

# Pennsylvania Migrant Education Program Evaluation Guide

*October 2023*



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## Introduction

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

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

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

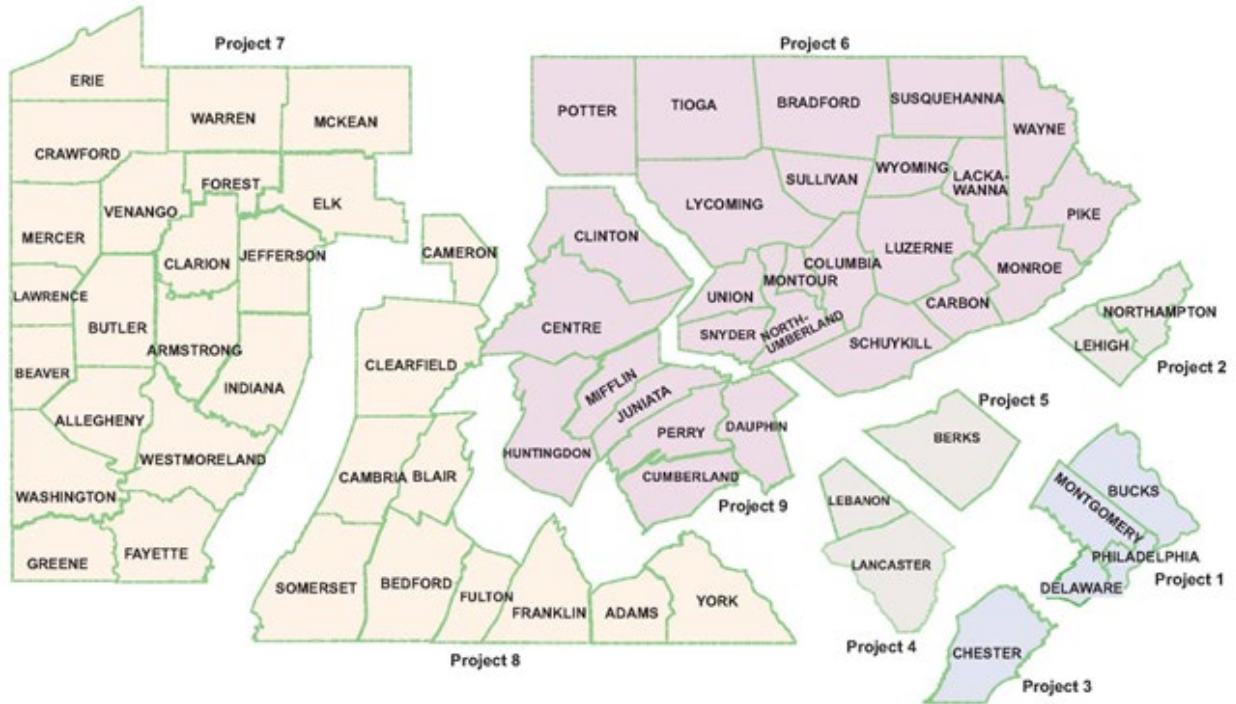
Pennsylvania is divided into nine project areas for the purposes of program implementation and management. Each project area has a manager that oversees operations and reporting responsibilities.

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

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

Additionally, data collection is managed by the state data team at the Central Susquehanna Intermediate Unit 16. The annual evaluation is conducted by the state evaluation team at the Allegheny Intermediate Unit 3. This guide provides an outline of the data reporting and evaluation responsibilities of PA-MEP project areas.

## *Pennsylvania Migrant Education Counties Map*



## MIS2000

All student data is reported in MIS2000. For support in using this system, please contact the state data team at the Central Susquehanna Intermediate Unit, listed in [Appendix A](#).

## Project Area Monthly Reports

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

The monthly report is broken into eight sections:

1. Accomplishments and Program Updates
2. Concerns, Obstacles, and Challenges
3. Budget/Staffing Updates/Special Projects
4. Professional Development (PD) Details
5. Preschool PD/Training Details
6. Out-of-School Youth (OSY) PD/Training Details
7. Parent Involvement Details
8. Partnerships

Monthly reports are completed in the MEP [online system](#). Each report may be completed by the site coordinator and project manager for each project area, with the project manager approving the final report. Project Areas may prepare a draft of their reports using [this template](#), but all

final reports must be submitted in the online system. Only one report per month should be submitted for each project area. Reports are due on the 10<sup>th</sup> of each month for the prior month (e.g., September reports are due October 10<sup>th</sup>).

