UTAH MIGRANT EDUCATION PROGRAM

SERVICE DELIVERY PLAN
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Educational Research & Training Corporation
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Introduction

The United States Office of Migrant Education requires that all states complete a comprehensive needs assessment in migrant education and use the results of that needs assessment to guide service delivery in the state. In addition, it is required that states use a continuous improvement model and evaluate the impact of the service delivery plan on student needs. The draft guidance from OME is clear in regard to the goal of the needs assessment and the service delivery plan as follows:

> The primary purpose of the comprehensive needs assessment is to guide the *overall design* of the MEP on a statewide basis. It is not sufficient to simply document the need for the program (e.g., 50 percent of migrant students are not proficient in reading, or 30 percent of migrant students do not graduate from high school). Rather, SEAs and local operating agencies must identify the special educational needs of migrant children and determine the specific services that will help migrant children achieve the State's measurable outcomes and performance targets. . . .

> SEAs are also required to develop a comprehensive State plan for service delivery that describes the strategies the SEA will pursue on a statewide basis to help migrant children achieve the performance targets that the State has adopted for all children in reading and math, high school graduation, reducing school dropouts, school readiness (where applicable), and any other performance target that the State has identified for migrant children.

> The SEA's comprehensive State plan for service delivery is the basis for the use of all MEP funds in the State. . . .

Needs Assessment

The Service Delivery Plan is based on the comprehensive needs assessment which each state is required by the U. S. Office of Migrant Education to implement regularly to insure that local migrant education programs are targeting the critical needs of eligible students. The purpose of the needs assessment is to target service delivery as well as funding on areas of greatest need for priority migrant students, particularly in areas related to academic achievement.

Educational Research & Training Corporation (ERTC) from Colorado was engaged as the external contractor to facilitate the design and implementation of the comprehensive needs assessment process. ERTC also analyzed data collected from both the quantitative

and qualitative assessments and provided consultation to the CNA Committee regarding interpretation of the data and the results. The Utah CNA Committee was established in May of 2005 and has continued to meet over the past eight years, to review data, and to make recommendations to guide the process. The concern statements identified by the CNA Committee, which were revised for the current needs assessment, are as follows:

      1. We are concerned that instruction for migrant students in language arts may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure that students are acquiring the basic building blocks necessary to master reading and writing.

      2. We are concerned that instruction for migrant students in mathematics may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure that students are acquiring the basic building blocks necessary to master mathematics.
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      3. We are concerned that English instruction for migrant students may not link students' native language in a way that supports English language acquisition or consider students' skill levels in reading, writing, and mathematics in their native language.

      4. We are concerned that health issues may be affecting the ability of migratory children to effectively participate in school.

Following the development of the concern statements, ERTC staff worked with the committee to create an effective process to investigate each of the concerns. ERTC designed the data collection strategies and processes for the CNA and collected data from all Utah migrant programs.   The following provides an overview of the results for the 2011-2012 program year which were used by the committee to identify the measurable outcomes and performance targets for the service delivery plan:

      Concern Statement 1: We are concerned that instruction for migrant students in language arts may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure that students are acquiring the basic building blocks necessary to master reading and writing.

Analysis: Data forms to assess reading needs were collected for 1158 students over the fall of 2012. In addition, for students who took the English language proficiency assessment (UAPLA), their scores were included.   State assessment scores were not available for most students (only 17 students of 1158 had state assessment scores). However, teachers were asked to rate student proficiency according to grade level across all Utah state content standards in language arts using the same 4-point rubric incorporated into the state assessment (4 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic). Students were surveyed by teachers at grade levels Pre K-12 and OSY.

A critical piece of the CNA is to identify the needs of at-risk students. For the purposes of this analysis, surveyed students were considered to be at-risk in language arts if they averaged less than a 3.0 rating on Utah language arts standards (3.0 = proficient in the standards). Based on these criteria, there were 392 students at-risk academically in language arts identified out of the 559 total with teacher ratings in language arts (70% of total students with ratings). All 392 at-risk students in language arts were assessed as part of the comprehensive needs assessment. Teachers were asked to rate student proficiency for all students across all language arts standards. Based on the 4-point rubric (4 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic). The average proficiency rating across all standards for priority for service at-risk students in language arts Grades K-12 was 1.92 (less than basic).

