the ACCESS assessment.[2]
Mathematics	Increase the percent proficient of migratory students on the Mathematics PSSA by 5.6 percentage points annually, reaching 35.6% by 2027.	(2) By 2027, increase by 10% over the 2024 baseline the percentage of PFS students in grades 3-8 that received supplemental academic instruction in mathematics who demonstrated one-year gains in proficiency on the Mathematics PSSA.
Graduation	By 2027, 90% of 12th grade migratory students will graduate.	(3) By the end of 2026-2027, 90 percent of migratory students who complete the Diploma Project or other supplemental college readiness activities will graduate after four years of high school.
EC	By 2027, increase the percentage of eligible early childhood migratory youth receiving MEP funded services by 10 percentage points over the 2023-2024 baseline.	(4) By 2027, increase the percentage of migratory preschool children ages 4 and up receiving MEP funded instructional services with a completed PA MEP School Readiness Screener by 15% over the 2024-2025 baseline.
OSY	By 2027, increase the percentage of eligible Out of School Youth receiving MEP funded instructional services by 10% over the 2023-2024 baseline.	(5) By 2027, increase the percentage of migratory Out of School Youth who indicate an interest in ESL instruction who receive ESL instruction by 10% over the 2024-2025 baseline.

[2] Following the methodology established in the 2023 Pennsylvania Consolidated State Plan, Table 1.4, page 12.

SERVICE DELIVERY STRATEGIES AND IMPLEMENTATION

To achieve state performance targets and facilitate adequate progress toward MPOs, the SDP committee identified service delivery strategies across all areas of focus and identified need (see Table 12, below). The group further outlined the activities designed to achieve the service delivery strategy, as well as data points for measuring implementation. Lastly, the committee suggested additional approaches and resources for meeting the unique needs of migratory students and families related to each overall strategy.

Note that not every cell in the table below will contain data. If there are no recommended or measurable indicators, the “Implementation Measure” cell may be blank. If there are no “Other Approaches and Resources” recommended by the NAC, that cell may also be blank. This is intentional and in no way negates the value of providing the indicated service.

Table 12. Service Delivery Strategies

Service Delivery Strategy	Specific Activities	Implementation Measures	Other Approaches and Resources
All Migratory Students and Families			
1.1 Connect migratory children and families to existing educational and community resources through technology and connectivity	1.1.1 Advocate with school districts to ensure migratory students are included in efforts to provide technology and connectivity that enable access to digital resources (e.g. online learning applications, Canvas, Infinite Campus, etc.) 1.1.2 Use smartphone apps, when possible, rather than relying solely on browser-based online tools		> Identify and refer families to technology and connectivity programs where available > Assist families with obtaining state-contracted Comcast high-speed connectivity > Identify hotspots and other connectivity resources and make them available to migratory students (including unadvertised school hotspots, library loaners, and other community organization resources)
1.2 Meet the communication needs of families and students in their home language and preferred mode	1.2.1 Work with schools to ensure communication is in the parent's home language. 1.2.2 Seek MEP staff proficient in multiple languages and cultures		> Contract translation and interpretation services as needed. > Identify community agencies or university professors/students who may have indigenous language services, such as the League of Mayan speakers in DC > Identify and use resources in students' indigenous languages including stories digitized in the indigenous language as well as education technology and distance learning resources (see, e.g., Death and Revival of Indigenous

Service Delivery Strategy	Specific Activities	Implementation Measures	Other Approaches and Resources
			Languages) > Expand use of interpretation and translation services that include indigenous languages > Develop a small set of pre-recorded messages that can be used across the state in selected indigenous languages for dissemination to migratory students and families > Convene a state-wide working group to develop a network of translators/interpreters who are proficient in English and selected indigenous languages (including when necessary two-language-removed translator for English to Spanish and another for Spanish to Mam, e.g.)
1.3 Connect migratory students and families to one another and their school and local communities	1.3.1 Provide community and school welcome packets to migratory families upon arrival 1.3.2 Connect to community agency events/food pantries/etc.	#/% of newly arrived students who received welcome packets	> Host migratory family events > Share information with MEP families about community agency events.
1.4 Support migratory student and family access to health services	1.4.1 Create/maintain/use local directories of medical and dental providers that have free services, sliding scales and/or service uninsured populations (community	#/% of local projects with lists of available health agencies	> Refer parents/OSY for support with obtaining necessary ID so they can get services from providers that require ID. > Conduct or promote community health fairs or

Service Delivery Strategy	Specific Activities	Implementation Measures	Other Approaches and Resources
	asset mapping) with MEP staff and families 1.4.2 Refer migratory students and families to identified providers as needed 1.4.3 Identify and coordinate with community agencies/organizations to provide assistance and orientation to families regarding medical, dental and mental health services 1.4.4 Collaborate with Keystone Health and others to engage migratory children and families in preventative health education	# of referrals to health agencies/ organizations % of migratory households that experience barriers to healthcare access	events during hours parents are available and in convenient locations > Encourage employers and community agencies to host mobile health clinics/services at places of migratory employment > Support OSY and families with accessing resources like Healthy Care Card via WellSpan Health Care Services and/or the Keystone Agricultural Worker Program (not available in all areas of the state)
Elementary			
2.1 Provide evidence-based supplemental reading and mathematics instruction to migratory PFS students, likely outside the	2.1.1 Collaborate with the district teachers/staff to identify and address migratory student background knowledge gaps in math and reading 2.1.2 Facilitate student engagement with existing supplemental education programs designed to	# of Projects reporting engagement with district staff about the academic needs of migratory students; Students included	> Develop and use a checklist or procedure to identify background knowledge gaps of migratory students in math and reading > Provide (or work with district administrators to provide) school staff with information on math instruction methods in the home countries of migratory children > “Crosswalk” different math instructional