## Partnership Lists

Following the end of each program year, project areas are expected to submit a list of all project partners. Project areas will also report specific details about each partner, such as the formality of the partnership, the partner's contribution, and the partner type.

Project managers should update their current list throughout the program year, adding and removing partners as needed. The state evaluation team will email each project manager their list and instructions in early fall as a final reminder. Updated lists should be sent to the state evaluation team by November 1<sup>st</sup> annually. For a blank list template, click [here](#).

## Kindergarten Preparation Inventory (KPI)

The Kindergarten Preparation Inventory (KPI) is a pre-kindergarten skill development instrument developed by PDE to assess a child's readiness for school. This tool assesses children ages 4 and up, who are not yet enrolled in kindergarten.

### How to Administer the KPI

1. The KPI should be administered to all children in the PA-MEP program who are aged four-years or older and are not yet enrolled in kindergarten. The inventory is to be completed in the fall or at the time of the child's initial enrollment in PA-MEP and again at the end of the school year (est. June). Children who receive a score of "mastery" on all elements at the initial inventory do not need to be re-assessed.
2. Data must be entered into the [online KPI reporting system](#). Staff may use this [workbook](#) to help organize their data for entry. Please refer to [this video](#) for a tutorial on how to use the online system.
3. The preferred method of data capture is to enter the data as you complete the inventory with an individual student. However, data may be entered at a later time.
4. Final KPI results (pre- and post-inventory) are due on September 30<sup>th</sup> annually.

## iSOSY

As part of PA-MEP's participation in the out-of-school-youth iSOSY Consortium, PA-MEP is annually asked to provide certain information about its efforts and outcomes in supporting the out-of-school youth population. Using information from the iSOSY Consortium, state evaluators and PDE collaborated to create an assessment format to gather information about out-of-school youth completion of specific lessons and activities contained in a workbook provided to PA-MEP staff.

The initiative includes a language screener, goal tracker, and 15 lesson categories:

1. ACRoS40 units (each with several lessons and accompanying tests)
2. COVID-19
3. English for Daily Life (EFDL) lessons
4. Finanza Toolbox
5. For Your Health
6. Healthy House
7. Important Life Skills
8. Legal Rights
9. Math on the Move
10. Math for Living
11. Mental Health
12. Parenting
13. Reading on the Move
14. STAT (Short, Targeted, and Timely) lessons
15. Write-On!

## How to Track iSOSY Lessons

1. Students' progress in iSOSY lessons, goal-tracking, and the language screener are to be reported in the [PA-MEP iSOSY Data Collection Workbook](#). A tutorial on how to use this workbook is available [here](#).
2. Project area staff should engage **all out-of-school youth (OSY)** in iSOSY instructional activities. Attempts to engage in iSOSY should be documented in MIS2000 action codes. Action code 93 should be used and iSOSY noted in the comments.
3. Project area staff should also engage **secondary students (grades 9-12) who are also Priority for Service (PFS)** in iSOSY instructional activities. Attempts to engage in iSOSY should be documented in MIS2000 action codes. Action code 93 should be used and iSOSY noted in the comments.
4. At a minimum, OSY and secondary PFS individuals should participate in a Goal Setting Workshop and develop a personal learning plan. For secondary PFS students, this may be appropriately coupled with Diploma Project activities.
5. Nonfluent OSY students should complete the Language Screener.
6. Nonfluent secondary students do not need to complete the Language Screener, as they were likely screened and are receiving ESL services from their school.
7. OSY and secondary PFS students should complete **at least one iSOSY lesson and accompanying assessment** by the end of summer annually.
8. We know that staff use a variety of instructional resources. iSOSY lessons and resources that are relevant to a youth's needs should be prioritized over other resources.

