

**UTAH**  
**MIGRANT EDUCATION PROGRAM**  
***COMPREHENSIVE NEEDS ASSESSMENT***  
***SUMMARY REPORT***  
***Revised June 2015***

**Educational Research & Training Corporation**  
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**UTAH MIGRANT EDUCATION PROGRAM  
COMPREHENSIVE NEEDS ASSESSMENT 2014-2015**

**Summary Report  
Educational Research & Training Corporation**

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 The draft guidance from OME is clear in regard to the goal of the needs assessment and the service delivery plan as follows: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

Each state is required by the U. S. Office of Migrant Education to implement a current comprehensive needs assessment of migrant education programs. The purpose of the needs assessment is to target service delivery as well as funding on areas of greatest need for priority migrant students, particularly in areas related to academic achievement.

Educational Research & Training Corporation (ERTC) from Colorado was engaged as the external contractor to facilitate the design and implementation of the comprehensive needs assessment process. ERTC also analyzed data collected from both the quantitative and qualitative assessments and provided consultation to the CNA Committee regarding interpretation of the data and the results. The CNA committee met on December 3, 2014 in Salt Lake City, Utah to review and revise the concern statements for the comprehensive needs assessment. The CNA committee consists of the following

members: Max Lang, Utah State Director of Migrant Education; Kelly James, Cache School District Migrant Administrator; Chad Kirby, Box Elder Schools; Randy Richardson, Washington School District; Connie Ziegler, Davis School District; Wade Menlove, Nebo School District; Shannon Gleave, Piute School District; Miranda Shaw, Sevier School District; Randy Shelly, North Sanpete Schools; and Penny Yardley, Beaver School District. The concern statements identified by the CNA Committee are as follows:

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

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 insure 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. ERTC 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. ERTC 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, ERTC developed a data collection format which collected state assessment data, English language proficiency

scores, 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). The MAPS data system was used to identify migrant students who are at-risk of educational failure and have had their education interrupted within the last year (Priority For Service students). The data is collected on hard copy forms by teachers and then inputted into the MAPS online software program by local migrant program staff. Data was also collected to identify student needs through a survey of administrative staff for local Utah migrant programs. Finally data was collected to identify student needs as part of two surveys of migrant parents and onsite parent interviews. The surveys were administered in both English and Spanish. 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 ERTC developed a form to assess student needs in mathematics. The MAPS 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 provide basic 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 of local Utah migrant programs. In addition data was collected to identify student needs in math as part of two surveys of migrant parents and onsite parent interviews. The surveys were administered in both English and Spanish. 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 ELL migrant students: English language proficiency test scores were collected and a survey of administrators and teachers was completed. Finally, data was collected to identify student needs related to English language proficiency as part of two surveys of migrant parents and onsite parent interviews. 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 administered and the pre-school needs were discussed with migrant parents at a state PAC meeting.**

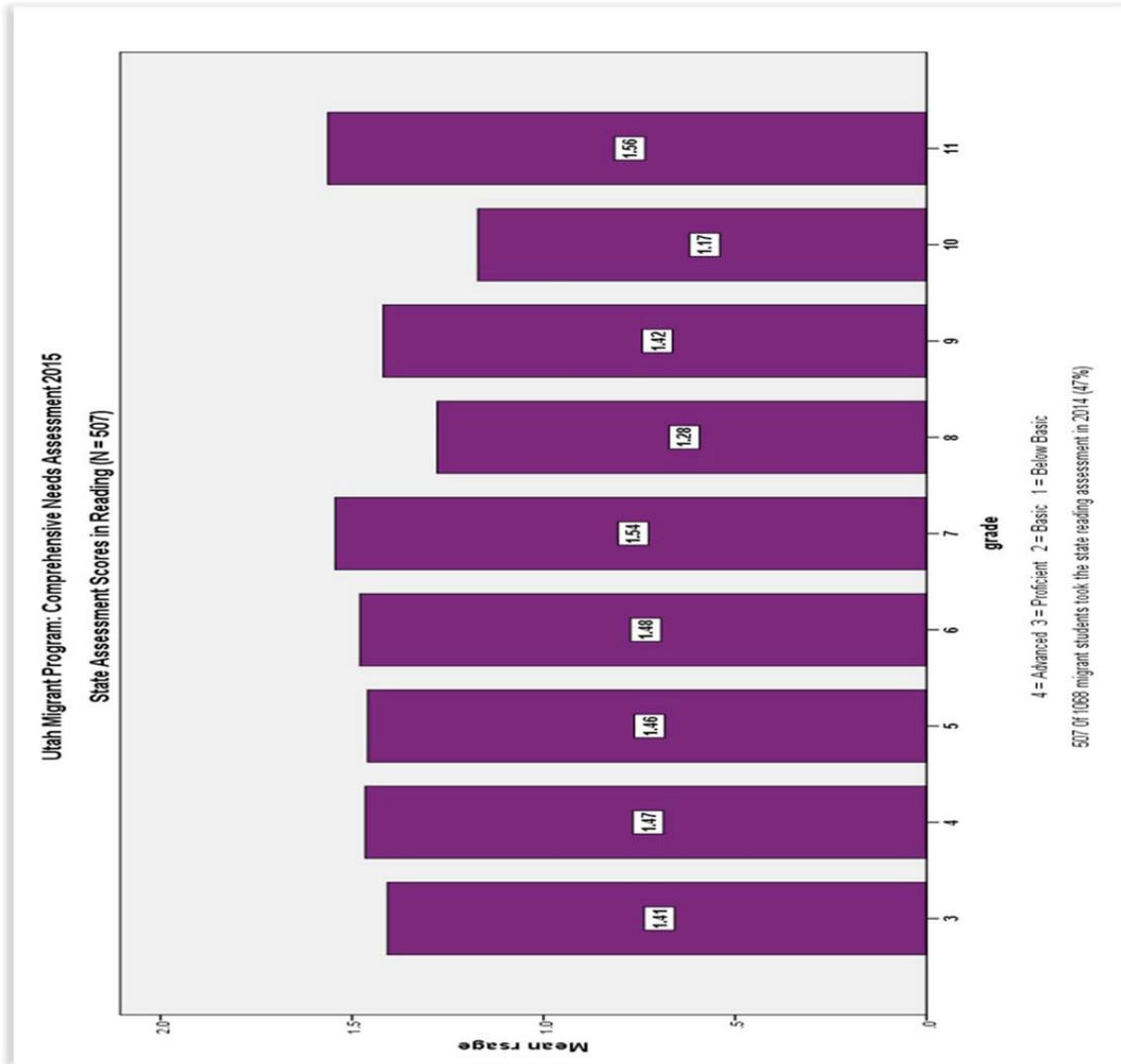
The data collection formats were reviewed and discussed with the state director and the local migrant program directors to insure that data was gathered using consistent, reliable, and valid methodology. All Utah migrant programs were provided electronic copies of all survey forms. Each migrant program was required to distribute the survey instruments to all teachers of migrant students in the summer and/or fall of 2014. Teachers were

asked to collect data on all migrant students. The data was forwarded to the local program records clerks for input into the MAPS system. The survey of parents was completed by during the summer and fall of 2014.

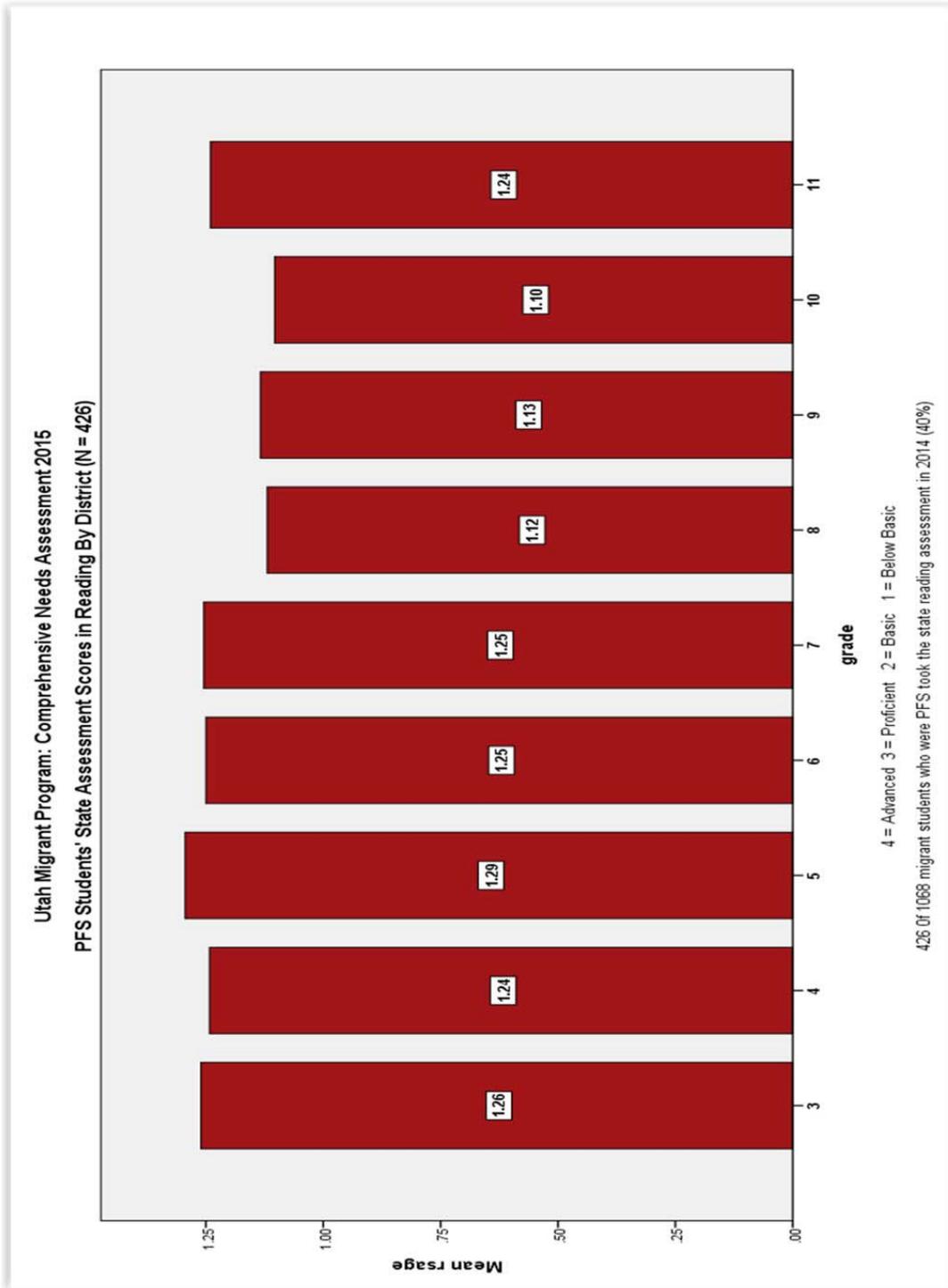
### CNA Analysis and Results

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

**Analysis:** The state assessment for language arts (SAGE) was administered to 507 of the total 1068 migrant students in the program during 2014 (47%). The following chart details state CRT scores by grade level.



The data does indicate that on the average the majority of Utah migrant students less than proficient in language arts. The following chart targets the state assessment scores in language arts for the 426 priority for service students (PFS) in Utah in 2014 that completed the state CRT.



The state CRT average scores in language arts for PFS students showed that all of these students were not proficient in reading and writing and their average scores were slightly above the below basic level at all grade levels.

Because over half of the Utah migrant students did not take a state assessment in 2014 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 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic). MAPS data forms to assess reading needs were collected for 265 students over the summer and fall of 2014 and included teacher ratings by standard. Students were surveyed by teachers at all grade levels K-12.

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

<b>Grade Level</b>	<b>Total Students Assessed</b>	<b>Average Proficiency</b>
<b>Kindergarten</b>	<b>34</b>	<b>1.68</b>
<b>1<sup>st</sup> Grade</b>	<b>34</b>	<b>1.88</b>
<b>2<sup>nd</sup> Grade</b>	<b>22</b>	<b>1.91</b>
<b>3<sup>rd</sup> Grade</b>	<b>28</b>	<b>1.86</b>
<b>4<sup>th</sup> Grade</b>	<b>29</b>	<b>2.10</b>
<b>5<sup>th</sup> Grade</b>	<b>29</b>	<b>2.18</b>
<b>6<sup>th</sup> Grade</b>	<b>18</b>	<b>2.41</b>
<b>7<sup>th</sup> Grade</b>	<b>09</b>	<b>1.93</b>
<b>8<sup>th</sup> Grade</b>	<b>16</b>	<b>1.98</b>
<b>9<sup>th</sup> Grade</b>	<b>13</b>	<b>1.92</b>
<b>10<sup>th</sup> Grade</b>	<b>16</b>	<b>2.28</b>
<b>11<sup>th</sup> Grade</b>	<b>09</b>	<b>1.91</b>
<b>12<sup>th</sup> Grade</b>	<b>10</b>	<b>2.25</b>

A critical piece of the CNA is to identify the needs of priority for service students. There were 197 PFS students who participated in the comprehensive needs assessment out of a total of 589 PFS students in 2014 (34%). Teachers were asked to rate student proficiency for PFS students across all language arts standards. Based on the 4-point rubric (4 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic). The average proficiency rating across all standards for priority for service at-risk students in language arts Grades K-12 was 1.92 (less than basic). The following table illustrates PFS student numbers by grade who participated in the needs assessment and the mean proficiency levels in language arts.

**Number of Priority For Service (PFS) Students By Grade: Language Arts**

<b>Grade Level</b>	<b>Total PFS Students</b>	<b>Average Proficiency</b>
<b>Kindergarten</b>	<b>15</b>	<b>1.44</b>
<b>1<sup>st</sup> Grade</b>	<b>21</b>	<b>1.92</b>
<b>2<sup>nd</sup> Grade</b>	<b>17</b>	<b>1.65</b>
<b>3<sup>rd</sup> Grade</b>	<b>21</b>	<b>1.85</b>
<b>4<sup>th</sup> Grade</b>	<b>27</b>	<b>2.10</b>
<b>5<sup>th</sup> Grade</b>	<b>21</b>	<b>2.06</b>
<b>6<sup>th</sup> Grade</b>	<b>15</b>	<b>2.27</b>
<b>7<sup>th</sup> Grade</b>	<b>08</b>	<b>1.93</b>
<b>8<sup>th</sup> Grade</b>	<b>11</b>	<b>1.76</b>
<b>9<sup>th</sup> Grade</b>	<b>12</b>	<b>1.90</b>
<b>10<sup>th</sup> Grade</b>	<b>13</b>	<b>2.14</b>
<b>11<sup>th</sup> Grade</b>	<b>09</b>	<b>1.91</b>
<b>12<sup>th</sup> Grade</b>	<b>07</b>	<b>1.91</b>