Service Delivery Strategy	Specific Activities	Implementation Measures	Other Approaches and Resources
academic day	meet their needs 2.1.3 Provide supplemental instruction in basic math skills that addresses differences in math instruction in the US (e.g., integration of language and math instruction) 2.1.4 Provide supplemental instruction in reading 2.1.5 Focus on EL PFS students 2.1.6 Provide instruction in native language as a support to access the curriculum following PDE guidelines	in consultations with districts about academic needs. #/% of PFS students receiving supplemental instruction in math and reading #/% of EL PFS students receiving supplemental instruction in math and reading #/% of all migratory students receiving supplemental instruction in reading and math	methods to assist migratory students from other countries and identify similarities to make math instruction more effective

Service Delivery Strategy	Specific Activities	Implementation Measures	Other Approaches and Resources
2.2 Provide evidence-based supplemental instruction to migratory students identified as below proficient in reading or mathematics, likely outside the academic day	2.2.1 Clearly define supplemental services for this population 2.2.2 Ensure and promote access to suggested lessons and available resources.	% of migratory students identified as below proficient in reading participating in supplemental reading instruction. % of migratory students identified as below proficient in math participating in supplemental math instruction. % of migratory students identified as below proficient in reading or math served outside the academic day	> Train supplemental instructional staff and ensure on-time access to needed resources for students > Consider costs and opt for non-product-specific curricula when possible

Service Delivery Strategy	Specific Activities	Implementation Measures	Other Approaches and Resources
2.3 Ensure access to supplemental and federally mandated education programs including after-school services, tutoring, special education, language services, etc.	2.3.1 Provide parents with information about the purposes and availability of supplemental education programs 2.3.2 Identify supplemental education programs available within specific MEP regions 2.3.3 Advocate on behalf of migratory students for access to available services 2.3.4 Connect migratory parents to ConsultLine to address special education advocacy beyond the scope of the MEP	# of training opportunities provided to parents regarding access to supplemental programs # of MEP parents attending meetings	> Coordinate with supplemental education providers to familiarize them with the MEP and the needs of migratory students > Disseminate information about supplemental education opportunities in the parent's native language(s) as a way to encourage participation and facilitate access
2.4 Support migratory student enrollment, orientation and connection to the school system, including support for younger students	2.4.1 Ensure parents have information about enrollment available in a language and format they can understand. 2.4.2 Increase points of access for enrolling migratory children at school	# of parent orientations	> Provide multiple opportunities to enroll migratory children in school that take into consideration the work hours, language, access to technology and other barriers faced by parents > Provide parent sessions on school services beyond those provided by the MEP (including how to self-advocate for services when no longer in the MEP)

Service Delivery Strategy	Specific Activities	Implementation Measures	Other Approaches and Resources
2.5 Support elementary migratory student orientation and connection with school	2.5.1 Provide orientation to students and families about the services available at elementary level for children 2.5.2 Ensure migratory students have access to elementary level extracurricular activities 2.5.3 Advocate with schools to increase outreach to and accommodation of migratory students in extracurricular activities	# of students, families attending information sessions #/% of migratory students participating in at least one extracurricular activity	> Identify elementary appropriate extracurricular activities as well as similar efforts provided at local communities (boys and girls club; 4H; Boy Scouts, etc.) > Create and distribute flyers announcing opportunities in multiple languages > Maintain information on school adjustment activities/efforts available to migratory students and parents, including schedules, orientation meetings, fees and other associated costs
Secondary			
3.1 Support migratory students and families in learning about graduation pathways and requirements	3.1.1 Provide workshops to migratory parents and students about PA graduation pathways and requirements including through the Diploma Project 3.1.2 Advocate with school counselors on behalf of secondary migratory students for access to guidance, scheduling support, and school resources in support of	% of Diploma Project units completed per high school student % of HS students completing 2 or more units by Grade 11 % of HS students	> Compare US graduation requirements to requirements in native countries, as applicable > Develop or adopt graduation checklists for migratory students > Review/update “Diploma Project” materials to include relevant information for recent newcomer populations

Service Delivery Strategy	Specific Activities	Implementation Measures	Other Approaches and Resources
	graduation	whose parents have completed the Parent and Family Diploma Project unit	
3.2 Provide post-secondary career and pathway information to migratory students and families	3.2.1 Provide parents with post-secondary options, including trade schools, 2 and 4-year college degrees 3.2.2 Provide parent workshops regarding post-secondary options for school and career, including financial aid options 3.2.3 Provide information about College Assistance Migrant Program (CAMP) and local college preparatory programs where available	# of parents and students attending meetings that address post-secondary options # of workshops addressing post-secondary options	>Identify or develop “cradle to career” checklists for migratory students and families that identify key educational milestones and decisions and that promote post-secondary options > Adapt the iSOSY Goal Setting Workshop and Personal Learning Plan to take into account PA’s migratory newcomer and SLIFE populations
3.3 Provide evidence-based supplemental support for mathematics to migratory PFS students, likely	3.3.1 Collaborate with district teachers/staff to identify and address background knowledge gaps 3.3.2 Provide supplemental instruction in basic math skills	# of Projects reporting engagement with district staff about the academic needs of migratory students;	> Ensure secondary migratory students participate/have access to secondary level instructional opportunities and are appropriately scheduled for graduation required coursework > Use background knowledge assessments that take into account recent newcomer populations

Service Delivery Strategy	Specific Activities	Implementation Measures	Other Approaches and Resources
outside the academic day	3.3.3 Connect students with support for Algebra I and its prerequisite courses where needed	Students included in consultations with districts about academic needs. #/% of HS migratory students receiving supplemental instruction in math	> Use native language for content instruction as feasible > Consider and address the specific needs of SLIFE students
3.4 Provide evidence-based supplemental support for literacy to migratory PFS students	3.4.1 Provide supplemental literacy support using IMPACT resources	#/% of HS migratory students receiving supplemental instruction in literacy	
3.5 Assist secondary migratory students with school and peer connection	3.5.1 Provide orientation to students and families about supplemental, co-curricular and other services available for secondary students 3.5.2 Promote secondary migratory student participation in extracurricular activities	# of students, families attending sessions that address services and opportunities for secondary students #/% of migratory	> Identify secondary level extracurricular activities as well as similar efforts provided at local communities (sports, bands, community-based efforts such as Boy Scouts, 4H) > Maintain information on school adjustment activities/efforts available to migratory students and parents, including schedules, orientation