9. We know that OSY are often most interested in activities that help them learn English. The state team encourages staff to use iSOSY lessons as a tool to help youth develop English language skills through the content of the iSOSY lessons. iSOSY offers several English language development lessons that are NOT included in this spreadsheet/data capture.
10. All OSY and secondary PFS students participating in iSOSY activities should be recorded on the iSOSY spreadsheet form and submitted to the [state evaluation team](#) by August 31<sup>st</sup> annually. **Submissions must be password protected with the password sent separately.**
11. Questions about iSOSY may be directed to [Lysandra Alexander](#)

## Summer Programs

PA-MEP offers a range of programming for participants during the summer months. As part of the state evaluation and service delivery process, data is collected on these activities via attendance tracking and surveys.

### Summer Surveys

1. Each year, PA-MEP surveys student and staff participants in the MEP summer program about their experiences. There is a separate survey for students and staff. Survey links will be sent to Project Managers annually in June.
2. Student surveys must be completed by ALL participants (ages 7 and older) in PA-MEP summer programming, including OSY. Include summer campus-based programs, in-home instruction sessions, virtual programs, and hybrid participation.
3. Staff surveys must be completed by ALL staff who assisted with summer programming, including volunteers, interns, or part-time staff.
4. Surveys must be completed near the end of summer programming but are due by September 30<sup>th</sup> at the latest.

### Summer Attendance and Teacher Lists

1. Project Areas are expected to submit their summer attendance and teacher lists via the [PA-MEP Summer Student Attendance and Teacher Form](#).
2. There are two attendance tracking tabs. Project Areas are only required to fill out one, whichever works best for their data tracking needs.
3. All attendees of summer programming must be included in the workbook. Include summer campus-based programs, in-home instruction sessions, virtual programs, and hybrid participation.
4. All students are required to have a MISID reported with their entry.



5. Summer teacher lists are submitted in the workbook, on a separate tab. You should report each teacher's name, the grades they taught in the summer, and whether they are PA certified.
6. Each project area's password protected workbooks is emailed to the [state evaluation team](#), with the password sent in a separate email. Workbooks are due September 30<sup>th</sup>, annually.

## Summer Project Checklists

PDE program officers annually review summer programming, completing a summer program checklist for each of the four regional project area groupings (1 and 3; 2, 4, and 5; 6 and 9; 7 and 8). The checklist includes 22 items identified as best practice and important to the PA-MEP program. All project areas may not be evaluated each year. Program officers will submit checklists to the [state evaluation team](#) at the end of the summer for analysis.

## Summer Camp Program Surveys

Each summer, PA-MEP partners with external providers to offer summer camps for participants. Participants may be asked to complete surveys administered by these providers during or following the camp sessions. Please reach out to [Ines Vega](#) with any questions.

## Comprehensive OSY and Parent Surveys

Each summer, PA-MEP administers surveys to parents and out-of-school (OSY) youth relative to *Service Delivery Plan* focus areas. The surveys are intended to gather feedback and information from participants about needs, interests, and current behaviors so the program can make informed decisions about planning programs and services.

In the past, parents and OSY took the same survey. To reduce survey fatigue on parents, parents were given a condensed version in 2022 and 2023. The state team will decide annually whether to use the complete or condensed survey.

These surveys are conducted using a 15-25% sample size of each home language in each project area, to be determined annually by the state team. The state data team will create lists of families and OSY to be surveyed using a stratified random sampling method.

## Using the Sample Lists

1. Project managers will receive two Excel workbooks containing OSY and parent sample lists. In each workbook, there are Primary, Alternate, and all Remaining lists. **ALL families/youth on the Primary list are to be surveyed.**
2. You do not need to survey anyone from the Alternate or Remaining lists unless you cannot survey a family/youth on the Primary list. **If you are unable to connect with a family/youth on the Primary list** after multiple attempts (2-3), then choose an alternate

from the Alternate list with the SAME HOME LANGUAGE. For example, if you cannot reach a Spanish-speaking family on the Primary list, choose a different Spanish-speaking family from the Alternate list.

3. If you exhaust all options from the Alternate list with a particular home language, then select a family/youth with that home language from the Remaining list. If you have no additional families/youth with the needed home language, you may select any family/youth from the Alternate list.
4. It is recommended that when selecting alternate families/youth, make a note next to the primary family/youth row “Replaced with family PA#-#####” in case there is a question.

