

UTAH MIGRANT EDUCATION PROGRAM

SERVICE DELIVERY PLAN

April 2022-2023

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 The draft guidance from OME is clear in regard to the goal of the needs assessment and the service delivery plan as follows: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 consists of all the local district migrant directors as well as state and community agency staff has continued to meet regularly over the past eighteen years, to review data, and to make recommendations to guide the continuous improvement process. The CNA committee met in Salt Lake on Tuesday, October 24th, 2022 to review and revise the concern statements for the comprehensive needs assessment. 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 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.

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 2022-2023 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 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.

The CNA committee met again in Salt Lake on Friday, March 24th, 2023 to review the results of the needs assessment and to and revise the performance targets, measurable outcomes and recommended strategies and to frame the Service Delivery Plan.

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 2022-2023.

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 in reading comprehension by .5 based on the four -point rubric on state assessment scores and/or teacher ratings of student performance (4 = Advanced, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient).

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

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

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 in reasoning abstractly and quantifiably in math on the four-point rubric on state assessment scores and/or teacher ratings of student performance (4 = Advanced, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient).

Measurable Outcome #5 Increase proficiency in reasoning abstractly and quantitatively (problem-solving). 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 quantitatively (problem-solving).

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 and reading comprehension: 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 and reading comprehension.

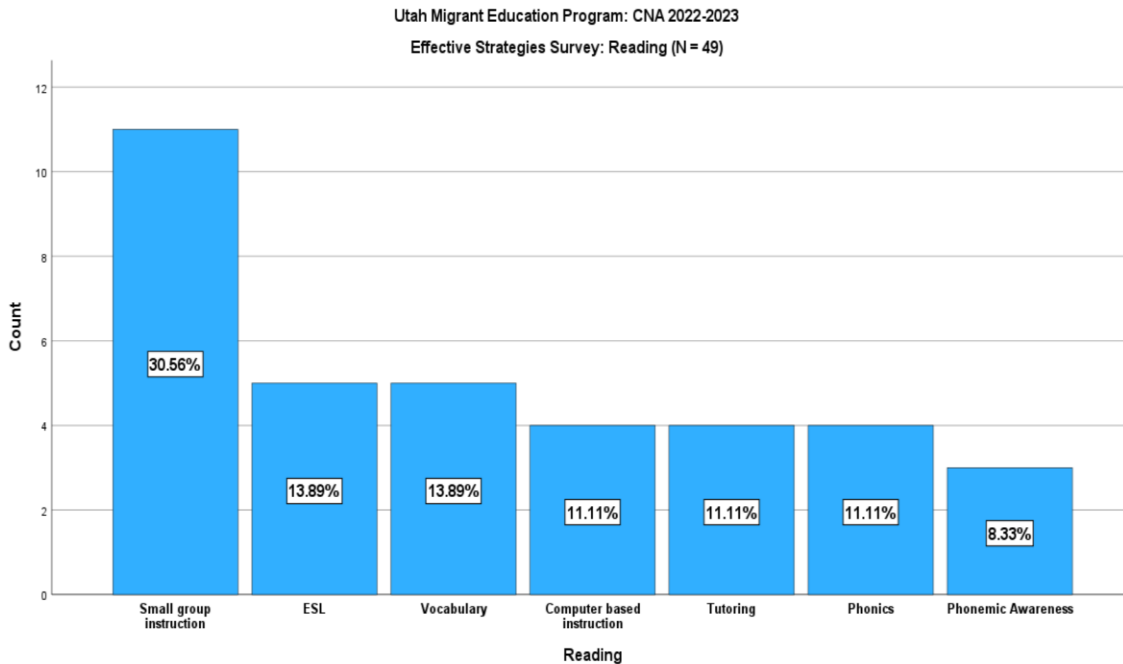
Measurable Outcome #8 Increase proficiency for EL students in problem solving and algebra readiness in math: All EL students targeted for language arts instruction will increase proficiency by .5 based on the four-point rubric state assessment scores and/or teacher ratings of student performance (4 = Advanced, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient) in problem solving and algebra readiness in math.

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.