Service Delivery Strategy	Specific Activities	Implementation Measures	Other Approaches and Resources
	3.5.3 Advocate with schools to increase outreach to and accommodation of migratory students in extracurricular activities	students participating in at least one extracurricular activity	meetings, fees and other associated costs > Maintain information about enrollment and placement rules for students without school transcripts, missing records, etc. > Flyers announcing opportunities in multiple languages
Early Childhood			
4.1 Support parents and caregivers in recognizing and addressing potential developmental delays	4.1.1 Administer and use the PA-MEP kindergarten readiness screener as age appropriate to plan student services 4.1.2 Conduct annual parent education sessions on developmental milestones and accessing early intervention services (could be used at local PAC and/or parent engagement events) 4.1.3 Connect families with Early Intervention (EI) as appropriate	# children administered the PA-MEP kindergarten readiness screener by age 5	> Identify or create milestones/ developmental timelines for children graphically or via video; show parents how to use the CDC milestone tracker > Use “Ready4K” tool (by Parent Powered) or similar to communicate milestones and just-in-time tips to parents > Provide opportunities for parent to parent sharing about experiences (e.g., parents who have been through it sharing with parents new to it)

Service Delivery Strategy	Specific Activities	Implementation Measures	Other Approaches and Resources
4.2 Support families with preschool registration	4.2.1 Provide informational videos and resources to parents about the importance of preschool and the registration process 4.2.2 Assist families with preschool and Head Start registration and related requirements	% of age 3-5 migratory students participating in structured Pre-K programs such as Head Start, Keystone Stars 3 or 4, Pre-K Counts	> Work with preschool providers to collaborate on the enrollment process for migratory preschool children > Identify preschool programs in all MEP regions and geographical locations and direct families to those with open slots
4.3 Provide kindergarten readiness services to migratory preschool age children who are not in formal prekindergarten programs	4.3.1 Connect preschool children with existing support services, including through referrals to needed services 4.3.2 Provide parents with education and resources to support at-home learning with their children 4.3.3 Promote kindergarten readiness during summer programming 4.3.4 Identify other opportunities/ events for engaging preschool children in external programs, such as library or community center programs, Play and Learn Groups, etc.	# of referrals to services % of age 3-5 migratory students participating in preschool programming	> Identify skills children need to be prepared for school, perhaps in collaboration with PDE Early Childhood office, for distribution to parents and MEP staff members > Expand partnership with DHS/Head Start to reserve additional slots for migratory children > Connect with IUs for pre-K/early intervention support > Emphasize connection to free/low-cost resources > Prioritize or tier student services so youth not in a PreK program (public, private, Head Start, etc.) get MEP priority (kids in PreK programs would still get monitoring & check-ins and/or special events) > Develop an MOU or other agreement with

Service Delivery Strategy	Specific Activities	Implementation Measures	Other Approaches and Resources
			Head Start/OCDEL to prioritize slots for migratory kids (note: may only be possible at local level) > Bring small groups of parents and children together for peer-to-peer sharing of skill development strategies and ways to overcome culturally specific challenges > Make use of Jump Start activities (e.g., crash courses in needed skills) > Develop transition to kindergarten activities, such as hosted family visits to classrooms either before classes start or during a staggered enrollment week > Educate parents about and advocate for access to transportation services > Connect with Read-Talk-Sing providers where appropriate

Service Delivery Strategy	Specific Activities	Implementation Measures	Other Approaches and Resources
OSY			
5.1 Identify and address individual needs and goals of OSY and unaccompanied minors	5.1.1 Identify OSY needs using individual needs assessments 5.1.2 Provide meaningful, flexible real-time educational supports, including EL learning opportunities 5.1.3 Refer OSY for needed services 5.1.4 Provide interested OSY with information on pathways for returning to school and/or attaining a high school diploma or equivalent	% of OSY referred for services	> Increase agency collaboration (e.g., Office of Refugee Resettlement - agencies, nonprofits, post-release service grantees) > Provide/advocate for additional teacher professional development related to the uniqueness of the migratory experience
5.2 Address the trauma and mental health needs of OSY and unaccompanied minors	5.2.1 Identify and engage mental health/trauma therapy providers 5.2.2 Provide OSY with information about providers, strategies, and resources 5.2.3 Refer OSY for services as appropriate 5.2.4 Maintain and share an up-to-date list of community and health resources for OSY, including	#/% of OSY referred for health services	> To combat social isolation, create more programs and opportunities for OSY to interact with others including other students in school, and adults in their communities (similar to a big brother-big sister program, youth and adult soccer leagues, etc.) > Connect OSY with people in their communities they may share commonalities with or who may be willing to connect with OSY, including, e.g. through faith-based organizations > Create a statewide task force to compile mental

Service Delivery Strategy	Specific Activities	Implementation Measures	Other Approaches and Resources
	providers who offer services in home languages.		health resources for OSY from iSOSY, IMPACT and others
5.3 Address foundational skills needed to enroll in or complete ESL or job training programs	5.3.1 Identify or develop tools that can be used to assess basic skills and build on those skills for future guidance, including the iSOSY language screener 5.3.2 Provide supplemental educational services to OSY aligned to ESL and job training entry requirements 5.3.3 Offer life skills training via workshops/materials on check writing, obtaining a driver's license, career search/development, etc.	#/% of OSY receiving instructional services	> Create an OSY apprenticeship program where OSY teach and empower each other by sharing what they know > Connect with CareerLink > Convene MEP OSY experts to identify the best current material from the iSOSY consortium such as Math on the Move or Reading on the Move and adapt those to measure/ identify OSY skills > Provide OSY with internet and technology equipment (and instruction on how to use it) to enable engagement with interactive, on-demand online content > Identify which technology works best for OSY (e.g., WhatsApp) and use it to develop quick, informative videos/sessions on life skills and other things OSY would benefit from knowing or knowing how to do > Develop mini lessons for the type of work in which OSY are engaged, ex, poultry worker lessons on chicken health similar to ISOSY ESL for dairy workers) or on specific life skills

