

UTAH
MIGRANT EDUCATION PROGRAM

COMPREHENSIVE NEEDS ASSESSMENT
SUMMARY REPORT 2022-2023

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UTAH MIGRANT EDUCATION PROGRAM COMPREHENSIVE NEEDS ASSESSMENT 2022-2023

Summary Report Applied Learning Technology Associates

Introduction

As described in Non-Regulatory Guidance: Education of Migratory Children under Title I, Part C of the Elementary and Secondary Education Act of 1965,¹ the primary purpose of a CNA is to guide the overall design of the MEP on a statewide basis. A “needs assessment” is a systematic assessment and decision-making process that progresses through a defined series of phases to determine needs, examine their nature and causes, and set priorities for future action¹.

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 The draft guidance from OME is clear in regard to the goal of the needs assessment and the service delivery plan as follows: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.

¹ From Chapter IV, Section A.2 of U.S. Department of Education, Office of Elementary and Secondary Education. (Selected Chapters Revised 2017, March). [Non-Regulatory Guidance: Education of Migratory Children under Title I, Part C of the Elementary and Secondary Education Act of 1965](#). Washington, DC: Author. Comprehensive Needs Assessment Toolkit, 2018.

Applied Learning Technology Associates (ALTA) from Colorado was engaged as the external contractor to facilitate the design and implementation of the comprehensive needs assessment process. ALTA 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 CNA committee met on Monday, October 24th, 2022 to review and revise the concern statements for the comprehensive needs assessment. The CNA committee consists of the state migrant director as well as representatives from every Utah migrant program. The committee was asked to consider concern statements reflecting the needs of Utah migrant students and in response to the effects of the COVID19 pandemic. The concern statements identified by the CNA Committee are as follows:

- 1. We are concerned that migrant students need additional services and support (including academic, social and emotional support) to become proficient in language arts and to ensure that students are acquiring the building blocks necessary to master reading and writing.**
- 2. We are concerned that migrant students need additional services and support (including academic, social and emotional support) to become proficient in mathematics and to ensure that students are acquiring the building blocks necessary to master mathematics.**
- 3. We are concerned that migrant students need additional services and support (including academic, social and emotional support) to become proficient in English.**

These concern statements were used to guide the CNA process. The U.S. Office of Migrant Education also requires that all states investigate the needs of pre-school migrant students to ensure that all children have basic readiness for school. If the needs of pre-school aged children are being met across the state it is not required that pre-school be targeted in the service delivery plan. The results and the conclusions included in this report are provided to the Utah Migrant Education Program and the CNA Committee to facilitate the development of recommendations and measurable program outcomes for service delivery in the state of Utah to best meet the needs of migrant students.

Implementation of the Process

Following the revision of the concern statements, local migrant program directors were asked to assist in the identification of key data sources and processes to investigate each of the concerns. ALTA was charged with developing strategies to collect data that would result in a valid needs assessment. However, it was critical, due to the time constraints of local programs and staff limitations, that the process be as efficient to implement as possible. ALTA created the following strategies to facilitate the investigation of needs related to the concern statements:

a. In order to investigate the concern statements regarding migrant student needs to enhance proficiency in language arts, ALTA developed a data collection format which collected demographic data, PFS status, state assessment data and teacher ratings of student performance. The data format also collected English language proficiency scores (when available), and a method in which teachers could rate individual student proficiency kindergarten through 12th grade in relation to skills identified in Utah state standards (see Appendix A for sample of data collection forms). Data was also collected to identify student needs through a survey of administrative and teaching staff for local Utah migrant programs. Data was collected to identify student language arts needs as part of a survey of migrant parents and parent interviews. The surveys were administered in both English and Spanish. Finally, data was collected on student needs from the results of the online reading screeners on the Migrant Literacy NET utilized by Utah migrant students. This data was also included as part of the CNA analysis to help identify reading needs for Utah migrant students.

b. In order to investigate the second concern statement (to enhance student proficiency in mathematics) ALTA developed a form to assess student needs in mathematics. The data collection format targeted mathematics through a body of evidence to include state assessment scores, teacher ratings of proficiency in relation to Utah state content standards, as well as English language proficiency assessment scores. This data collection format was designed to be completed for each individual migrant student by teachers. These data collection forms also indicate which students are priority for service (PFS) and provide demographic information on students such as grade level, school and teacher information, and migrant identification number (see Appendix A for sample of data collection forms). Data was also collected to identify student needs through a survey of administrators and teachers of local Utah migrant programs. In addition, data was collected to identify student needs in math as part of a survey of migrant parents and parent interviews. The surveys were administered in both English and Spanish. Finally, data was collected on student needs from the results of the online math screeners on the Migrant Literacy NET utilized by Utah migrant students. This data was also included as part of the CNA analysis to help identify math needs for Utah migrant students.

c. In order to investigate the concern statement regarding the needs of EL migrant students: English language proficiency test scores were collected and a survey of administrators and teachers was completed. Teacher ratings of proficiency in both language arts and math was also collected for EL students. Finally, data was collected to identify student needs related to English language proficiency as part of a survey of migrant parents. The surveys were administered in both English and Spanish.

d. In order to investigate the needs of pre-school aged migrant students an administrator/teacher survey was created and a parent survey which were both administered during the Fall of 2022 and Spring of 2023.

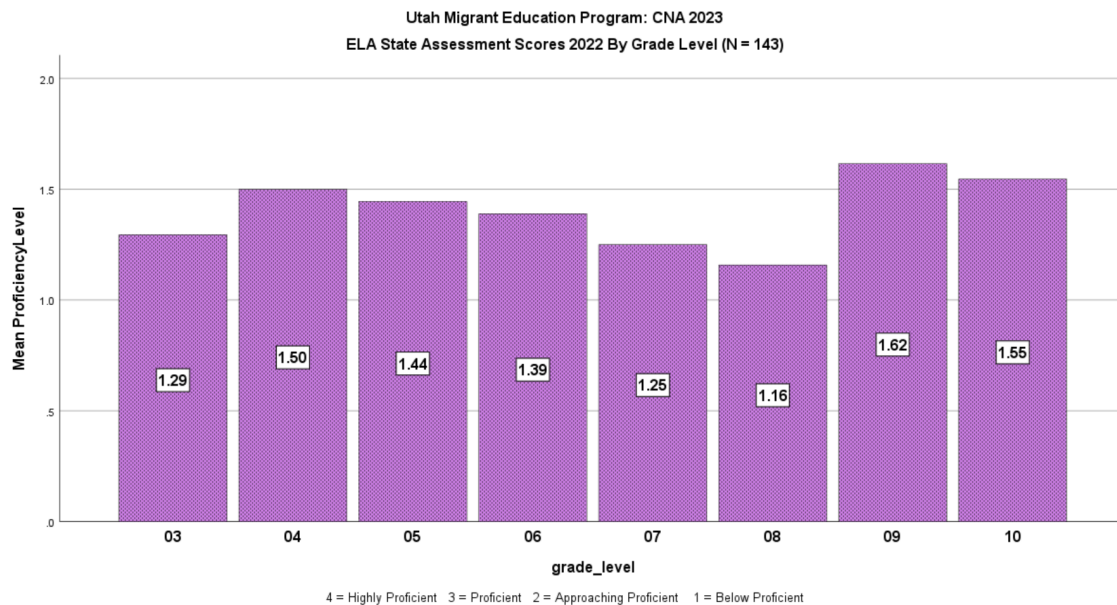
The data collection formats were reviewed and discussed with the state director and the local migrant program directors to ensure that data was gathered using consistent, reliable, and valid methodology. All Utah migrant programs were provided electronic

copies of all survey forms. Each migrant program was required to distribute the survey instruments to all teachers of migrant students in the Fall of 2022 or the Spring of 2023. Teachers were asked to collect data on all migrant students. The survey of parents and parent interviews were completed during the Fall of 2022 and the Spring of 2023.

CNA Analysis and Results

Concern Statement 1: We are concerned that migrant students need additional services and support (including academic, social and emotional support) to become proficient in language arts and to ensure that students are acquiring the building blocks necessary to master reading and writing.

Analysis: The most recent Utah state assessment for language arts was administered to 143 of the total 421 migrant students eligible to date in the program during 2022-2023 (34%). The following chart details state CRT scores by grade level.

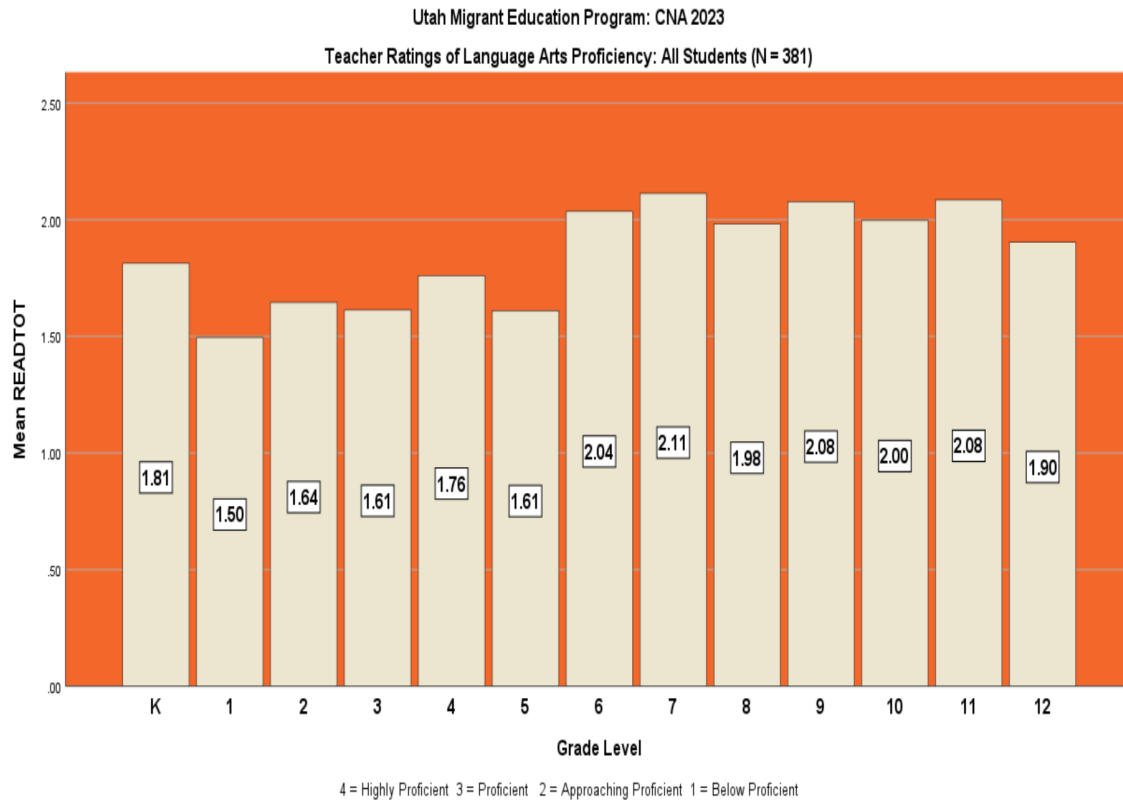


The data does indicate that in 2022-2023 the average Utah migrant student was less than proficient in language arts. Thirteen students out of 143 were proficient in language arts (9%).

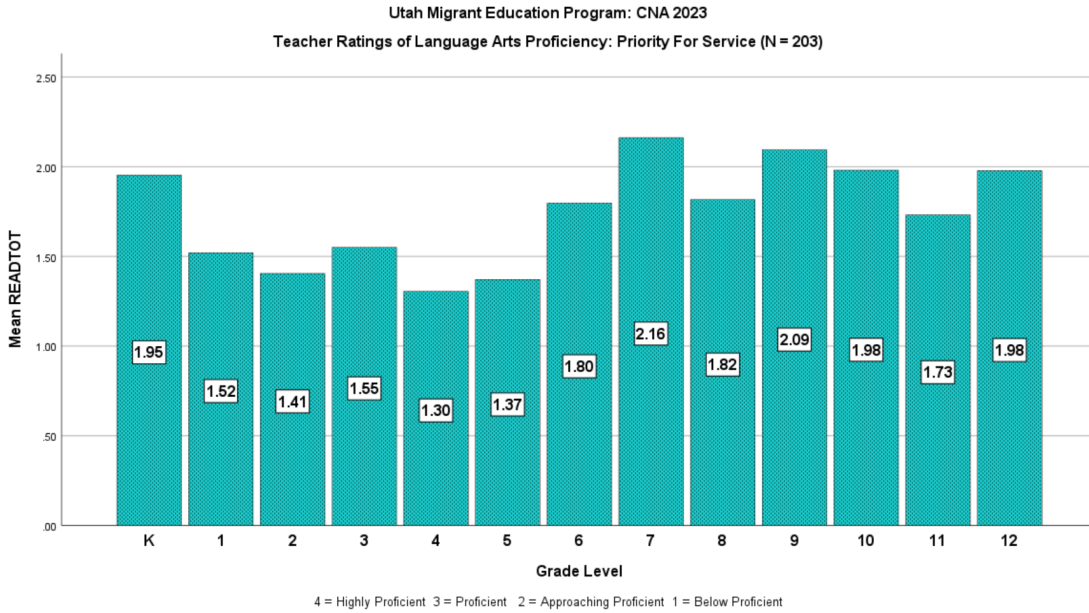
Because 66% of the Utah migrant students did not take the language arts state assessment in 2022-2023, teachers were asked to provide ratings of student proficiency in the Utah language arts standards using the same 4-point rubric as the state CRT (4 = Highly Proficient, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient). Data

forms to assess language arts needs were collected for 381 students over the Fall of 2022 and early Spring 2023 which include teacher ratings by standard. Language arts proficiency was rated by teachers at all grade levels K-12 with a mean rating for all students of 1.82 (Approaching Proficient level minus of proficiency).

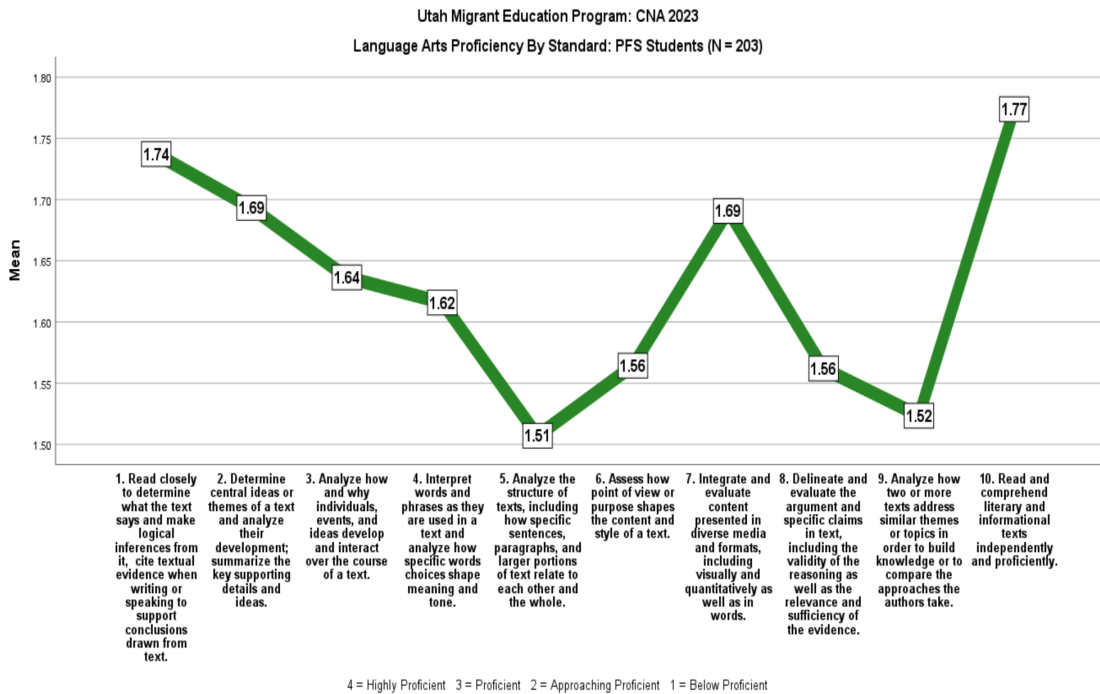
Number of Students Rated By Teachers in Language Arts By Grade Level



A critical piece of the CNA is to identify the needs of priority for service students. There were 203 PFS students of the 381 students who participated in the comprehensive needs assessment and were rated in language arts in 2022-2023. Teachers were asked to rate student proficiency for PFS students across all language arts standards. Based on the 4-point rubric (4 = Highly Proficient, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient). The average proficiency rating across all standards for priority for service at-risk students in language arts Grades K-12 was 1.67 (less than Approaching Proficient). The following graph illustrates PFS student numbers by grade who participated in the needs assessment and the mean proficiency levels in language arts.



Teachers rated each PFS student by standard in language arts. These ratings provide indications regarding where the needs in language arts are most profound. See graph below.



In terms of skills teachers rated the highest academic reading needs for K-12 Priority For Service (PFS) migrant students in Utah to be as follows:

Highest Areas of Need in Reading: PFS Migrant Students

Highest Areas of Need	Average Rating
Standard 5: Analyze the structure of text and how sentences And paragraphs relate to the whole (grammar and punctuation)	1.51
Standard 9: Analyze how two or more texts address similar themes (comprehension)	1.52
Standard 6: Assess how point of view or purpose shapes the content and style of text.	1.56

The administrator/teacher survey was completed to assess migrant student’s needs by 26 migrant program administrators and teachers of migrant students in Utah. Administrators and teachers were asked to rate the importance of a wide range of needs for migrant students on a 6.0 point scale (6 = Strongly Agree, 5 = Agree, 4 = Slightly Agree, 3 = Slightly Disagree, 2 = Disagree, and 1 = Strongly Disagree). The survey results indicated that in language arts the need to facilitate proficiency in delineating and evaluating arguments in texts (reading comprehension) was rated 5.25 (Agree plus), the need to facilitate proficiency in analyzing the structure of text (vocabulary, grammar and punctuation) was 5.16 (Agree plus), and the need to facilitate proficiency in analyzing how two different texts address similar themes was rated 4.93 (Agree minus)

2. The migrant program needs to provide effective services in facilitating proficiency in delineating and evaluating arguments in text for migrant students (reading comprehension).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	.9	.9	.9
	3	1	.9	.9	1.8
	4	11	9.7	10.0	11.8
	5	53	46.9	48.2	60.0
	6	44	38.9	40.0	100.0
	Total	110	97.3	100.0	
Missing	System	3	2.7		
Total		113	100.0		

3. The migrant program needs to provide effective services in facilitating proficiency in analyzing structure of text and interpreting words (vocabulary, grammar and punctuation).

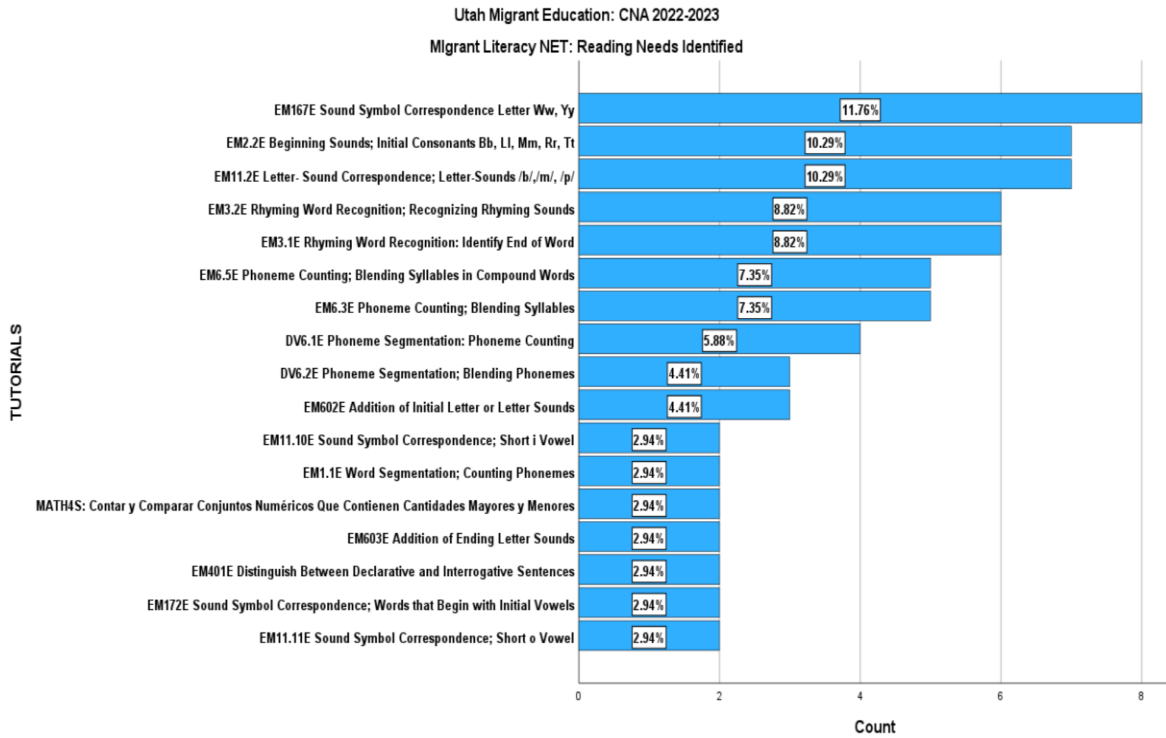
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.9	.9	.9
	2	1	.9	.9	1.8
	3	1	.9	.9	2.7
	4	15	13.3	13.4	16.1
	5	52	46.0	46.4	62.5
	6	42	37.2	37.5	100.0
	Total	112	99.1	100.0	
Missing	System	1	.9		
Total		113	100.0		

4. The migrant program needs to provide effective services in facilitating proficiency in analyzing how two different texts address similar themes for migrant students.