MAPS Data: Number of At-Risk Students By Grade: Language Arts

Grade Level	Total At-Risk Students	Average Proficiency
Kindergarten	44	1.96
1st Grade	51	1.75
2nd Grade	53	2.00
3rd Grade	51	1.96
4th Grade	40	1.97
5th Grade	47	1.94
6th Grade	42	1.72
7th Grade	15	1.91
8th Grade	10	1.80
9th Grade	08	2.33
10th Grade	14	1.93
11th Grade	13	2.13
12th Grade	04	2.00

In terms of skills teachers rated the highest academic reading needs for K-12 at-risk migrant students in Utah to be as follows:

Highest Areas of Need in Reading: At-Risk Migrant Students

Highest Areas of Need	Average Rating
Writing (Grades K-6)	1.69
Comprehension (Grades K-6)	1.75
Acquisition of vocabulary (Grades K-6)	1.77

It is also important to note that there is a direct correlation between limited English proficiency and language arts proficiency. UAPLA scores correlated with teacher ratings in language arts (Spearman correlation) significant at the .05 level. This implies that reading proficiency as rated by teachers is directly related to English language proficiency. A survey was completed to assess migrant student's needs by 8 migrant program administrators in Utah. The survey results indicated that the second highest overall need for migrant students in Utah were missing foundational skills in reading. Survey data broken down indicated that the highest need in reading is instruction in comprehension. Finally the survey of parents and onsite interviews with parent indicated the need to improve reading skills as the highest academic need.

Concern Statement 2: We are concerned that instruction for migrant students in mathematics may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure that students are acquiring the basic building blocks necessary to master mathematics.

Analysis: Data forms to assess math needs were collected for 1158 students. Data included student migrant identification number and grade level. In addition, for students who took the English language proficiency assessment (UAPLA), their scores were included. State assessment scores were not available for most students, however, teachers were asked to rate student proficiency in math according to grade level across all Utah state content standards in math using the same 4-point rubric incorporated into the state assessment (4 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic). Students were surveyed by teachers at grade levels Kindergarten - Grade 12. A critical piece of the CNA is to identify the needs of at-risk students academically in math. For the purposes of this analysis, surveyed students were considered to be at-risk if they averaged less than a 3.0 on Utah math standards (3.0 = proficient in the standards). Based on these criteria, there were 310 at-risk students identified out of the 457 total with teacher ratings recorded in mathematics (67% of total students with math ratings). Teachers were asked to rate student proficiency for all students across all math standards. Based on the 4-point rubric (4 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic). The average proficiency rating across all standards for priority for service at-risk students in math Grades K-12 was 1.83 (less than basic). In terms of skills teachers rated the highest academic math needs for migrant students K-12 to be as follows:

Highest Areas of Need in Math: At-Risk Migrant Students*

Highest Areas of Need	Average Rating
7th Grade Math (Grades 7-12)	1.53
Data analysis and probability (Grades K-6)	1.72
Measurement (Grades K-6)	1.74

*Secondary Algebra 1, Algebra 2, and Geometry had lower overall ratings but so few students took these courses that these ratings were not valid indicators of need.

A survey was completed to assess migrant student's needs by 8 migrant program administrators in Utah. The survey results indicated that the fourth highest overall need for migrant students in Utah were missing foundational skills in math. Survey data broken down indicated that the highest needs in math were missing skills in number sense and patterns, functions and algebra. Finally the survey of parents and the onsite parent interviews indicated the need to improve math skills as a high academic need for all Utah migrant students.

Concern Statement 3: We are concerned that English instruction for migrant students may not link students' native language in a way that supports English language acquisition or consider students' skill levels in reading, writing, and mathematics in their native language.

Analysis: The UAPLA scores showed students moving toward proficiency in English language proficiency in grades 2, 6, and 7. Only 58 UAPLA scores were reported out of 1158 total students the results may not be a valid indicator of proficiency. However, **629** students were reported as limited English proficient in the data. The administrator survey of 9 of the 15 Utah migrant programs indicated that limited English proficiency was one the highest needs of Utah migrant students. The UAPLA scores correlate at the .05 level of significance with teacher ratings of proficiency in both language arts. The higher a students' level of English language proficiency the higher on the average will his/her proficiency in language arts be ranked. They was no correlation for UAPLA scores and math proficiency. Overall content skill needs for limited English proficient students were similar to those of all academically at-risk students.