Service Delivery Strategy	Specific Activities	Implementation Measures	Other Approaches and Resources
			> Provide more frequent ESL classes > Provide specific lessons related to job/workplace safety & literacy > Consider using pre-GED skills programs such as AZTEC (in Spanish) or FastForward (via Kentucky Educational Television) > Develop suggested content, specific PA OSY web page or staff training that includes materials from iSOSY and elsewhere, tailored for PA OSY

PROFESSIONAL DEVELOPMENT

The PA MEP recognizes that staff professional development for MEP-funded staff at all levels is vital to the program's success in meeting the needs of migratory youth. This professional development occurs in multiple formats and approaches that include:

- Development and dissemination of online learning modules
- Sessions and presentations at the statewide MEP conference
- Cross-project job-alike networked learning communities
- Regional and project-based learning sessions on important local topics
- Ongoing coaching and mentoring of new and existing staff

Key topics for professional learning identified in the SDP development process include:

Instructional Staff

- Teaching basic math skills
- Effective instruction for English Language Learners/Multilingual learners
- MEP guidelines for language of instruction
- Conducting and effectively using individual needs assessments
- Developmental milestones & referrals (through OCDEL or others)
- Interpreting and using WIDA ACCESS scores for EL students

All MEP Staff as Appropriate to Role

- Supplemental program guidelines and requirements, e.g. special education, school-based MTSS support
- Guidelines on the scope of MEP responsibilities and strategies for effective and appropriate referrals and handoffs to schools and agencies
- PA graduation requirements
- Post-MEP transitions for MEP students and parents
- Accessing and using OCDEL services
- Effective strategies for working with unaccompanied minors, including available for minors and sponsors

- Information on OSY pathways for returning to school or attaining high school equivalency
- Trauma-informed practices, including identifying trauma-based needs, appropriate grievance strategies, and pathways for conflict resolution
- Engaging with mental health/trauma therapy providers
- Afterschool and community programming available to migratory students and parents (including dates/times, orientation meetings, fees and other associated costs, etc.)
- Enrollment and placement rules for students without school transcripts, missing records, etc.
- OSY-focused digital tools

IDENTIFICATION AND RECRUITMENT

Identifying and recruiting eligible migratory children to receive services is of course a cornerstone of the PA MEP. Identification refers to determining the presence and location of migratory children within a state, whereas recruitment means describing the benefits of MEP services to the children and their families, as well as obtaining the necessary information to document a child's eligibility and enroll him or her in the program. Identification and recruitment of migratory children is critical because:

- *Children who are most in need of program services are often those who are the most difficult to find.*
- *Many migratory children would not fully benefit from school, and in some cases, would not attend school at all, if the state educational agencies failed to identify and recruit them into the PA MEP. This is particularly true of the most mobile migratory children who may be more difficult to identify than those who have settled within a community.*
- *Children cannot receive PA MEP services without a record of eligibility.*

According to the National Identification and Recruitment manual, a “recruiter is primarily hired to find and recruit migratory children and youth so they can benefit from the migratory education program in the area.” The recruiter determines eligibility of each family or individual according to the information discussed during the interview. It is very important that recruiters be knowledgeable about the federal requirements and guidance that regulate eligibility.

The PA MEP has established trainings, reviews, formal processes for resolving eligibility questions, monitoring, and re-interviews to ensure quality control. These components of the

quality control system are in accordance with OME guidance and are addressed in detail in the Pennsylvania Migrant Education Program Quality Control manual.

Quality control begins with the initial and continuing training given to all recruiters statewide.

New Recruiter Training

- The new or seasonal recruiters must visit families, agencies and businesses to observe the interview process and presentation of the program with an experienced recruiter for a minimum of four interviews.
- New or seasonal recruiters must conduct a minimum of seven interviews in consultation with an experienced recruiter before recruiting alone.
- New recruiters (those with less than two years of experience) must receive a minimum of six trainings conducted by experienced recruiters per year: four at the state level and two at the local level.

Ongoing Recruiter Training

- Veteran recruiters must receive a minimum of six trainings per year: four at the state level and two at the local level.
- Veteran recruiters must also help train new recruiters.
- Recruitment Coordinators must attend one national identification and recruitment Forum annually.

Mandatory Trainings

- Each project area must have a minimum of two recruitment training meetings per year at the local level. All personnel performing recruitment duties must attend these training meetings. The topics must include child eligibility and identification and recruitment as outlined in sections II and III of the Non-Regulatory Guidance from the OME.
- Part-time and seasonal recruiters must attend all recruiter trainings. This will be a hiring requirement.
- Recruitment coordinators must attend four state-sponsored trainings.

Optional Trainings

- Recruiters are encouraged to attend any other relevant professional training offered by community agencies, schools, or any other institutions to improve recruitment techniques and professional growth.
- Recruiters are encouraged to participate annually in any national identification and recruitment forum.

Additional steps in quality control have been set in motion in order to assure the high

standard set for recruitment in the PA MEP.

This policy requires that Project Areas institute a process for reviewing all Certificates of Eligibility (COEs) that involve more than a single reviewer or signer. A small panel of at least three and maximum of five knowledgeable PA MEP professionals will convene biweekly to consider all COEs submitted for review up to the date and resolve any eligibility concerns prior to COEs submission in the database. This process is intended to create a consensus around eligibility determinations made by individual recruiters in the field and to confirm the validity of those decisions by receiving additional feedback from more than a single COE reviewer or signer.