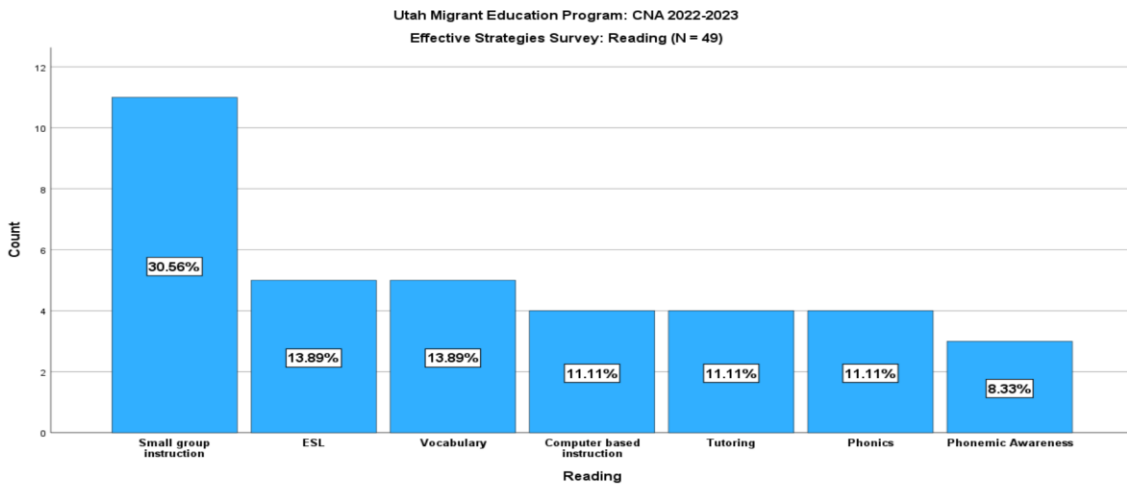
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	.9	.9	.9
	3	3	2.7	2.8	3.7
	4	26	23.0	23.9	27.5
	5	52	46.0	47.7	75.2
	6	27	23.9	24.8	100.0
	Total	109	96.5	100.0	
Missing	System	4	3.5		
Total		113	100.0		

The survey of 72 parents indicated the need to improve reading and writing skills as the second and third highest ranked need for all Utah migrant students. Parents were asked to rate student needs based on a six-point scale (6 = Strongly Agree, 5 = Agree, 4 = Slightly Agree, 3 = Slightly Disagree, 2 = Disagree and 1 = Strongly Disagree). In terms of highest needs, reading skills were rated 5.46 (Agree plus) and writing skills were rated 5.44 (Agree plus).

Language arts needs were also identified using the results of the Migrant Literacy NET reading screeners which identify specific student skill deficiencies. The following chart illustrates the top 15 student reading needs in descending order. For reading the top needs were **phonemic awareness and phonics**.

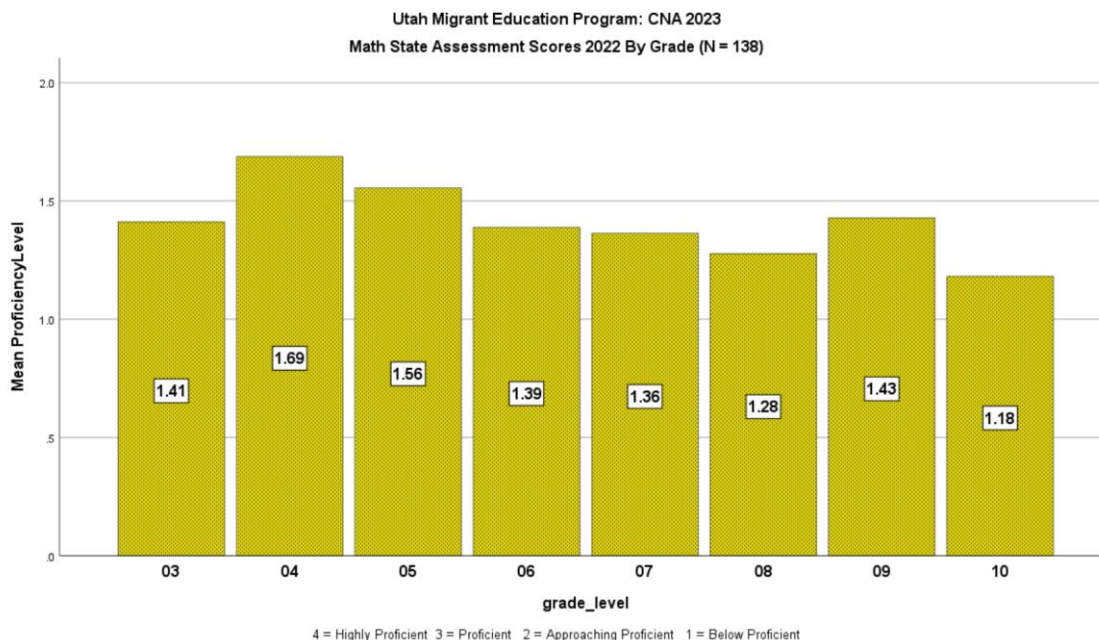


MEP staff, administrators and teachers were also asked to identify which strategies were the most effective meeting student needs related to the performance targets in reading. The following information will be useful in the development of the service delivery plan.



Concern Statement 2: We are concerned that migrant students need additional services and support (including academic, social and emotional support) to become proficient in mathematics and to ensure that students are acquiring the building blocks necessary to master mathematics.

Analysis: The state assessment for mathematics was administered to 138 of the total 421 migrant students eligible to date in 2022-2023 (33%). The following chart details state math CRT scores by grade level.

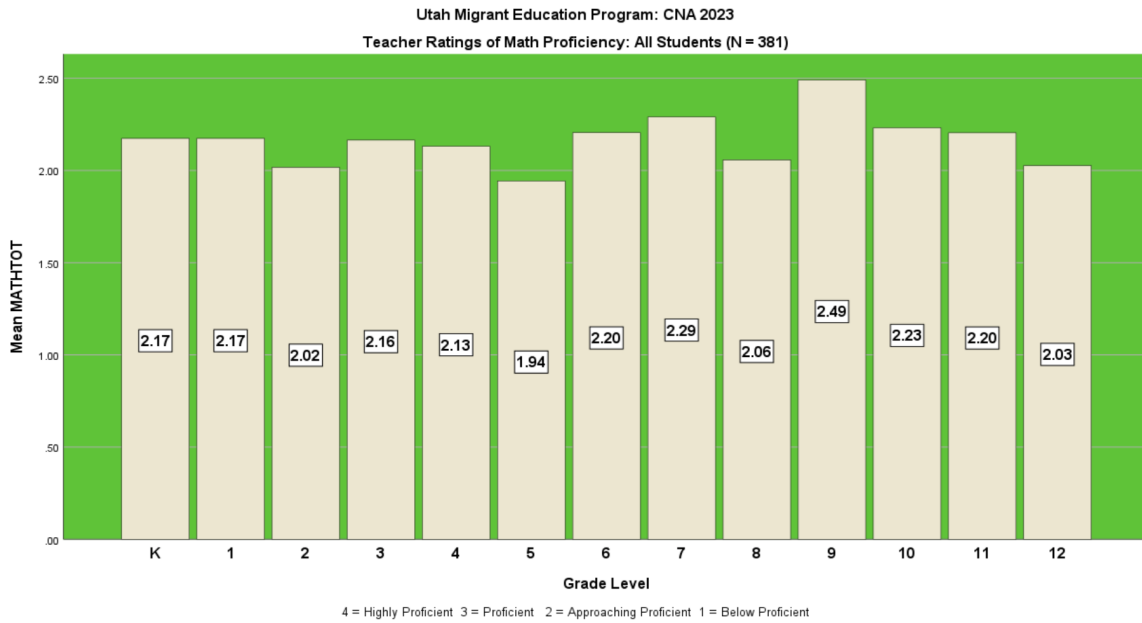


The data does indicate that on the average Utah migrant students less than proficient in math. Fourteen students out of 138 were proficient in math (10.2%).

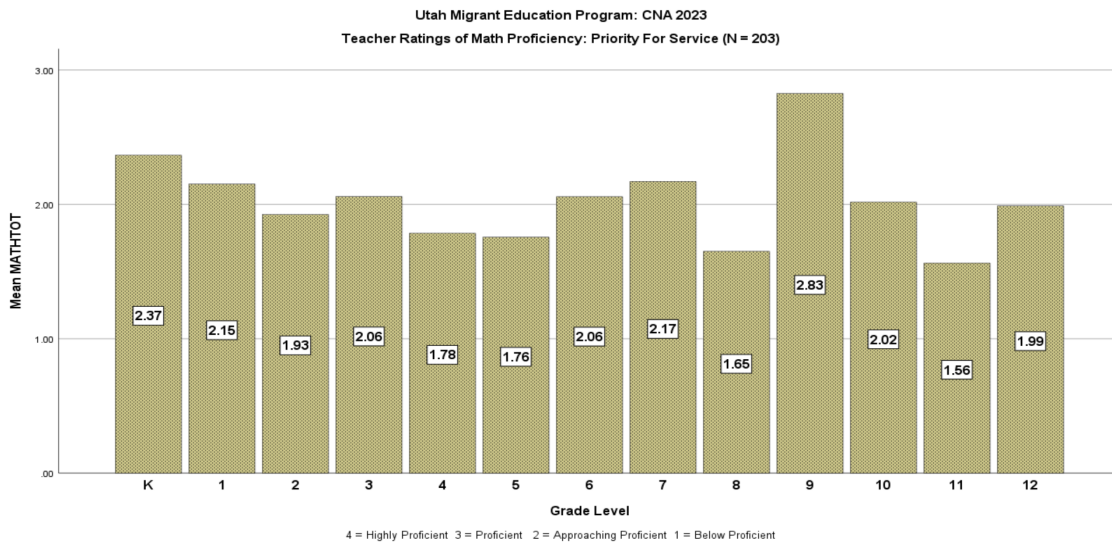
Because 67% of the currently eligible Utah migrant students did not take a state assessment in math in 2022-2023 teachers were asked to provide ratings of student proficiency in the Utah math standards using the same 4-point rubric as the state CRT (4 = Highly Proficient, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient).

Data forms to assess math needs were collected for 381 students over the Fall of 2022 and the Spring of 2023 which included teacher ratings by standard. Students were rated by teachers at all grade levels K-12 in math with a mean rating for all students of 2.16 (Approaching Proficient level plus of proficiency).

Ratings of Students Proficiency By Teachers in Math By Grade Level



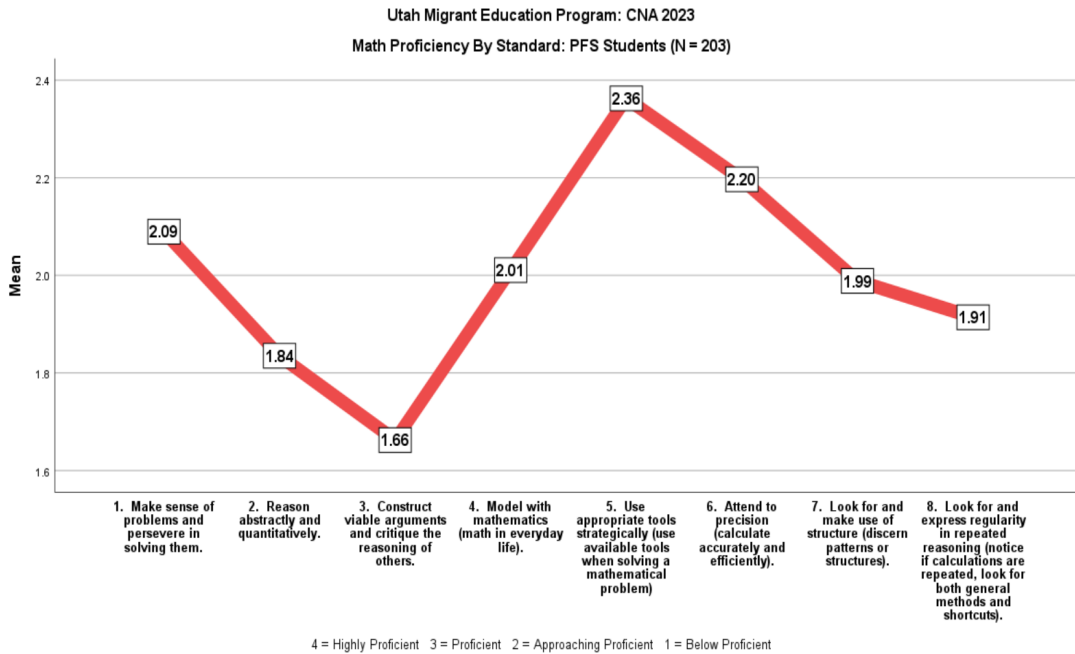
There were 203 PFS students who participated in the comprehensive needs assessment who were rated in math in 2022-2023. Teachers were asked to rate student proficiency for PFS students across all math standards. Based on the 4-point rubric (4 = Highly Proficient, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient). The average proficiency rating across all standards for priority for service at-risk students in math Grades K-12 was 2.02 (Approaching Proficient level of proficiency). The following table illustrates PFS student numbers by grade who participated in the needs assessment and the mean proficiency levels in mathematics.



In terms of skills teachers rated the highest academic math needs for K-12 priority for service migrant students in Utah to be as follows:

Highest Areas of Need in Math: PFS Migrant Students

Highest Areas of Need	Average Rating
Standard 3: Construct viable arguments and critique the reasoning of others	1.66
Standard 2: Reason abstractly and quantitatively (problem-solving).	1.84
Standard 8: Look for and express regularity in repeated reasoning (patterns and functions, algebra)	1.91



An administrator/teacher survey was completed to assess migrant student’s needs by 26 migrant program administrators and teachers of migrant students in Utah. Administrators and teachers were asked to rate the importance of a wide range of needs for migrant students on a 6.0 point scale (6 = Strongly Agree, 5 = Agree, 4 = Slightly Agree, 3 = Slightly Disagree, 2 = Disagree, and 1 = Strongly Disagree). The survey results indicated that the mean need to facilitate proficiency in reasoning abstractly and quantifiably in math was 4.96 (agree), the need to become proficient in problem solving in math was rated 4.81 (agree minus), and the need to provide effective services to assist migrant students to become proficient in algebra readiness was 4.83 (agree minus).

5. The migrant program needs to provide effective services in facilitating proficiency in reasoning abstractly and quantifiably in math for migrant students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	.9	.9	.9
	4	21	18.6	19.6	20.6
	5	42	37.2	39.3	59.8
	6	43	38.1	40.2	100.0
	Total	107	94.7	100.0	
Missing	System	6	5.3		
Total		113	100.0		

6. The migrant program needs to provide effective services to assist migrant students in becoming proficient in looking for regularity in repeated reasoning (problem-solving in math).

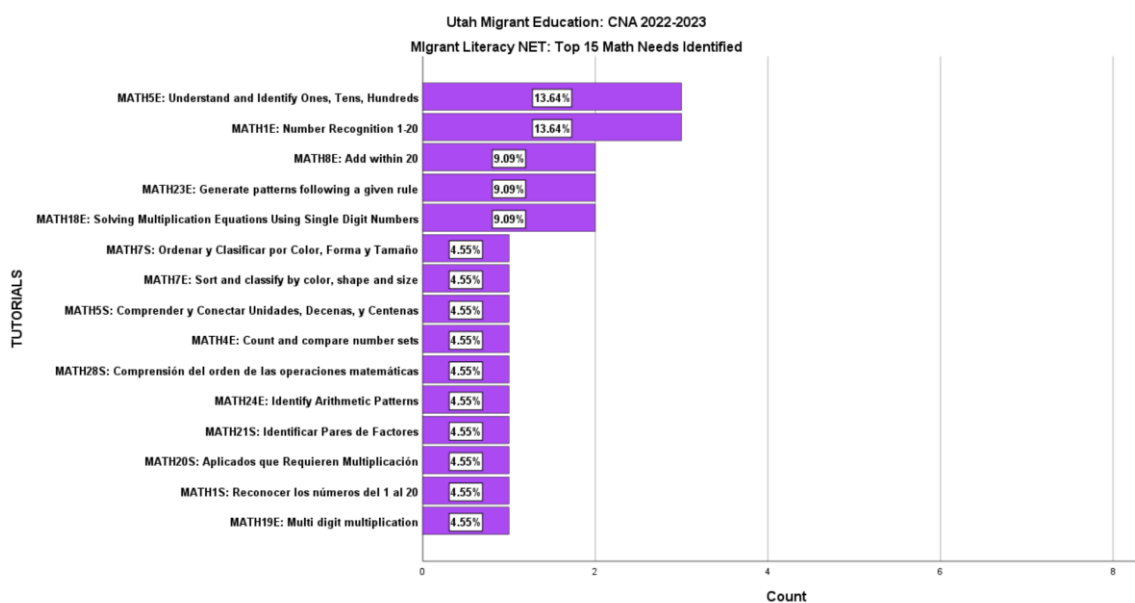
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	1.8	1.9	1.9
	4	17	15.0	15.9	17.8
	5	49	43.4	45.8	63.6
	6	39	34.5	36.4	100.0
	Total	107	94.7	100.0	
Missing	System	6	5.3		
Total		113	100.0		

7. The migrant program needs to provide effective services to assist migrant students in becoming proficient in algebra readiness.

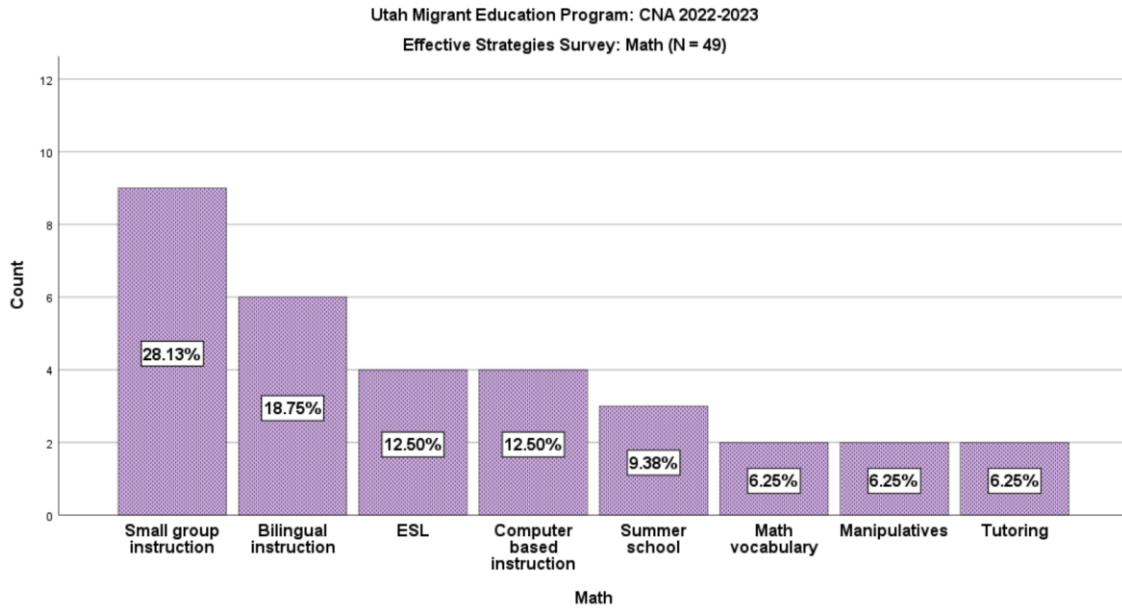
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	.9	1.0
	4	21	18.6	20.4
	5	47	41.6	45.6
	6	34	30.1	100.0
Total	103	91.2	100.0	
Missing System	10	8.8		
Total	113	100.0		

Additionally, the survey of 72 parents and the phone interviews with migrant parents at (through the re-interview process) indicated the need to improve math skills as the number one rated need for parents (an average of 5.48 on a 6-point scale). The scale utilized was 1 = strongly disagree --- 6 = strongly agree).

Math needs were also identified using the results of the Migrant Literacy NET math screeners which identify specific student skill deficiencies. The following chart illustrates the top 15 student math needs in descending order. For math the top needs were **number recognition, patterns and multiplication**.