English Language Learners (ELL) Migrant Student Needs K-12: Reading (N = 629)

Highest Areas of Need	Average Rating
Writing (Grades 7-12)	1.73
Writing (K-6)	1.96
Comprehension (K-6)	1.97

English Language Learners (ELL) Migrant Student Needs K-6: Math (N = 629)

Highest Areas of Need	Average Rating
Data & Probability (Grades K-6)	1.99
Measurement (Grades K-6)	2.04

Concern Statement 4: We are concerned that health issues may be affecting the ability of migratory children to effectively participate in school.

Analysis: Two parent surveys were completed. The first survey was administered and completed by 39 migrant parents of Utah migrant students across four Migrant Education programs statewide. The survey was provided in both English and Spanish. Parents were asked to respond to a variety of issues related to this concern statement in order to identify high need areas. The top three academic needs for students, according to parents, match the concern statements identified by the CNA committee (i.e. the need to improve reading and math, skills). The top two needs for other services as identified by parents are: 1. Need for dental screening. and 2. A need to provide information from the school in a language that the parent can understand. These needs are broken into two different categories (academic and other services) because the survey questions need to be refined to clarify more accurately which of these services in considered the highest need by parents (e.g. questions regarding health and dental screening should be phrased "Is the lack of health services or dental services a barrier to your child's success in reading and/or math). This was further clarified in onsite interviews with parents at both Nebo school district (14 parents) and in Logan school district (22 parents). The onsite interviews revealed that parents considered the need to improve reading and math skills as the highest need of the migrant program. The second survey was developed and completed by Nebo school district. The data from the results was provided to ERTC to assist with this comprehensive needs assessment. The Nebo parent survey was administered to 74 parents. The Nebo results indicated that 66% of parents felt the migrant program facilitated 'much' improvement in reading and math for their children. Thirty-two percent of parents felt Nebo Health Fair was worth their time with thirty-six percent of those parents not attending because 'they did not feel the need'.

Identification of Effective Programs & Strategies: The needs assessment process also allowed for data to be collected regarding the effectiveness of particular migrant programs and instructional strategies to facilitate academic achievement.

Academic Proficiency By District

District	Average Rating in Language Arts*	Average Rating in Math*
Beaver	**2.77**	2.62
Box Elder	2.14	2.29
Cache	2.60	**2.75**
Davis	2.27	2.57
Logan	2.09	2.32
Millard	1.92	2.03
Nebo	1.88	1.97
North Sanpete	2.60	2.43
Ogden	2.33	2.27
Piute	2.02	2.33
Sevier	2.46	2.69
South Sanpete	2.57	2.69
Washington	2.32	2.46

* 4 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic

The district with the highest ratings in language arts proficiency was Beaver (2.77) followed by Cache (2.60) and North Sanpete (2.60).   The district with the highest ratings in math proficiency was Cache (2.75) followed by Sevier (2.69) and South Sanpete (2.69).   Cache was also identified in the previous needs assessments (both CNA 2008 and CNA 2010) as the program with the highest teacher ratings in both language arts and math proficiency.   Based on interview results with the Cache administration and instructional staff the strategies that were identified as the most effective to facilitate academic proficiency for migrant students were:

1.   Targeted tutoring based on student needs in math
2.   Small group instruction
3.   Instructional materials designed to meet the needs of migrant students.

Needs Assessment Summary

The analysis of the data was performed by ERTC and the information was used by the CNA committee to develop the recommendations for the service delivery plan. The following summarizes key results:

1. The overall assessment of needs in relation to concern statement 1 (priority for services migrant students are not achieving proficiency in language arts) indicated that the need to increase literacy skills in general is the highest overarching need for Utah migrant students of all.   **Highest needs in language arts were identified in the data were: 1. Writing (Grades K-6);   2. Comprehension (Grades K-6);   and 3. Acquisition of vocabulary (Grades K-6).**   Finally it is clear that the lack of English language proficiency is significantly impacting language arts achievement.