In addition, monitoring is performed annually in each project area. The monitoring will typically be done in four days. A final report with findings, commendations, and recommendations is generated and sent to the project area where the monitoring was performed. If there are issues to be addressed or improvements to be made, an action plan is developed with an appropriate time frame given to implement, plan, or take action on the matters. Action plan monitoring is conducted by the State Director or the State Recruitment Coordinator. Technical assistance is given on an as-needed basis.

The monitoring and evaluation framework includes several performance indicators under consideration related to identification and recruitment.

- Ensure that 100 percent of students enrolled on the COEs are eligible.
- Maintain a ratio of one bilingual or bicultural recruiter for every 500 children.
- Ensure that recruitment staff has not more than 10 percent of duties outside of recruitment.
- PA MEP will conduct a quality assurance review of 20 percent of new student recruits each month.

These indicators enable the PA MEP to assess the extent to which it is maintaining and improving the best possible quality control of the recruitment process.

PRIORITY FOR SERVICE

Federal law requires that the MEP must provide services first to migratory students who have been identified as PFS. Section 1304(d) of the most recent reauthorization of the ESEA revised the definition of PFS to specifically include students who have dropped out, and to include students who moved at any point during the prior year:

> In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who (1) are failing,

or most at risk of failing, to meet challenging state academic standards or (2) have dropped out of school.

As a result of their even higher mobility and risk for academic failure, PFS students must be targeted for remediation and acceleration efforts, as well as other supports to enable them to access and participate in educational opportunities. Establishing state criteria for identifying PFS students enables local programs to use that same criteria to distinguish these students and address their special needs accordingly.

In Pennsylvania, a system of indicators is used to calculate PFS, and migratory students are reassessed during each enrollment period. It is not uncommon for a student to be identified as PFS at some point during their period of eligibility, while at other times they may not be.

K-12: For migratory eligible students in K-12, it is first determined whether or not a student has made a qualifying move in the past year by reviewing their most recent Qualifying Arrival Date.

In addition to meeting the qualifying move criteria, to be considered PFS, a K-12 student must meet at least one of the following that indicates failing or at risk of failing to meet state standards in Reading or Mathematics, or has dropped out:

- The child is recorded as being below proficient or advanced on the statewide PSSA test 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.
- A grade 8-12 student is indicated as not being on track for graduation based on the determination of a transcript, counselor, Migrant Student Records Exchange (MSIX), or the Pennsylvania Information Management System (PIMS).
- A student is not proficient in English or is not in the age-appropriate grade or is flagged as being special education.

Preschool: School readiness has been identified by the PA MEP CNA as one of the top priorities in Pennsylvania. As such, if a preschool child meets any of the following criteria, he or she is considered PFS:

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

OSY: Graduating from high school or obtaining a GED is also an identified priority for the PA MEP. OSY are considered PFS if they are any of the following:

- Not fluent in English and are enrolled in, interested in, or attending an Adult Basic Education or GED program
- Not fluent in English and enrolled in or show interest in attending ESL courses
- Demonstrate an interest in returning to school
- Has dropped out of a U.S. school

The Student Support Manual Appendix for Data Collection published by the PA MEP includes detailed instructions for calculating and recording PFS status within MIS2000.

PARENT INVOLVEMENT PLAN

The PA MEP has a long history of active parent involvement. Policies for parent involvement and parent advisory council meetings are outlined in the PA MEP document *Parent Involvement Policies: Parent Advisory Council* which is distributed to districts and funded projects. Each LEA must budget one percent of migrant program funds for parental involvement activities that follow the state guidelines in that document. Local committees are elected, and migratory parents serve on local and state PA MEP parent advisory boards. PA MEP staff members give parents guidance on the expectations of school districts and what in turn they can expect from their local schools. They also work with parents to help them understand their responsibilities within their children's education. A primary goal is for migratory parents to understand the Pennsylvania school system so they can become active participants in the educational lives of their children.

Each project area is tasked with formulating an annual "Parent Compact" in consultation with their parents, setting specific goals for staff as well as for migratory parents and students. If a project area operates programs during the regular school term, it is required to consult with parents, form a local PAC and schedule at least three meetings per year. In addition, a State Parent Coordinator is responsible for providing training to local parent coordinators who serve as liaisons in the districts to facilitate communication between parents, staff, and the PA MEP.

The statewide PAC is composed of representatives from each area and is a vital component of the PA MEP. The PAC advises LEAs and their regional MEP coordinators on the concerns of migratory parents relating to the academic success and performance of migratory children in their region. The PA MEP policy is to hold at least two statewide PAC training meetings per year at locations convenient for families. These are designed to achieve two objectives: (1) to develop leadership among migratory parents; and (2) to educate parents about topics they express interest in or that may impact the academic success of their children. In addition, PA

MEP consults with the PAC regarding the identification of priority needs for migratory students as well as the components of each comprehensive SDP.

EXCHANGE OF STUDENT RECORDS

Pennsylvania is a Commonwealth with over 700 LEAs, including Charter Schools and Career and Technical Centers, and local control is the predominant factor in all decision making. State law requires that school districts transfer student records, and many districts will only accept records directly from the former educating school. The PA MEP provides assistance to local school districts in records transfer as required in Section 1304(b) (3) of ESEA. However, the PA MEP is careful not to supplant the responsibilities of school districts.

The PA MEP uses MIS2000 as its records system. When a child moves into an area, a data specialist searches the local system to see if the child exists in the database. The specialist also searches the state system if he or she believes the child has been served previously in another part of Pennsylvania; if so, that student's data is downloaded directly into the local system. Recruiters and Student Support Specialist staff also check the system and enter a code into MIS2000.

Data from MIS2000 is uploaded daily to the federal MSIX system. MSIX is a web-based database where authorized users can search and access information on students on a nationwide basis. The purpose of MSIX is to ensure the timely enrollment of migratory students in school, provide for accurate placement in the proper grade and courses, and assist with accurate credit accrual towards graduation. The system contains a search mechanism for historical information on the students' immunizations, assessments, and courses. The most important feature of MSIX is that it shows a trail of where the student has attended school or been served by migratory programs and provides contact information for obtaining additional or confirmation information.