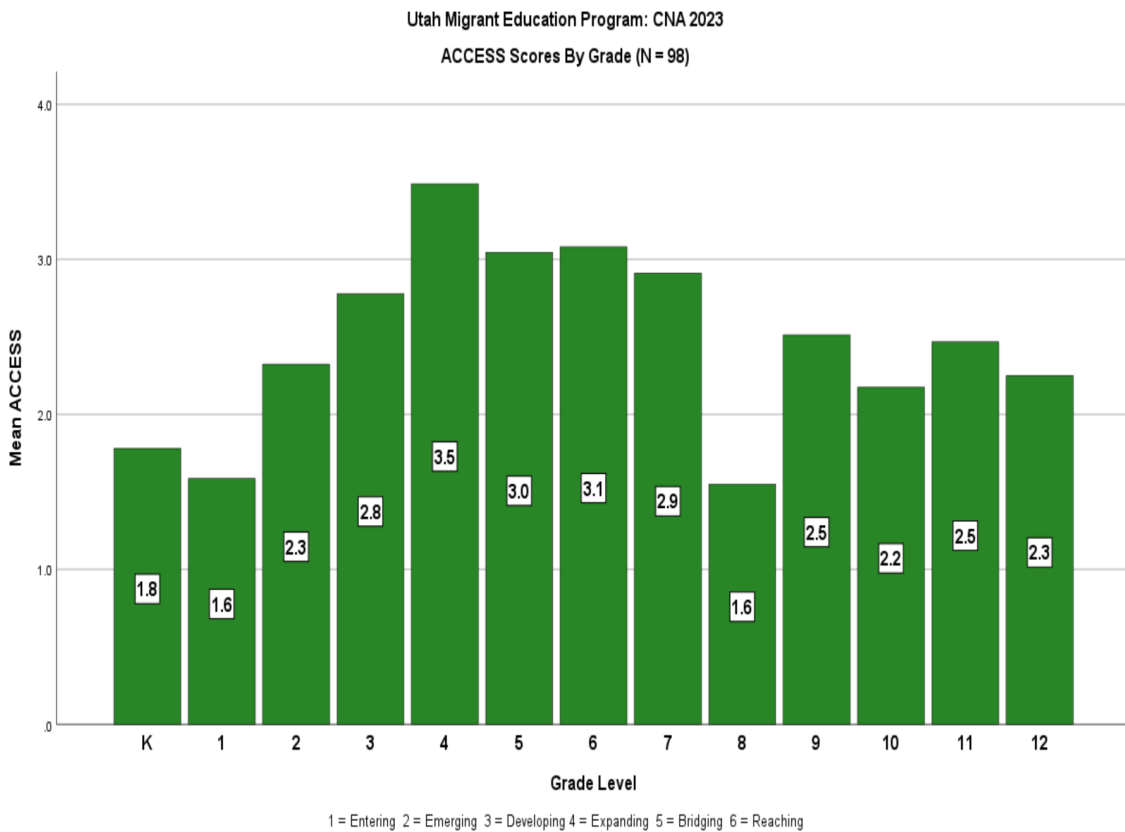


MEP staff, administrators and teachers were also asked to identify which strategies were the most effective meeting student needs related to the performance targets in math. The following information will be useful in the development of the service delivery plan.

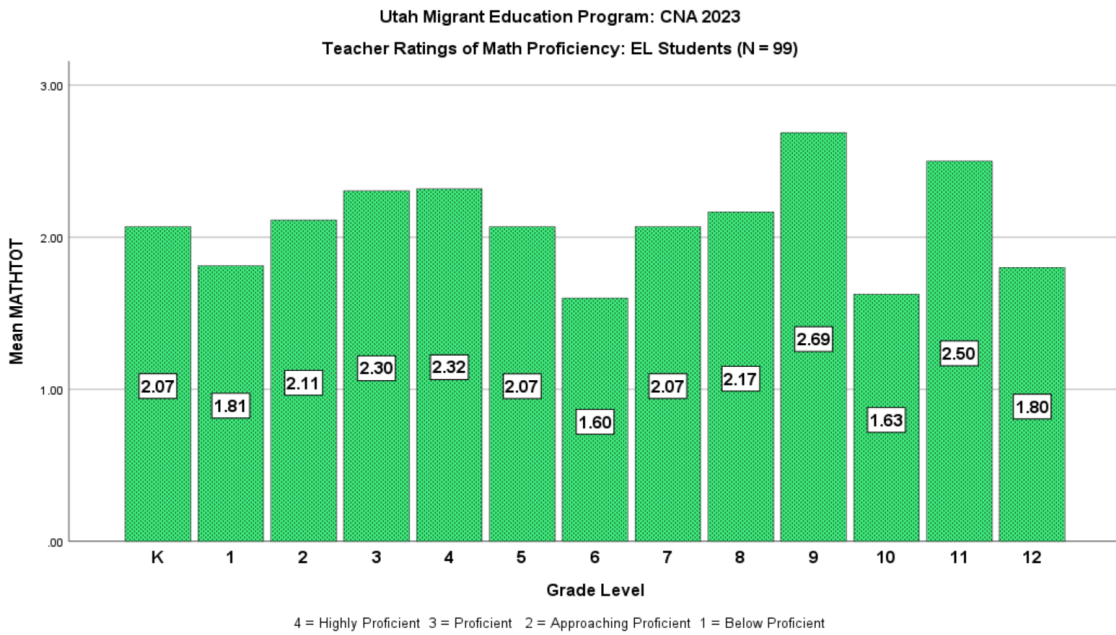
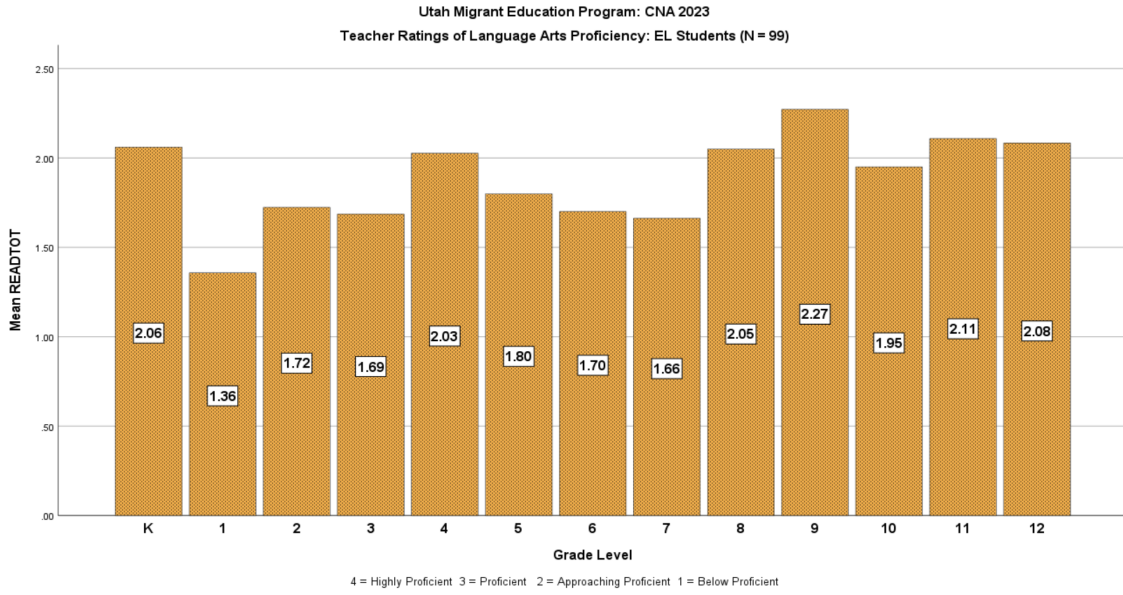


Concern Statement 3: We are concerned that migrant students need additional services and support (including academic, social and emotional support) to become proficient in English.

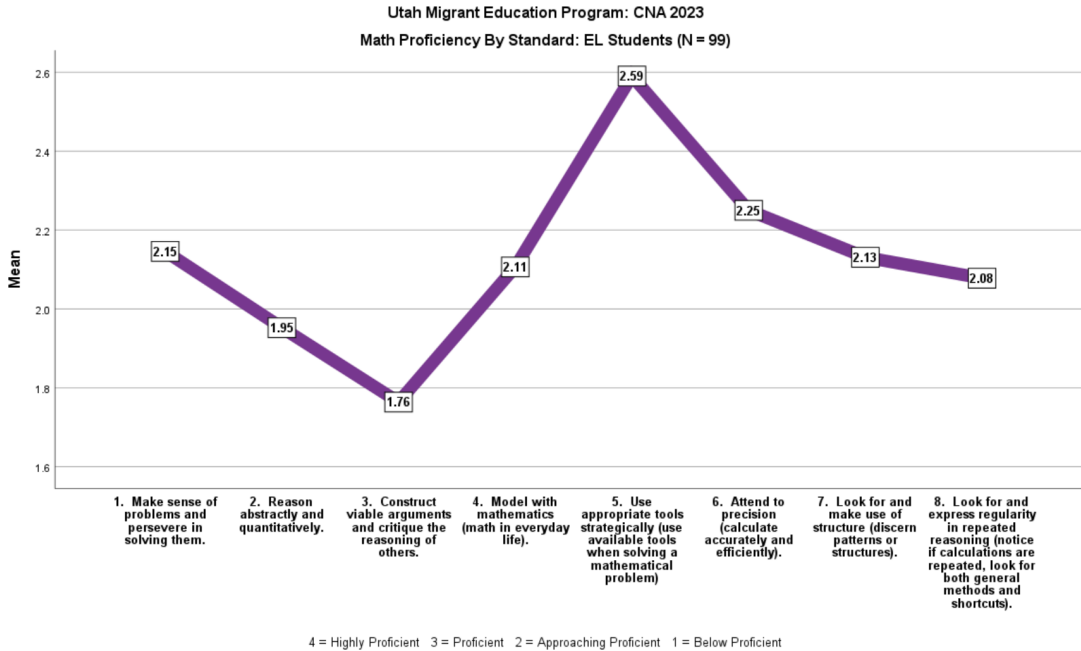
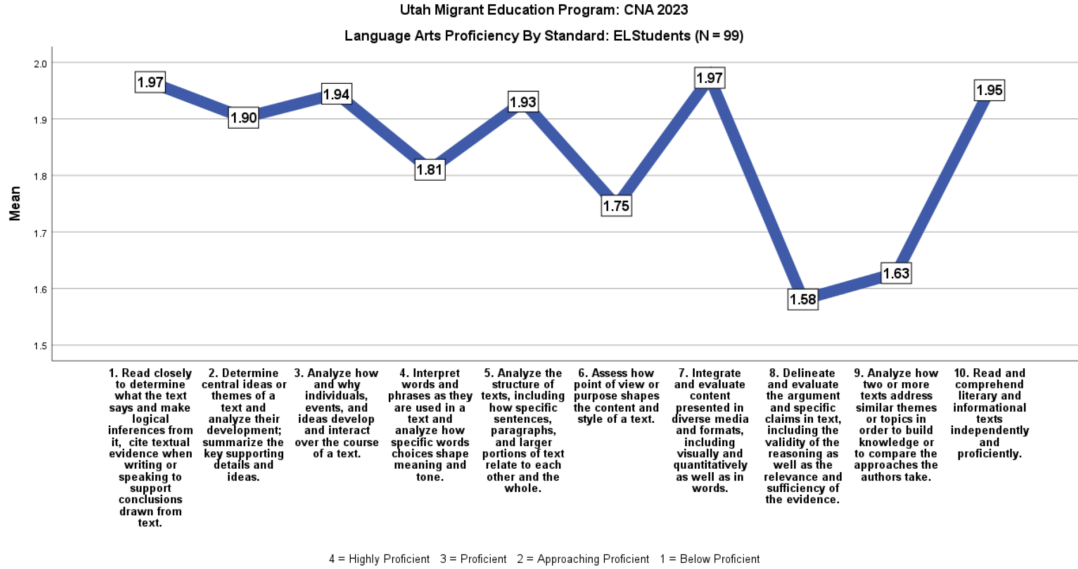
Analysis: There were 99 migrant students who were English language learners who completed the Utah WIDA ACCESS test in 2022-2023 who participated in the needs assessment. The ACCESS scores showed most students were between the emerging and expanding stages of English language acquisition (i.e., less than proficient in English).



The teacher ratings data also indicated that EL students were on the average similar to all students as group in language arts and math (4 = Highly Proficient, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient). The average proficiency level in language arts for EL students is 1.83 (Approaching Proficient minus). The average proficiency level in math for EL students is 2.09 (Approaching Proficient).



Teachers also rated student proficiency in both language arts and math for EL students by standard (see below).



In terms of skills teachers rated the highest language arts needs for K-12 English language learners who are migrant students in Utah to be as follows:

Highest Areas of Need in Language Arts: EL Migrant Students

Highest Areas of Need	Average Rating
Standard 8: Delineate and evaluate specific claims in text.	1.90
Standard 9: Analyze how two or more texts address similar themes.	1.96
Standard 6: Assess how point of view and purpose shape the content and style of text.	1.75
Standard 4: Interpret words and phrases and analyze specific word choices in text.	1.81

In terms of skills teachers rated the highest academic math needs for K-12 English language learners who are migrant students in Utah to be as follows:

Highest Areas of Need in Math: EL Migrant Students

Highest Areas of Need	Average Rating
Standard 3: Construct viable arguments and critique the reasoning of others	1.76
Standard 2: Reason abstractly and quantitatively	1.95
Standard 8: Look for and express regularity in repeated reasoning	2.08
Standard 4: Math in everyday life.	2.11

Administrators and teachers were asked to rate the importance of a wide range of needs for EL migrant students on a 6.0 point scale (6 = Strongly Agree, 5 = Agree, 4 = Slightly Agree, 3 = Slightly Disagree, 2 = Disagree, and 1 = Strongly Disagree). The survey results indicated that the mean need to facilitate proficiency in English was 5.50 (agree to strongly agree) which is the highest rated need by administrators and teachers; The need to facilitate writing proficiency for EL students was 5.31 (agree plus). The need to provide effective ESL training for MEP staff was rated at 5.20 (agree plus).

1. The migrant program needs to provide services in facilitating English language proficiency for limited English proficient migrant students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	.9	.9	.9
	4	6	5.3	5.3	6.2
	5	42	37.2	37.2	43.4
	6	64	56.6	56.6	100.0
	Total	113	100.0	100.0	

8. The migrant program needs to provide effective services in facilitating English writing proficiency for limited English proficient migrant students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	1.8	1.8	1.8
	4	13	11.5	11.8	13.6
	5	44	38.9	40.0	53.6
	6	51	45.1	46.4	100.0
	Total	110	97.3	100.0	
Missing	System	3	2.7		
Total		113	100.0		

9. The migrant program needs to provide effective ESL training for staff working with limited English proficient migrant students.

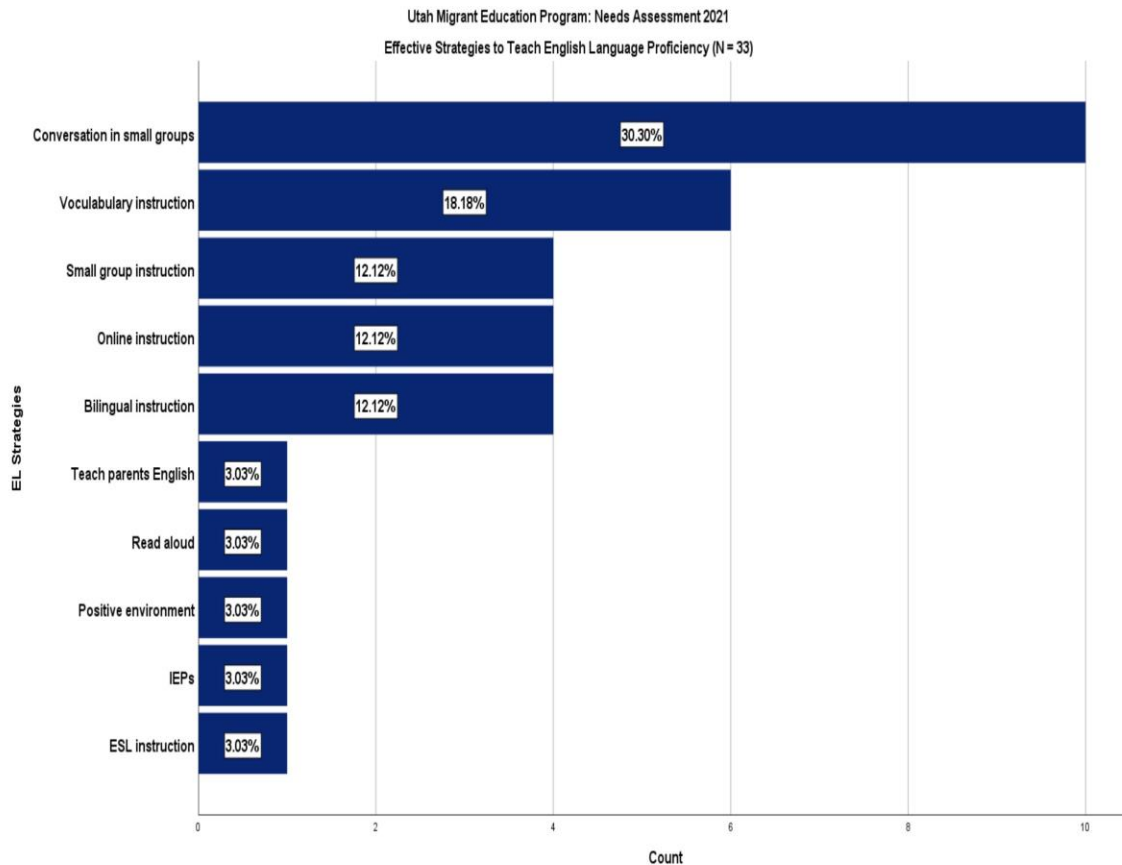
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.9	.9	.9
	2	1	.9	.9	1.9
	3	6	5.3	5.6	7.4
	4	14	12.4	13.0	20.4
	5	31	27.4	28.7	49.1
	6	55	48.7	50.9	100.0
	Total	108	95.6	100.0	
Missing	System	5	4.4		
Total		113	100.0		

The parent survey (N = 72 parents) indicated that the need for English language proficiency for their children averaged a 5.33 (agree plus) on a 6 point scale (6 = strongly agree – 1 = strongly disagree).

5. My children need assistance in learning to speak English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	6.8	7.1	7.1
	2	2	2.7	2.9	10.0
	3	1	1.4	1.4	11.4
	4	2	2.7	2.9	14.3
	5	7	9.6	10.0	24.3
	6	53	72.6	75.7	100.0
	Total		70	95.9	100.0
Missing	System	3	4.1		
Total		73	100.0		

MEP staff, administrators and teachers were also asked in 2021 to identify which strategies were the most effective meeting student needs related to the performance targets in math. The following information will be useful in the development of the service delivery plan.



Other Needs Assessment Results

Needs of Pre-School Migrant Students

Both the Administrator Teacher survey and the Parent Survey asked respondents to rate the need for additional pre-school services. Administrators and teachers slightly agreed pre-school migrant students needed additional assistance were being met (4.31). This is the lowest rated need on the survey. Parents agreed that their pre-school children needed assistance in readiness for school (5.12). Parents rated the need for pre-school readiness the lowest need of all on the survey. Ratings were based on a six-point rubric (6 =

Strongly Agree, 5 = Agree, 4 = Slightly Agree, 3 = Slightly Disagree, Disagree, 1 =Strongly Disagree).

Administrator Teacher Survey

11. The needs of pre-school aged migrant students are being met.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	7.1	11.3	11.3
	2	1	.9	1.4	12.7
	3	6	5.3	8.5	21.1
	4	25	22.1	35.2	56.3
	5	18	15.9	25.4	81.7
	6	13	11.5	18.3	100.0
	Total	71	62.8	100.0	
Missing	System	42	37.2		
Total		113	100.0		

Parent Survey

7. My preschool children need assistance to become ready for school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	1.4	5.9	5.9
	2	1	1.4	5.9	11.8
	5	5	6.8	29.4	41.2
	6	10	13.7	58.8	100.0
	Total	17	23.3	100.0	
Missing	System	56	76.7		
Total		73	100.0		

Comments from administrators, teachers and parents did indicate that there are services available within the districts to provide pre-school instruction for migrant students including Head Start as well as district supported pre-school programs.

Need for Social/Emotional Services

Administrators, teachers (5.25) and parents (5.15) all agreed plus that there is a need for social and emotional services to be provided for services to meet the needs migrant students. Comments made by all stakeholders indicated that counseling services and family liaisons would be very helpful in facilitating school success.