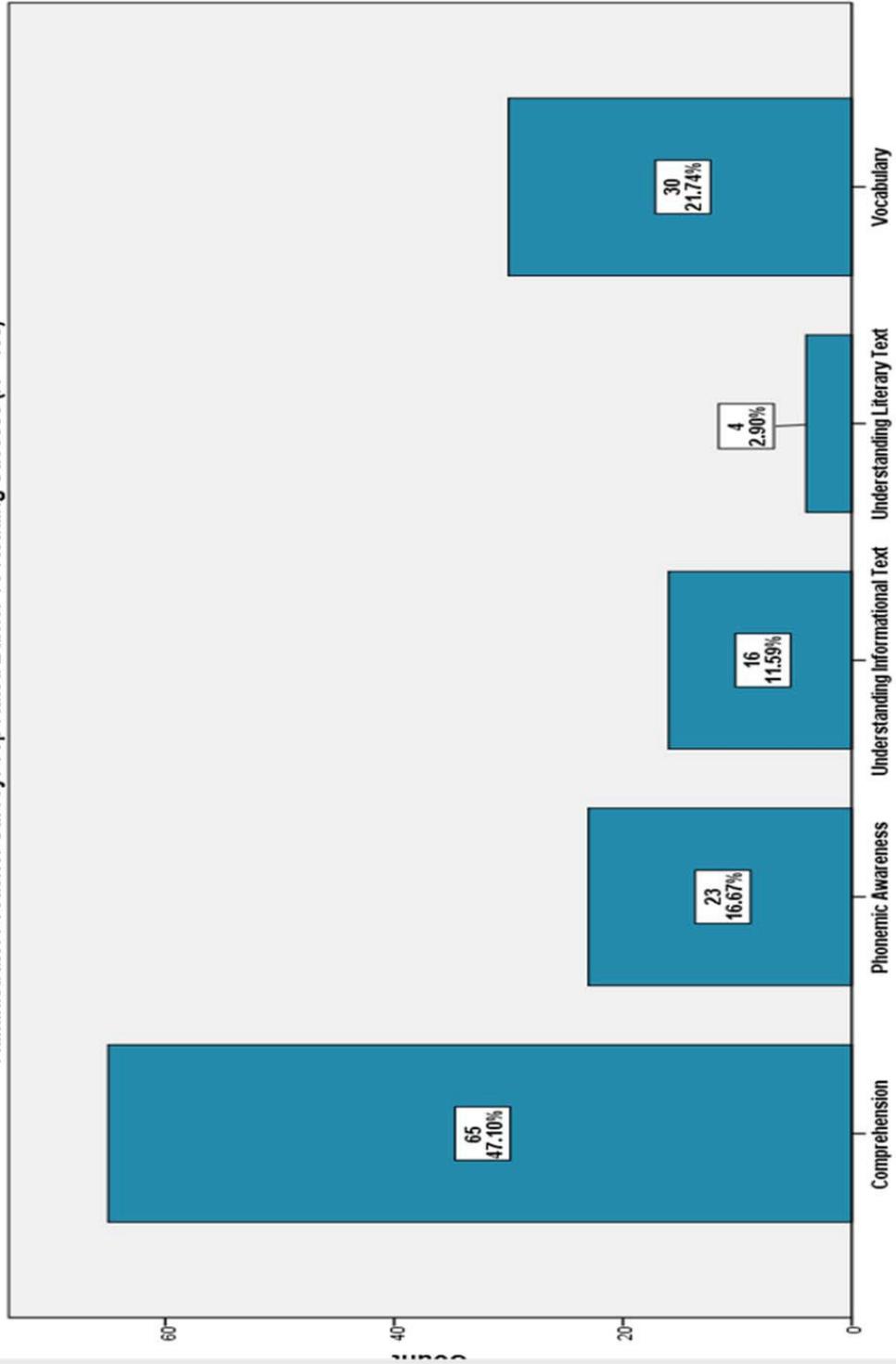
In terms of skills teachers rated the highest academic reading needs for K-12 at-risk migrant students in Utah to be as follows:

**Highest Areas of Need in Reading: PFS Migrant Students**

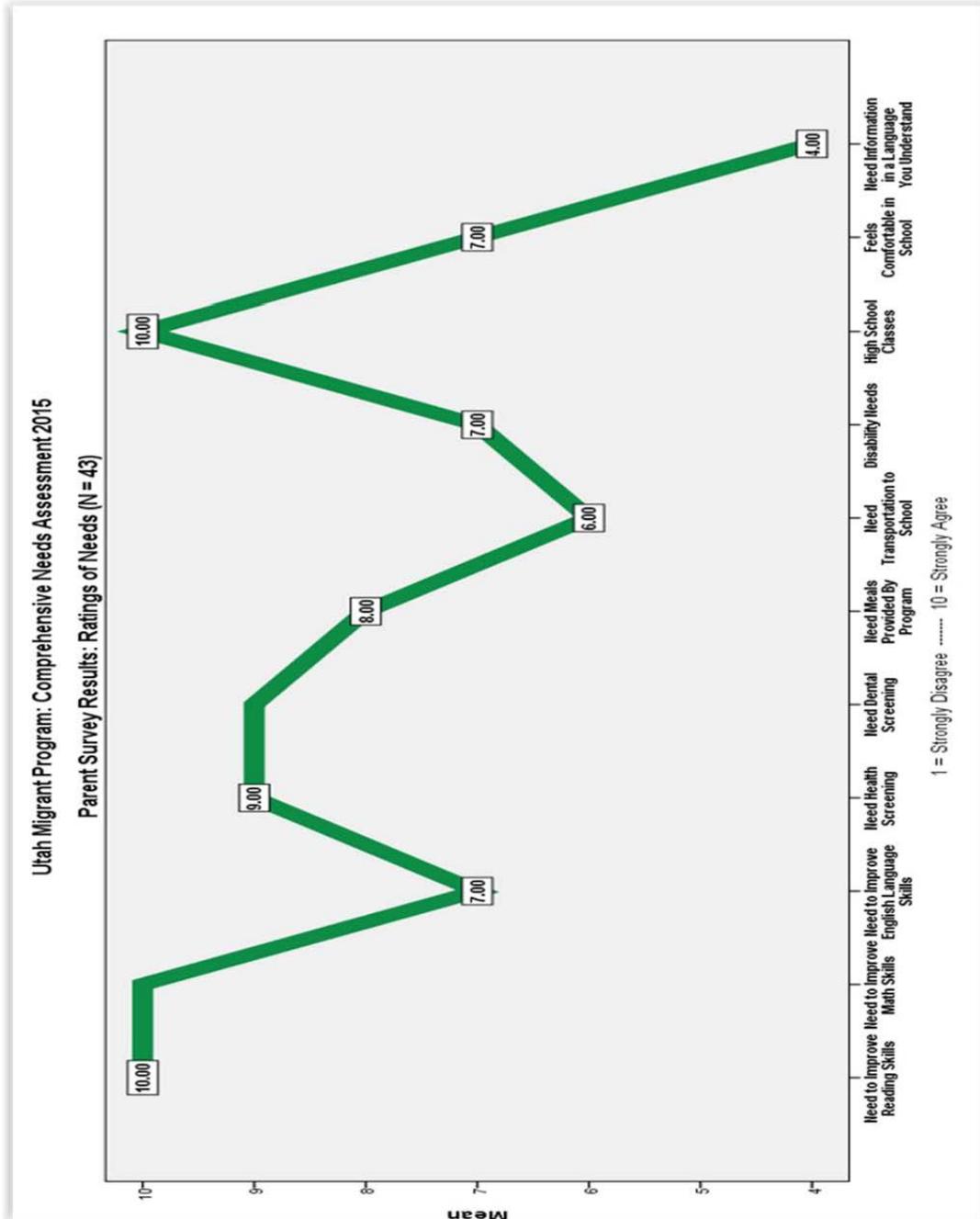
<b>Highest Areas of Need</b>	<b>Average Rating</b>
Standard 8: Evaluate the argument and claims in text	1.70
Standard 4: Interpret words and phrases	1.83
Standard 5: Analyze sentence and paragraph structure	1.84
Standard 9: Analyze two or more texts and compare	1.84

An administrator/teacher survey was completed to assess migrant student’s needs by 138 migrant program administrators and teachers of migrant students in Utah. The survey results indicated that the highest overall need for migrant students in Utah were missing foundational skills in reading. Survey data broken down indicated that the highest need in reading is instruction in comprehension followed by vocabulary (see chart on following page).

Utah Migrant Program: Comprehensive Needs Assessment 2015  
 Administrator / Teacher Survey: Top Rated Barrier To Reading Success (N = 138)

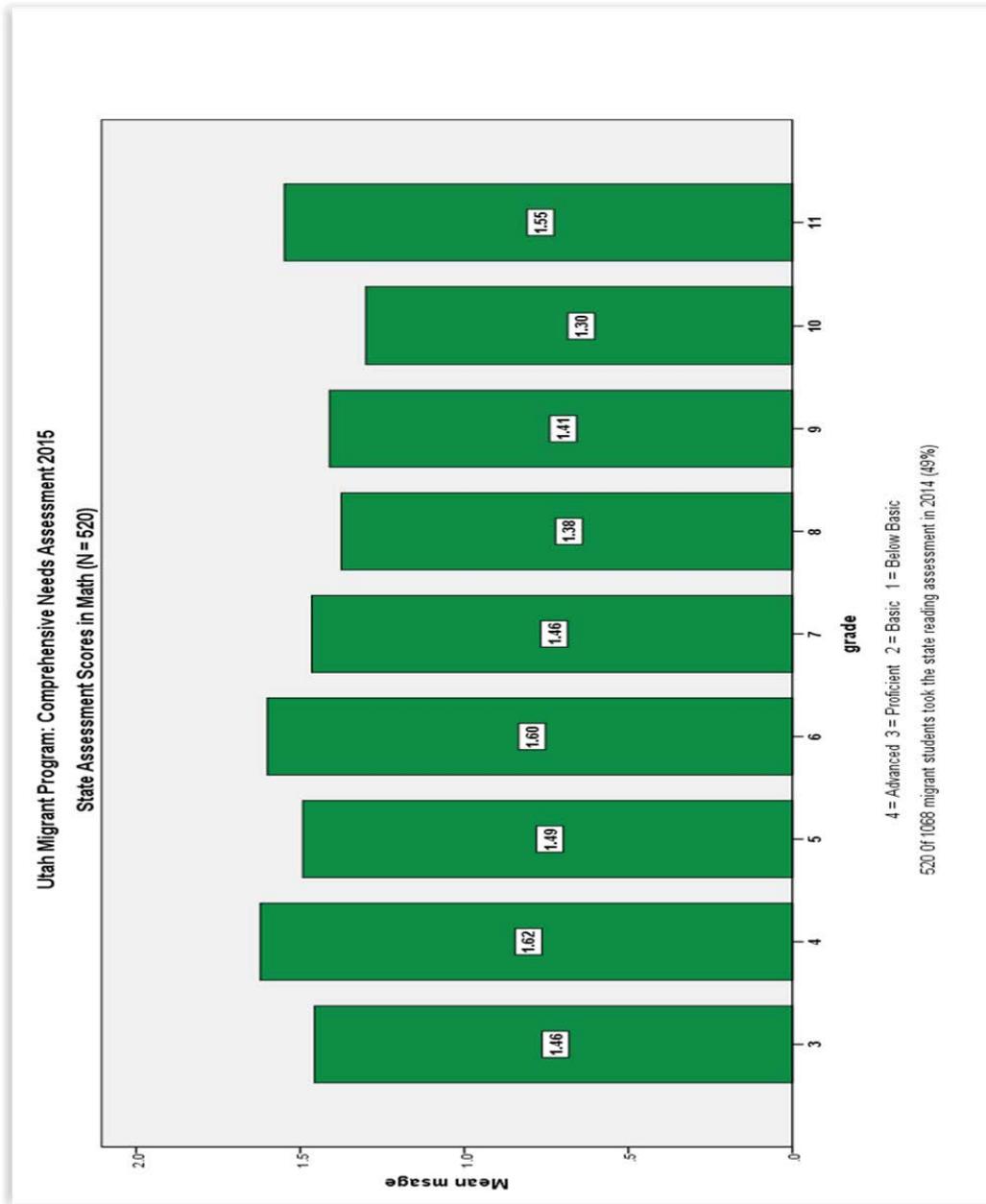


Finally the survey of 43 parents and the onsite interviews with migrant parents in Fillmore and Enterprise school districts indicated the need to improve reading skills as the highest academic need for all Utah migrant students along with the need for targeted high school classes for migrant students.

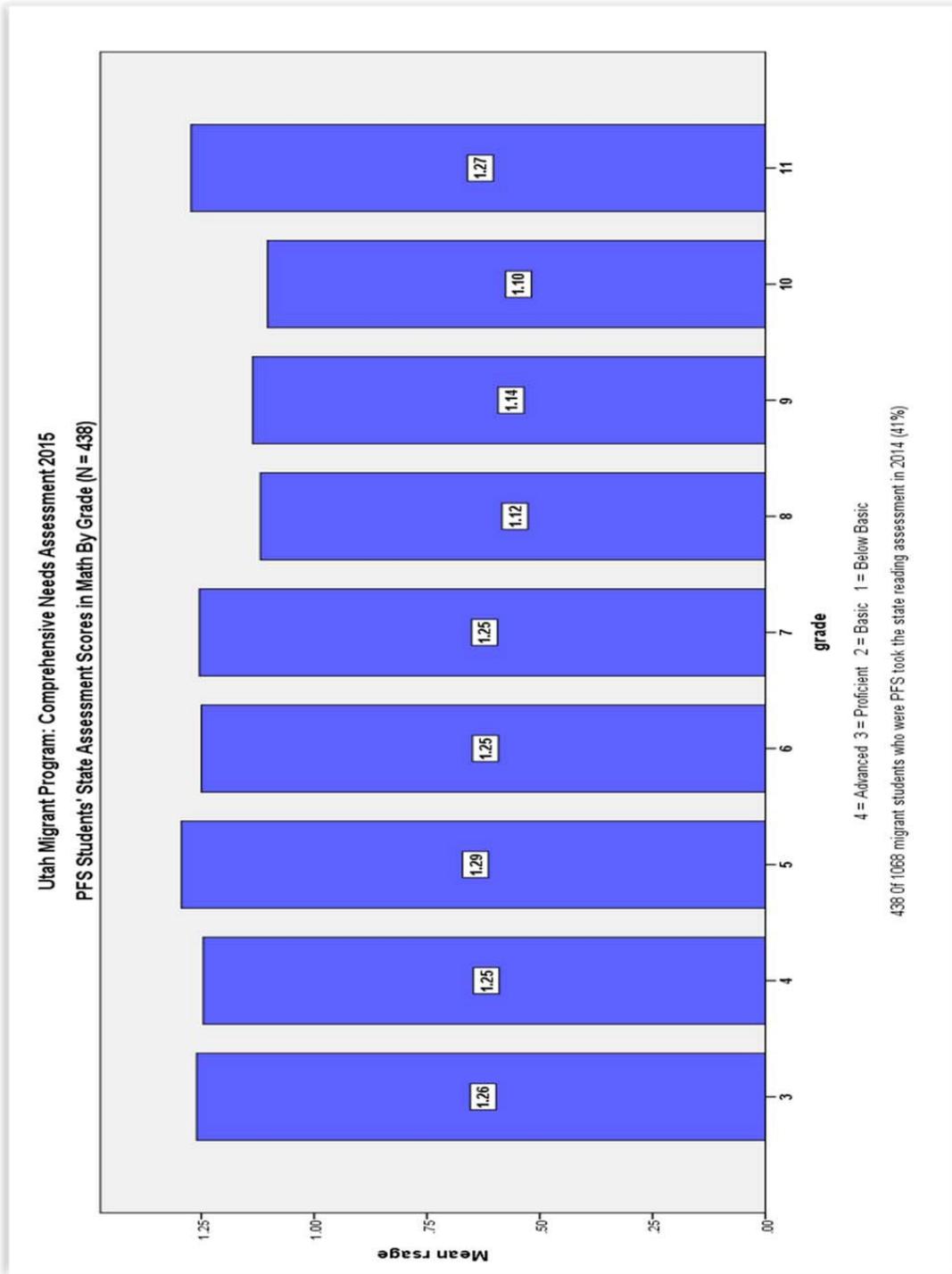


**Concern Statement 2:** We are concerned that instruction for migrant students in mathematics may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure that students are acquiring the basic building blocks necessary to master mathematics.

**Analysis:** The state assessment for mathematics (SAGE) was administered to 520 of the total 1068 migrant students in the program during 2014 (49%). The following chart details state math CRT scores by grade level.



The data does indicate that on the average the majority of Utah migrant students less than proficient in math. The following chart targets the state assessment scores in math for the 438 priority for service students (PFS) in Utah in 2014 that completed the state CRT.



The state CRT average scores for PFS students showed that none of these students were not proficient in math and their average scores were slightly above the below basic level at all grade levels.