The PA MEP fully participates in the MSIX initiative by supplying all minimum required data elements to the system, training all staff in how to use it, and providing education and assistance to districts with migratory students who do so. Recruiters, data specialists and student support specialists are all required to use MSIX to make sure students are properly identified. In addition to using MSIX for student enrollment, placement, and graduation, MSIX is also used as a recruitment tool and to check for duplications. MSIX activity is tracked in the MIS2000 database using Action Codes to document when MSIX activity is performed related to a student.

Binational migratory students also benefit from tailored records transfer protocols. A bi-national student is an eligible migratory student who moves between Mexico and the United States with his or her parents or as an emancipated youth at least once in the last 36 months of school. If a student transfers to Mexico with the knowledge of the PA MEP, efforts are

made to take the “Documento de Transferencia” (Transfer Document) to the school and ask for its completion and then presentation to the family.

EVALUATION PLAN

As an integral component of the Cycle of Continuous Improvement, the PA MEP will evaluate the execution of this SDP with the assistance of an external evaluator with migrant education program experience. The evaluation will systematically collect information to improve the program and to help the state make decisions about program improvement and success. The evaluation will report both implementation and outcome data to determine the extent to which the MPOs identified herein have been addressed and met. It will also seek to build capacity within project areas to examine results and make programming decisions based on data.

Evaluation questions to be answered may include:

Implementation

- Were local projects implemented as described in their approved MEP applications? What worked or didn’t work and why?
- What challenges were encountered by the MEP and how were they addressed?
- What adjustments can be made to the MEP to improve instruction, student and family support, and the involvement of migratory parents?

Outcomes

- To what extent did the PA MEP meet the performance targets and MPOs established in this plan?

Data on migratory students and services will be collected by the state from each of its local operating agencies. Data sources include: MIS2000, the Pennsylvania student information system, migratory parents, migratory secondary students, migratory OSY, recruiters, migratory program administrators, and other staff as appropriate.

Data will be collected using surveys, focus groups, structured interviews, and record reviews (including assessment results reported through the state data collection and reporting system). Data analysis procedures will include descriptive statistics based on Pennsylvania migratory student demographics, program implementation, and student and program outcomes. Analyses will include means, frequencies, tests of statistical significance and trend analyses as appropriate to each MPO and indicator.

The PA MEP will annually review implementation indicators and progress toward performance targets and MPOs in order to make mid-course corrections as needed. A full evaluation report will be prepared annually by an external evaluator. The evaluation report

will include review of progress toward each performance target and MPO, and recommendations for improving MEP services.

CONCLUSION AND NEXT STEPS

The PA MEP completed this process through consultation with a broad set of stakeholders including migratory parents, coordinators, and advocates; university researchers, community organizations, and Intermediate Unit staff; and district and state administrators. The resulting MEP plan and structure will achieve a new focus on statewide services, attention to the intensity of services, and expansion of the MEP's attention to high school graduation. Next steps in the process of continuous improvement are expected to include:

- Adjustments to this plan that reflect the final Pennsylvania ESSA plan, including the assessments and targets it includes;
- Revisions to the project area application and reporting processes to reflect the MPOs and services outlined in this 2024 SDP;
- Ongoing technical assistance and training in the specific elements of this SDP;
- Communication about revised procedures for determining and reporting PFS status.
- Implementation beginning in Fiscal Year 2025; and
- Statewide evaluation using the new state performance targets, MPOs, and implementation indicators beginning in the 2025-2026 program year.

As the new plan is implemented, the PA MEP will review implementation progress in spring 2025, review the plan with the PACs and projects throughout the program year, and adjust implementation, monitoring and technical assistance as warranted.

APPENDIX A: NEEDS ASSESSMENT COMMITTEE (NAC)

Together with the management team, led by State Director Carmen Medina (and denoted by a * below), the following individuals were invited to be part of the 2022-2023 Needs Assessment Committee (NAC). The same individuals were also involved in the transition from needs assessment to service delivery planning.

Name	Title	Affiliation
Carmen Medina*	State Director, Migrant Education Program	PDE
Lysandra Alexander*	Migrant Education Program Development Coordinator	PDE
Elizabeth Weaver-Ronk*	Sr. Systems and Data Analyst Coordinator	CSIU/CSC
Falon Weidman*	Evaluation Specialist	CSIU/CSC
Ines Vega*	Statewide Family Engagement & Special Projects Coordinator	CSC
Jose Reyes-Lua*	Statewide MEP Recruitment Mg Coordinator	CSC
Lavina Ritter*	Program Development Specialist	PDE
Leslie Kirby McConnell*	Program Director	AIU
Shantella Singleton*	Program Development Specialist	PDE
Vaughn Murray*	Education Programs IT Manager	CSIU/CSC
Kirk Vandersall*	Managing Director	Arroyo Research Services
Crystal Martin*	Senior Associate	Arroyo Research Services
Ray Melecio*	Senior Associate	Arroyo Research Services
Sharon Kaya	Southcentral Outreach Coordinator	Keystone Health Agricultural Worker Program
Brenda Reyes	Assistant Director	Gettysburg College Center for Public Services
Deke Showman	Program Supervisor	IU5 MEP
Susan Luna	Student Support Specialist/Parent Coordinator	CSIU MEP
Toya Timsina	Student Support Specialist	CSIU MEP
Michael Fox	Summer Teacher	CSIU MEP
Molly McCafferty	Summer Teacher	CSIU MEP
Lindsay Wagner	ELD Director	Hazleton Area SD
Daicy Canas	Young Moms Program Director	Young Moms
Paulina Sierra	Project and Recruitment Coordinator	CCIU