Administrator Teacher Survey

10. The migrant program needs to provide effective services to assist migrant students with social and emotional issues to facilitate school success.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	.9	.9	.9
	3	1	.9	.9	1.8
	4	14	12.4	12.7	14.5
	5	47	41.6	42.7	57.3
	6	47	41.6	42.7	100.0
	Total	110	97.3	100.0	
Missing	System	3	2.7		
Total		113	100.0		

Parent Survey

6. My children would benefit from social and/or emotional support services in school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	9.6	10.4	10.4
	2	1	1.4	1.5	11.9
	3	1	1.4	1.5	13.4
	4	1	1.4	1.5	14.9
	5	13	17.8	19.4	34.3
	6	44	60.3	65.7	100.0
	Total	67	91.8	100.0	
Missing	System	6	8.2		
Total		73	100.0		

Need for Parent Involvement:

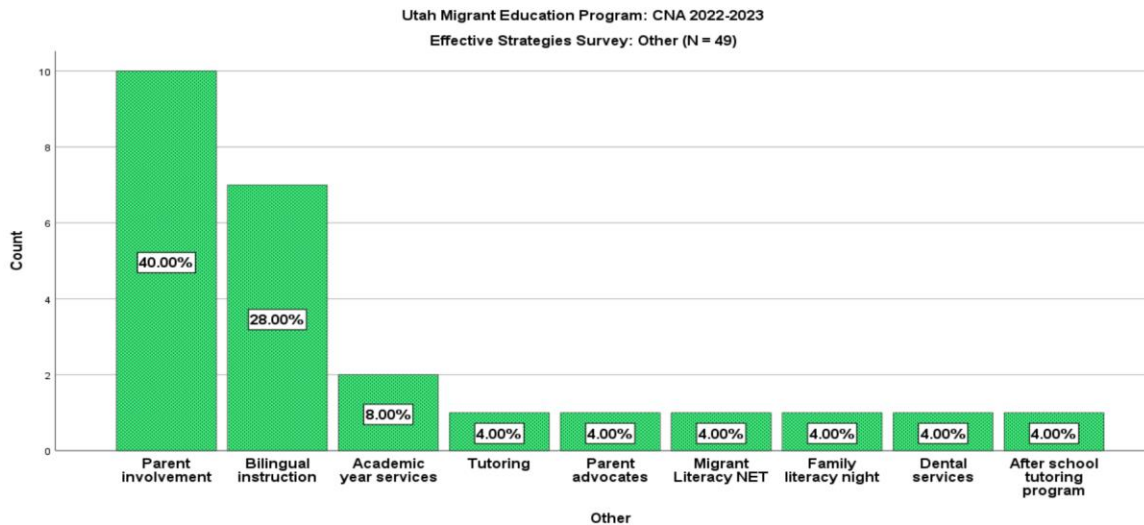
Administrators and teachers agreed plus that parent involvement was needed (5.43). **Parent involvement was rated as the second highest need on the survey.**

Administrator Teacher Survey

12. The migrant program needs to provide effective services to involve parents in the education of their children.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	2.7	2.7	2.7
	4	8	7.1	7.1	9.8
	5	39	34.5	34.8	44.6
	6	62	54.9	55.4	100.0
	Total	112	99.1	100.0	
Missing	System	1	.9		
Total		113	100.0		

When staff was asked what the most effective other strategies to meet the needs of migrant students, **parent involvement rated as the most effective strategy of all.**



Summary:

1. The overall assessment of needs in relation to: ***Concern Statement 1: We are concerned that migrant students need additional services and support (including academic, social and emotional support) to become proficient in language arts and to ensure that students are acquiring the building blocks necessary to master reading and writing***, indicated that the need to increase literacy skills in general was a high overarching need for Utah migrant students.

a. Teachers rating overall proficiency of PFS students in language arts at 1.67 (Below Approaching Proficient level).

b. State assessment scores from 2022-2023 (the most recent available) indicated an overall proficiency in language arts of 1.82 (Below Approaching Proficient).

c. Language Arts standards for which teacher ratings indicated the highest needs for PFS students are:

Standard 5: Analyze the structure of text and how sentences and paragraphs relate to the whole (grammar and punctuation)

Standard 9: Analyze how two or more texts address similar themes (comprehension)

Standard 6: Assess how point of view or purpose shapes the content and style of text.

d. The survey of parents rated reading and writing proficiency as the second and third highest needs for their children.

e. The highest specific reading needs identified by the reading screeners on the Migrant Literacy NET for beginning readers are:

- **Phonemic awareness**
- **Phonics**

f. Administrators and teachers indicated the most effective strategies for facilitating language arts proficiency are: **small group instruction, ESL strategies, focus on vocabulary instruction and online instruction (e.g., Migrant Literacy NET).**

2. The overall assessment of needs in relation to: *Concern 2 We are concerned that migrant students need additional services and support (including academic, social and emotional support) to become proficient in mathematics and to ensure that students are acquiring the building blocks necessary to master mathematics*, indicated that the need to increase math skills in general is also a high overarching need for Utah migrant students.

a. State assessment scores from 2022-2023 (the most recent available) indicated an overall proficiency in math of 2.16 (Approaching Proficient level).

b. Priority for service students were significantly lower overall on teacher ratings with mean teacher rating of 2.02 (Approaching Proficient).

c. Math standards for which teacher ratings indicated the highest needs for PFS students are:

Standard 3: Construct viable arguments and critique the reasoning of others

Standard 2: Reason abstractly and quantitatively (problem-solving).

Standard 8: Look for and express regularity in repeated reasoning (patterns and functions, algebra)

d. The survey of parents rated math proficiency as the highest need for their children.

e. Administrators and teachers indicated the most effective strategies for facilitating math proficiency are: **small group instruction, bilingual instruction and ESL online instruction (e.g., Migrant Literacy NET) and summer school.**

3. The overall assessment of needs in relation to: *Concern 3: We are concerned that migrant students need additional services and support (including academic, social and emotional support) to become proficient in English.* indicated the lack of English language proficiency is most significant issue for migrant students at all grade levels.

a. The mean ACCESS score for all EL migrant students is 2.56 indicates that most students are in the emerging stage of English language acquisition which is significantly less than English language fluency.

b. For ELL students the highest areas of need in language arts are:

Standard 8: Delineate and evaluate specific claims in text.

Standard 9: Analyze how two or more texts address similar themes.

Standard 6: Assess how point of view and purpose shape the content and style of text.

Standard 4: Interpret words and phrases and analyze specific word choices in text.

c. For ELL students the highest areas of need in math are:

Standard 3: Construct viable arguments and critique the reasoning of others in math.

Standard 2: Reason abstractly and quantitatively (problem solving)

Standard 8: Look for and express regularity in repeated reasoning (patterns)

Standard 4: Math in everyday life

d. Parents rated the need for English language proficiency lower than all but one area of need.

e. Administrators and teachers indicated the most effective strategies for facilitating English language proficiency are: **English conversation in small groups, English vocabulary instruction, small group ESL instruction and online instruction.**

4. The investigation into the needs of pre-school aged migrant students in Utah showed that readiness for school is a need for migrant students, however, overall local programs are meeting the needs of young children to prepare them for school.
5. Social and emotional issues are barriers to the success of some migrant students. Staff and parent recommendations include the expansion of parent involvement activities, parent advocates, counseling services and family liaisons.
- 6. Parent involvement was identified as the highest need among all as well as the most effective solution to accomplish the goals of the MEP program.**

Conclusion

This report is submitted to the Utah State Migrant Director and the Utah CNA committee for review. The purpose of this report is to provide the State and the CNA committee with the data and analysis necessary to form recommendations regarding the service delivery plan for migrant education in the State of Utah. These recommendations should be used to formulate measurable program outcomes to meet the needs of priority for service migrant students (as required by the U.S. Office of Migrant Education). The measurable outcomes (based on the comprehensive needs assessment and the recommendations) are to be used to *evaluate* the impact and effectiveness of the Utah Migrant Program to meet the needs of migrant students. The recommendations and measurable outcomes should be included in the Utah Service Delivery Plan. All migrant programs nationally are evaluated using this continuous improvement system.

Appendix A

Data Collection Forms

Teacher Instructions: Rating Migrant Education Students in Content Skills

The federal government requires that student progress toward achieving proficiency in language arts and math be evaluated regularly to assess the impact of the migrant education program and local school programs on migrant student success. In most states fewer than 50% of migrant students take the state assessment (due to mobility and other factors). Therefore, teachers of migrant students are asked to rate student proficiency at grade level in relation to the state standards using the same rubric used by the state assessment.

Each migrant student in your class(es) should be listed on the following student rating forms (one form for language arts and one form for math). Please provide a subjective rating of performance on the Utah standards using the following rubric for each student:

Utah Teacher Ratings Rubric: Language Arts & Math 2022-2023	
The teacher rating of the rubric is indicative of overall teacher judgment of individual student performance in relation to grade level on the new CORE standards in language arts and math. The rating can be loosely related to letter grades on student work (e.g. an A/B = 4; C = 3; and D = 2; F = 1)	
4 = Highly Proficient:	The student is working above the proficient level.
3 = Proficient:	The student is proficient and is operating at grade level
2 = Approaching Proficient:	The student is emerging toward proficiency in these content skills but still has some gaps in knowledge.
1= Below Proficient:	The student needs to be taught these skills and knows very little and or nothing in regard to this content standard.

Please rate kids only on standards that you have provided instruction on for that child. Leave all others blank.

Please rate kids only on their current grade level (note that the standards are included on the forms for all grade levels K-12).

Please rate kids only on the subject areas you have taught them (e.g. if you have only taught the student math do not fill out the language arts form and vice versa).

Please return the completed forms to your local migrant program staff.

THANK YOU FOR YOUR ASSISTANCE!

Administrator: ___
 Teacher: ___

**Utah Migrant Program Evaluation
 Administrator / Teacher Needs Survey 2022-2023**

District: _____ Grade Level (Circle one): Elementary Middle School High School

Directions: Please complete the following survey form and return it to your local Migrant Program Director or the State Office of Migrant Education.

Please rate each of the following	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. The migrant program needs to provide services in facilitating English language proficiency for limited English proficient migrant students.						
2. The migrant program needs to provide effective services in facilitating proficiency in delineating and evaluating arguments in text for migrant students (reading comprehension).						
3. The migrant program needs to provide effective services in facilitating proficiency in analyzing structure of text and interpreting words and phrases in text in reading (vocabulary, grammar and punctuation).						
4. The migrant program needs to provide effective services in facilitating proficiency in analyzing how two different texts address similar themes for migrant students.						
5. The migrant program needs to provide effective services in facilitating proficiency in reasoning abstractly and quantifiably in math for migrant students.						
6. The migrant program needs to provide effective services to assist migrant students in becoming proficient in looking for and expressing regularity in repeated reasoning (problem-solving in math).						
7. The migrant program needs to provide effective services to assist migrant students in becoming proficient in algebra readiness.						
8. The migrant program needs to provide effective services in facilitating English writing proficiency for limited English proficient migrant students.						
9. The migrant program needs to provide effective ESL training for staff working with limited English proficient migrant students.						
10. The migrant program needs to provide effective services to assist migrant students with social and emotional issues to facilitate school success.						
11. The needs of pre-school aged migrant students are being met.						
12. The migrant program needs to provide effective services to involve parents in the education of their children.						
13. What additional needs of migrant students should be met by the migrant program? ALTA © 2022						

Utah Migrant Education Program 2022-2023

Utah Administrator / Teacher Questionnaire of Effective Strategies

DISTRICT _____

1. What instructional strategies have been most effective to facilitate reading proficiency for migrant students in your program?

2. What instructional strategies have been most effective to facilitate proficiency in mathematics for migrant students in your program?

3. What strategies have been most effective to help retain migrant students and assist them to overcome barriers to graduation?

4. What strategies have been most effective to provide migrant students with health services necessary for success in school?

5. What other activities or strategies do you believe would be beneficial to implement to improve the effectiveness of the migrant program?

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**Utah Migrant Parent Needs Assessment
Survey 2022-2023**

District: _____

Directions: Please complete the following survey form to help us improve the migrant program for your children

Please rate each of the following	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. My children need assistance in overcoming barriers to high school graduation.						
2. My children need assistance to become better readers.						
3. My children need assistance to become better writers.						
4. My children need assistance to become better in math.						
5. My children need assistance in learning to speak English.						
6. My children would benefit from social and/or emotional support services in school.						
7. My preschool children need assistance to become ready for school. (Please leave this question blank if you do not have preschool age children)						
8. What would make the migrant program better?						

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Programa Migrante de Utah Encuesta para Padres 2022-2023

Instrucciones: Por favor complete la siguiente encuesta y devuélvela al/a la maestro(a) de sus hijo(s).

¡Gracias por su ayuda!

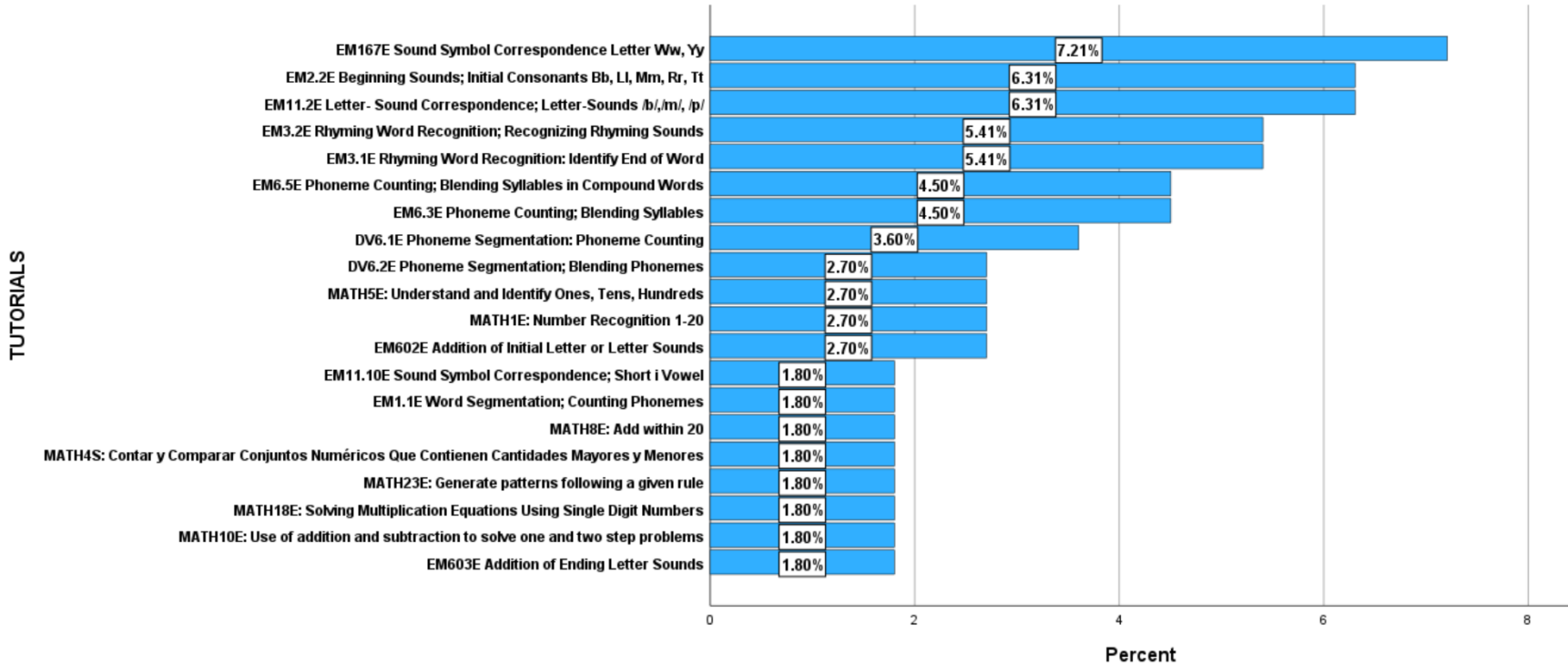
Por favor evaluar cada una de las siguientes	muy de acuerdo	de acuerdo	poco de acuerdo	un poco en desacuerdo	no estar de acuerdo	muy en desacuerdo	no se aplica
1. Mis niños/as necesitan ayuda para superar las barreras para poder graduar de las escuelas secundarias.							
2. Mis niños/as necesitan ayuda para convertirse en ser mejor(es) lector(es).							
3. Mis niños/as necesitan ayuda para convertirse en ser mejor(es) escritor(es).							
4. Mis niños/as necesitan ayuda para ser más competente en matemáticas.							
5. Mis niños/as necesitan ayuda para ser más competente en inglés.							
6. Mis niños se beneficiarían de los servicios sociales y/o emocionales en la escuela							
7. Mis niños/as necesitan ayuda para poder asistir la escuela preescolar. (Si no tienen niños/as preescolares no necesitan responder a esta pregunta).							
8. ¿En su opinión qué crees que haría que el programa migrante sea mejor?							

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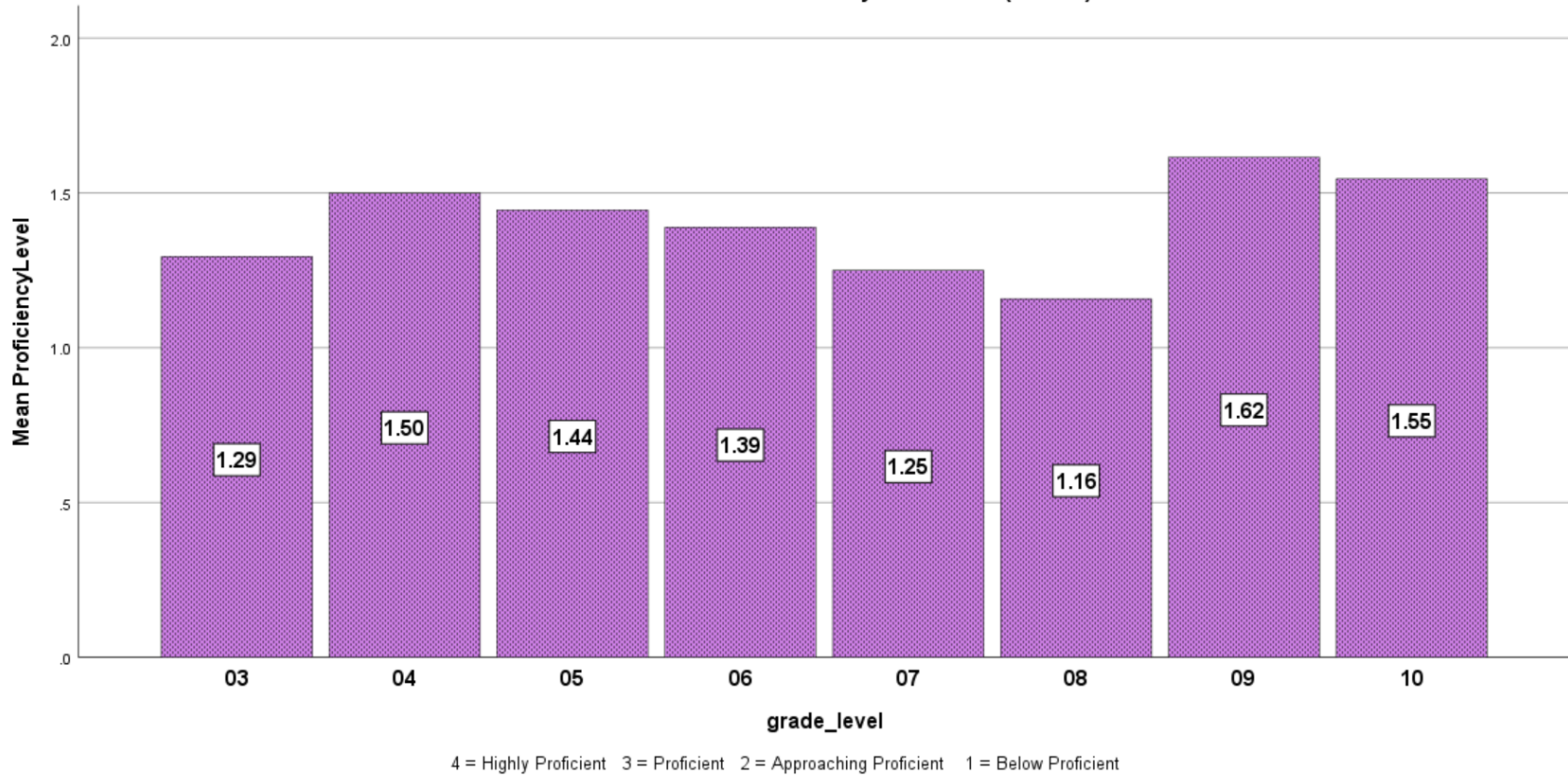
Appendix B