Because over half of the Utah migrant students did not take a state assessment in math in 2014 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 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic). MAPS data forms to assess math needs were collected for 265 students over the summer and fall of 2014 and included teacher ratings by standard. Students were surveyed by teachers at all grade levels K-12.

### **Number of Students Rated By Teachers in Math By Grade Level**

<b>Grade Level</b>	<b>Total Students Assessed</b>	<b>Average Proficiency</b>
<b>Kindergarten</b>	<b>34</b>	<b>1.79</b>
<b>1<sup>st</sup> Grade</b>	<b>34</b>	<b>2.30</b>
<b>2<sup>nd</sup> Grade</b>	<b>22</b>	<b>2.17</b>
<b>3<sup>rd</sup> Grade</b>	<b>28</b>	<b>2.40</b>
<b>4<sup>th</sup> Grade</b>	<b>29</b>	<b>2.21</b>
<b>5<sup>th</sup> Grade</b>	<b>29</b>	<b>2.25</b>
<b>6<sup>th</sup> Grade</b>	<b>18</b>	<b>2.33</b>
<b>7<sup>th</sup> Grade</b>	<b>09</b>	<b>2.44</b>
<b>8<sup>th</sup> Grade</b>	<b>16</b>	<b>2.35</b>
<b>9<sup>th</sup> Grade</b>	<b>13</b>	<b>2.31</b>
<b>10<sup>th</sup> Grade</b>	<b>16</b>	<b>2.44</b>
<b>11<sup>th</sup> Grade</b>	<b>09</b>	<b>1.67</b>
<b>12<sup>th</sup> Grade</b>	<b>10</b>	<b>2.33</b>

As with language arts a critical piece of the CNA is to identify the needs of priority for service students in math. There were 197 PFS students who participated in the comprehensive needs assessment out of a total of 589 PFS students in 2014 (34%). Teachers were asked to rate student proficiency for PFS students across all math standards. Based on the 4-point rubric (4 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic). The average proficiency rating across all standards for priority for service at-risk students in math Grades K-12 was 2.12 (basic 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.

## Number of Priority For Service (PFS) Students By Grade: Mathematics

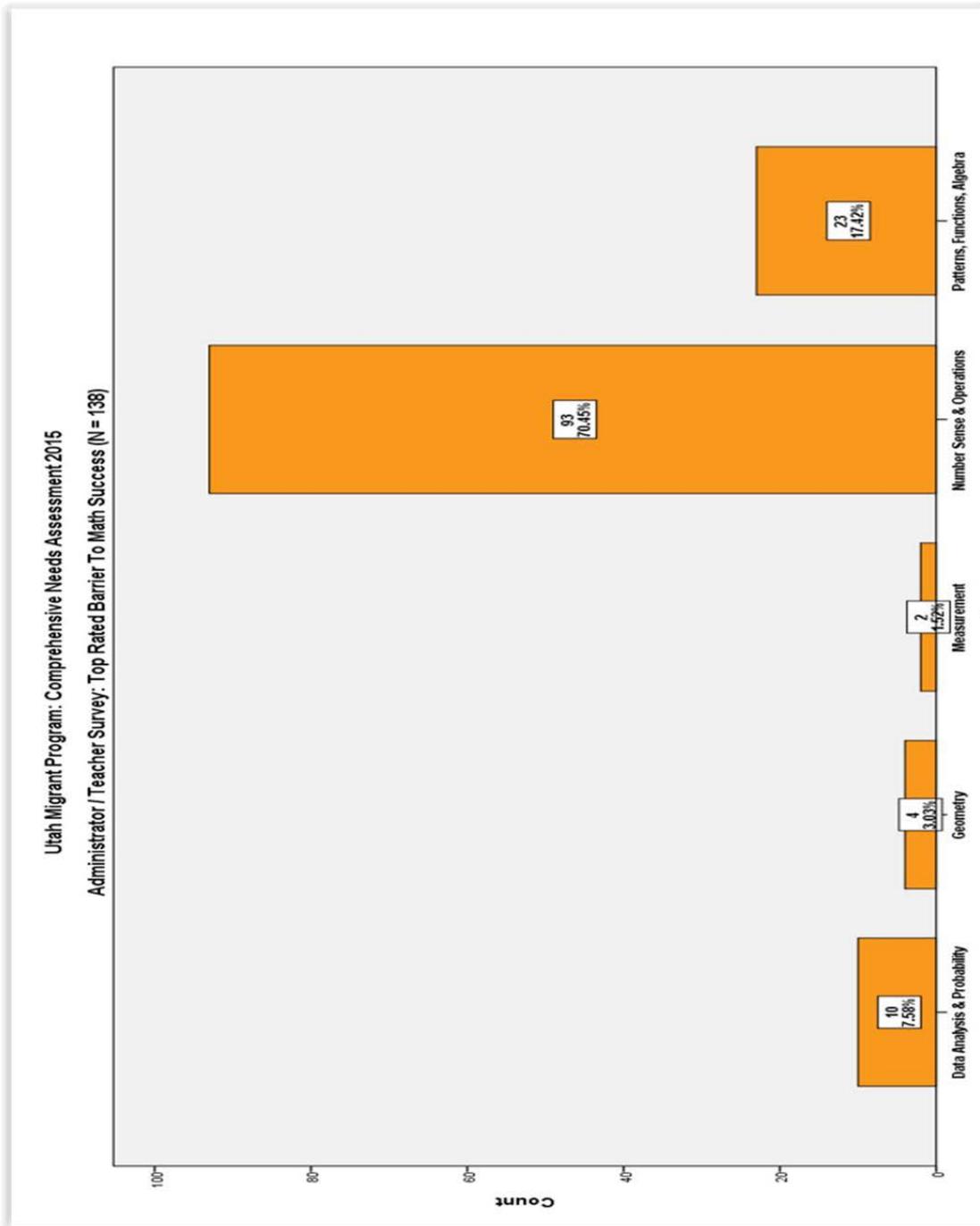
Grade Level	Total PFS Students	Average Proficiency
Kindergarten	15	1.39
1 <sup>st</sup> Grade	21	2.43
2 <sup>nd</sup> Grade	17	1.87
3 <sup>rd</sup> Grade	21	2.37
4 <sup>th</sup> Grade	27	2.17
5 <sup>th</sup> Grade	21	2.07
6 <sup>th</sup> Grade	15	2.22
7 <sup>th</sup> Grade	08	2.30
8 <sup>th</sup> Grade	11	2.23
9 <sup>th</sup> Grade	12	2.30
10 <sup>th</sup> Grade	13	2.23
11 <sup>th</sup> Grade	09	1.67
12 <sup>th</sup> Grade	07	2.04

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 math arguments	1.96
Standard 8: Look for regularity in repeated reasoning	1.98
Standard 2: Reason abstractly and quantitatively	2.07
Standard 7: Discern patterns and structures	2.08

An administrator/teacher survey was completed to assess migrant student's needs by 138 migrant program administrators and teachers of migrant students in Utah. The survey results indicated that the third highest overall need for migrant students in Utah were missing foundational skills in math. Survey data broken down indicated that the highest need in math is instruction in number sense and operations followed by patterns, functions and algebra (see chart on following page).

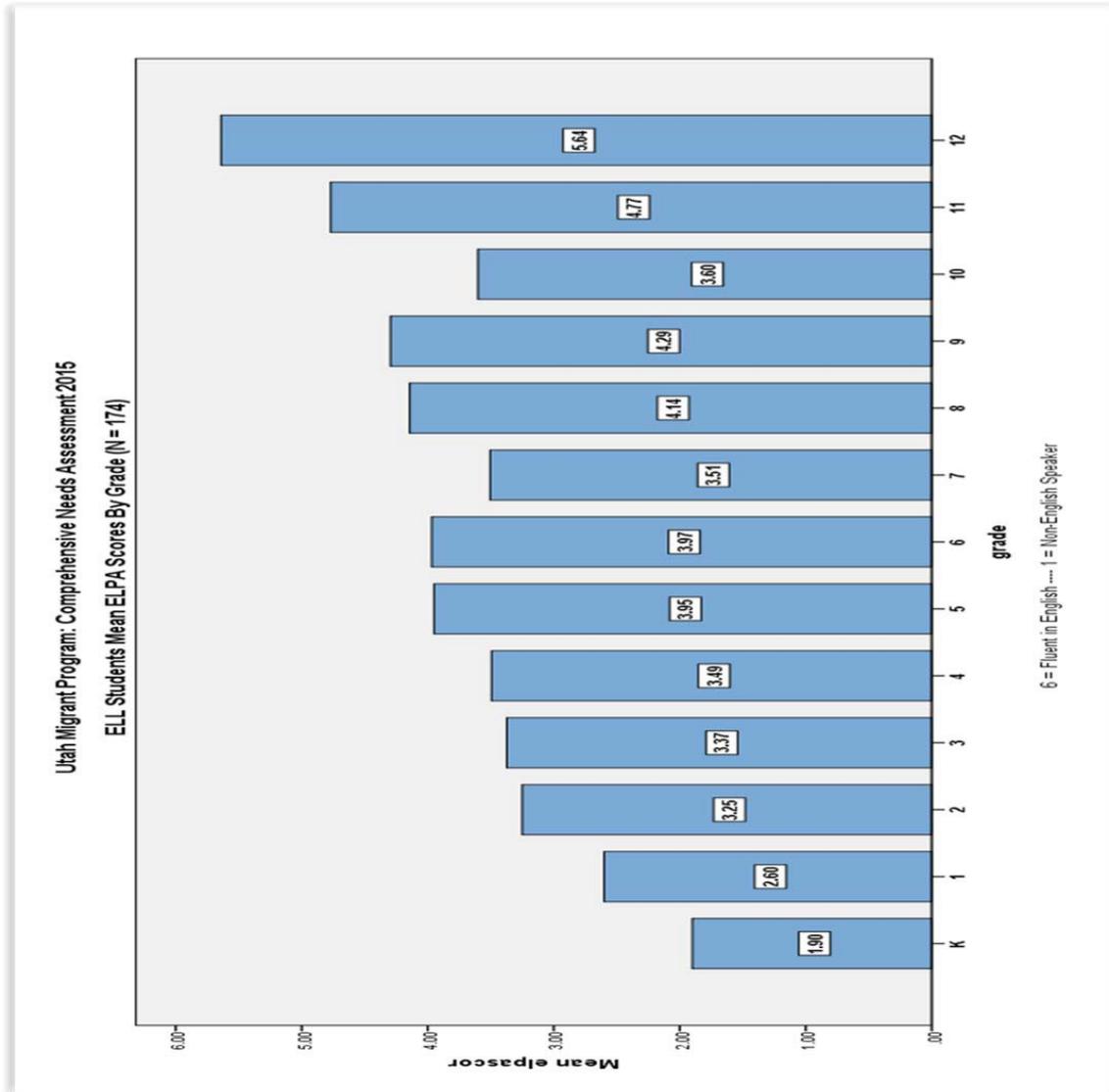


Finally the survey of 43 parents and the onsite interviews with migrant parents in Fillmore and Enterprise school districts indicated the need to improve math skills as an average of 10.0 on a 10 point scale (1 = strongly disagree --- 10 = strongly agree). Focusing on math skills as a need was ranked as the most critical and equal to the need to improve language arts skills in importance by parents.

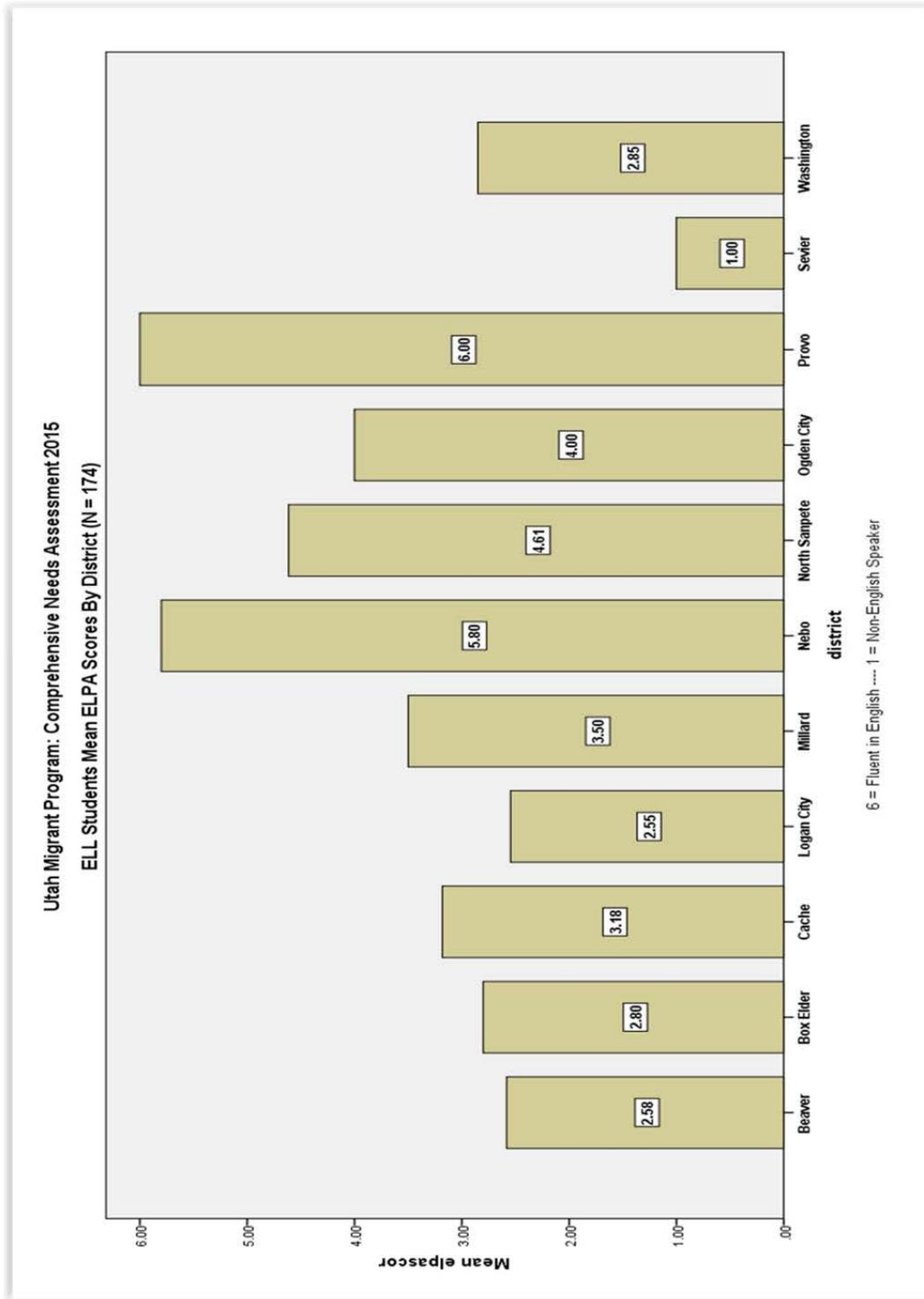
**Concern Statement 3:** We are concerned that English instruction for migrant students may not link students' native language in a way that supports English language

acquisition or consider students' skill levels in reading, writing, and mathematics in their native language.

**Analysis:** There were 174 English language learners who complete the Utah ELPA test in 2014. The UELPA scores showed students moving toward proficiency in English as they moved through the grade levels (see chart below).