Name	Title	Affiliation
Tamara Acuna	Supervisor of Grant Based Services and Early Learning	CCIU
Tanya Garcia	Deputy Sec Commissioner of Post-secondary Higher Education	PDE
Julia Hutton	Basic Education Associate	PDE
Andrea Algatt	Executive Assistant, Office of Child Development and Early Learning	PDE
Lisa Parker	619 Coordinator	PDE/DHS
Amy Pastorak	Special Education	PDE
Laura Fridirici	Career Readiness Advisor	PDE
Jenny Hernandez	Director, CAMP Program	Millersville University
David Baird	Project Manager	Millersville University
Marina Rondon	Data Specialist	Millersville University
Caryn Terwilliger	Professor	Bloomsburg University, Department of Teaching & Learning
Sandy Odenwalt	MEP Data Analyst	CSIU MEP
Sheila Bell	Program Director, Evaluation, Grants and Data	Allegheny Intermediate Unit

APPENDIX B: 2022-2023 NEEDS ASSESSMENT PROTOCOLS

September 2022 PAC Questions:

All participating parents:

1. What are the highest priority education needs for migrant children?
2. What other needs for migrant children and families should the Migrant Education Program consider?
3. What health-related challenges are you experiencing with your children? How do these influence their academic performance?
4. Are there significant OSY needs that can be addressed by the Migrant Education Program?
5. What might the Migrant Education Program do to address those needs?

December 2022 PAC Questions:

Parents of very young children:

1. What needs do you have related to:
    a) getting help/being supported in your role as your child's first teacher?
    b) finding childcare when you need it?
    c) anything else we didn't ask you about?

Parents of school-aged children:

1. Do you know where to find/how to check on your child's academic progress (e.g., grades, turning in assignments, staying on track to graduation)?
    a) What else do you need help with in this area?
2. How can the MEP better help/support you when/if:
    a) your child changes schools?
    b) your child falls behind in school?
3. What help do you and/or your children need in learning about options available to them after they graduate?

Parent Interview/Survey Questions:

1. How could the Migrant Education Program make it easier for you to help your children get what they need to do well academically?
2. How could the MEP make it easier for you to help your children get what they need to stay healthy (physically, socially, and emotionally)?
3. Which services or activities provided by your local Migrant Education Program are most useful to you and your family?
4. Are you getting what you need from the MEP in terms of:
    a) Accessing services to support early childhood development (if appropriate)?
    b) Help enrolling your children in school (including preschool, as appropriate)?
    c) Help connecting with district- and school-based resources?
    d) Tutoring/homework help related to reading?
    e) Tutoring/homework help related to math?
    f) Help accessing translation or interpretation services so that you can support your child(ren)'s health and academic success?
    g) Help accessing the technology devices, software, and Internet connectivity your children need to fully engage in learning?
    h) Information on how your children can make up missed school/classes/tests?
    i) Information on graduation and the progress your children are making toward that goal (as appropriate)?
    j) Information on options for students after they graduate?
    k) Help connecting with/receiving referrals to bilingual physical health and/or dental resources?
    l) Help connecting with/receiving referrals to bilingual mental and/or emotional health resources?
    m) Help communicating in/learning English?
    n) Communication regarding MEP opportunities, resources, and activities for youth and families, including ways you can participate as a parent?

5. What keeps you from participating in MEP-PAC events and/or district-and school-based parent engagement activities? (E.g., work schedule, lack of childcare, lack of transportation, limited English language skills/lack of translation services, limited ability to take advantage of stipends due to lack of SS# or TIN, not enough advance notice)

OSY Interview/Survey Questions:

Main question:

- How can the Migrant Education Program best serve you in the short time you're here?

Additional, if time:

1. How could the Migrant Education Program make it easier for you to stay healthy physically, socially, and emotionally?
2. How could the Migrant Education Program make it easier for you to meet your learning and/or career goals?
3. Are you getting what you need from the MEP in terms of:
    a) Help with how to meet your basic needs (e.g., food, housing, transportation, debt management, legal needs)
    b) Help communicating in/learning English?
    c) Help accessing translation or interpretation services so you can stay healthy (e.g., be seen by a doctor or dentist)?
    d) Communication regarding MEP opportunities, resources, and activities for migrant youth like you?
    e) Information about/help with returning to school and getting back on track to graduate?
    f) Information about/help with enrolling in an ESL program?
    g) Information about/help with enrolling in a GED program?
    h) Information about/help with enrolling in a job training program?
    i) Help connecting with/receiving referrals to bilingual physical health and/or dental resources?
    j) Help connecting with/receiving referrals to bilingual mental and/or emotional health resources?

k) Help connecting with community members/finding ways to avoid isolation?

4. Which MEP services or activities are most useful to you?
    a) What changes would help improve these services or make participating in them more valuable to you?
5. What is a need that, if met, would really help you?

MEP Staff Interview/Survey Questions:

1. What are the biggest challenges to effective Identification and Recruitment you face (if recruiter)/in your area (if other staff)?
2. What are the biggest challenges to engaging migrant youth (including OSY) in your area?
3. What more could be done to better engage migrant parents and families in your area?
4. How do you and/or other MEP staff ensure that migrant students and families have sufficient knowledge of and access to the health services they need, including mental health services, as well as information on bilingual providers?
5. How do you and/or other MEP staff promote school (or preschool) enrollment and help migrant students and families understand the consequences of not enrolling/attending? What still needs to be done or put into place?
6. What training or capacity building is needed for you and/or other MEP staff to be better able to support parents and families as their child(ren)'s first teachers?
7. Do you and other MEP staff in your area have sufficient strategies, resources, and tools to help keep migrant students from dropping out of school? What else is needed?
8. What can you and other MEP staff in your area do to promote college and career readiness among migrant youth and families, as appropriate?
9. What tools, resources, and support does the MEP provide to help combat fatigue and dips in morale among staff? What more might be done, or what might be done better?