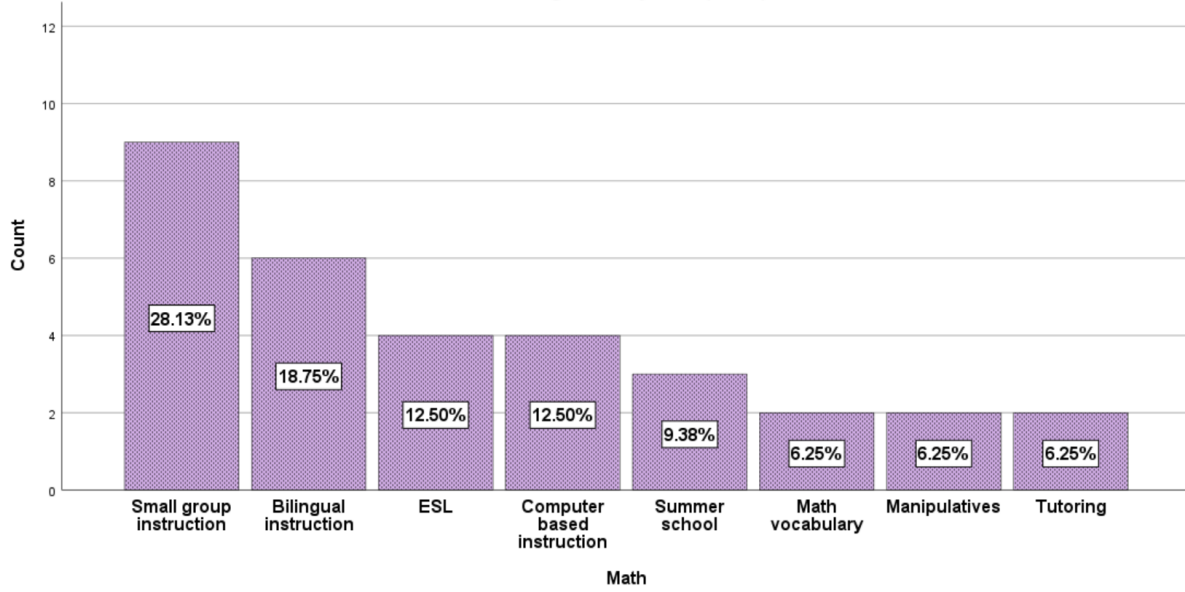
Measurable Outcome #10 Enhance migrant parent involvement in the education of their children in reading and mathematics: Eighty percent of parents who participate in the Migrant Parent Empowerment consortium parent involvement activities will report that the program was effective in assisting them to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

Service Delivery Recommendations for Local Migrant Programs

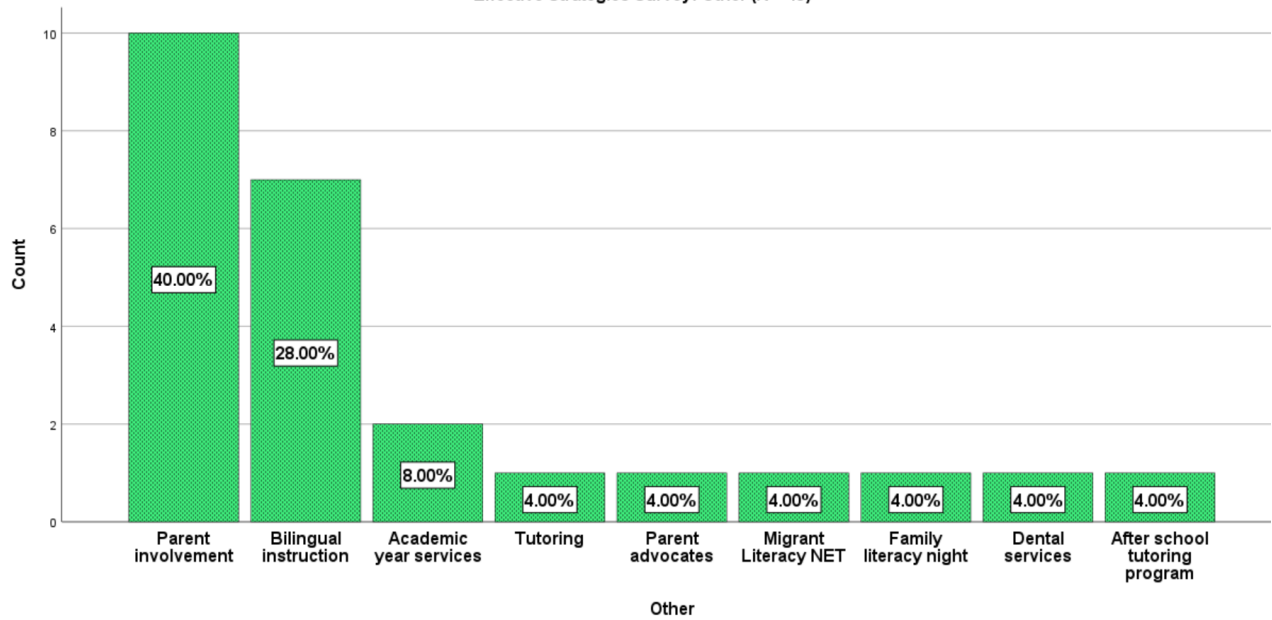
The CNA/Service Delivery committee reviewed the data analysis and results for the needs assessment process and provides the following recommendations to local program for service delivery based on surveys of MEP staff to identify the most effective strategies to meet student needs (see following graphs).



Utah Migrant Education Program: CNA 2022-2023
 Effective Strategies Survey: Math (N = 49)



Utah Migrant Education Program: CNA 2022-2023
 Effective Strategies Survey: Other (N = 49)



Recommendations:

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 phonemic awareness and phonics instruction for migrant students based on needs.*

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: *Provide ESL and bilingual instruction to EL students based on needs.*

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 language arts 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 surveys of migrant teachers and administrators regarding the effectiveness of the service delivery strategies toward achieving the measurable outcomes and performance targets. The qualitative data will also include interviews of a sample of local migrant programs. These interviews will target migrant 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 **June 30, 2024**.