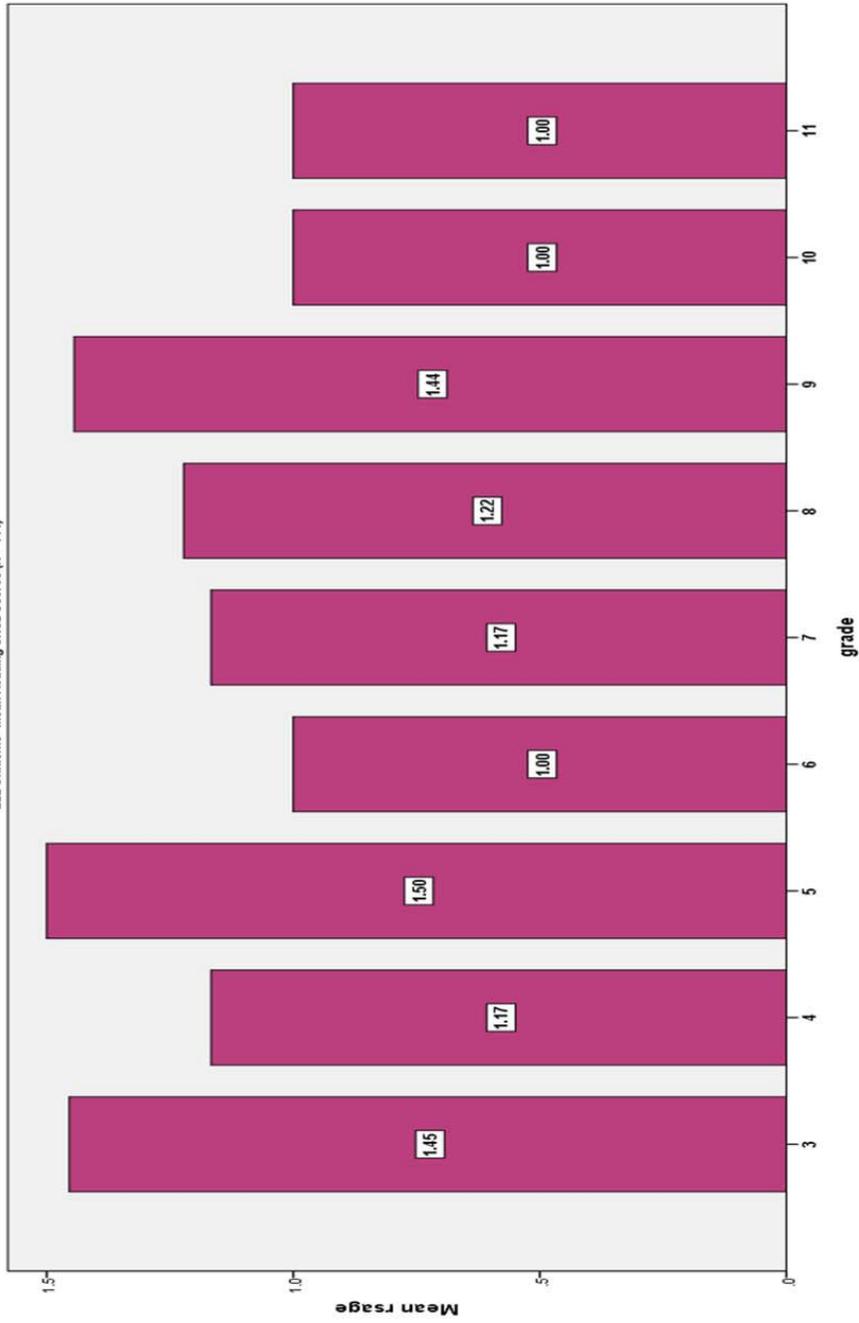
The mean UELPA scores by district did indicate that some districts had more migrant students closer to proficiency than other (e.g. Nebo and Provo).



The data also indicated that state assessment scores for ELL students were on the average lower than all students as well as PFS students as group.

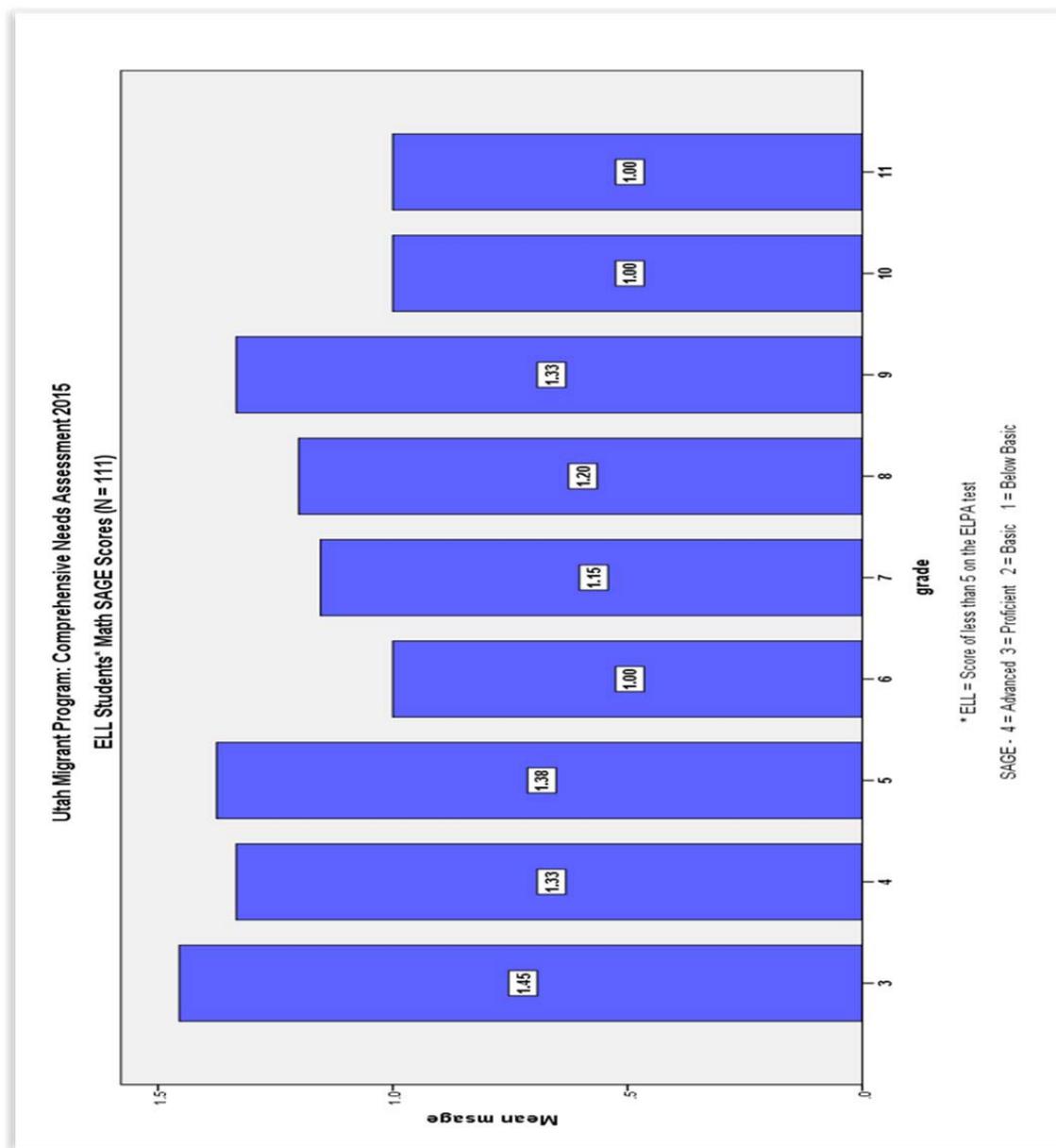
Utah Migrant Program: Comprehensive Needs Assessment 2015

ELL Students' Mean Reading SAGE Scores (N = 111)



\* ELL = Score of less than 5 on the ELPA test

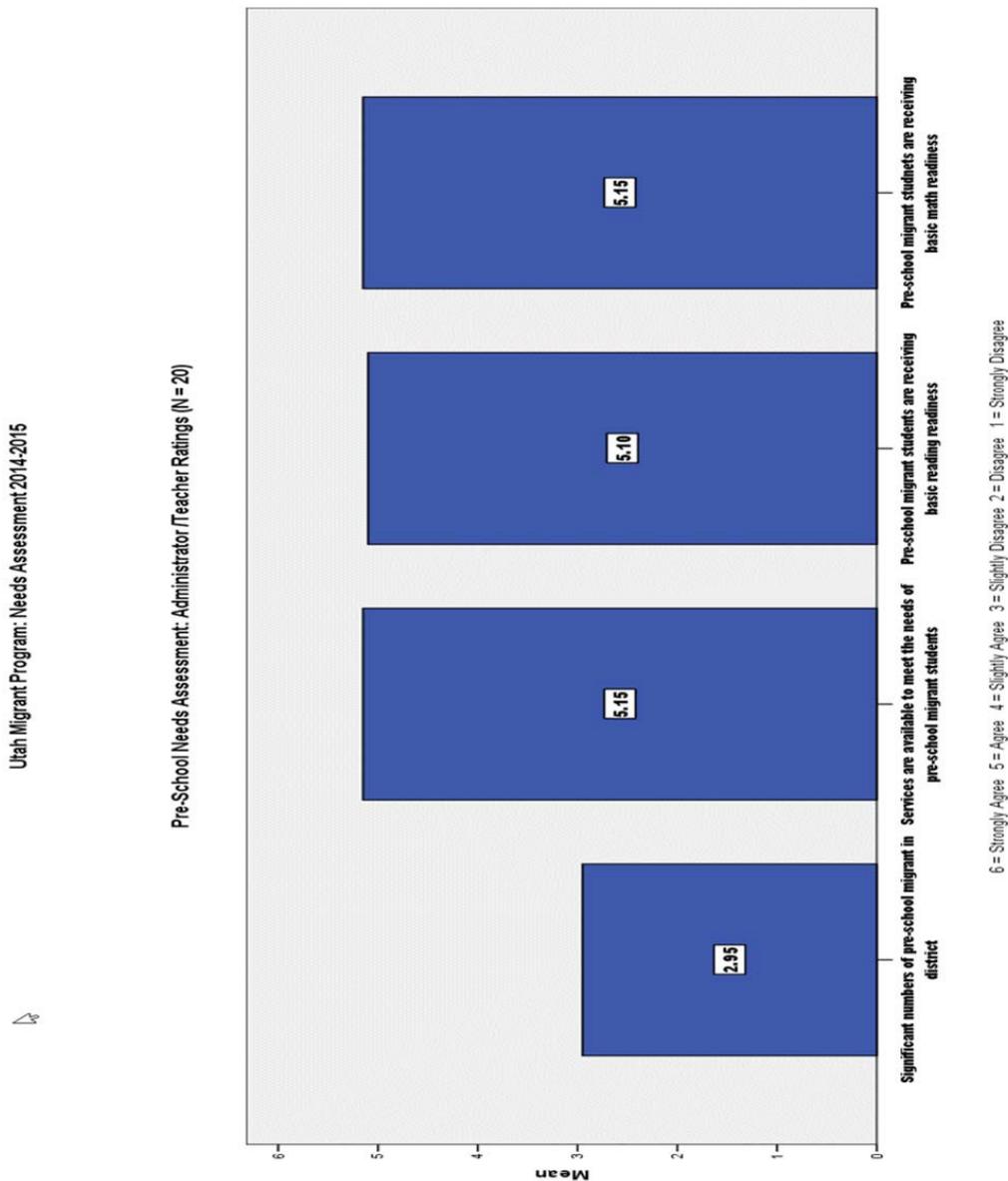
SAGE - 4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic



The administrator/teacher survey of needs (N = 138) indicated that limited English proficiency was the second highest need of Utah migrant students. The parent survey (34 parents) indicated that English language proficiency averaged a 7.0 on a 10 point scale (10 = strongly agree – 1 = strongly disagree) or fifth in importance. However, the need to improve English language proficiency was suggested to be of equal importance to reading and math skills during the onsite interviews with migrant parents in both Fillmore and Enterprise school districts.

## Investigation into the Needs of Pre-School Migrant Students

A survey was administered to administrators and staff from each of the Utah local migrant programs. The survey was completed by 20 respondents from twelve local migrant programs. The following graph indicates how administrators and staff rated the pre-school readiness and available services across the state. Ratings were based on a 6 point rubric (6 = Strongly Agree, 5 = Agree, 4 = Slightly Agree, 3 = Slightly Disagree, Disagree, 1 =Strongly Disagree).



Administrators and staff agreed that services to meet the needs of pre-school aged migrant students are available in all local programs across the state. In particular staff agreed that reading readiness and math readiness instruction is being provided to pre-school aged migrant students in all districts. Sources of pre-school related services include Head Start, Migrant Head Start, district pre-school programs, OCAP, regular home visits to migrant families from district para-professionals, and summer migrant school. Parents were also surveyed through a meeting of the state PAC in Provo on May 19, 2015. All six parents at the PAC meeting agreed that pre-school services were being provided to their children to prepare them for school.

### Summary:

1. The overall assessment of needs in relation to concern statement 1 (We are concerned that instruction for migrant students in language arts may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure that students are acquiring the basic building blocks necessary to master reading and writing.) indicated that the need to increase literacy skills in general is the highest overarching need for Utah migrant students of all. Priority for service students were significantly lower overall on both state assessment scores and teacher ratings. **Highest needs in language arts for PFS students identified in the data were: Standard 8: Evaluate the argument and claims in text; Standard 4: Interpret words and phrases; Standard 5: Analyze sentence and paragraph structure; and Standard 9: Analyze two or more texts and compare.** This is confirmed by the administrator teacher survey which also identified vocabulary and comprehension as the key needs for migrant students. Finally the lack of English language proficiency is significantly impacting language arts achievement.

2. The overall assessment of needs in relation to concern statement 2 (We are concerned that instruction for migrant students in mathematics may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure that students are acquiring the basic building blocks necessary to master mathematics) indicated that the need to increase math skills in general is the second highest overarching need for Utah migrant students. Priority for service students were significantly lower overall on both state assessment scores and teacher ratings in math. **Highest needs in mathematics for PFS students identified in the data were: Standard 3: Construct viable math arguments; Standard 8: Look for regularity in repeated reasoning; Standard 2: Reason abstractly and quantitatively; and Standard 7: Discern patterns and structures** This is confirmed by the administrator teacher survey which also identified number sense and patterns, functions and algebra as the key needs for migrant students. Finally the lack of English language proficiency is significantly impacting math achievement.

3. The overall assessment of needs in relation to concern statement 3 (We are concerned that English instruction for migrant students may not link students' native language in a way that supports English language acquisition or consider students' skill levels in

reading, writing, and mathematics in their native language) indicated the lack of English language proficiency is significantly impacting achievement in both reading and math at all grade levels. For ELL students the highest areas of need in language arts and math are similar to the skill areas identified for students at-risk academically as cited in 1 and 2 above.

4. The investigation into the needs of pre-school aged migrant students in Utah showed that overall local programs are meeting the needs of young children to prepare them for school.

### **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 will be evaluated from this point onward using this continuous improvement system.

# Appendix A

## Data Collection Forms





Administrator: \_\_\_  
 Teacher: \_\_\_

**Utah Migrant Student Needs  
 Administrator / Teacher Survey 2014**

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.

Issues related to Achievement, School Retention and Graduation	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. A significant barrier for Migrant students is a lack of English language proficiency.						
2. A significant barrier for Migrant students to achievement is lack of health services to assist students.						
3. A significant barrier to achievement for Migrant students is lack of services to facilitate parent literacy.						
4. A significant barrier to graduation for Migrant students is lack of comprehensive home tutoring services.						
5. A significant barrier to graduation for Migrant students is missing or late transcripts, records and credit accrual information.						
6. A significant barrier to graduation for Migrant students is a lack of communication and/or cooperation between school districts and states.						
7. A significant barrier to graduation for Migrant students is missing critical foundational skills in reading.						
8. A significant barrier to graduation for Migrant students is missing critical foundational skills in math.						
9. A significant barrier to graduation for Migrant students is a lack of bilingual instructional staff at the secondary level.						
10. Please rank order the top three barriers to achievement for migrant students from the nine issues listed above (rank by numbers 1 through 9): <b>First:</b> _____ <b>Second:</b> _____ <b>Third:</b> _____						
11. Which reading skill do migrant students need assistance with most (circle one)?  <b>Phonemic Awareness &amp; Fluency    Vocabulary    Comprehension    Understanding Informational Text    Understanding Literary Text</b>						
12. Which math skill do migrant students need assistance with most (circle one)?  <b>Number Sense / Operations    Measurement    Geometry    Patterns, Functions, Algebra    Data Analysis /Probability</b>						
13. Are there other significant academic barriers to achievement for migrant students?   						