Statistics

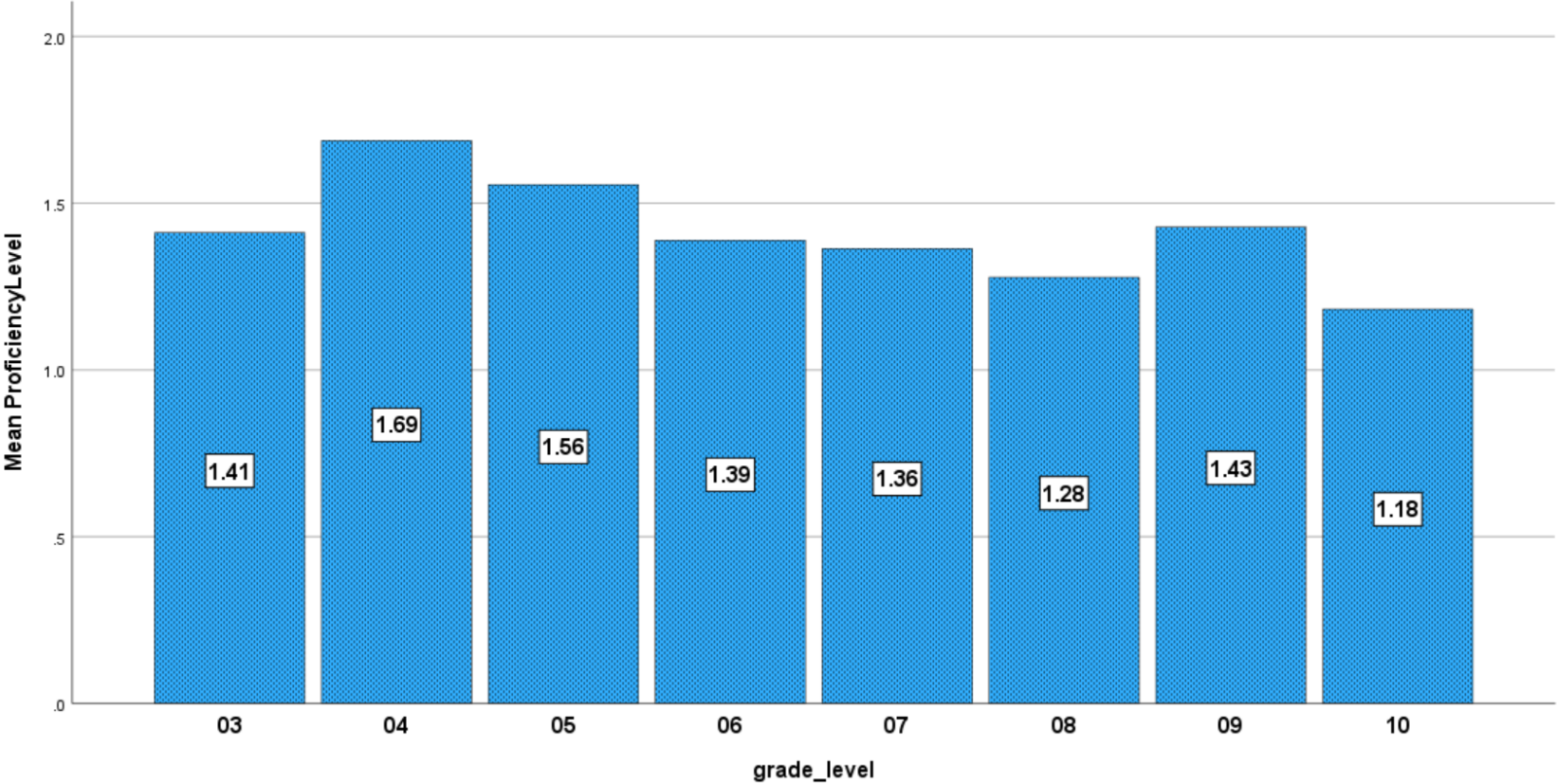
TOP 20 NEEDS IDENTIFIED BY MLN SCREENERS AND TEACHERS 2022-2023



Utah Migrant Education Program: CNA 2023
ELA State Assessment Scores 2022 By Grade Level (N = 143)

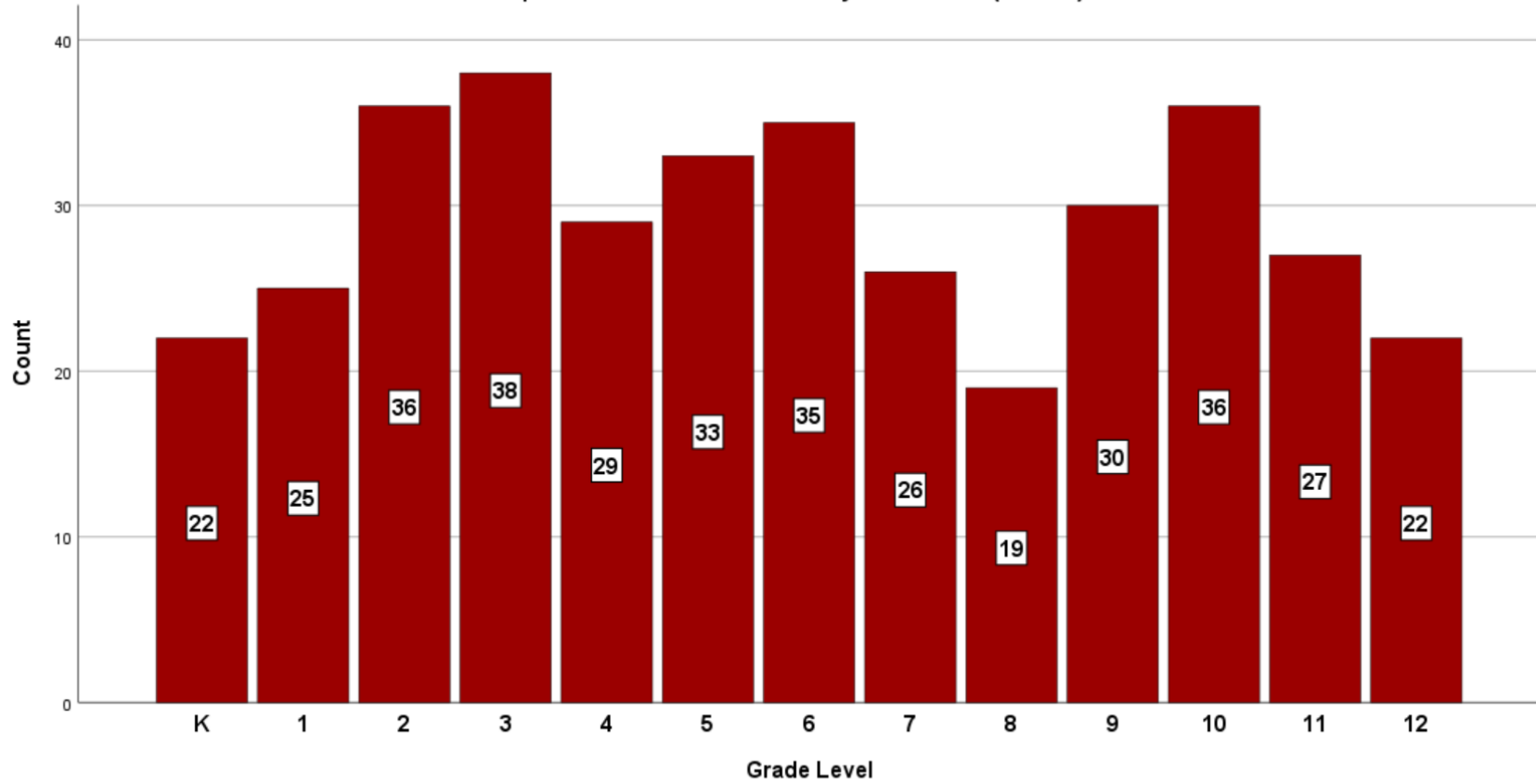


Utah Migrant Education Program: CNA 2023
Math State Assessment Scores 2022 By Grade (N = 138)

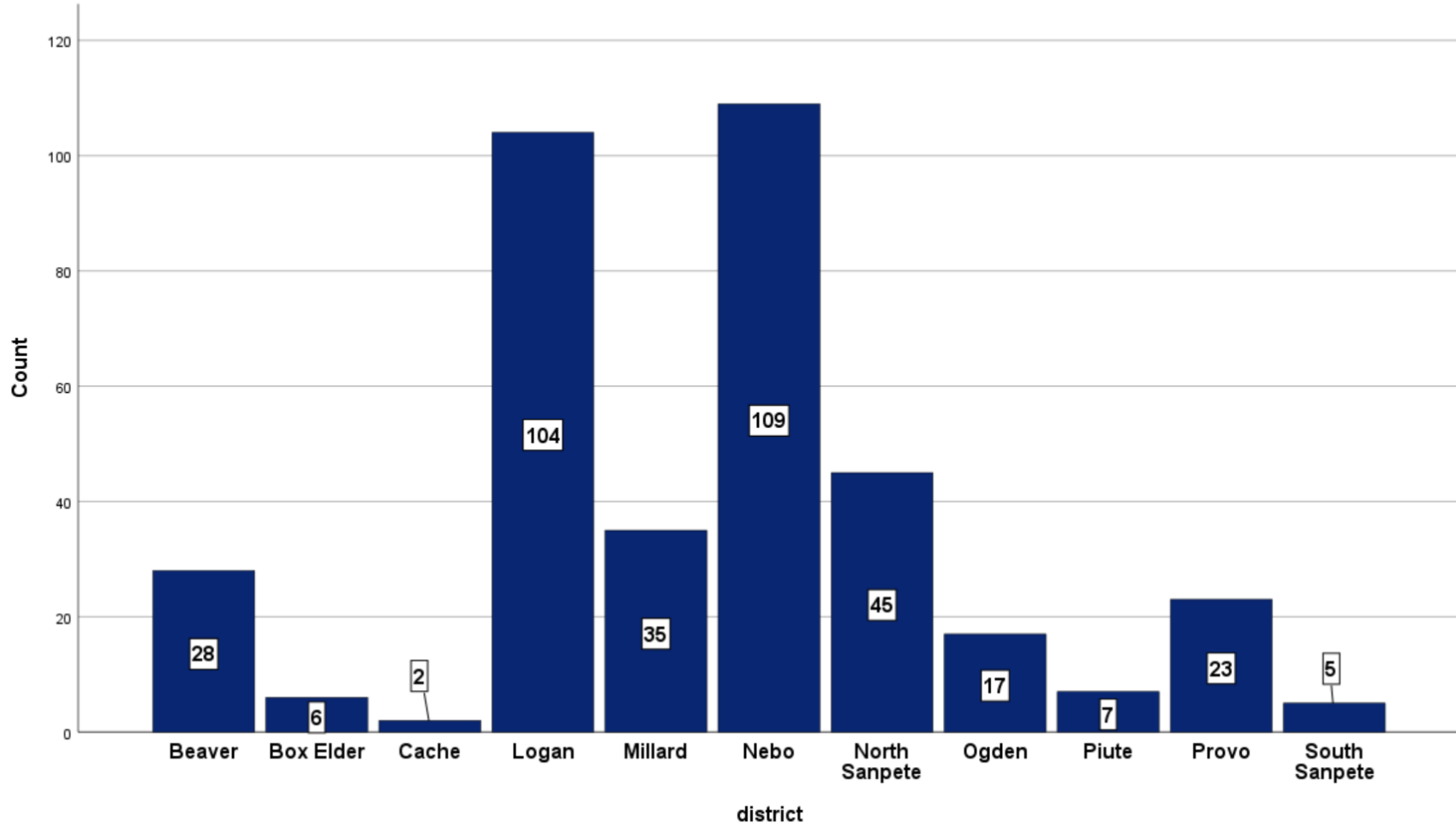


4 = Highly Proficient 3 = Proficient 2 = Approaching Proficient 1 = Below Proficient

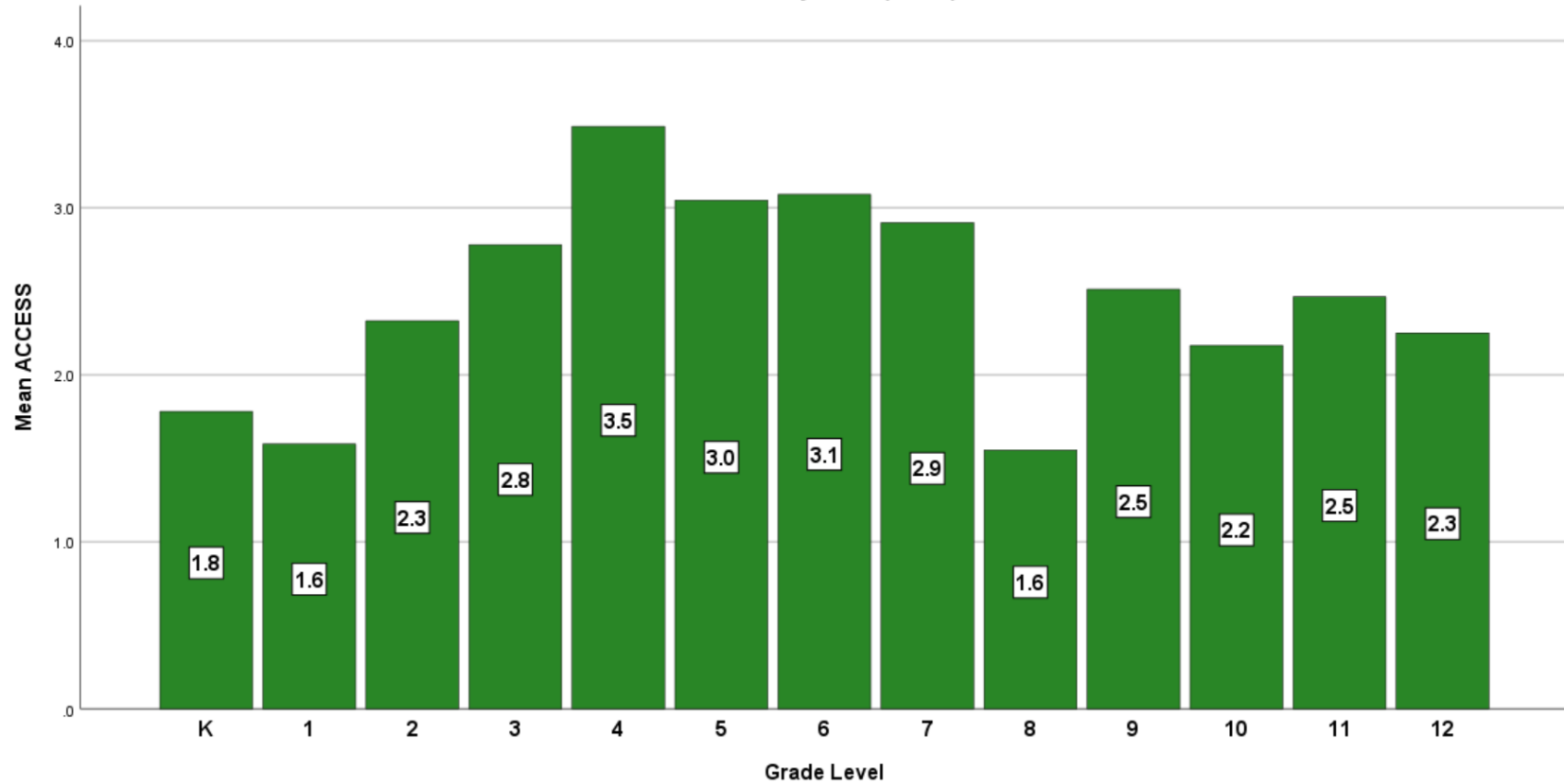
Utah Migrant Education Program: CNA 2023
Participants in Needs Assessment By Grade Level (N = 381)



Utah Migrant Education Program: CNA 2023
Participants in Needs Assessment By District (N = 381)

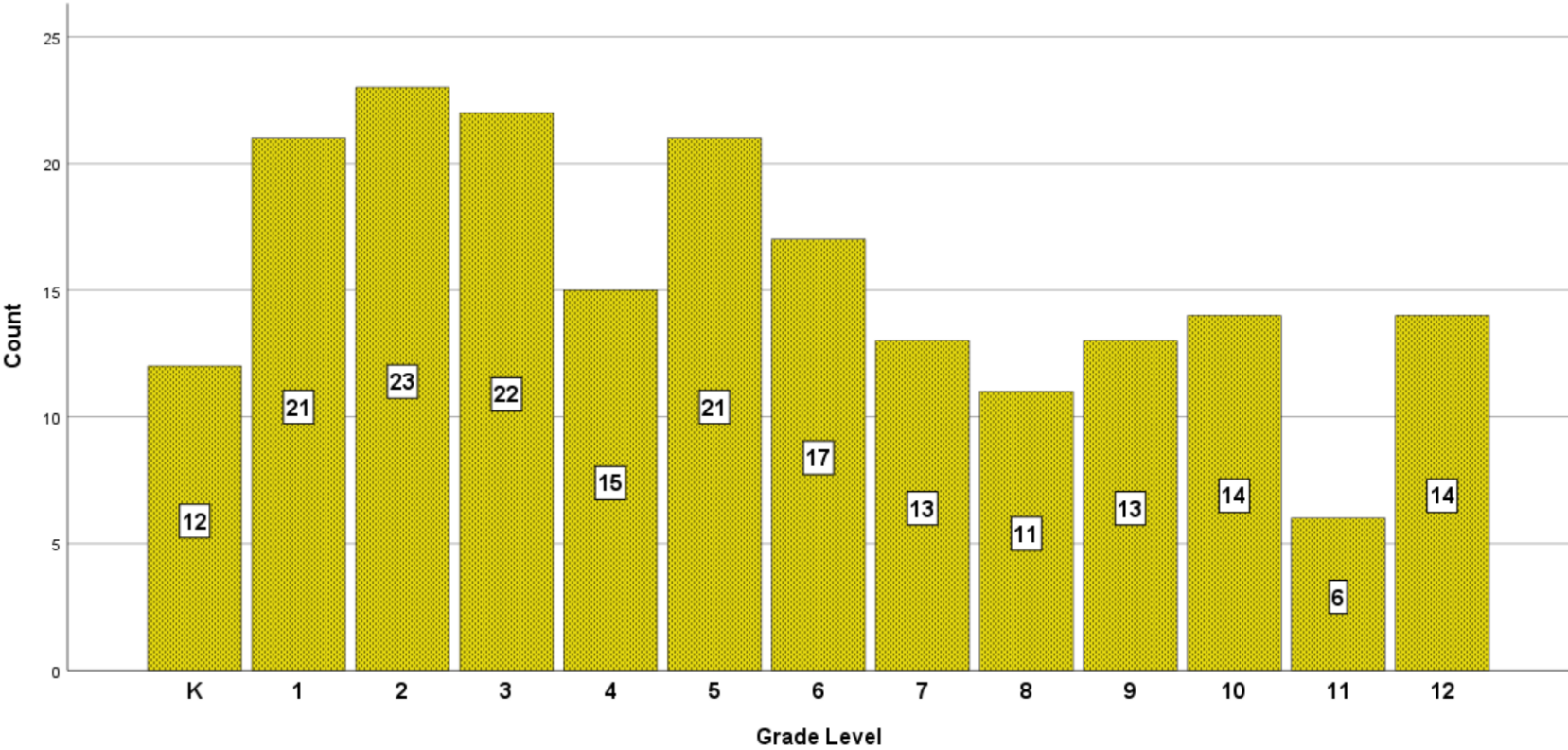


Utah Migrant Education Program: CNA 2023
ACCESS Scores By Grade (N = 98)

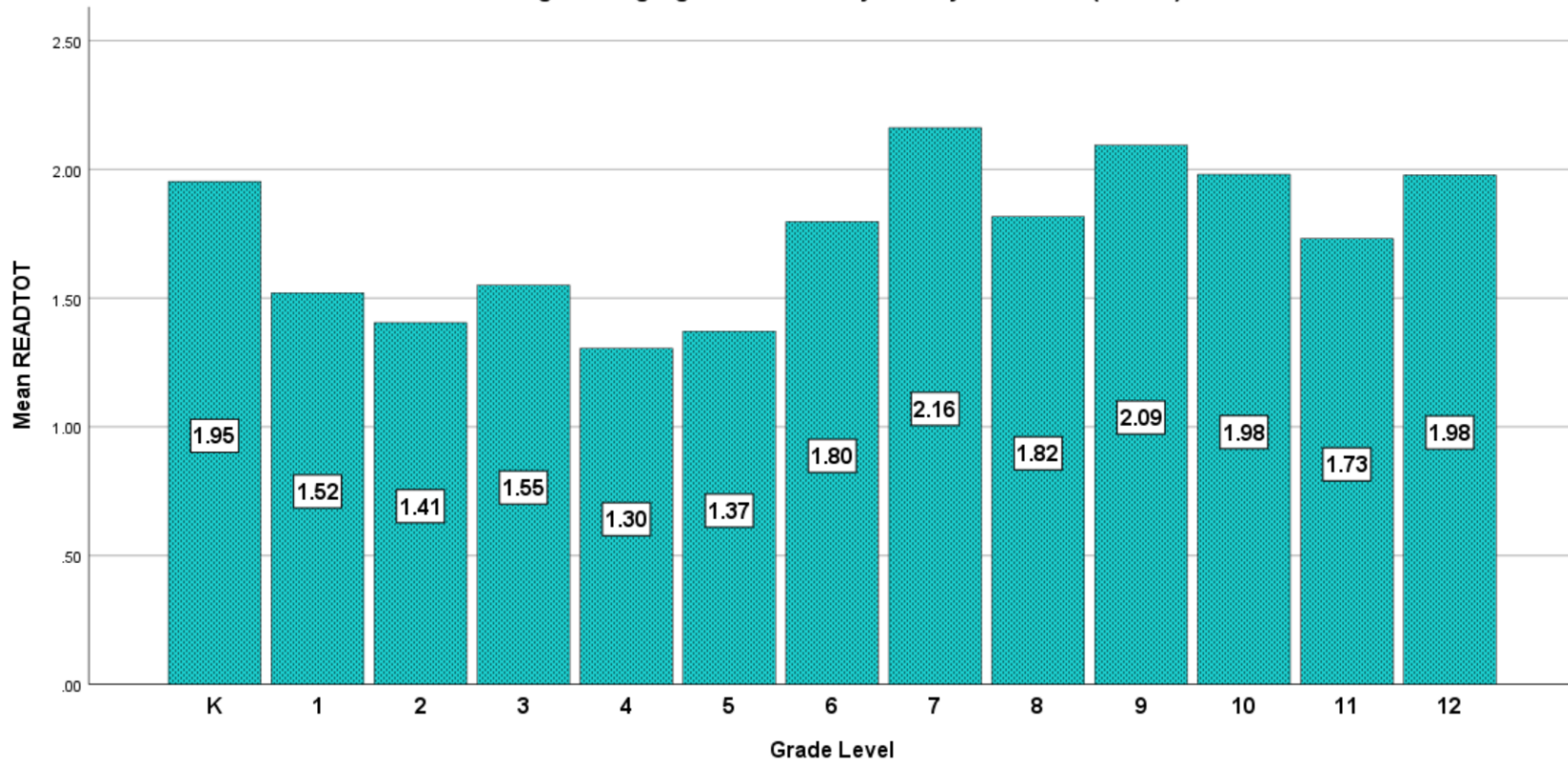


1 = Entering 2 = Emerging 3 = Developing 4 = Expanding 5 = Bridging 6 = Reaching

Utah Migrant Education Program: CNA 2023
Priority For Service Participants By Grade (N = 203)