## Administering the Survey

1. There are different surveys for parents and OSY. Please administer the appropriate survey. Surveys are available on paper and certain languages are available online. Project managers will receive the links to each survey annually.
2. Surveys are translated based on the most common PA-MEP home languages. In the past, these have most commonly been Arabic, English, Khmer, Nepali, Spanish, and Swahili. Arabic, English, Spanish, and Swahili are also available online. As new languages are added to the online survey platform (SurveyMonkey), surveys may become available online in the other survey languages.
3. **At the beginning of every survey, we ask the family/youth to add an ID number.** Please provide the family/youth with their **FAMILY ID** to add to the survey (provided in the sample lists). This will allow the state evaluation team to track completion and connect families/youth to other data elements most efficiently. Please note the ID is required in the online version, and the survey cannot be submitted without it.
4. Staff may interview families/youth and complete the survey on their behalf. However, in such cases, staff should be careful to record family/youth responses as shared by the interviewee(s) and not inserting their own (the staff's) perspective.
5. Staff may provide the survey to families/youth on paper and ask that they return the survey on paper OR provide families/youth with the link to the appropriate language survey for the family/youth to complete on their own. If you ask the family/youth to enter their survey online, you will need to provide them with their family ID.
6. For translated surveys available in SurveyMonkey, all buttons, directions, etc. are also in the language indicated.
7. **Surveys collected on paper will need to be entered online by program staff.** If you need help entering surveys in a language you or your staff are unfamiliar with, please reach out to the [state evaluation team](#).
8. Surveys must be entered online by **September 30<sup>th</sup>, annually.**

# Appendix

## Appendix A: Reporting Requirements and Data Collection Tools

Reporting Element	Description	Submission	Deadline	Who to ask?
MIS2000	Database of PA-MEP students and data	MIS2000 system	Ongoing submission	<a href="#">Nikki Lady</a> ; <a href="#">Thomas Naugle</a>
<a href="#">Monthly Reports</a>	Provide implementation information to the state team	<a href="#">Monthly Reporting Dashboard</a>	10 <sup>th</sup> of each month for the prior month	<a href="#">Falon Weidman</a> , Project Managers
<a href="#">iSOSY Workbook</a>  Click <a href="#">here</a> for more resources	Tracks iSOSY lessons, goal-setting activities, and language screener scores of OSY students	Email to <a href="#">Falon Weidman</a> *	August 31 <sup>st</sup> , annually	<a href="#">Falon Weidman</a> , <a href="#">Lysandra Alexander</a>
<a href="#">Kindergarten Preparation Inventory (KPI)</a>  Click <a href="#">here</a> for more resources	Tracks students' progress in Kindergarten readiness	Enter in <a href="#">KPI Dashboard</a>	September 30 <sup>th</sup> , annually	<a href="#">Falon Weidman</a> , <a href="#">Lysandra Alexander</a>
<a href="#">Summer Student Attendance and Teacher Form Workbook</a>	Attendance data of summer program participants and roster of summer teachers	Email to <a href="#">Falon Weidman</a> *	September 30 <sup>th</sup> , annually	<a href="#">Falon Weidman</a>
Summer Student Surveys	Students provide feedback about summer programming	Enter online – links shared in June, annually	September 30 <sup>th</sup> , annually	<a href="#">Falon Weidman</a>
Summer Staff Surveys	Staff provide feedback about summer programming	Enter online – links shared in June, annually	September 30 <sup>th</sup> , annually	<a href="#">Falon Weidman</a>
Parent and OSY Comprehensive Surveys	Annual survey completed by a stratified random sample of PA-MEP families and OSY	Enter online – links and survey lists shared in June, annually	September 30 <sup>th</sup> , annually	<a href="#">Falon Weidman</a>
Summer Project Checklists	Review of summer programs by PDE program officers	Conducted and submitted by program officers	End of summer, annually	<a href="#">Lysandra Alexander</a>
<a href="#">Project Area Partner List</a>	Tracks PA-MEP partners by project area	Email to <a href="#">Falon Weidman</a>	November 1 <sup>st</sup> , annually	<a href="#">Falon Weidman</a>

\*Workbooks containing student data must be password protected with the password sent separately. For a tutorial on how to password protect an Excel workbook, click [here](#).