2.   The overall assessment of needs in relation to concern statement 2 (priority for services migrant students are not achieving proficiency in math) indicated that priority for service migrant students need most assistance in: **1. 7^(th) Grade Math (Grades 7-12); 2. Data analysis and probability (Grades K-6);   and 3. Measurement (Grades K-6).**

3. The overall assessment of needs in relation to concern statement 3 (English language proficiency impacting academic achievement) indicated the lack of English language proficiency is significantly impacting achievement in both reading and math at all grade levels.   For ELL students the highest areas of need in language arts and math are similar to the skill areas identified for students at-risk academically as cited in 1 and 2 above.

4. The overall assessment of needs in relation to concern statement 4 (other issues such as health and the need for other services for families and students may be affecting the ability of migratory children to effectively participate in school and achieve proficiency in core content) indicated two key academic areas of need: **1. The need to improve reading skills; and 2. The need to improve math skills;** The parents survey also identified two other key areas of need for other or additional services in relation to the

summer migrant program: **1. Dental screening;   and 2. Information to parents in a language they understand.**

Performance Targets

The Utah performance targets are based on the current results from the comprehensive needs assessment which was completed in February 2013. The performance targets are similar to those identified in the last Utah Service Delivery plan and reflect the needs of Utah Migrant students.

> *Performance Target #1 English Language Acquisition:* By the 2017-2018 academic year 80 percent of all migrant students enrolled in Utah migrant programs for at least 1 year will increase from an initial baseline on the UALPA to English language fluency (scoring = P, E, I, A, F*)
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> - P = Pre-emergent, E = Emergent, I = Intermediate, A = Advanced, F = Fluent.
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> *Performance Target #2 Language Arts Achievement:* By the 2017-2018 academic year 80 percent of all migrant students enrolled in Utah migrant programs for at least 3 years will score at the proficient level (rubric score of 3 or higher) in language arts based on teacher ratings or state assessment scores.
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> *Performance Target #3 Math Achievement:* By the 2017-2018 academic year 80 percent of all migrant students enrolled in Utah migrant programs for at least 3 years will score at the proficient level (rubric score 3 or higher) in math based on teacher ratings or available state assessment scores.

Measurable Program Outcomes

The Office of Migrant Education requires: "The plan must include the measurable outcomes that the MEP will produce statewide through specific educational or educationally-related services. (See section 1306(a)(1)(D) of the statute.) Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes should also help achieve the State's performance targets." The following measurable program outcomes were developed based on the results and analysis of the comprehensive needs assessment

> *Measurable Outcome #1 English Language Acquisition:* Based on a staff development survey, at least 80 percent of MEP staff will report that staff development has helped them to more effectively meet the needs of limited English proficient students using research-based ESL strategies to facilitate reading and math achievement and progress toward high school graduation.

Measurable Outcome #2 Writing Achievement: Eighty percent of priority for service (PFS) students targeted for writing instruction will demonstrate an increase in proficiency in specific writing skills from the Utah State Content Standards based on teacher ratings and/or other assessments of student performance and/or available state assessment scores.

Measurable Outcome #3 Reading Comprehension: Eighty percent of priority for service (PFS) students targeted for reading instruction will demonstrate an increase in proficiency in specific comprehension skills from the Utah State Content Standards based on teacher ratings and/or other assessments of student performance and/or available state assessment scores.

Measurable Outcome #4 Measurement Concepts in Mathematics: Eighty percent of all priority for service (PFS) students enrolled in math courses K-6 in Utah migrant programs will demonstrate an increase in proficiency in measurement concepts in math based on teacher ratings and/or available state assessment scores.

Measurable Outcome #5 Algebraic Concepts in Mathematics: Eighty percent of all priority for service (PFS) students enrolled in algebra courses in Utah migrant programs will demonstrate an increase in proficiency in algebraic concepts based on teacher ratings and/or available state assessment scores.

Measurable Outcome #6 Parent Involvement in Academic Support of Children: Eighty percent of parents surveyed will report an increase in activities (provided by local migrant programs) designed to directly involve parents to support their children's' academic success.

