

UTAH MIGRANT EDUCATION PROGRAM

SERVICE DELIVERY PLAN

2020-2021

Prepared By
Applied Learning Technology Associates (ALTA)



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 The draft guidance from OME is clear in regard to the goal of the needs assessment and the service delivery plan as follows: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

Applied Learning Technology Associates (ALTA) from Colorado was engaged as 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 Utah CNA Committee was established in May of 2005 consisting of all the local district migrant directors as well as state and community agency staff has continued to meet over the past fourteen years, to review data, and to make recommendations to guide the process. Due to the pandemic, the CNA committee met virtually on Monday, November 9, 2020 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 concern statements identified by the CNA Committee, which were revised for the current needs assessment, 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 basic 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 basic 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.

Following the development of the concern statements, ALTA staff worked with the committee to create an effective process to investigate each of the concerns. ALTA 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 2020-2021 program year which were used by the committee to identify the measurable outcomes and performance targets for the service delivery plan.

Summary of Needs Assessment Results:

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 basic building blocks necessary to master reading and writing.**] indicated that the need to increase literacy skills in general is the highest overarching need for Utah migrant students of all with teachers rating overall proficiency at 2.06 (basic level). State assessment scores from 2019-2020 (the most recent available) indicated an overall proficiency in language arts of 1.47 (Below basic). Priority for service students were significantly lower overall on teacher ratings with mean teacher rating of 1.95 (Basic minus).

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

Standard 4: Interpret words and phrases in text and determine meaning (comprehension)

Standard 5: Analyze the structure of text and how sentences and paragraphs relate to the whole

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

This is confirmed by the administrator teacher survey which indicated that one of the highest needs in language arts included standard **5: the need to facilitate proficiency in analyzing the structure of text** along with standard 8: the need to facilitate proficiency in delineating and evaluating arguments in texts and standard 9: the need to facilitate proficiency in analyzing how two different texts address similar. The survey of parents rated reading and writing proficiency as the second and third highest needs for their children.

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

- **Basic comprehension**
- **Punctuation**
- **Phonemic awareness**
- **Basic vocabulary**
- **Letter recognition**

Administrators and teachers indicated the most effective strategies for facilitating language arts proficiency are: **using vocabulary manipulatives in instruction, small group instruction, reading aloud and online instruction.**

2. The overall assessment of needs in relation to 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 basic building blocks necessary to master mathematics.**] indicated that the need to increase math skills in general is the second highest overarching need for Utah migrant students with teachers rating overall proficiency at 2.23 (basic level plus). State assessment scores from 2019-2020 (the most recent available) indicated an overall proficiency in language arts of 1.58 (Below basic). Priority for service students were significantly lower overall on teacher ratings with mean teacher rating of 1.88 (Basic minus).

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 7: Look for and make use of structure (discern patterns or structures).

Standard 8: Look for and express regularity in repeated reasoning

Standard 2: Reason abstractly and quantitatively

This is confirmed by the administrator teacher survey which also **identified standard 2: the need to facilitate proficiency in reasoning abstractly and quantitatively in math and standard 8: the need to facilitate proficiency in understanding repeated reasoning in math as critical needs** as well as the need to become proficient in problem solving in math. The survey of parents rated math proficiency as the highest need for their children. Administrators and teachers indicated the most effective strategies for facilitating math proficiency are: **math vocabulary instruction, small group instruction, using math manipulatives in instruction and online instruction.**

3. The overall assessment of needs in relation to 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.**] indicated the lack of English language proficiency is a significant issue at all grade levels. The mean ACCESS score for all EL migrant students is 3.04 indicates that most students are in the developing stage of English language acquisition which is significantly less than English language fluency.

For ELL students the highest areas of need in language arts and math are:

Language Arts Standard 8: Delineate and evaluate specific claims in text.

Language Arts Standard 5: Analyze the structure of text and how sentences and paragraphs relate to the whole.

Language Arts Standard 4: Interpret words and phrases in text.

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

Math Standard 8: Look for and express regularity in repeated reasoning

Math Standard 2: Reason abstractly and quantitatively

Math Standard 7: Look for and make use of structure (discern patterns or structures).

In addition, the administrator/teacher survey that the **proficiency in writing for English language learners** was a critical need. Parents rated the need for English language proficiency lower than all but one area of need. 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 counseling services and family liaisons.

6. Delivery of services to meet these needs must be modified in relation to the impact of the COVID19 pandemic.

Revised Performance Targets: Utah submitted an ESSA Plan signed off on July 12, 2018 which indicated proficiency goals for all students disaggregated by group.. The following charts are from the current Utah ESSA Plan:

Exhibit 3: English Language Arts Proficiency Goal by Student Group (Grades 3–10)

Student Group	Baseline ^a (2016) (%)	Long-term Goal (2022) (%)
All students	45.7	63.8
Economically disadvantaged students	30.2	53.4
Students with disabilities	12.3	41.6
English learners	11.4	41.0
African American/Black	23.7	49.1
Asian	52.9	68.6
Hispanic/Latino	24.8	49.8
American Indian/Alaska Native	19.8	46.5
Multi-race, Non-Hispanic	48.3	65.5
Native Haw./Pacific Islander	27.2	51.5
White	51.1	67.4

^a Extended to one decimal point.