## Appendix B: Quick Links to Data Collection Tools and Sites

1. [Monthly Reporting Dashboard](#)
  - a. [Monthly Report Template](#) (for internal use only – final report must be submitted in the online system)
2. [iSOSY Workbook](#)
  - a. [iSOSY Workbook Tutorial](#)
3. [Kindergarten Preparation Inventory \(KPI\) Dashboard](#)
  - a. [KPI Dashboard Tutorial](#)
  - b. [Kindergarten Preparation Inventory Workbook](#) (for internal use only – final data must be submitted in the online system)
4. [Summer Attendance and Teacher Lists Workbook](#)
5. [Project Area Partner List Template](#)

## Appendix C: PA-MEP Contacts

<b>State Team</b>			
<i>Individual</i>	<i>Role</i>	<i>Phone</i>	<i>Email</i>
Carmen Medina	Division Chief	717-783-6466	<a href="mailto:cmedina@pa.gov">cmedina@pa.gov</a>
Lysandra Alexander	Program Development Coordinator	717-783-6465	<a href="mailto:lyalexande@pa.gov">lyalexande@pa.gov</a>
Shantella Singleton	Program Development Specialist	717-783-8901	<a href="mailto:shsingleto@pa.gov">shsingleto@pa.gov</a>
Lavinia Ritter	Program Development Specialist	717-783-6468	<a href="mailto:lavritter@pa.gov">lavritter@pa.gov</a>
Beth Weaver-Ronk	Migrant Education Program Technology Manager	717-412-8411	<a href="mailto:eweaver-ronk@csiu.org">eweaver-ronk@csiu.org</a>
Linda Burgos	Clerk Assistant 3	717.783.6466	<a href="mailto:LBURGOS@pa.gov">LBURGOS@pa.gov</a>
Ines Vega	State Parent Involvement Coordinator & Special Projects Coordinator	717-763-1661 Ext 160	<a href="mailto:ivega@csc.csiu.org">ivega@csc.csiu.org</a>
Jose-Reyes Lua	State Recruiter Coordinator	717-763-1661 Ext 129	<a href="mailto:JReyes-Lua@csc.csiu.org">JReyes-Lua@csc.csiu.org</a>
Sandy Odenwalt	MEP Data Analyst	717-727-6122	<a href="mailto:sodenwalt@csc.csiu.org">sodenwalt@csc.csiu.org</a>
Nicole Lady	Migrant Technology Support Specialist	717-712-2902	<a href="mailto:nlady@csiu.org">nlady@csiu.org</a>
Thomas Naugle	Senior Technology Consultant	570-850-4257	<a href="mailto:tnaugle@csiu.org">tnaugle@csiu.org</a>
Christina Tinoco	Migrant Education Program Specialist	717-763-1661 ext. 158	<a href="mailto:ctinoco@csc.csiu.org">ctinoco@csc.csiu.org</a>
<b>Project Managers</b>			
<i>Individual</i>	<i>Project Areas</i>	<i>Phone</i>	<i>Email</i>
Tamara Acuna	Project Areas 1 & 3	484-319-8358; 610-383-6800 Philadelphia Area: 610-518-4970	<a href="mailto:TamaraA@cciu.org">TamaraA@cciu.org</a>
David Baird	Project Areas 2, 4, & 5	717-314-0206	<a href="mailto:David.Baird@millersville.edu">David.Baird@millersville.edu</a>
Lori Potutschnig	Project Areas 6 & 9	570-847-2755	<a href="mailto:LPotutschnig@csiu.org">LPotutschnig@csiu.org</a>
Deke Showman	Project Areas 7 & 8	814-440-8923	<a href="mailto:Deke_Showman@iu5.org">Deke_Showman@iu5.org</a>
<b>Allegheny Intermediate Unit – State Evaluation Team</b>			
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Sheila Bell	Program Director	412-394-5821	<a href="mailto:Sheila.Bell@aiu3.net">Sheila.Bell@aiu3.net</a>
Falon Weidman	Senior Program Evaluator	412-394-1347	<a href="mailto:Falon.Weidman@aiu3.net">Falon.Weidman@aiu3.net</a>
Jim Ross	Senior Program Evaluator	412-394-4623	<a href="mailto:James.Ross@aiu3.net">James.Ross@aiu3.net</a>