ERTC 2014

UTAH MIGRANT COMPREHENSIVE NEEDS ASSESSMENT  
COMMUNITY INPUT 2014

Location/District \_\_\_\_\_

	PLEASE CIRCLE BELOW THE NUMBER THAT FITS BEST										
	Strongly Agree ----- Strongly Disagree										Does Not Apply
1. Does your child(ren) need help to improve their reading skills?	10	9	8	7	6	5	4	3	2	1	N/A
2. Does your child(ren) need help to improve their math skills?	10	9	8	7	6	5	4	3	2	1	N/A
3. Does your child(ren) need help to improve their English language skills?	10	9	8	7	6	5	4	3	2	1	N/A
4. Does your child(ren) need health screening services?	10	9	8	7	6	5	4	3	2	1	N/A
5. Does your child(ren) need dental screening services?	10	9	8	7	6	5	4	3	2	1	N/A
6. Will your child(ren) need meals to be provided as part of the migrant program ?	10	9	8	7	6	5	4	3	2	1	N/A
7. Will your child(ren) need busing(transportation) to the program?	10	9	8	7	6	5	4	3	2	1	N/A
8. Does your child(ren) have a disability?	10	9	8	7	6	5	4	3	2	1	N/A
9. Does your child(ren) need to participate in high school classes?	10	9	8	7	6	5	4	3	2	1	N/A
10. Does your child(ren) feel comfortable in school?	10	9	8	7	6	5	4	3	2	1	N/A
11. Do you need information from school in a language that you understand?	10	9	8	7	6	5	4	3	2	1	N/A

What specific things do you want the Utah Migrant Education Program to provide to help your child(ren)?

**EVALUACIÓN COMPLETA DE NECESIDADES MIGRANTES DE UTAH  
APORTE DE LA COMUNIDAD 2014**

\*La información de abajo es solo para la escuela de verano de migrantes grados K-12

Locación \_\_\_\_\_

	POR FAVOR, CIRCULA EL NUMERO DE ABAJO QUE MEJOR REFLEJA TUS SENTIMIENTOS										
	Totalmente de acuerdo-----					Totalmente desacuerdo					No Aplica (N/A)
1. ¿Necesita su hijo ayuda para mejorar sus habilidades de lectura?	10	9	8	7	6	5	4	3	2	1	N/A
2. ¿Necesita su hijo ayuda para mejorar sus habilidades matemáticas?	10	9	8	7	6	5	4	3	2	1	N/A
3. ¿Necesita su hijo ayuda para mejorar sus habilidades en el idioma inglés?	10	9	8	7	6	5	4	3	2	1	N/A
4. ¿Necesita su hijo servicios médicos?	10	9	8	7	6	5	4	3	2	1	N/A
5. ¿Necesita su hijo servicios dentales?	10	9	8	7	6	5	4	3	2	1	N/A
6. ¿Necesitará su hijo recibir alimentos como parte del programa migratorio?	10	9	8	7	6	5	4	3	2	1	N/A
7. ¿Necesitará su hijo transportación el programa?	10	9	8	7	6	5	4	3	2	1	N/A
8. ¿Tiene su hijo una discapacidad?	10	9	8	7	6	5	4	3	2	1	N/A
9. ¿Necesita su hijo participar en clases de preparatoria?	10	9	8	7	6	5	4	3	2	1	N/A
10. ¿Se siente cómodo su hijo en la escuela?	10	9	8	7	6	5	4	3	2	1	N/A
11. ¿Necesita información de la escuela en un idioma que usted entiende?	10	9	8	7	6	5	4	3	2	1	N/A

¿Qué cosas específicas quiere usted que el Programa de Educación Migrante de Utah le provee para ayudar a su hijo?

## Utah Migrant Program: Pre-School Needs Assessment

District: \_\_\_\_\_

### Please circle the best answer to each of the questions

1. There are a significant number of pre-school age migrant students in my district.

*Strongly Agree*   *Agree*   *Slightly Agree*   *Slightly Disagree*   *Disagree*   *Strongly Disagree*

2. There are services to meet the needs of pre-school migrant students in the district and/or community.

*Strongly Agree*   *Agree*   *Slightly Agree*   *Slightly Disagree*   *Disagree*   *Strongly Disagree*

3. Pre-school migrant students in the district are receiving basic reading readiness instruction.

*Strongly Agree*   *Agree*   *Slightly Agree*   *Slightly Disagree*   *Disagree*   *Strongly Disagree*

4. Pre-school migrant students in the district are receiving basic math readiness instruction.

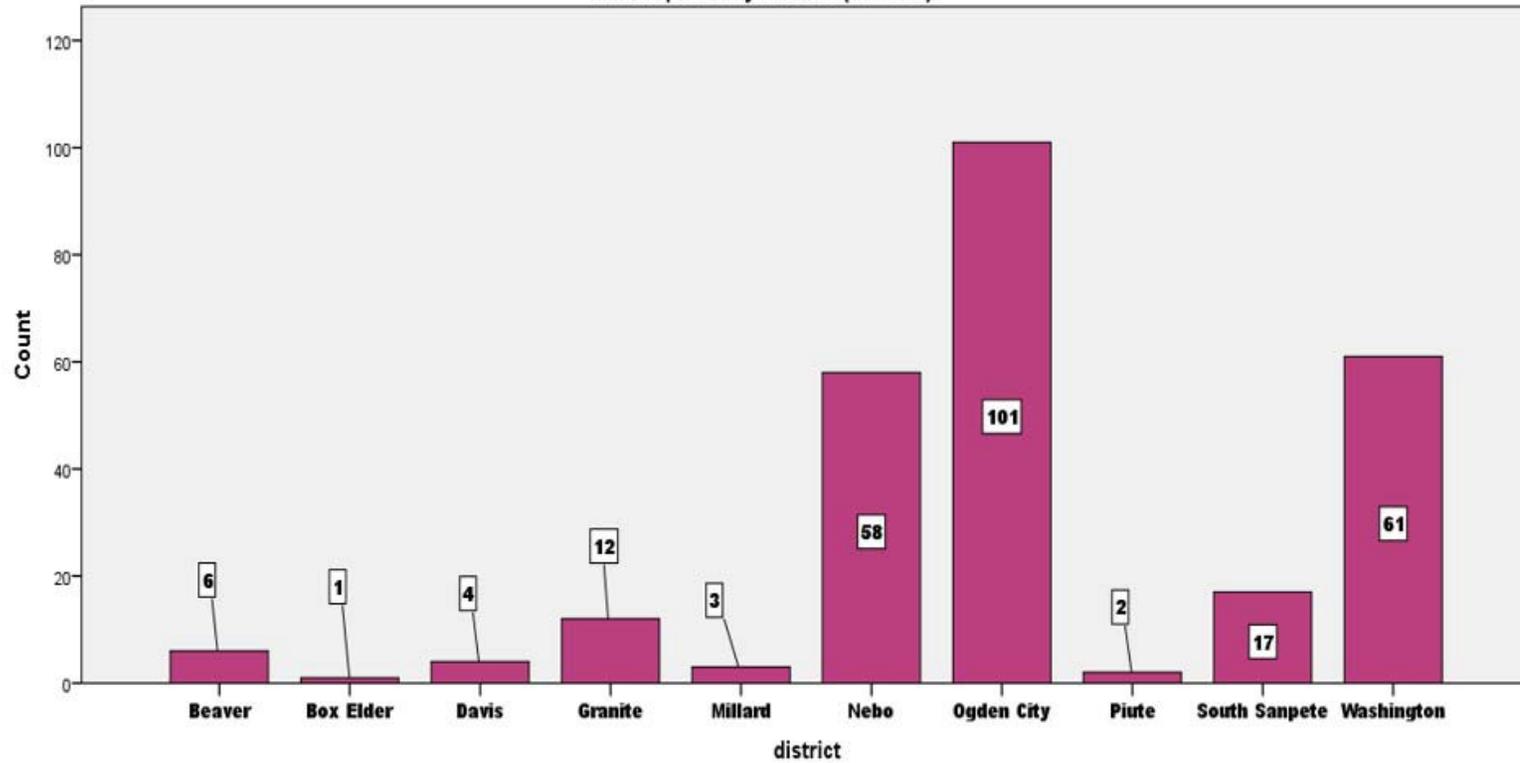
*Strongly Agree*   *Agree*   *Slightly Agree*   *Slightly Disagree*   *Disagree*   *Strongly Disagree*

5. How are the needs of pre-school migrant students met in your district?

# Appendix B

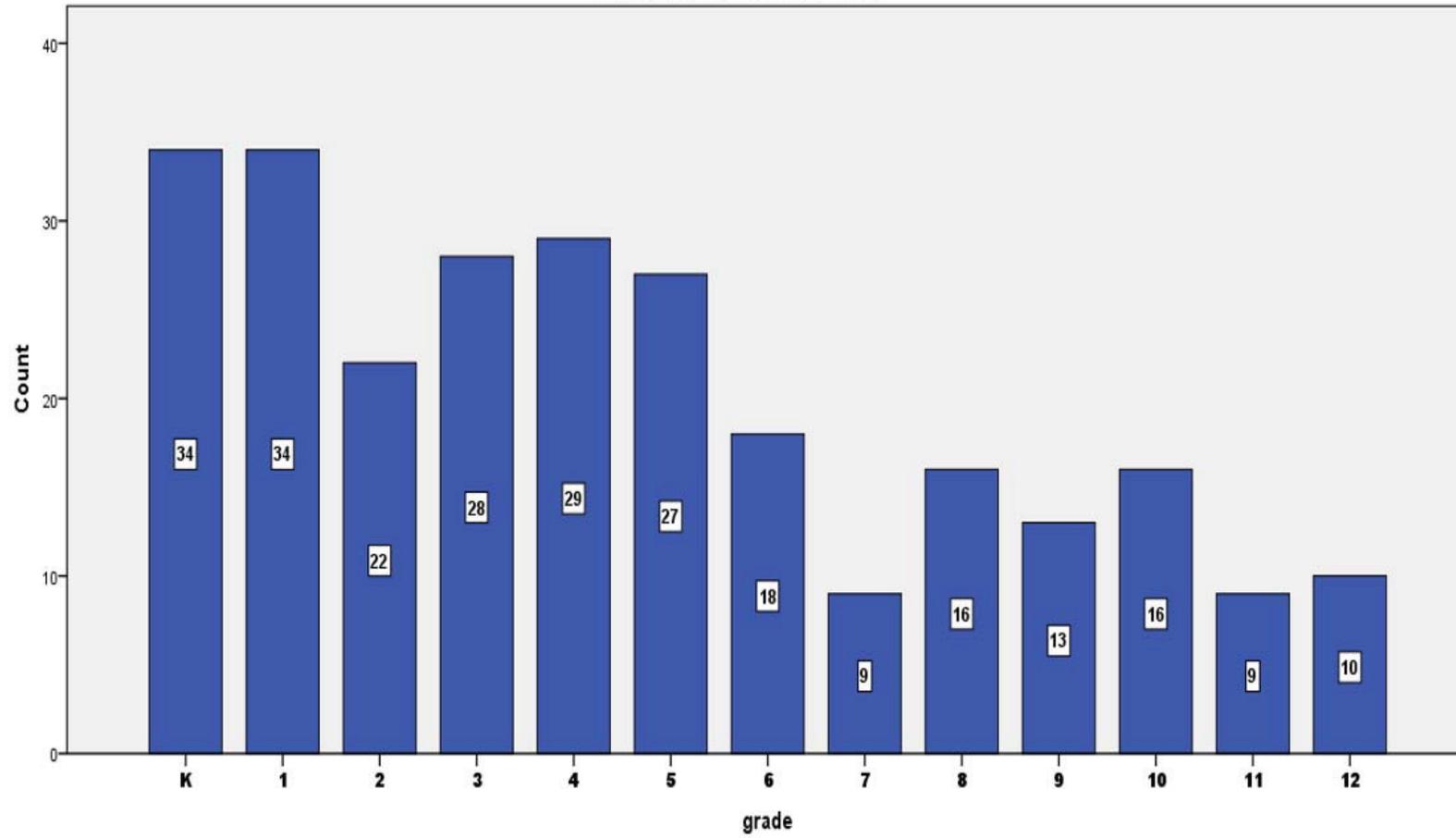
## Statistics

Utah Migrant Program: CNA 2015  
Participants by District (N = 265)



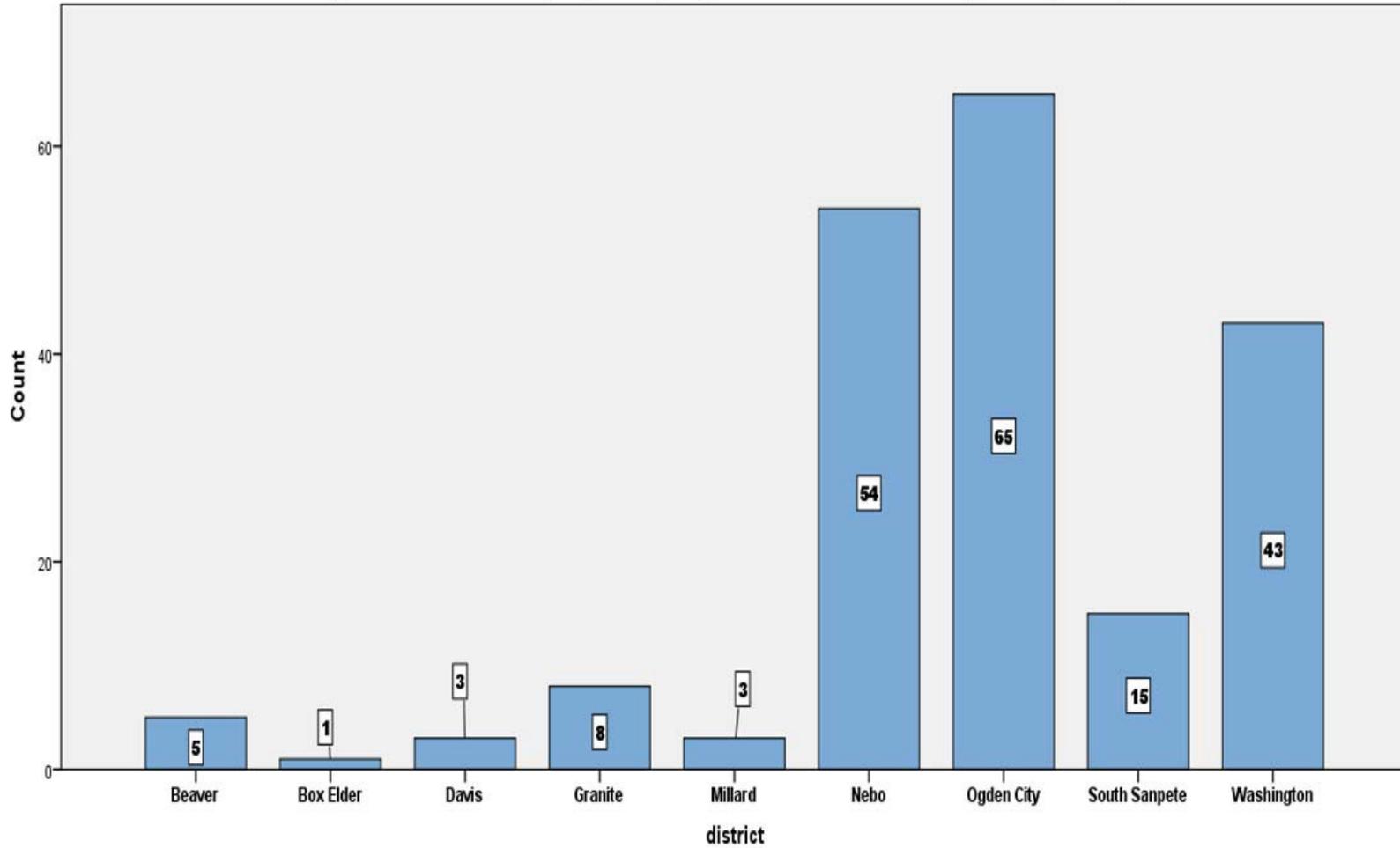
Utah Migrant Program: CNA 2015

Participants by Grade (N = 265)