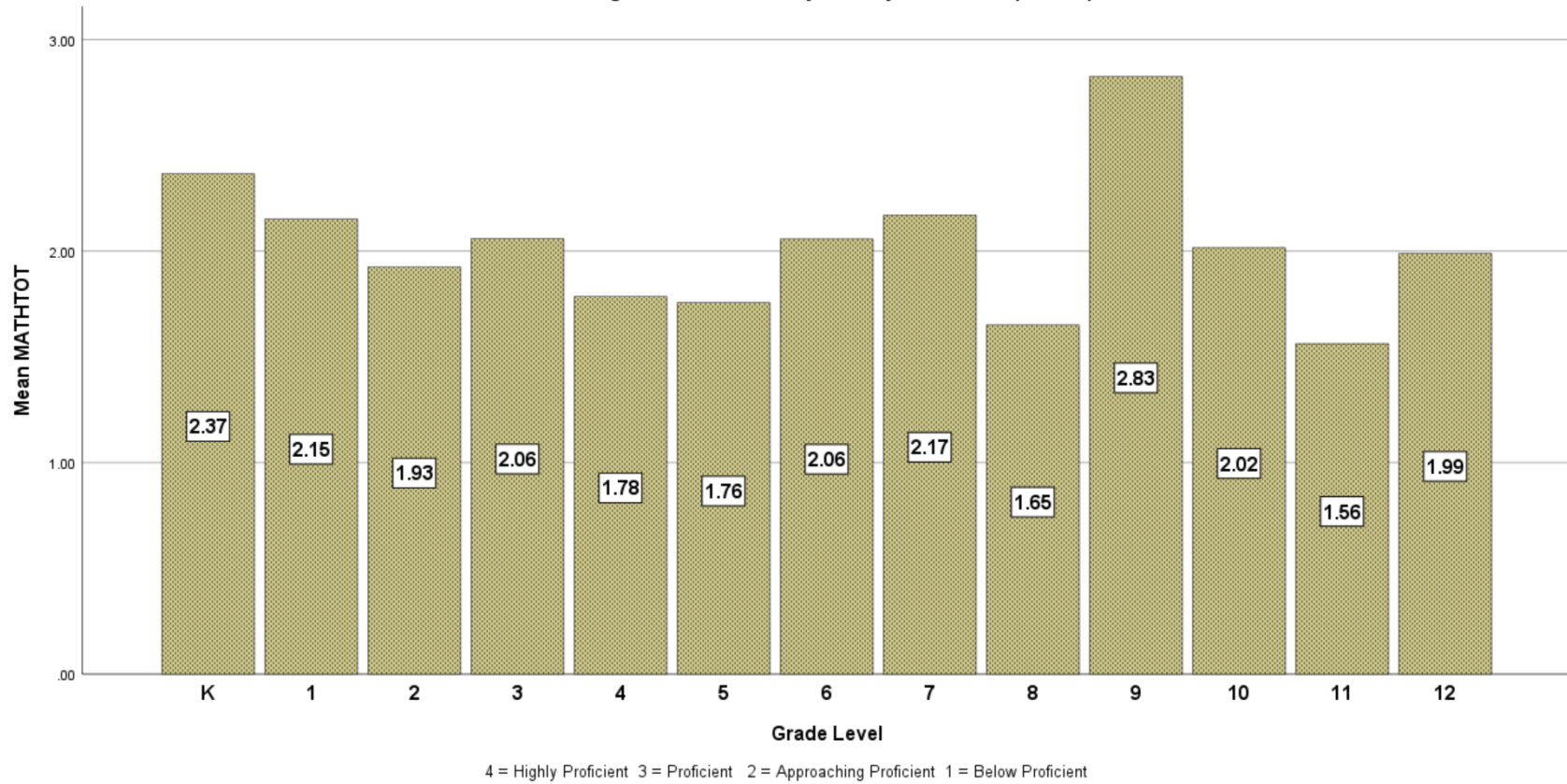


Utah Migrant Education Program: CNA 2023
Teacher Ratings of Language Arts Proficiency: Priority For Service (N = 203)

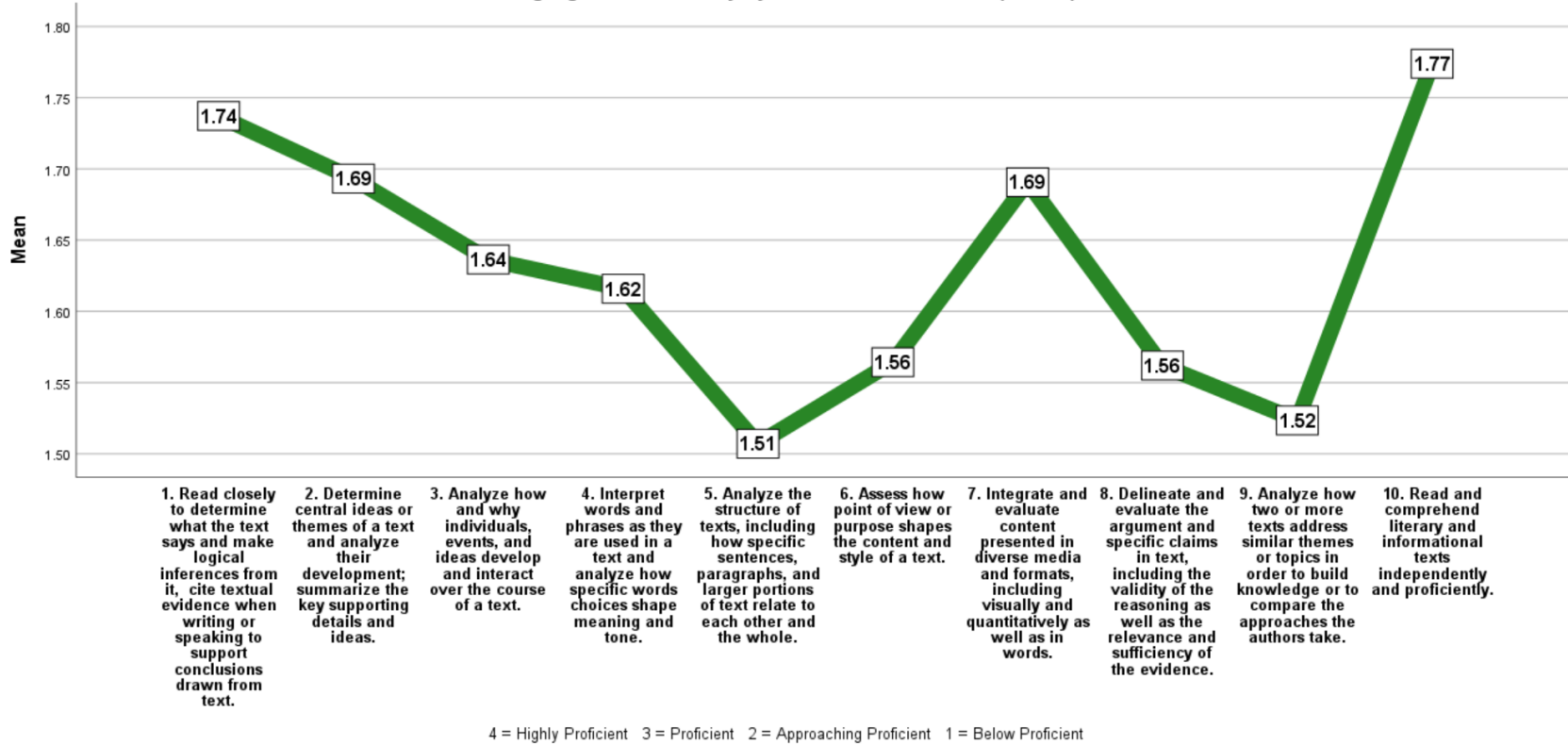


4 = Highly Proficient 3 = Proficient 2 = Approaching Proficient 1 = Below Proficient

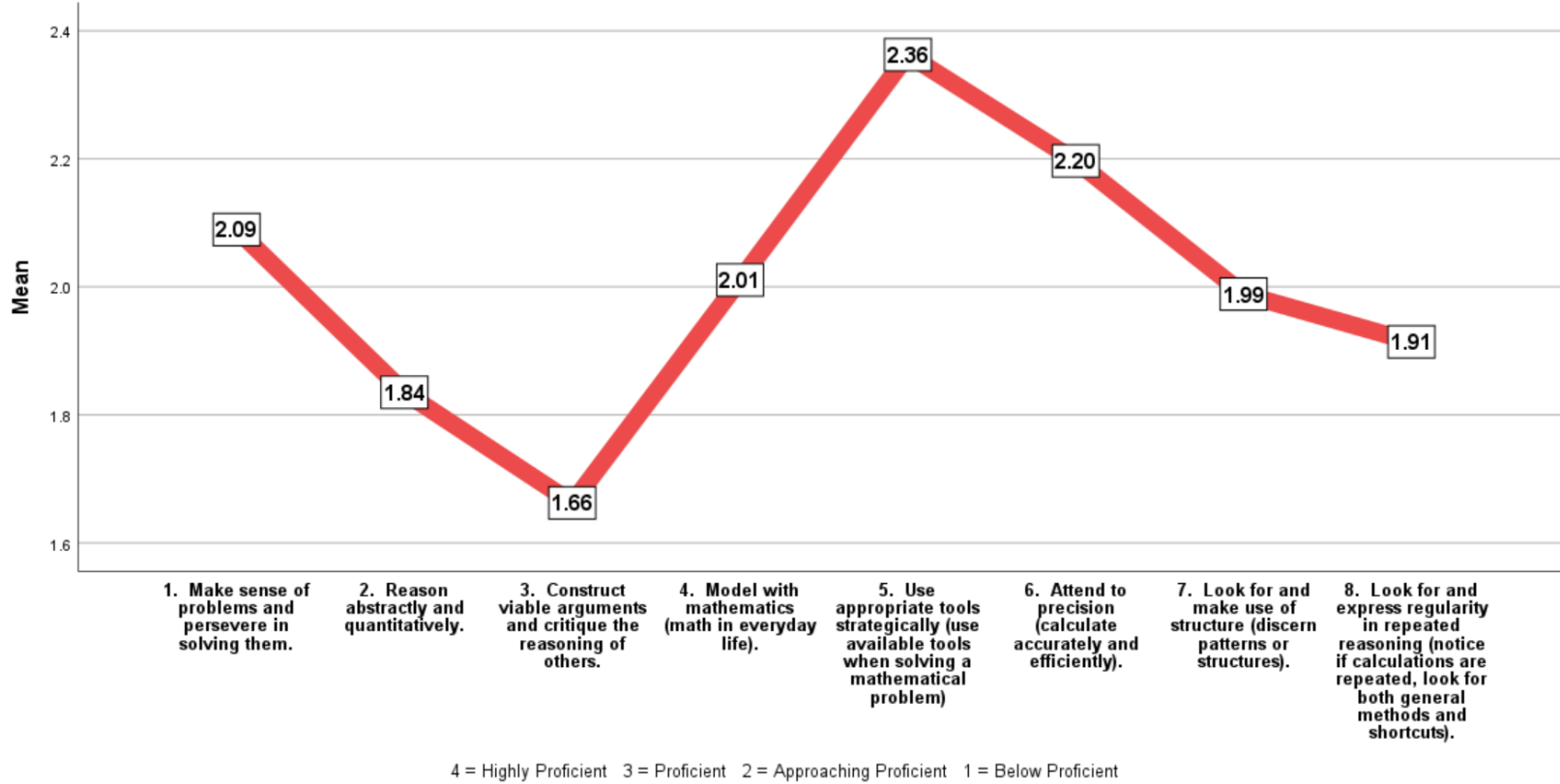
Utah Migrant Education Program: CNA 2023
Teacher Ratings of Math Proficiency: Priority For Service (N = 203)



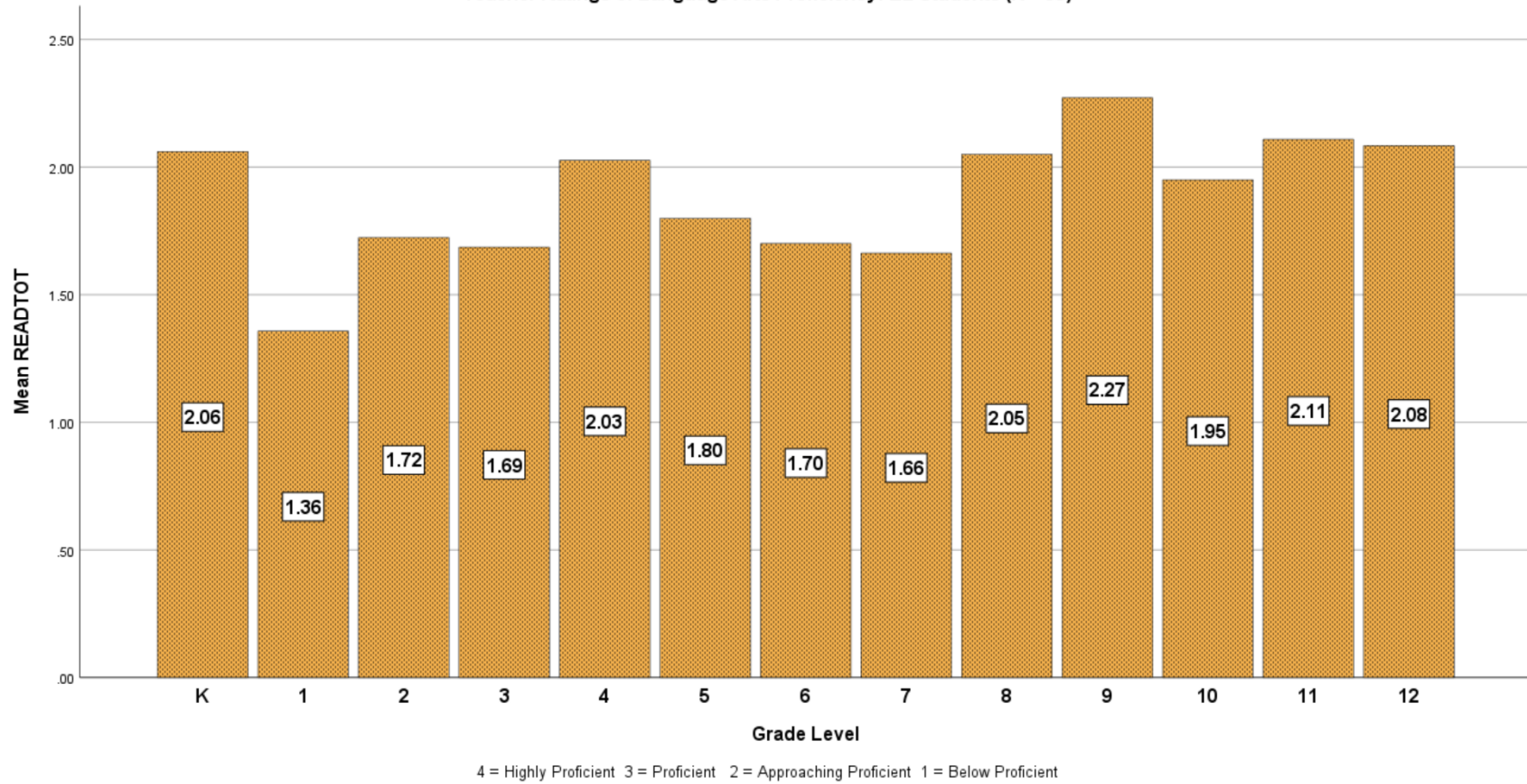
Utah Migrant Education Program: CNA 2023
 Language Arts Proficiency By Standard: PFS Students (N = 203)



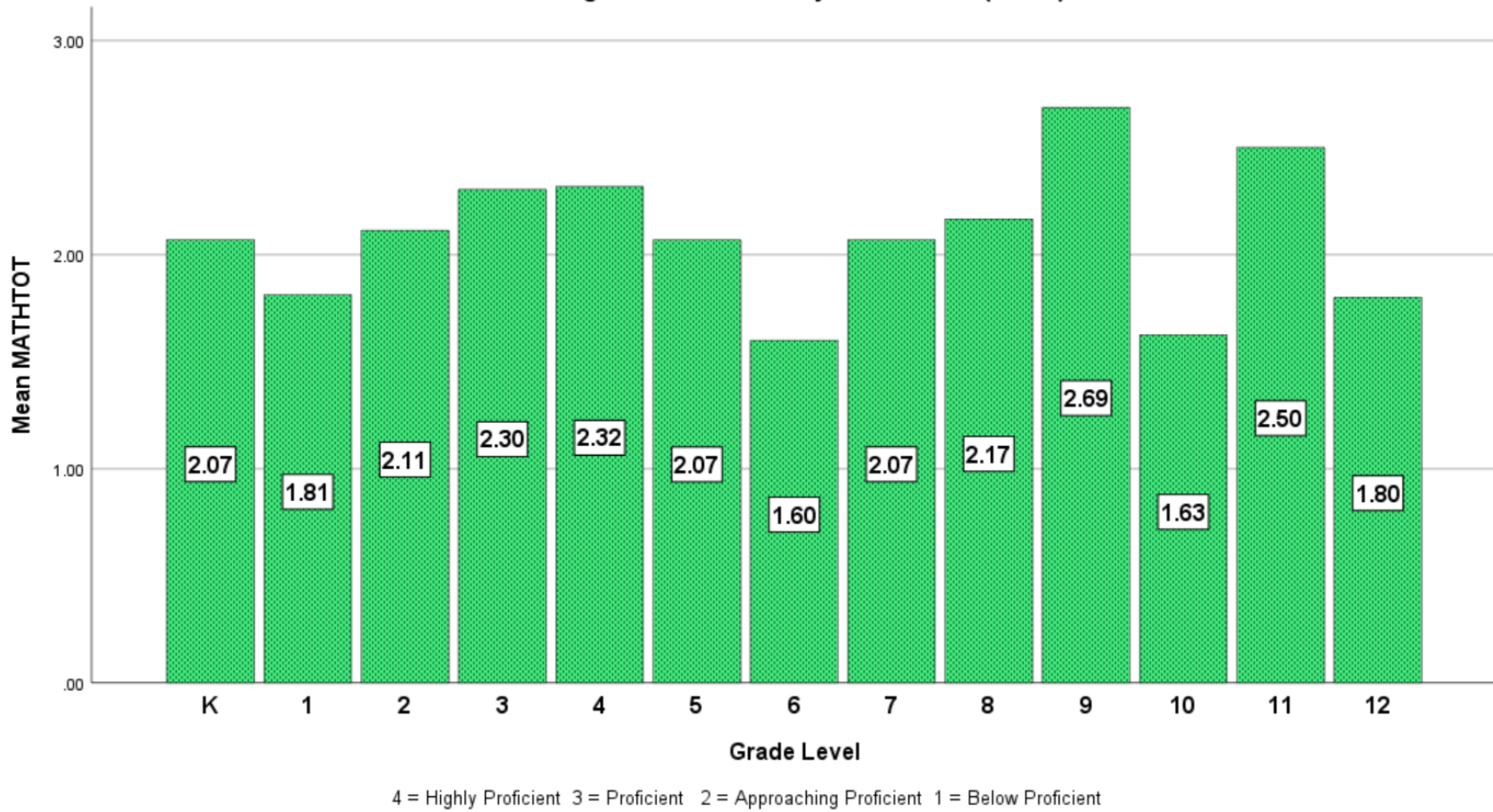
Utah Migrant Education Program: CNA 2023
Math Proficiency By Standard: PFS Students (N = 203)