Source: Utah State Board of Education, Spring 2017

Exhibit 4: Mathematics Proficiency Goal by Student Group (Grades 3–10)

Student Group	Baseline ^b (2016) (%)	Long-term Goal (2022) (%)
All students	48.2	65.4
Economically disadvantaged students	32.3	54.9
Students with disabilities	16.9	44.6
English learners	15.1	43.3
African American/Black	22.6	48.4
Asian	56.7	71.1
Hispanic/Latino	24.7	49.8
American Indian/Alaska Native	20.1	46.7
Multi-race, Non-Hispanic	48.4	65.6
Native Haw./Pacific Islander	27.9	52.0
White	54.3	69.5

^b Extended to one decimal point.

Source: Utah State Board of Education, Spring 2017

Migrant students are closest to the sub-group of students who are English Learners (EL). The revised Utah performance targets below are based on the state proficiency goal levels for EL students as well as the current results from the comprehensive needs assessment in 2020-2021.

Performance Target #1 Language Arts Achievement: By the 2024 academic year 41 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.

Performance Target #2 Math Achievement: By the 2024 academic year 43 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.

Performance Target #3 English Language Acquisition: By the 2024 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 WIDA by at least .5 toward English language fluency.

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 and the interim goals for 2019 detailed in the Utah ESSA Plan:

Measurable Outcome #1 Increase proficiency in reading comprehension: All PFS students targeted for reading instruction will increase proficiency by .5 based on the four point rubric state assessment scores and/or teacher ratings of student performance (4 = Advanced, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient) in reading comprehension.

Measurable Outcome #2 Increase proficiency in vocabulary, grammar and punctuation: All PFS students targeted for language arts instruction will increase proficiency by .5 based on the four point rubric state assessment scores and/or teacher ratings of student performance (4 = Advanced, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient) in vocabulary.

Measurable Outcome #3 Increase proficiency in writing All PFS students targeted for language arts instruction will increase proficiency by .5 based on the four point rubric state assessment scores and/or teacher ratings of student performance (4 = Advanced, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient) in writing.

Measurable Outcome #4 Increase proficiency in reasoning abstractly and quantifiably in math : All PFS students targeted for math instruction will increase proficiency by .5 based on the four point rubric state assessment scores and/or teacher ratings of student performance (4 = Advanced, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient) in reasoning abstractly and quantifiably in math.

Measurable Outcome #5 Increase proficiency in understanding repeated reasoning in math as critical needs as well as the need to become proficient in problem solving in math. All PFS students targeted for math instruction will increase proficiency by .5 based on the four point rubric state assessment scores and/or teacher ratings of student performance (4 = Advanced, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient) in understanding repeated reasoning in math as critical needs as well as the need to become proficient in problem solving in math.

Measurable Outcome #6 Increase proficiency in understanding patterns and structures (algebra readiness), All PFS students targeted for math instruction will increase proficiency by .5 based on the four point rubric state assessment scores and/or teacher ratings of student performance (4 = Advanced, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient) in understanding patterns and structures (algebra readiness).

Measurable Outcome #7 Increase proficiency for EL students in vocabulary, comprehension and writing: All EL students targeted for language arts instruction will increase proficiency by .5 based on the four point rubric state assessment scores and/or teacher ratings of student performance (4 = Advanced, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient) in vocabulary, comprehension and writing.

Measurable Outcome #8 English Language Acquisition Staff Development: 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 #9 English Language Acquisition: Eighty percent of all migrant students enrolled in Utah migrant programs for at least 1 year will increase from an initial baseline on the WIDA toward English language fluency by at least .50.

Measurable Outcome #10 Enhance migrant parent involvement in the education of their children in reading and mathematics: Eighty percent of parents who participate in the Migrant Parent Empowerment consortium parent involvement activities will report that the program was effective in assisting them to help their children to learn to read and be proficient in math.

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: Implement tutoring and small group instruction in reading and math for migrant students into summer programs.

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

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 ESL strategies as well as bilingual and bicultural staff whenever possible for instruction.

Recommendation 5: Target vocabulary, reading comprehension and writing instruction for all migrant students.

Recommendation 6: Target problem-solving as well as algebra, patterns and functions instruction for K-5 migrant students in math.

Recommendation 7: Provide training to all appropriate staff teaching EL migrant students on the use of ESL strategies with EL students.

Recommendation 8: Collaborate with the MPEC consortium to identify and train parent advocates and provide parent training in the use of the MLN resources to facilitate student success in language arts and math.

Recommendation 9: Utilize course data from MSIX and other sources to target student needs and facilitate instruction.

Recommendation 10: Utilize the electronic graduation plans specifically designed for migrant on the Migrant Literacy NET to assist secondary migrant students to overcome barriers to graduation.

Recommendation 11: All services provided must utilize strategies and precautions required by the COVID19 pandemic. When possible, distance education options will be used for instruction for migrant students. For districts that have returned to onsite instruction rigorous safety precautions should be maintained (sanitizing classrooms, wearing masks, and appropriate social distancing).

Local Program Compliance

All local programs who receive migrant funds for the academic year and for summer programs must describe how they plan to meet the performance targets and measurable outcomes (MPOs) in the Service Delivery Plan. Districts may choose their own strategies to address the performance targets and MPOs.

Cooperation and collaboration with other ESEA programs and other agencies

The Utah migrant program director maintains regular meetings with all ESEA programs (including Title 1 Part A, Homeless Education, Title III, etc.) to discuss possibilities for cooperation and collaboration among programs for the benefit of migrant students.

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

The external evaluator, Applied Learning Technology Associates (ALTA), 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, WIDA 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.

ALTA 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 Applied Learning Technology Associates. The final report will be submitted to the Utah Director of Migrant Education by **March 1, 2022**.