Utah Migrant Program: Comprehensive Needs Assessment 2015

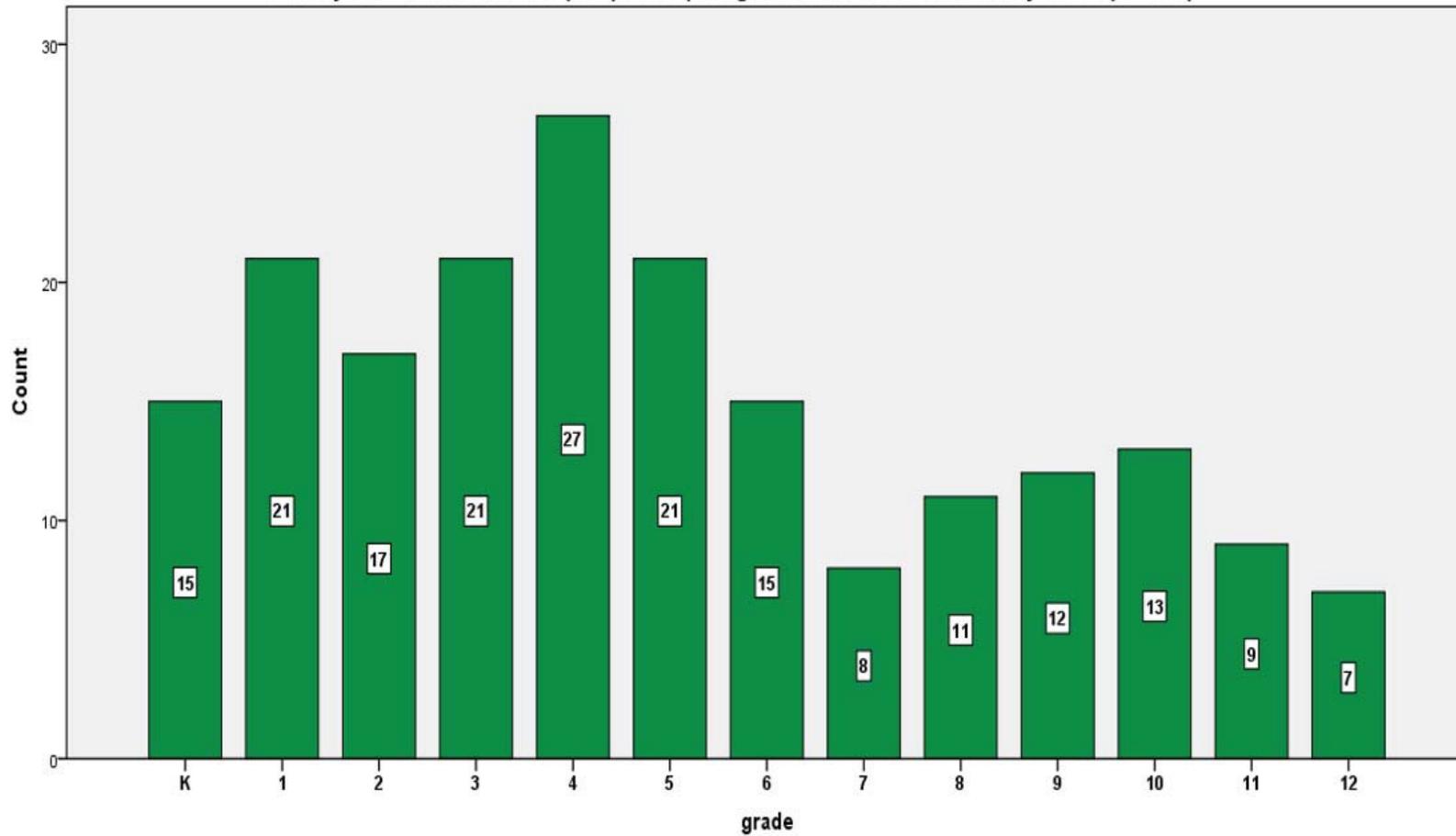
Priority For Service Students (PFS) Participating in the Needs Assessment By District (N = 197)



74% of total students participating in the CNA are PFS

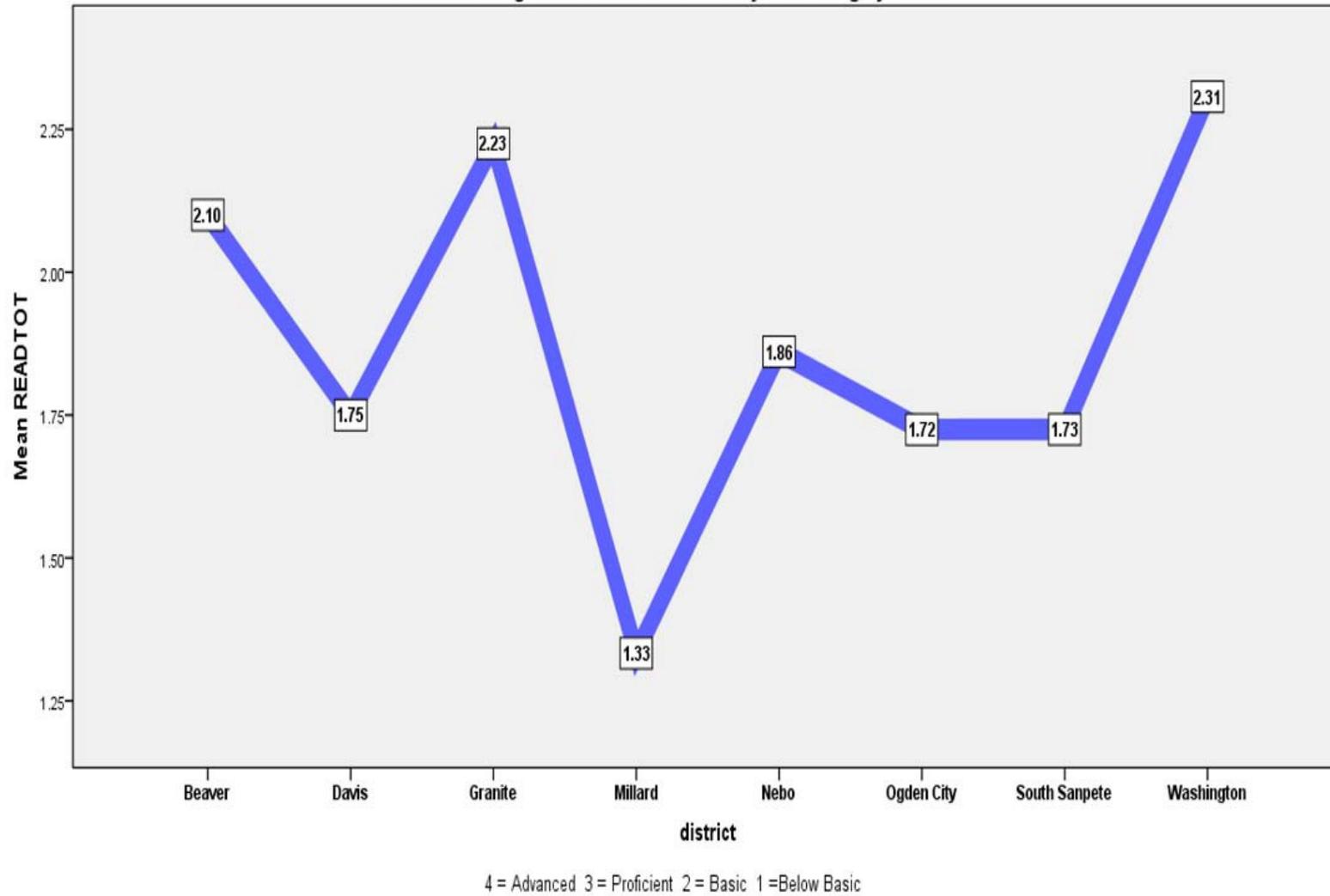
Utah Migrant Program: Comprehensive Needs Assessment 2015

Priority For Service Students (PFS) Participating in the Needs Assessment By Grade (N = 197)



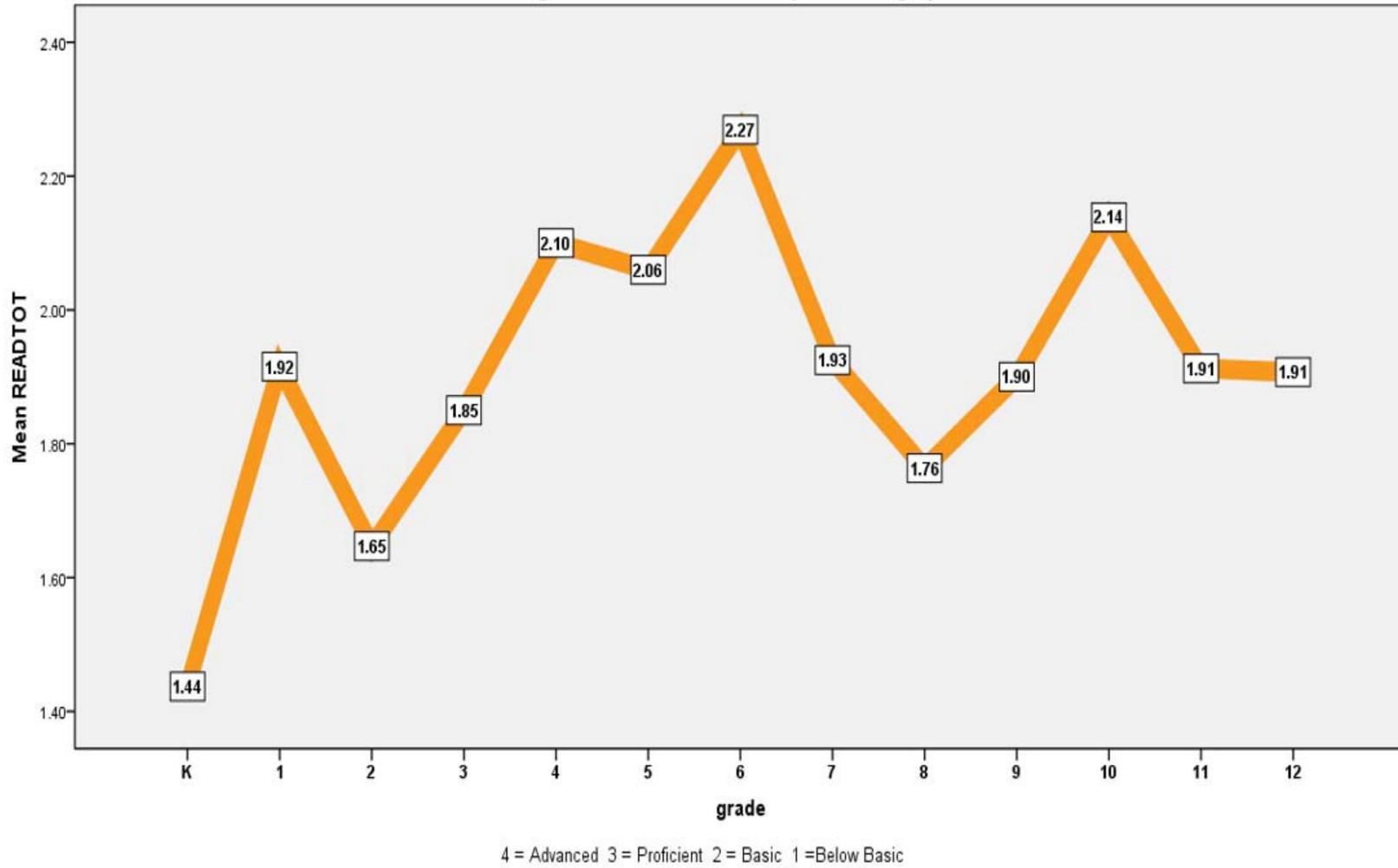
74% of total students participating in the CNA are PFS

Utah Migrant Program: Comprehensive Needs Assessment 2015  
Teacher Ratings: PFS Student Proficiency in Reading by District



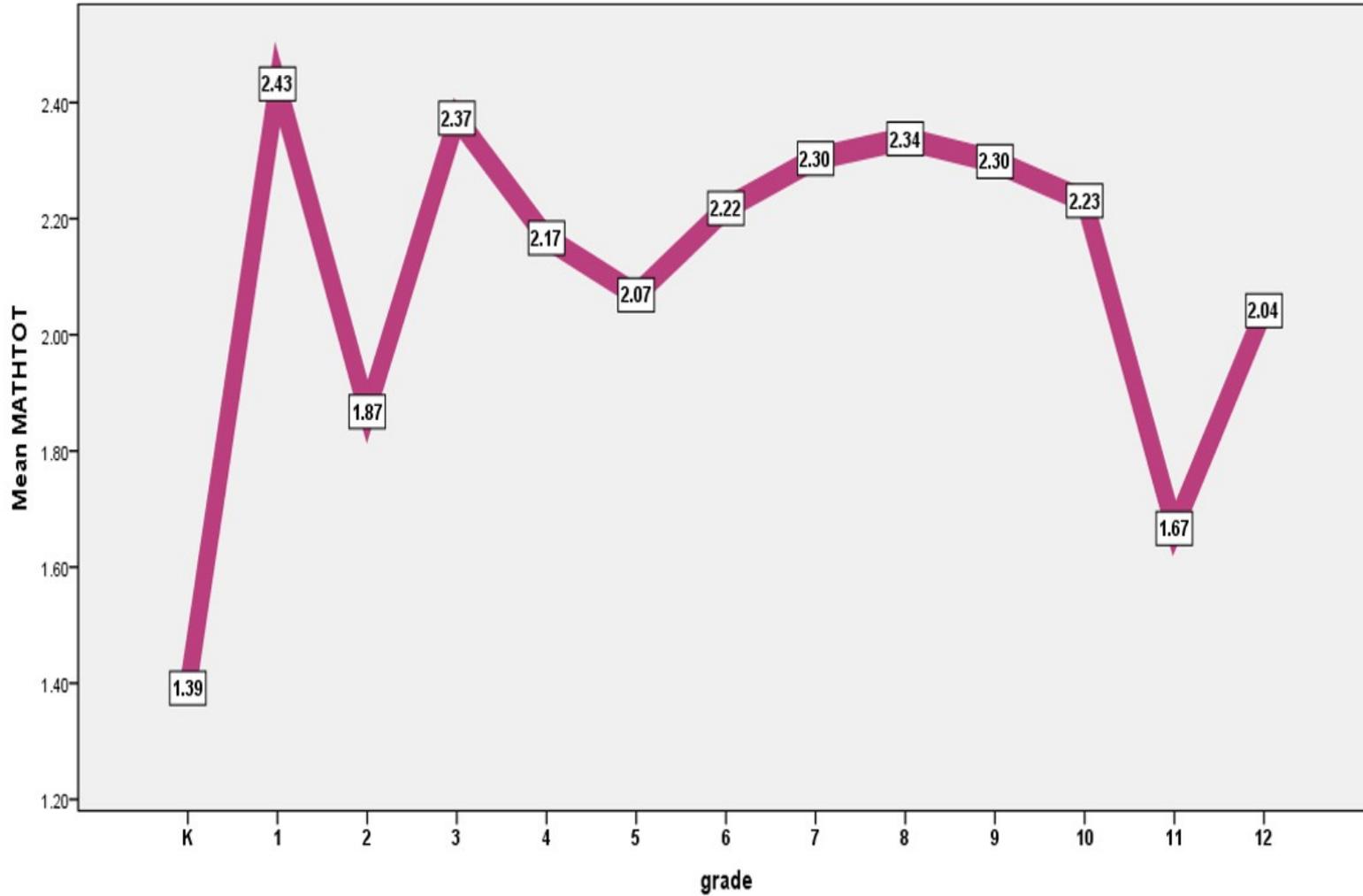
Utah Migrant Program: Comprehensive Needs Assessment 2015