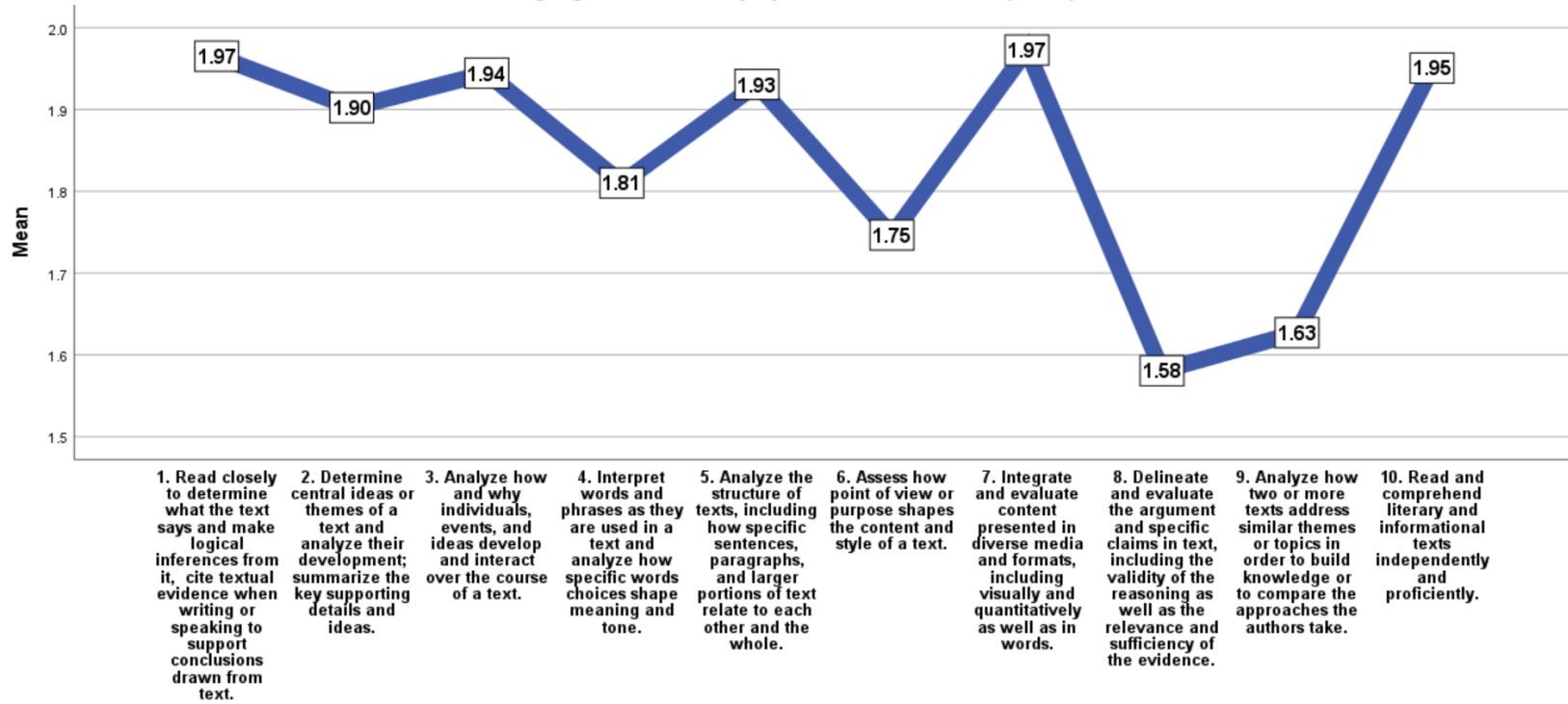
Utah Migrant Education Program: CNA 2023
 Teacher Ratings of Language Arts Proficiency: EL Students (N = 99)



Utah Migrant Education Program: CNA 2023
Teacher Ratings of Math Proficiency: EL Students (N = 99)

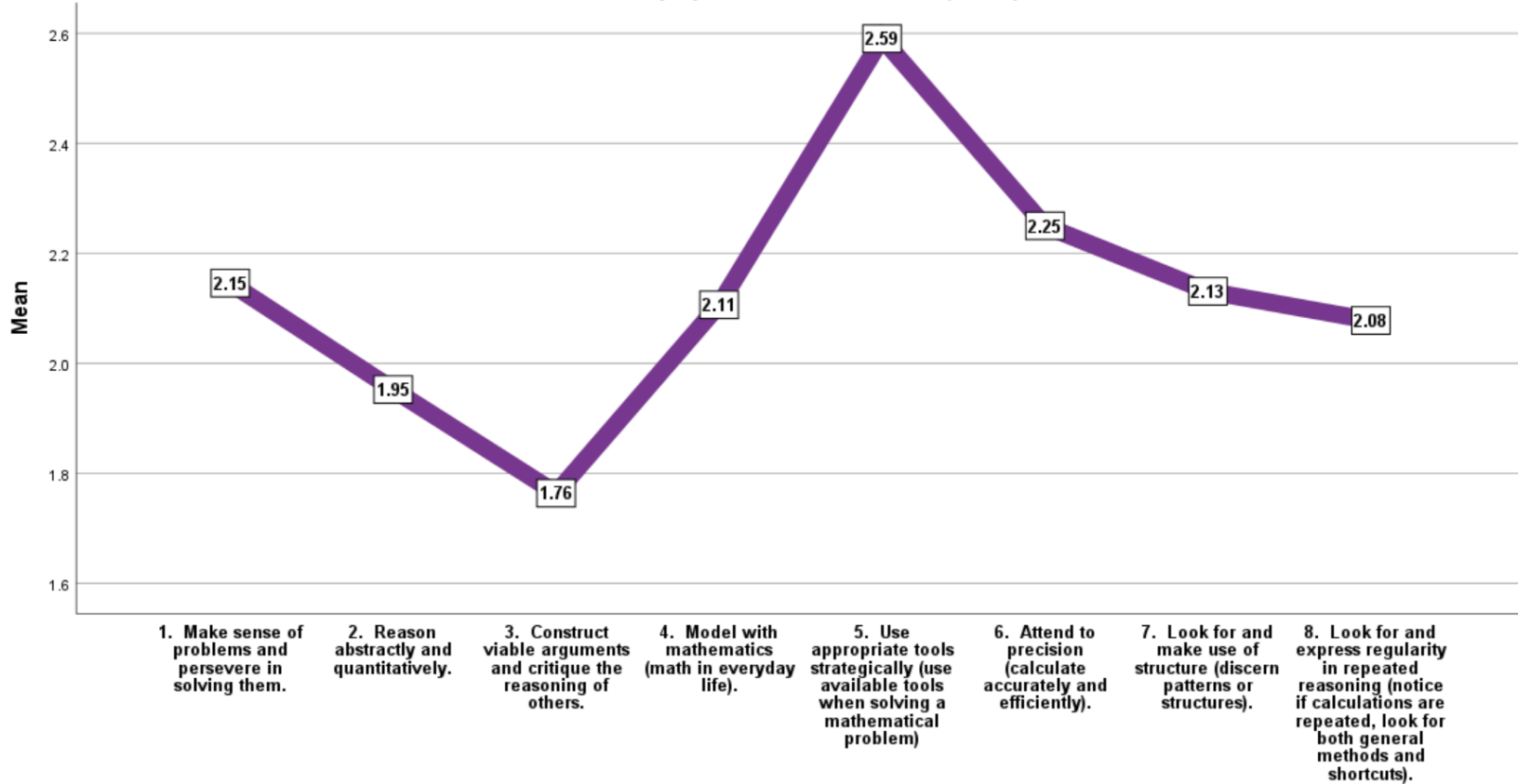


Utah Migrant Education Program: CNA 2023
 Language Arts Proficiency By Standard: ELStudents (N = 99)



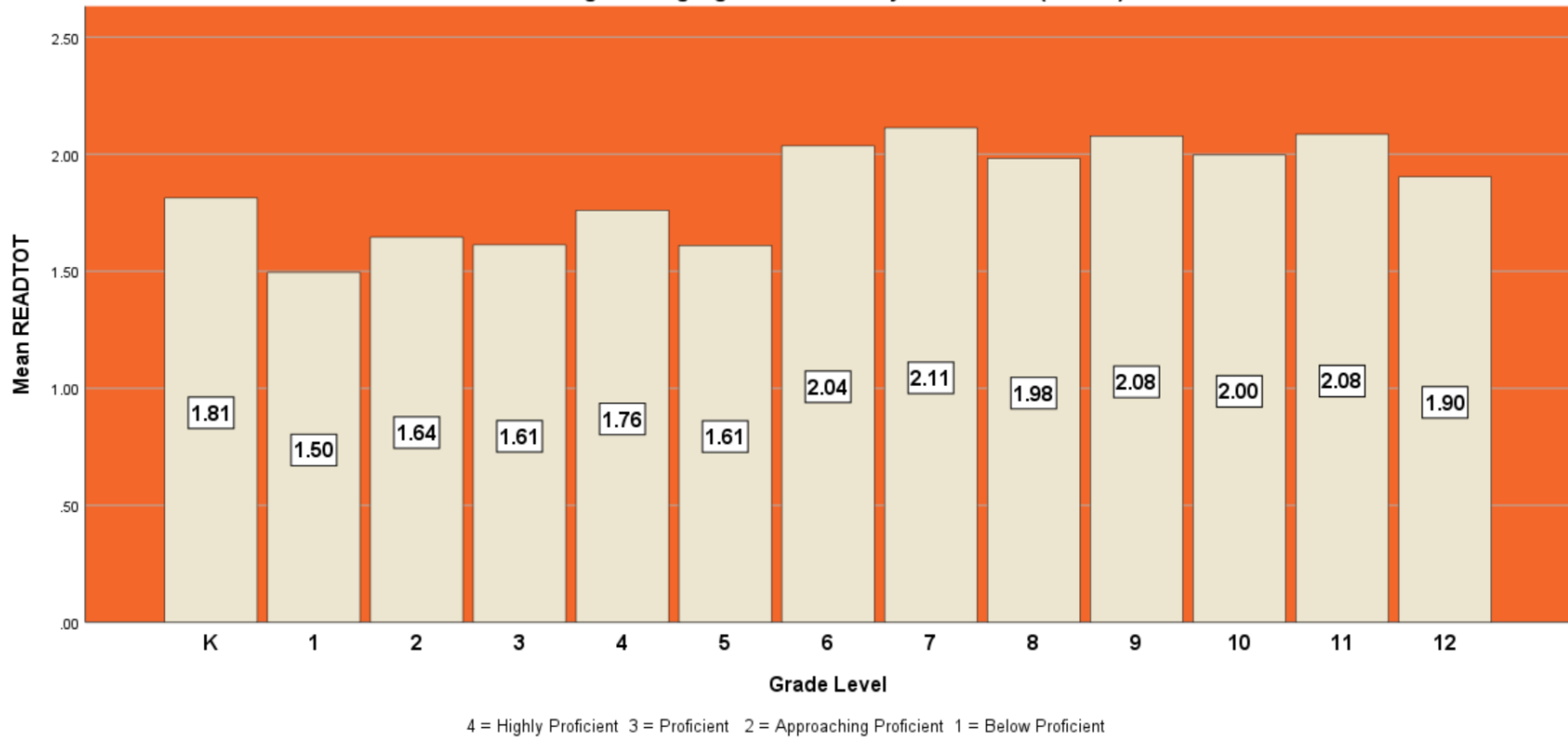
4 = Highly Proficient 3 = Proficient 2 = Approaching Proficient 1 = Below Proficient

Utah Migrant Education Program: CNA 2023
 Math Proficiency By Standard: EL Students (N = 99)

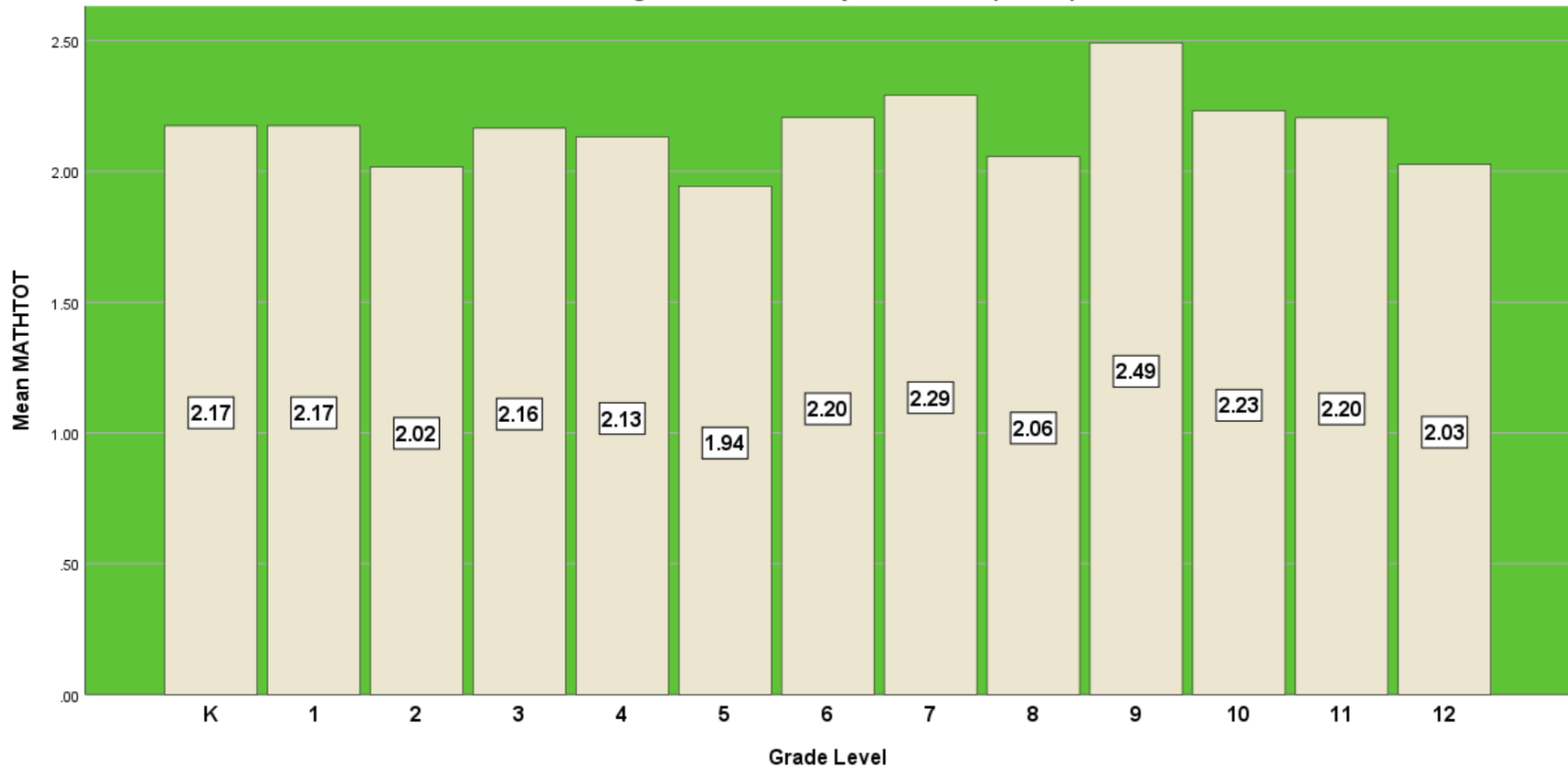


4 = Highly Proficient 3 = Proficient 2 = Approaching Proficient 1 = Below Proficient

Utah Migrant Education Program: CNA 2023
 Teacher Ratings of Language Arts Proficiency: All Students (N = 381)

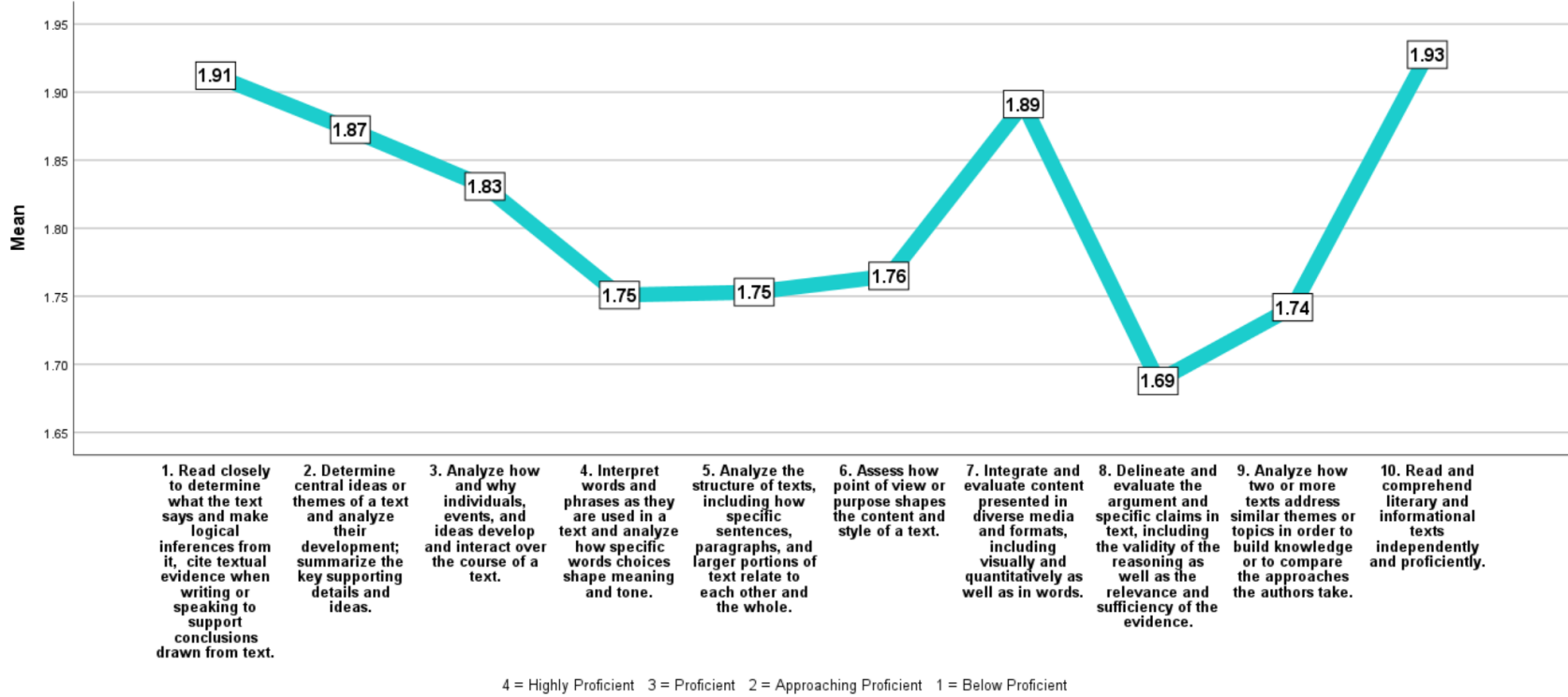


Utah Migrant Education Program: CNA 2023
Teacher Ratings of Math Proficiency: All Students (N = 381)