Service Delivery Recommendations for Local Migrant Programs

The CNA/Service Delivery committee reviewed the data analysis and results for the needs assessment process and provides the following recommendations to local program for service delivery.

Recommendation 1: Incorporate tutoring and small group instruction in reading and math for migrant students into summer programs, after-school or before-school programs, or in services provided to Out of School Youth.

Recommendation 2: Utilize instructional materials and online tutorials specifically designed for migrant students (e.g. materials from the Migrant Literacy NET).

Recommendation 3: Develop individual learning plans for all priority for service migrant students (e.g. the electronic Success Plans on the Migrant Literacy NET).

Recommendation 4: Utilize bilingual and bicultural staff whenever possible for instruction.

Recommendation 5: Target writing and reading comprehension for migrant students

Recommendation 6: Target measurement and algebraic concepts in math.

Recommendation 7: Create programs and opportunities for parents to become directly involved in supporting the academic achievement of their children (e.g. Parent Literacy Nights, Take Home Book Bags, utilizing the parent resources in English & Spanish form the Migrant Literacy NET.

Evaluation

The Office of Migrant Education requires that in the service delivery plan the state must evaluate to what degree the program has been effective in relation to performance targets and measurable outcomes. The service delivery process in Utah is based upon a continuous improvement model. The steps in the process include the following:

1. Identify the needs of migrant students in language arts and math as well as barriers to English language proficiency, high school graduation, and the impact of parent involvement on academic achievement.

2. Create performance targets and measurable outcomes and a service delivery plan designed to meet the needs of migrant students in language arts, math, overcoming the barriers to English language proficiency and to increase parent involvement..

3. Implement the service delivery plan statewide including strategies designed to facilitate the achievement of the measurable outcomes and to achieve the performance targets. Each local migrant program will have the option to individualize instruction and utilize strategies based on their own needs and structure.

4. Evaluate the impact of the service delivery strategies on language arts achievement, math achievement, and removing barriers to English language proficiency and activities designed to increase parent involvement in academic support of their children.

The external evaluator, Educational Research & Training Corporation (ERTC), will be used to provide an objective, third-party, researched-based evaluation of the service delivery plan. Both formative and summative evaluation will be implemented. Formative evaluation will include an investigation into the implementation of the service

delivery plan. Specifically, districts will be surveyed to ascertain exactly which strategies they implemented to meet the measurable outcomes and performance targets, what materials they used, which students they targeted, and to what extent were the strategies used. The evaluation will also include onsite visits to a sample of Utah migrant programs to assess the effectiveness of implementation and to identify needs and/or additional modifications. In addition, the evaluation will identify local programs that are providing particularly effective services toward meeting the needs of students in order to share best practice with all programs statewide.

The summative evaluation will include two types of data: quantitative and qualitative. The purpose of the summative evaluation is to assess the actual impact on students of the service delivery plan and strategies. Quantitative data will be collected using a variety of methods including data collected on individual student performance in relation to the targeting reading and math skills as well as English language proficiency. The data collected will include state assessment scores from the current year and the previous year for comparison, teacher ratings comparing progress from one year to the next, UALPA scores to measure English language proficiency, as well as other data from pre- and post-assessments (if available) targeting reading skills and math skills. The qualitative data will include migrant teachers and administrators surveys regarding the effectiveness of the service delivery strategies toward achieving the measurable outcomes and performance targets. The qualitative data will also include onsite interviews of a sample of local migrant programs. These onsite interviews will target administrators, teachers, parents, and students. Each of the groups of stakeholders will be asked open-ended questions using a structured interview format regarding the impact of the program on reading, math, English language proficiency, and overcoming the barriers to high school graduation.

ERTC will compile and analyze the results of the evaluation and present the findings to the Utah Comprehensive Needs Assessment/Service Delivery Committee. The results will be used to identify and expand successful practices as well as to target program weaknesses and continuing needs for modification. The committee will make recommendations toward improved service delivery which will be included in a final evaluation report of the effectiveness of the service delivery plan to the State Director of Migrant Education. This report will be completed by Education Research & Training Corporation.   The final report will be submitted to the Utah Director of Migrant Education by **September 16th, 2013**.