Teacher Ratings: PFS Student Proficiency in Reading By Grade



Utah Migrant Program: Comprehensive Needs Assessment 2015

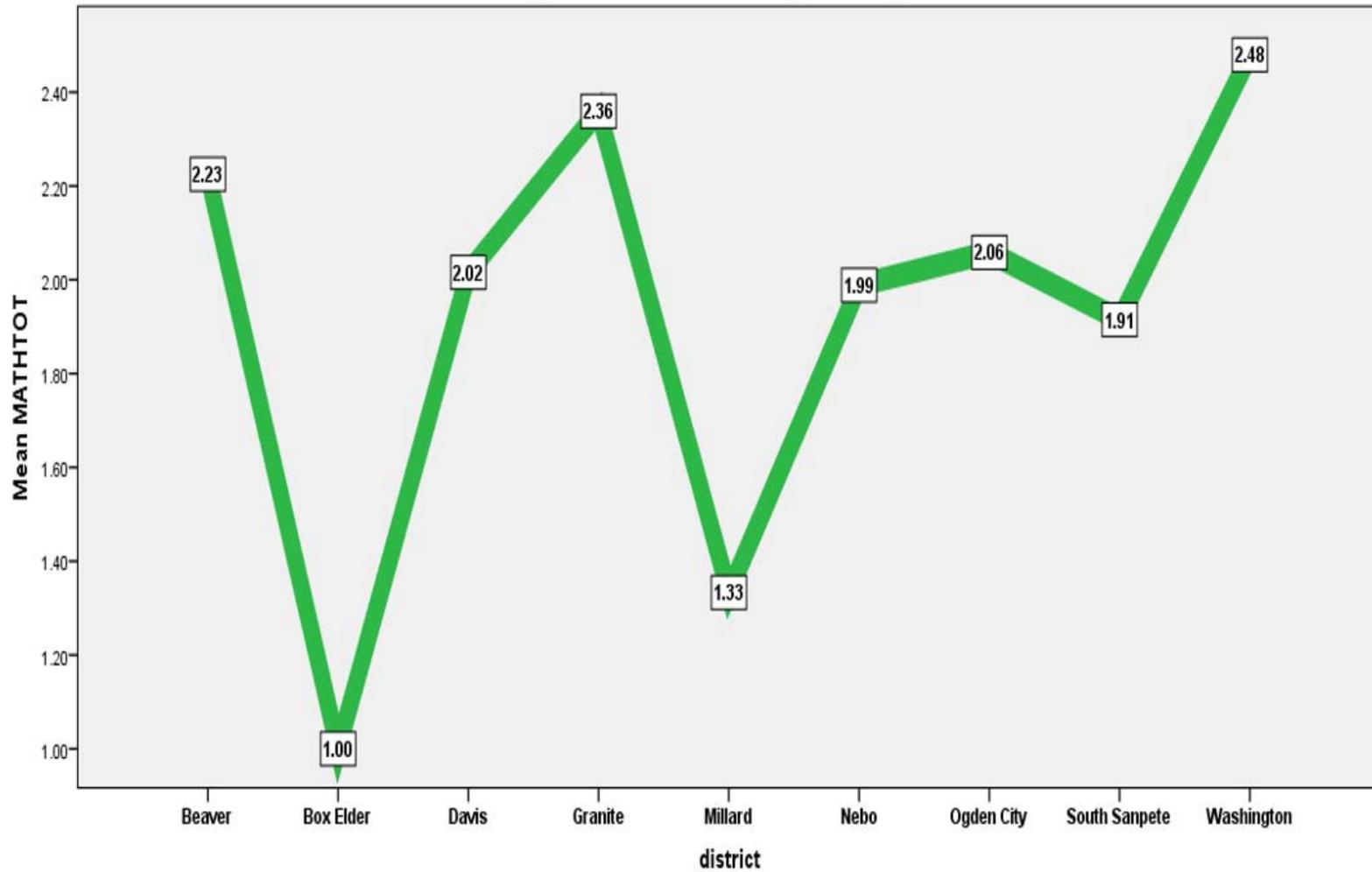
Teacher Ratings: PFS Student Proficiency in Math By Grade



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

### Utah Migrant Program: Comprehensive Needs Assessment 2015

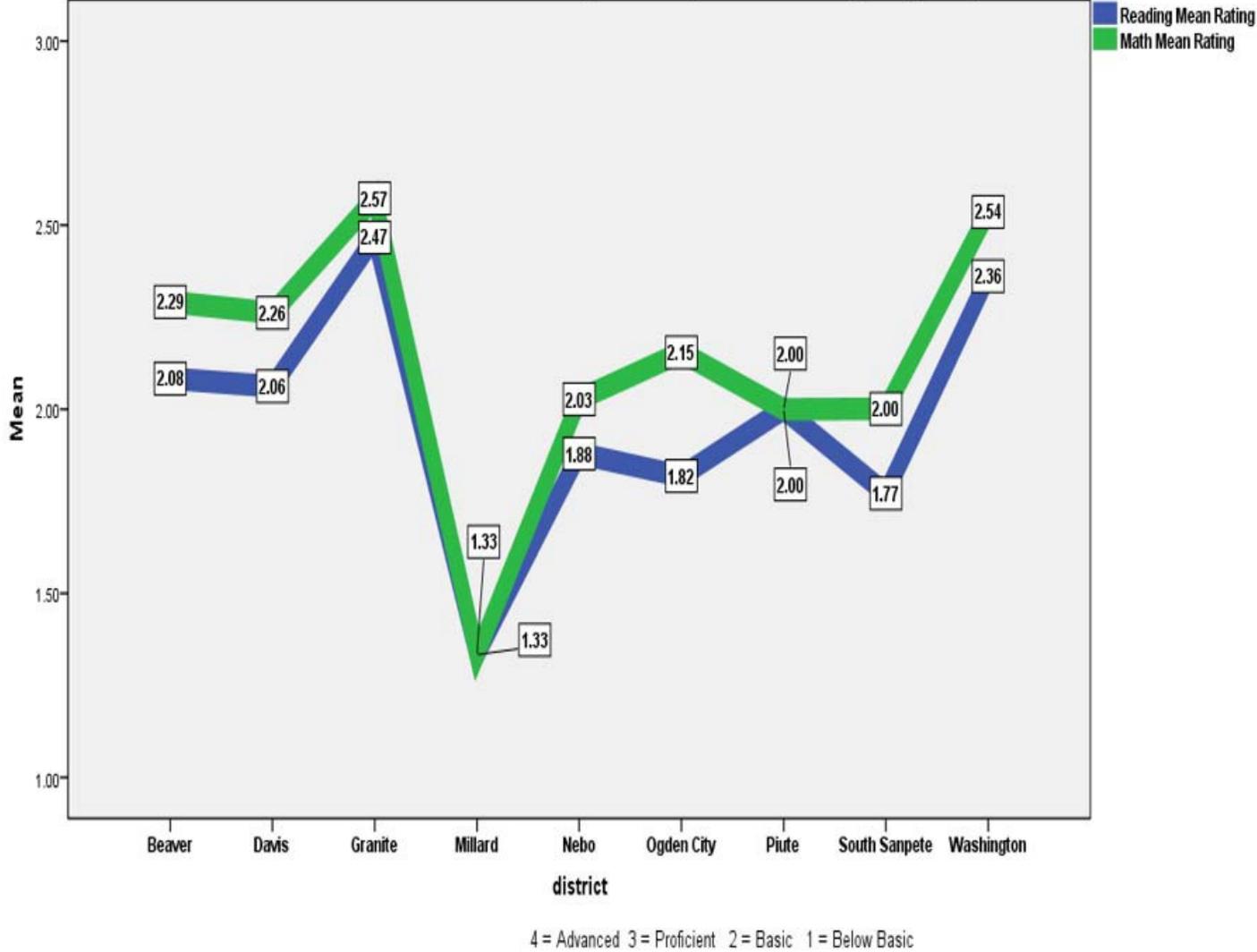
#### Teacher Ratings: PFS Student Proficiency in Math By District



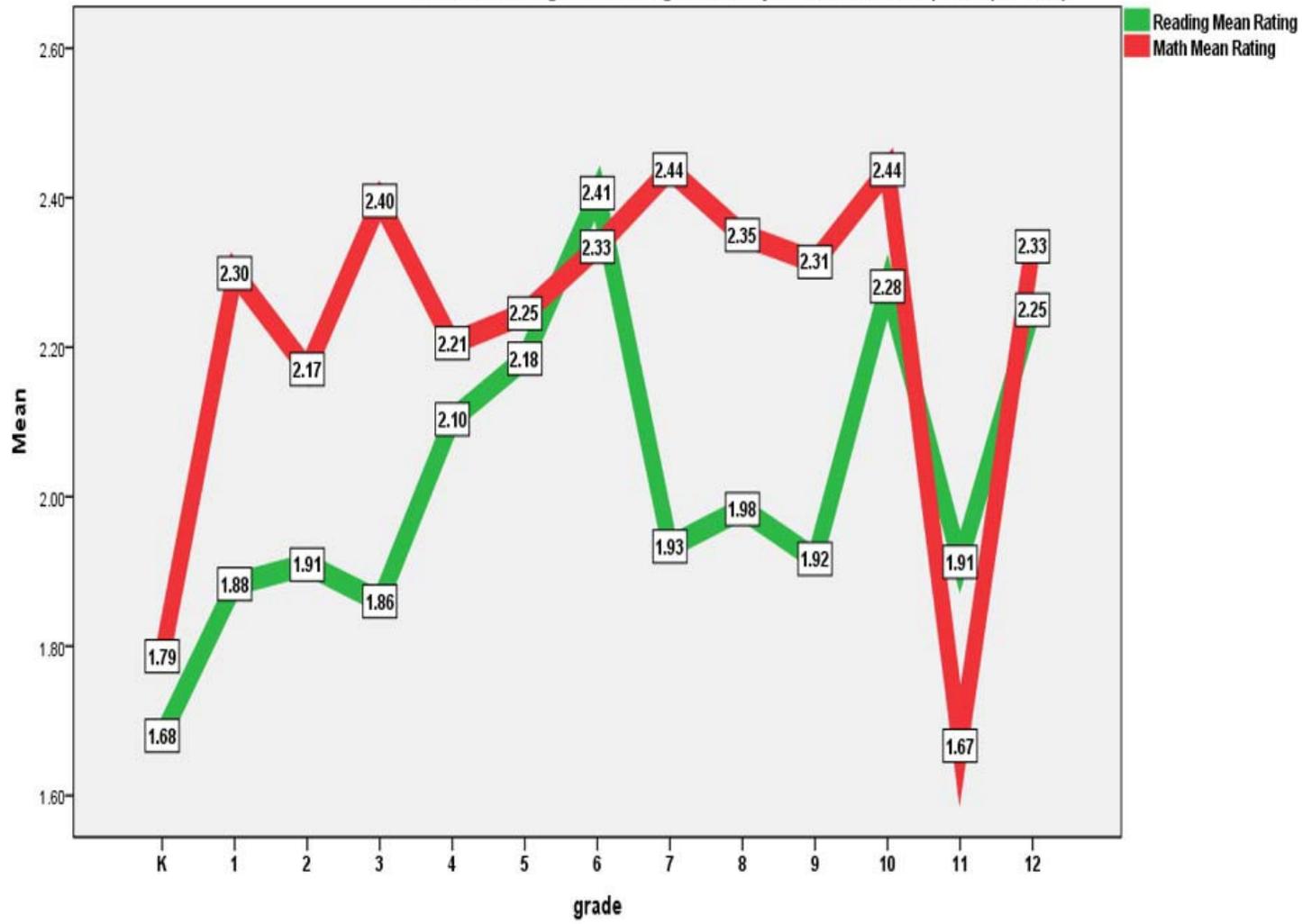
4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

Utah Migrant Program: Comprehensive Needs Assessment 2015

Teacher Ratings in Reading & Math: All Participants (N = 266)



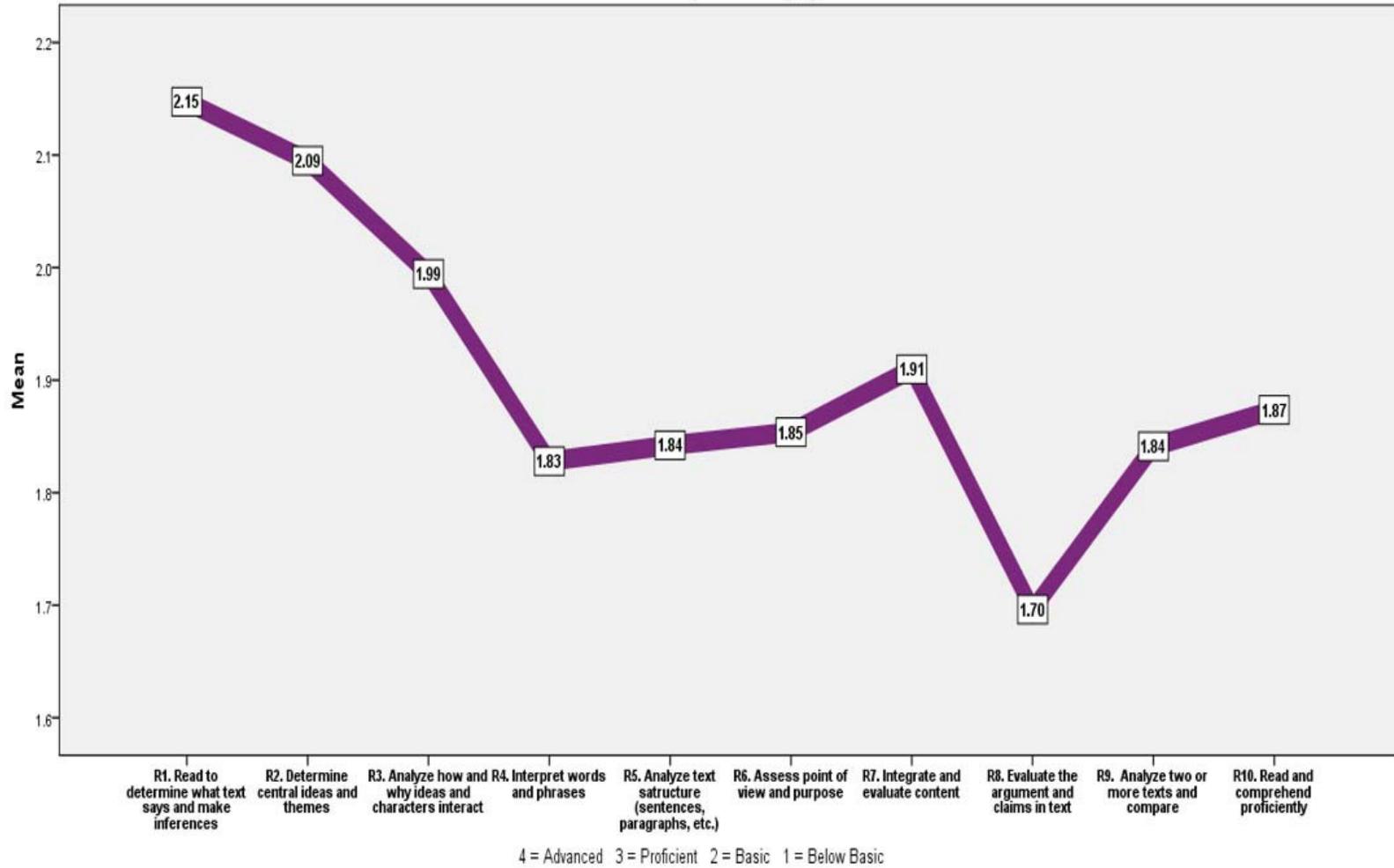
Utah Migrant Program: Comprehensive Needs Assessment 2015  
 Teacher Ratings in Reading & Math By Grade: All Participants (N = 266)