K-12 Migrant Student Interview/Survey Questions:

1. How connected do you feel to your school, your teachers, and your friends?
    a) What do you like about school?
    b) Do you participate in clubs, sports, or other extracurricular activities?
    c) What keeps you from participating?

3. Does your school do a good job of communicating with your parents/family in a language and manner they understand? If not, what gets in the way?
4. Do you have access to technology and Internet connectivity that allows you to fully participate in learning, even when virtual?
    a) Are there things you still don't know how to access or do using technology?
    b) Which things?
5. Are you able to ask for help when you need it?
    a) What makes that hard or easy to do (e.g., does it depend on what you need help with or who you have to ask for help?)?
6. Which MEP services or activities are most useful to you and/or your family?
    a) What changes would help improve these services or make participating in them more valuable?
7. Are you getting the homework help you need?
    a) What things do you still need help with?
8. Do you know how to check on your grades and keep track of how you're doing in school?
    a) How often do you check your progress against your goals?
    b) Who do you go to for help with staying on track?
9. (HS) What are the things you have to do to be on track to graduation?
    a) Is graduating a meaningful goal for you?
10. (HS) Are you confident you understand your post-high school options/opportunities?
    a) What else do you want to know?
11. In terms of assistance the MEP might provide, what else do you need?

APPENDIX C: 2022-2023 MIGRATORY PARENT AND STUDENT CNA INPUT

2022 PAC Input Summary (from Sept 17 and Dec 10, 2022, meetings):

Migratory parents and families:

- Need help enrolling their children in school.
    - Provide parents and students with basic "newcomer" information when they newly arrive in a district. A video or link in the parents'/students' native language would be helpful.
- Need help overcoming language and cultural barriers to success in the U.S.
    - Advocate for robust translation services that can help families interpret and understand school processes, policies, and materials in real time, as needed.
    - Assist families in understanding and setting realistic expectations of the US education system.
- Need help accessing and understanding the markers of their children's academic progress, such as grade and attendance reports, assignment completion rates, being on track for next grade level or graduation, etc.
- Are concerned that their children's teachers do not have sufficient empathy toward students and families who are not familiar with school policies or don't understand them.
    - Advocate for additional teacher professional development related to the uniqueness of the migratory experience and to trauma-informed care.
    - Support families in building relationships with school personnel, including teachers.
    - Support families in identifying appropriate grievance strategies and pathways for conflict resolution.
- Need help supporting their children and families emotionally and mentally.
    - Connect families with resources for adolescent development and positive parenting strategies.
    - Connect families to free or low-cost mental health services, including family therapy.
- Are concerned that children don't feel and/or are not safe at school, both within and outside of the classroom.
    - Teach students and families strategies for self-advocacy, taking into account the unique strengths and weaknesses of each district.
- Need help obtaining legal counsel and life skills (also applies to OSY).
    - Support migratory families and OSY in seeking trustworthy legal counsel by providing a current list of legitimate local entities and their consultation costs, if applicable.

- Support migratory families and OSY by offering, where possible (perhaps during PAC meetings), workshops and/or on-demand resources such job search strategies, career coaching, financial literacy/planning, and pathways to citizenship.

2022 Parent-OSY Survey Summary:

Families and OSY were asked about additional interests and/or needed services, with ranked responses as follows:

- Homework help (35 percent of parents expressed need)
- English language development (31 percent of parents expressed need; 60 percent of OSY expressed need)
- More help with reading/writing (26 percent of parents expressed need; 14 percent of OSY expressed need)
- Summer programs (26 percent of parents expressed need)
- Afterschool programs (23 percent of parents expressed need)
- More help with math/STEM (23 percent of parents expressed need)
- More in-home tutoring (22 percent of parents expressed need)
- Saturday programs (18 percent of parents expressed need; 10 percent of OSY expressed need)

Family access to technology is reportedly uneven in PA. When asked if their families had home internet access, 83 percent of predominantly English-speaking migratory parents said yes, compared to 55 percent of predominantly Spanish speaking parents.

APPENDIX D: ADDITIONAL CONTRIBUTORS TO 2024 CNA-SDP

Name	Organization	Title	Location
Jenny Lerner	Colorado MEP	Early Childhood Education Specialist	CDE
Barry Wiesling	OCDEL	Early Childhood Education Advisor	OCDEL
Marya Rivera Concepcion	PA MEP Region 1	Regional coordinator/direct service provider	CSIU (Northumberland)
Lees Chevere	PA MEP Region 1	Coordinator PA 6/9, previous SSS	CSIU
Susan Luna	PA MEP Region 1	SSS/PI specialist	CSIU (Hazleton, PA)
Amanda Guzman	PA MEP Region 2	Team Leader	Lancaster Co (Millersville)
Jenny Carranza	PA MEP Region 2	SSS/OSY	Millersville
Beth Manyara	PA MEP Region 2	Curriculum developer/SSS	Millersville (Lancaster)
Ivelisse Dunham	PA MEP Region 2	SSS	Millersville (Lehigh)
Mayra Calix Alvarado	PA MEP Region 2	SSS/PC	Millersville
Kim De La Torre	PA MEP Region 4	Summer Teacher	IU5 Erie
Minerva Medina	PA MEP Region 4	SSS	IU5 Erie (Adams County)
Deke Showman	PA MEP Region 4	Project Manager	IU5 (Edinboro)
Aracelli Ponce	PA MEP Region 4	SSS/PI Specialist	IU5 (Gettysburg)
Yaneth Garcia-Lopez	PA Region 2	SSS/Prent Coordinator, former migrant student	CCIU (Kennett Square)
Sophia Angeles	Penn State University	Assistant Professor	State College, PA

Name	Organization	Title	Location
May Lee	Penn State University, College of Education (formerly in Reading, PA schools)	Instructor, EL teacher training, ESP specialist (former ESL teacher)	State College, PA
Molly Morrill	TN MEP	Service Coordinator K-12 (Sec)/direct service provider	Knoxville, TN