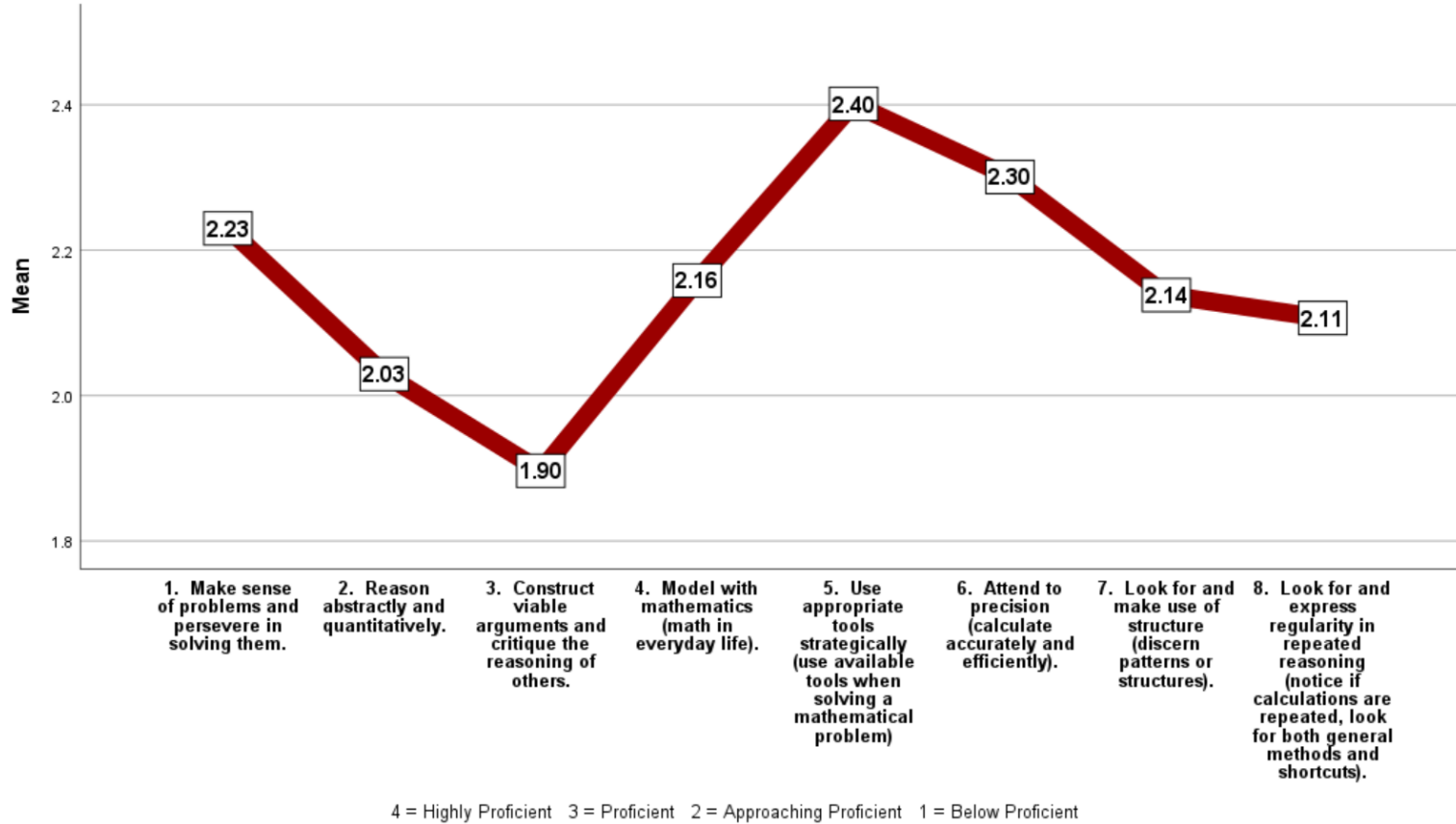


4 = Highly Proficient 3 = Proficient 2 = Approaching Proficient 1 = Below Proficient

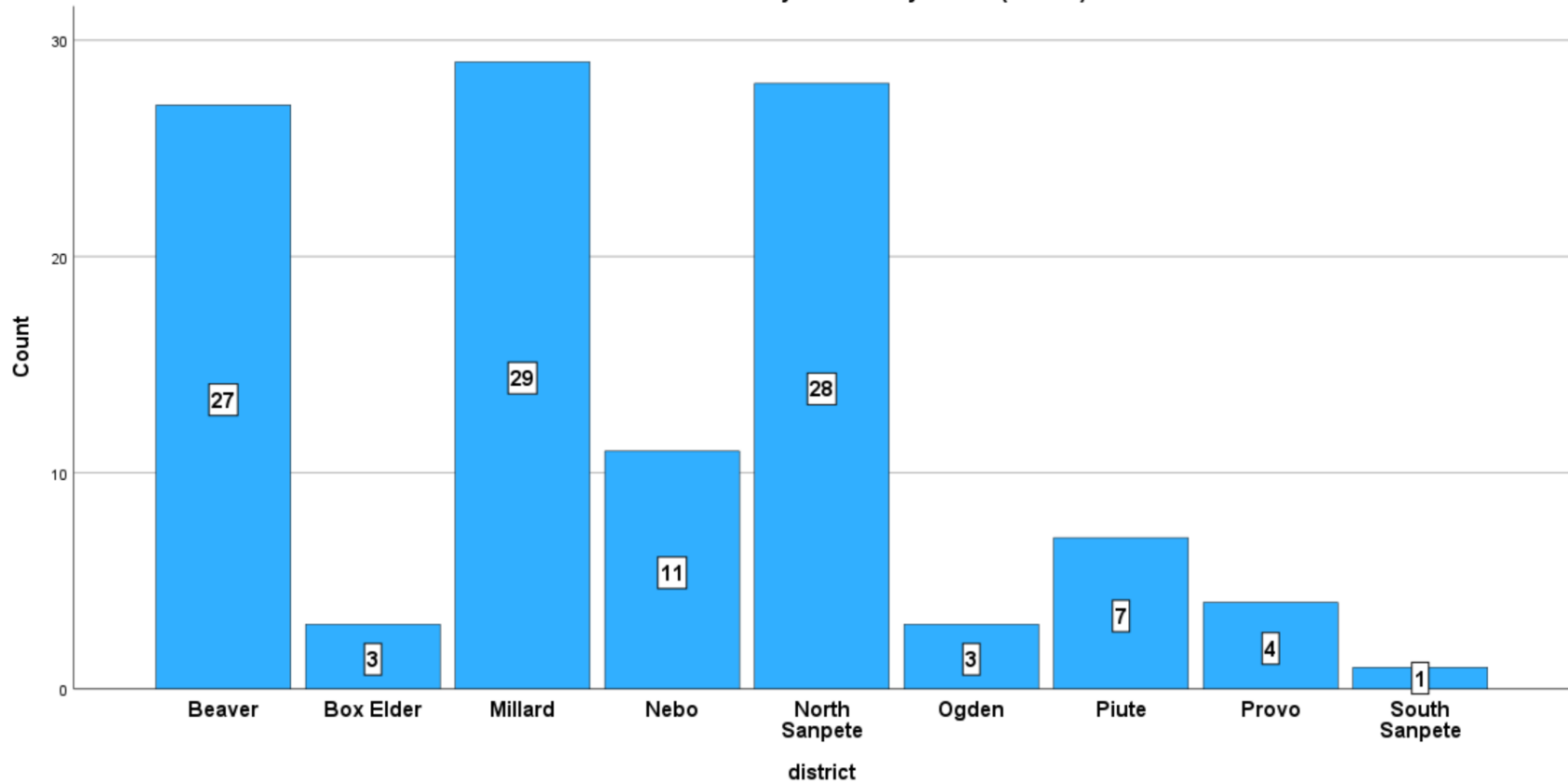
Utah Migrant Education Program: CNA 2023
 Language Arts Proficiency By Standard: ALL Students (N = 381)



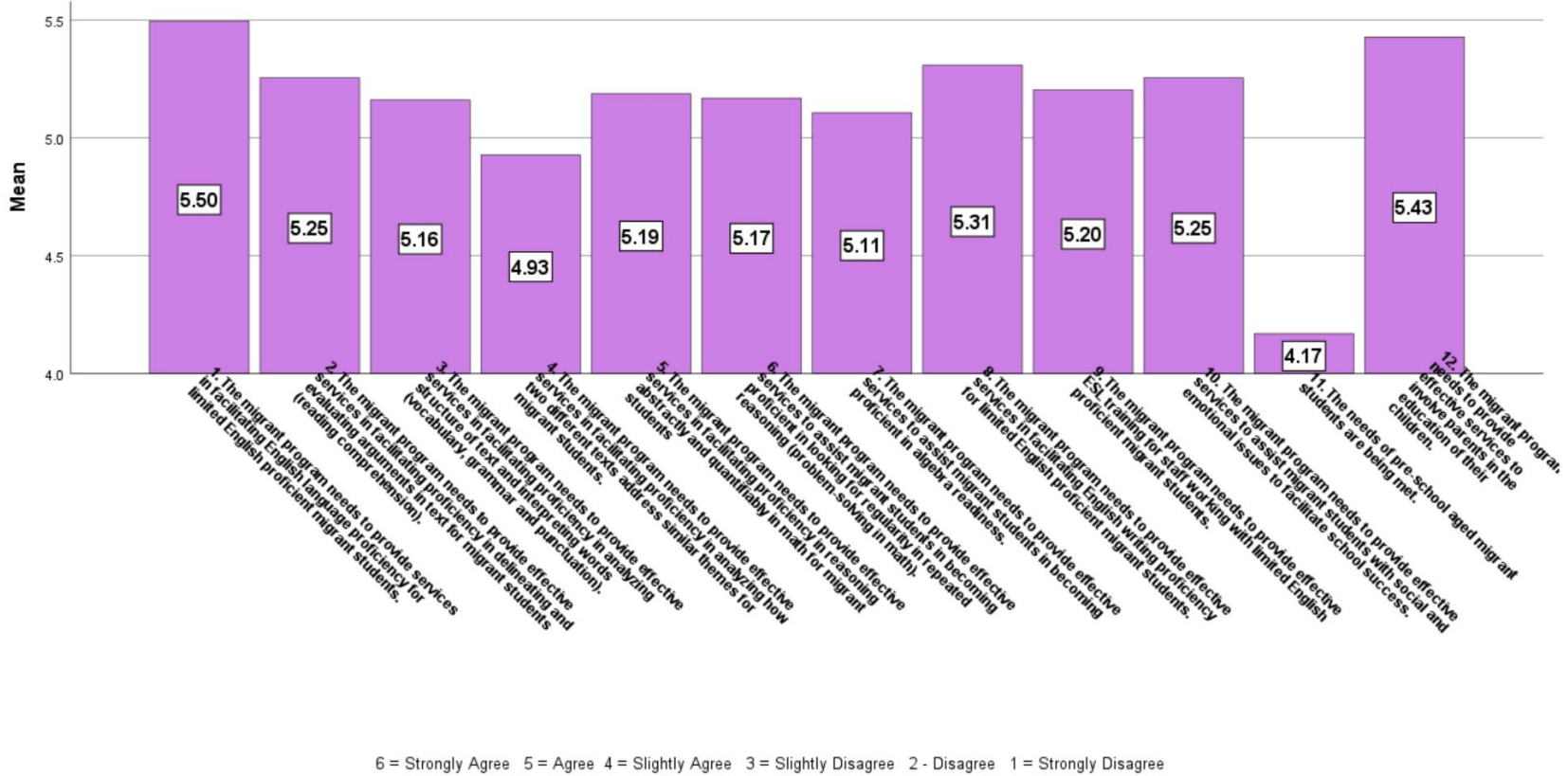
Utah Migrant Education Program: CNA 2023
 Math Proficiency By Standard: ALL Students (N = 381)



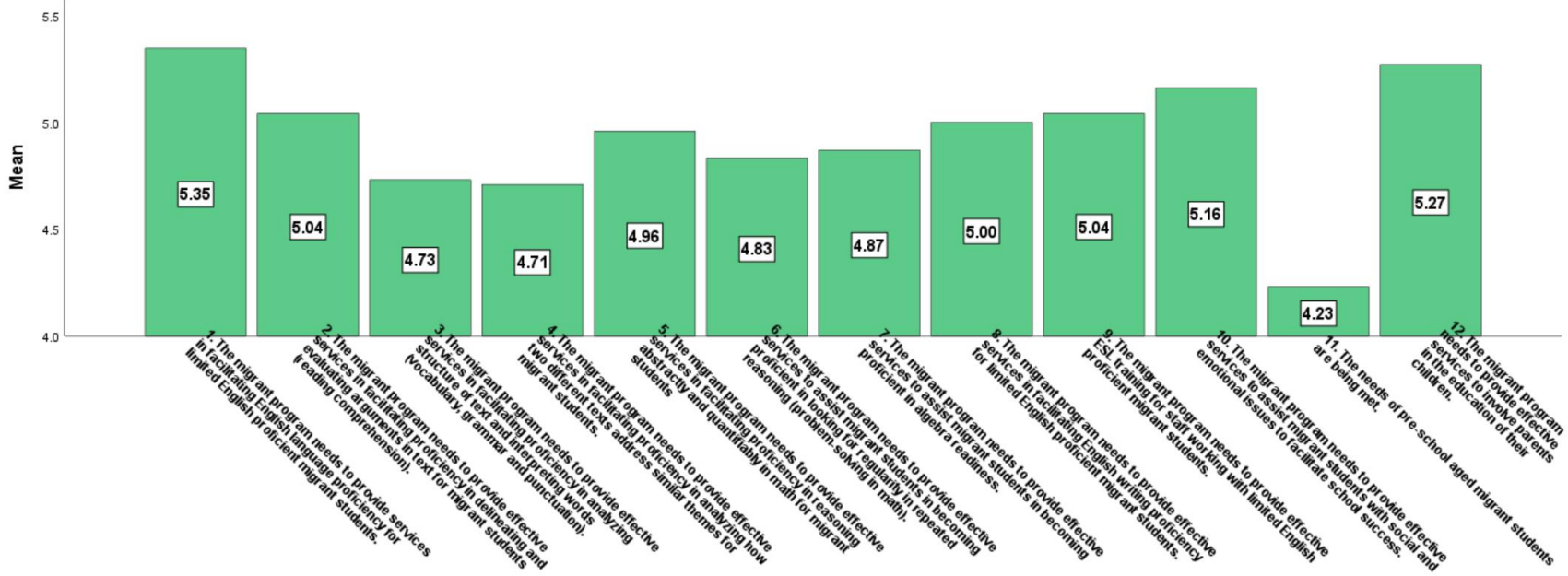
Utah Migrant Education Program: CNA 2023
Administrator - Teacher Survey of Needs By District (N = 113)



Utah Migrant Education Program: CNA 2023
 Administrator - Teacher Needs Survey: Ratings of Needs (N = 113)



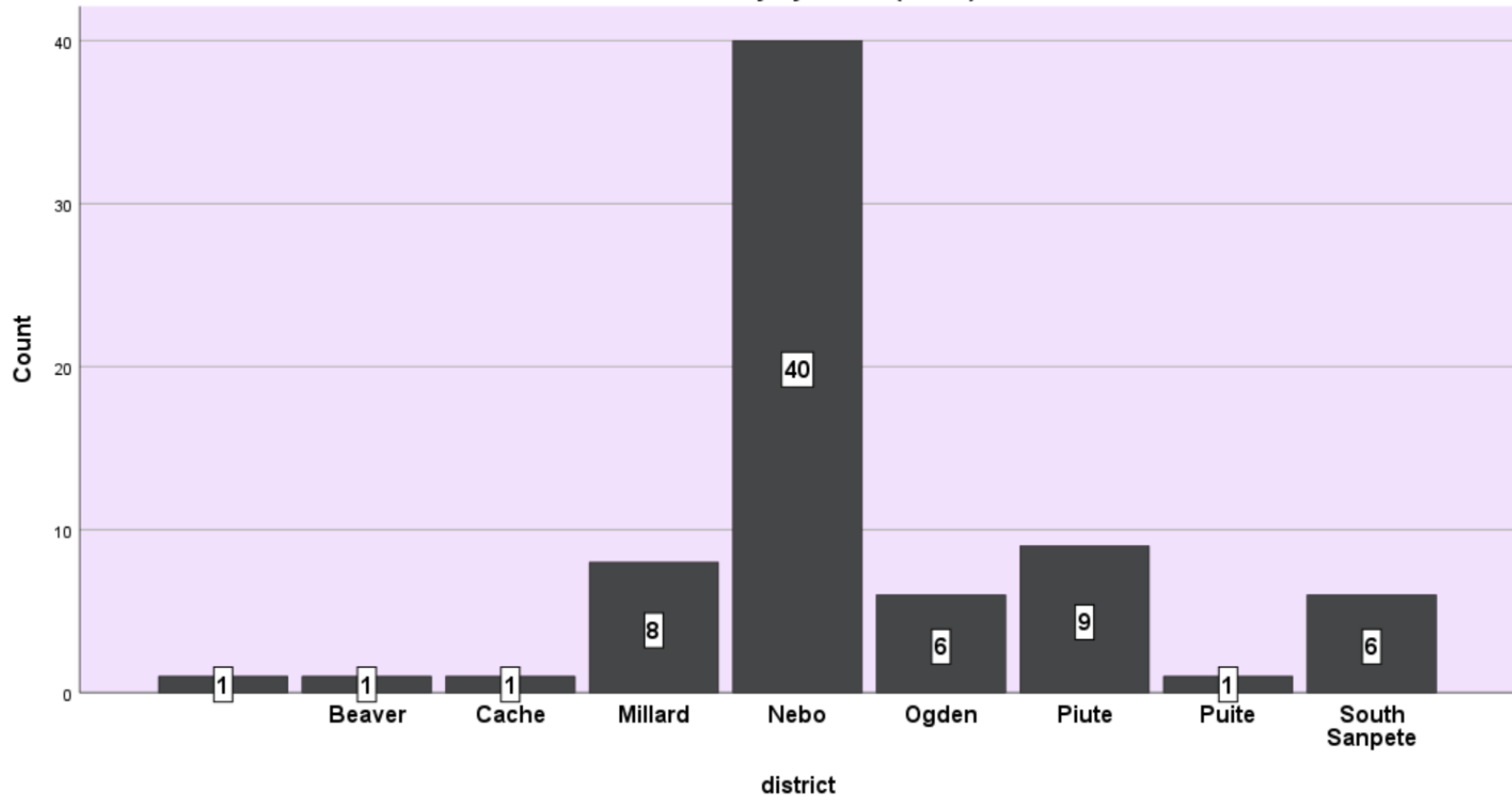
Utah Migrant Education Program: CNA 2023
 Administrator - Secondary Teacher Needs Survey: Ratings of Needs (N = 26)



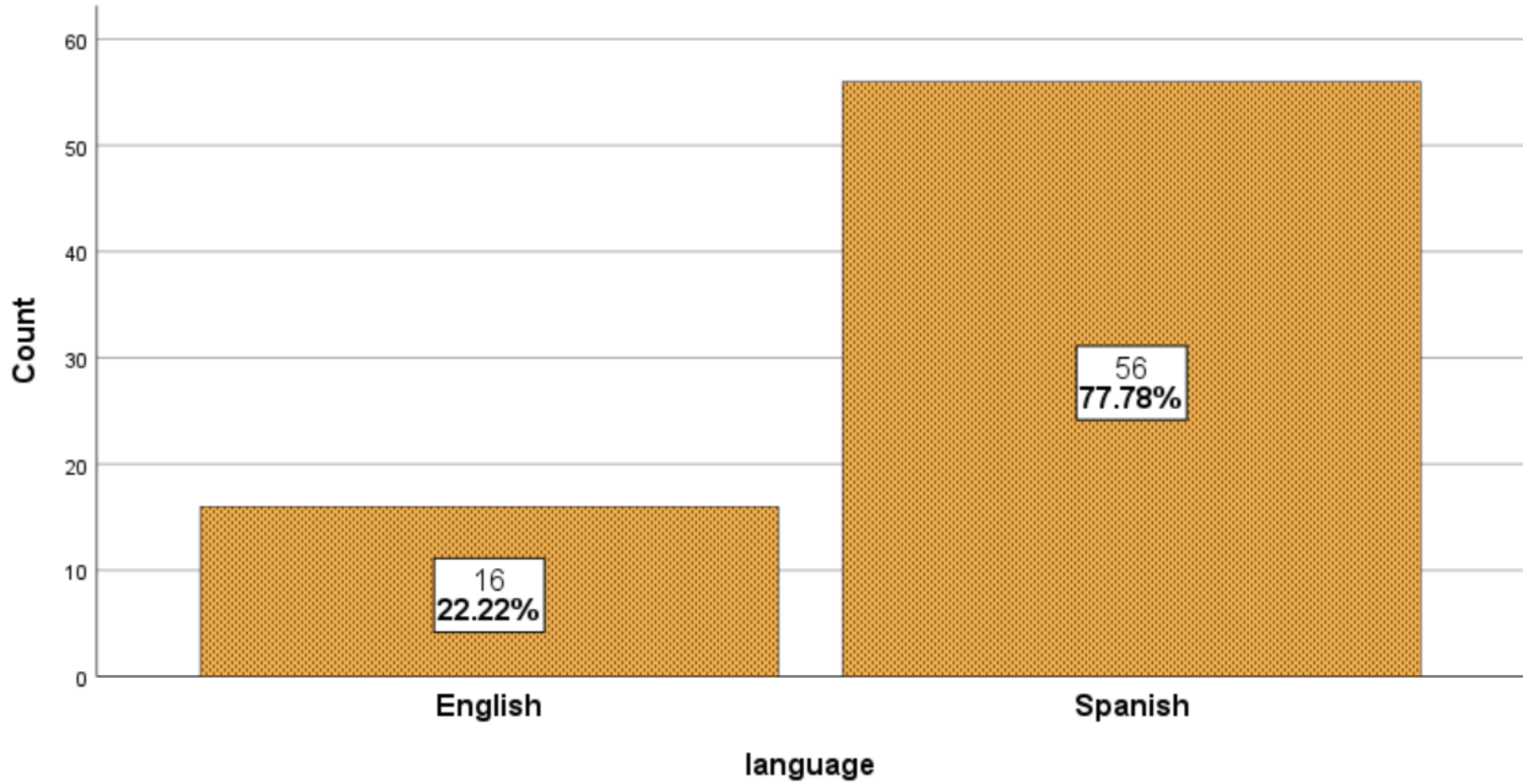
6 = Strongly Agree 5 = Agree 4 = Slightly Agree 3 = Slightly Disagree 2 = Disagree 1 = Strongly Disagree

Utah Migrant Education Program: CNA 2023

Parent Needs Survey By District (N = 72)



Utah Migrant Education Program: CNA 2023
Parent Needs Survey By Language (N = 72)



Utah Migrant Education Program: CNA 2023
 Parents Ratings of Needs (N = 72)