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

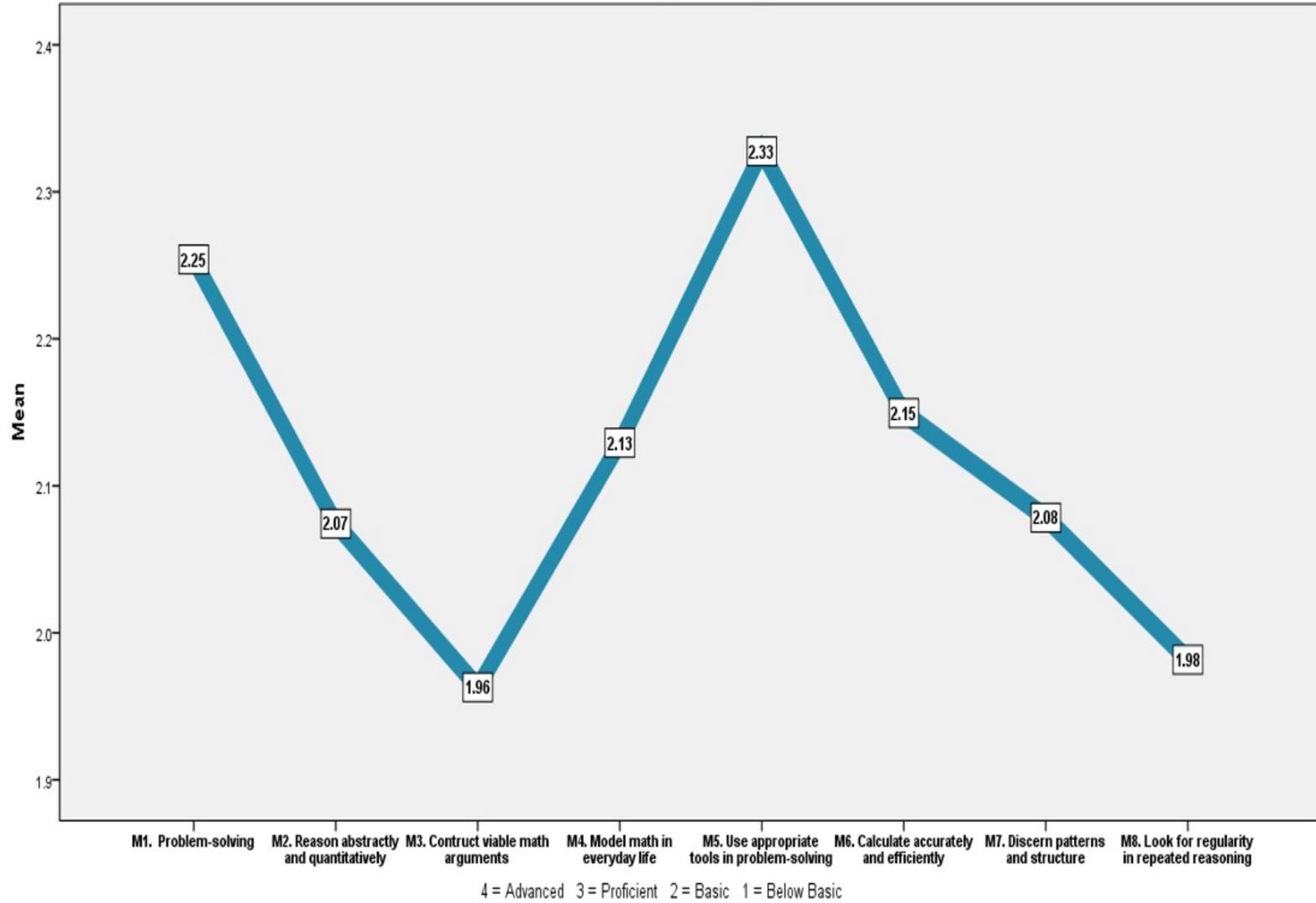
Utah Migrant Program: Comprehensive Needs Assessment 2015

PFS Student Proficiency in Reading By Standard



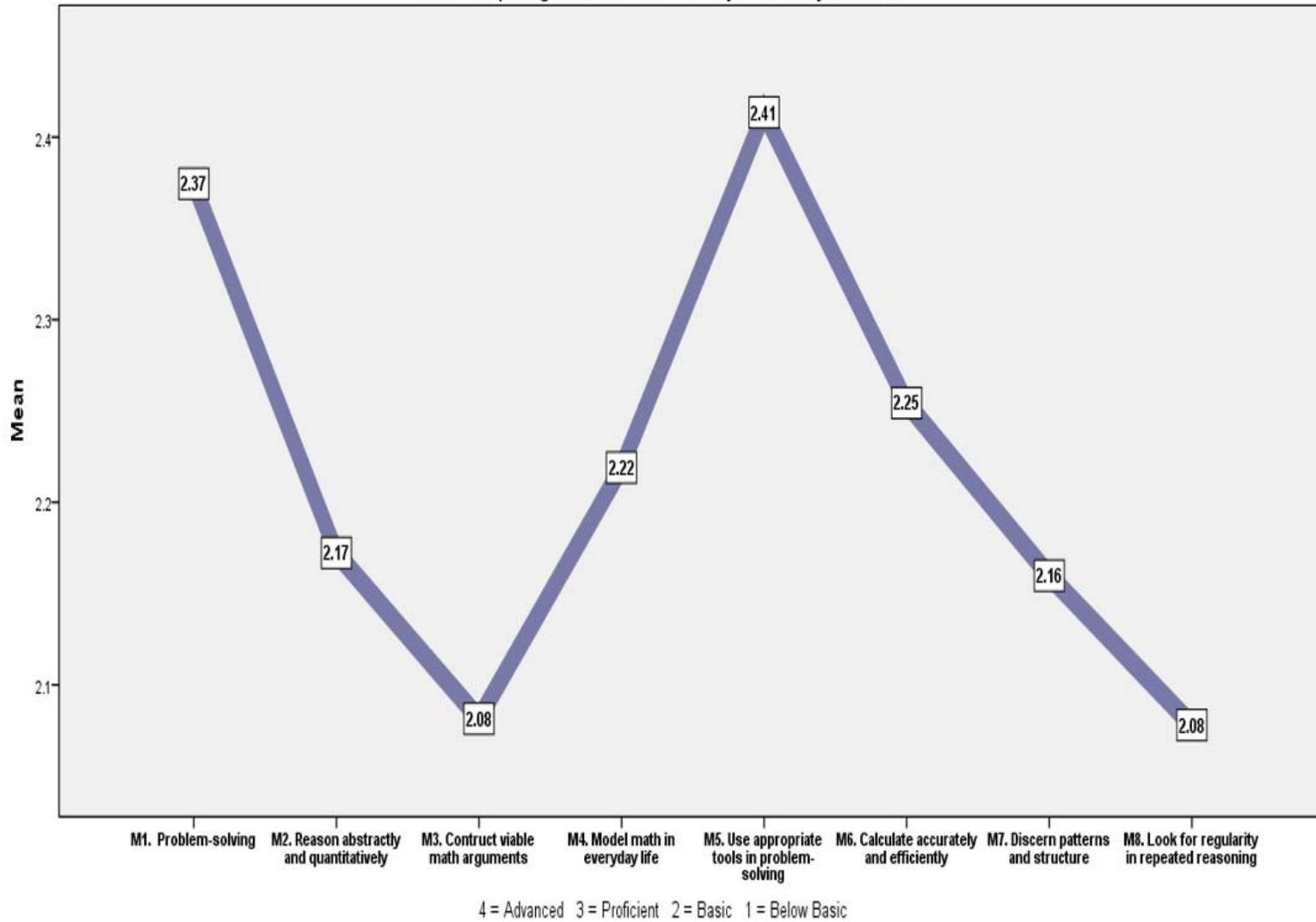
Utah Migrant Program: Comprehensive Needs Assessment 2015

PFS Student Proficiency in Math By Standard



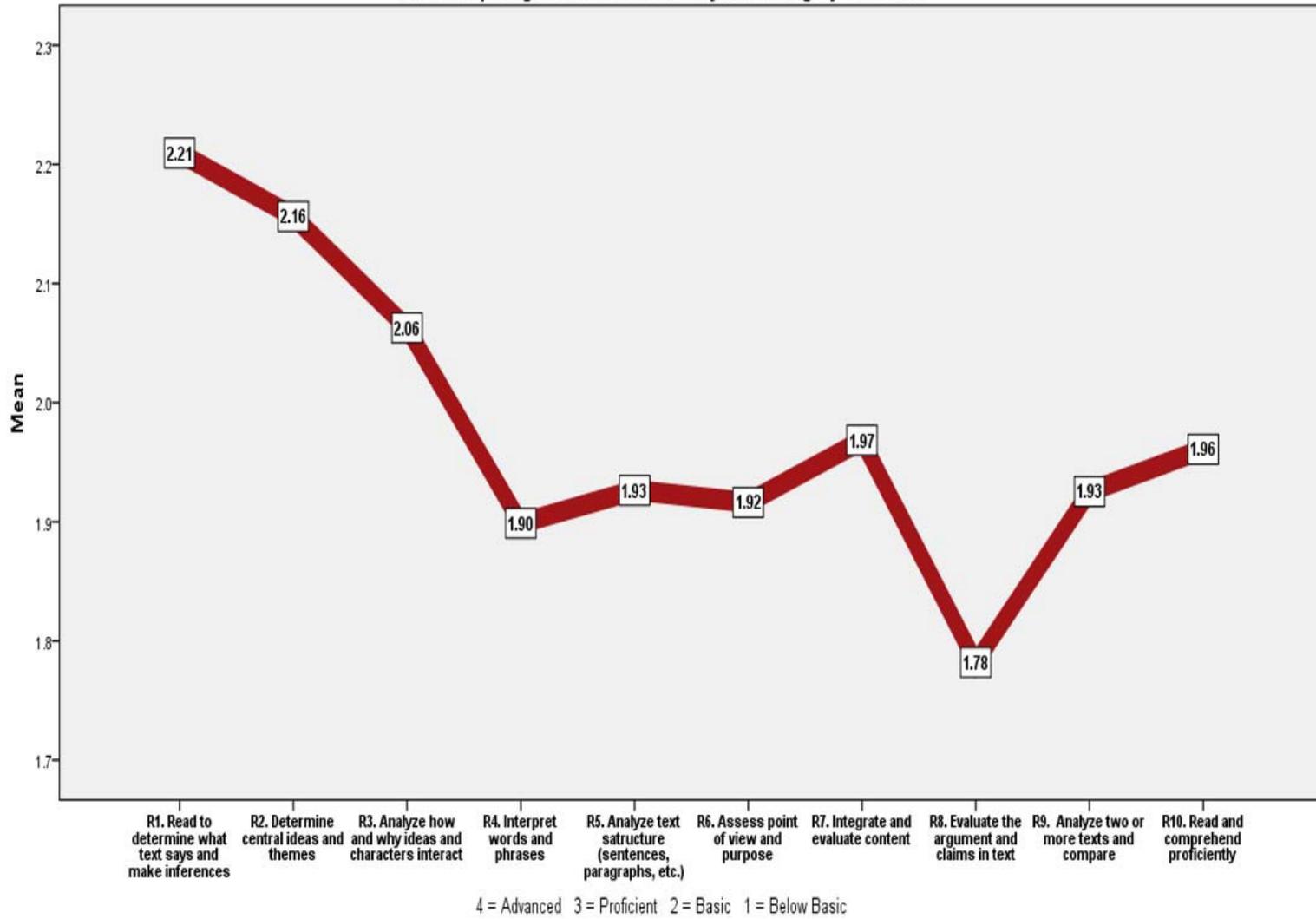
Utah Migrant Program: Comprehensive Needs Assessment 2015

All Participating Students: Proficiency in Math By Standard



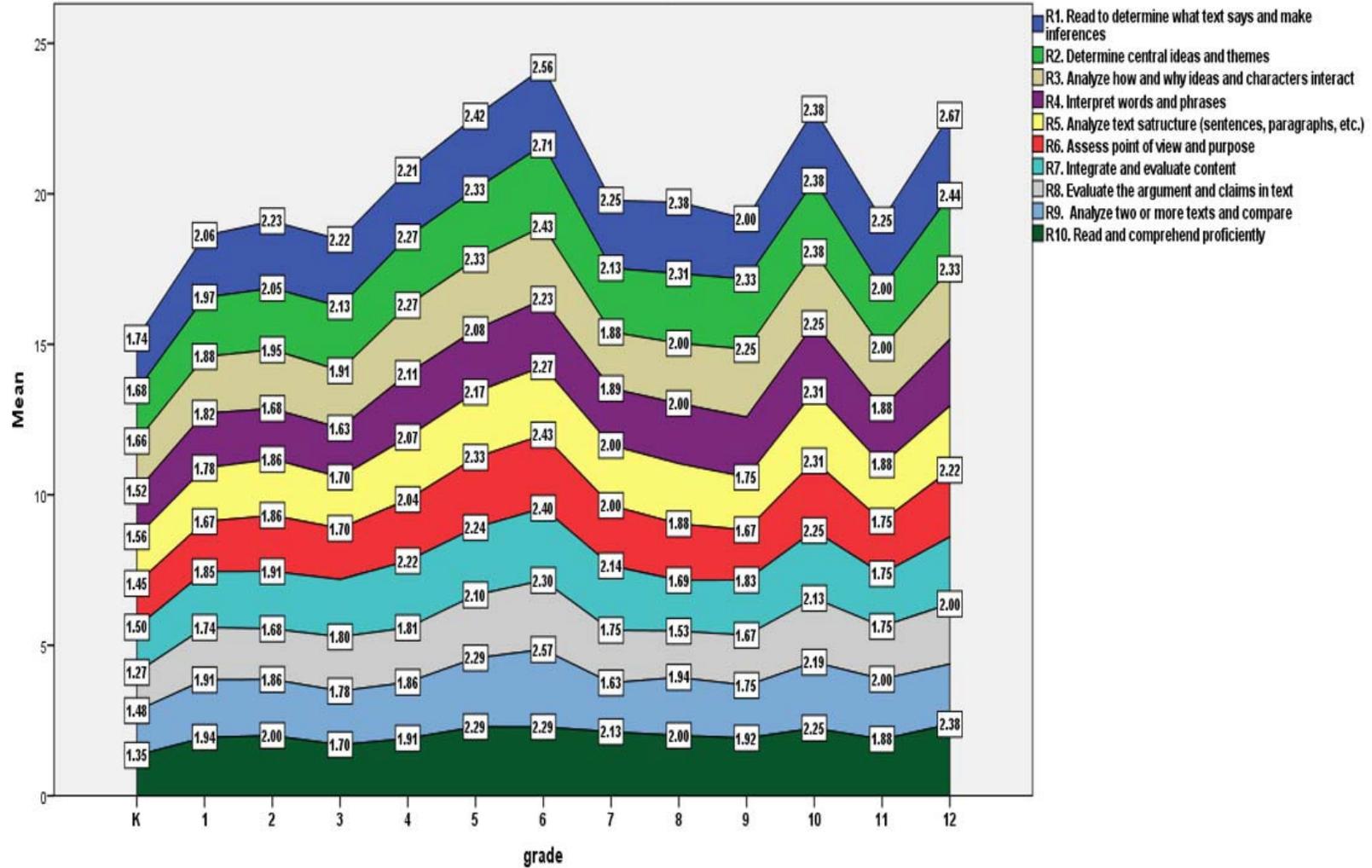
### Utah Migrant Program: Comprehensive Needs Assessment 2015

#### All Participating Students: Proficiency in Reading By Standard



### Utah Migrant Program: Comprehensive Needs Assessment 2015

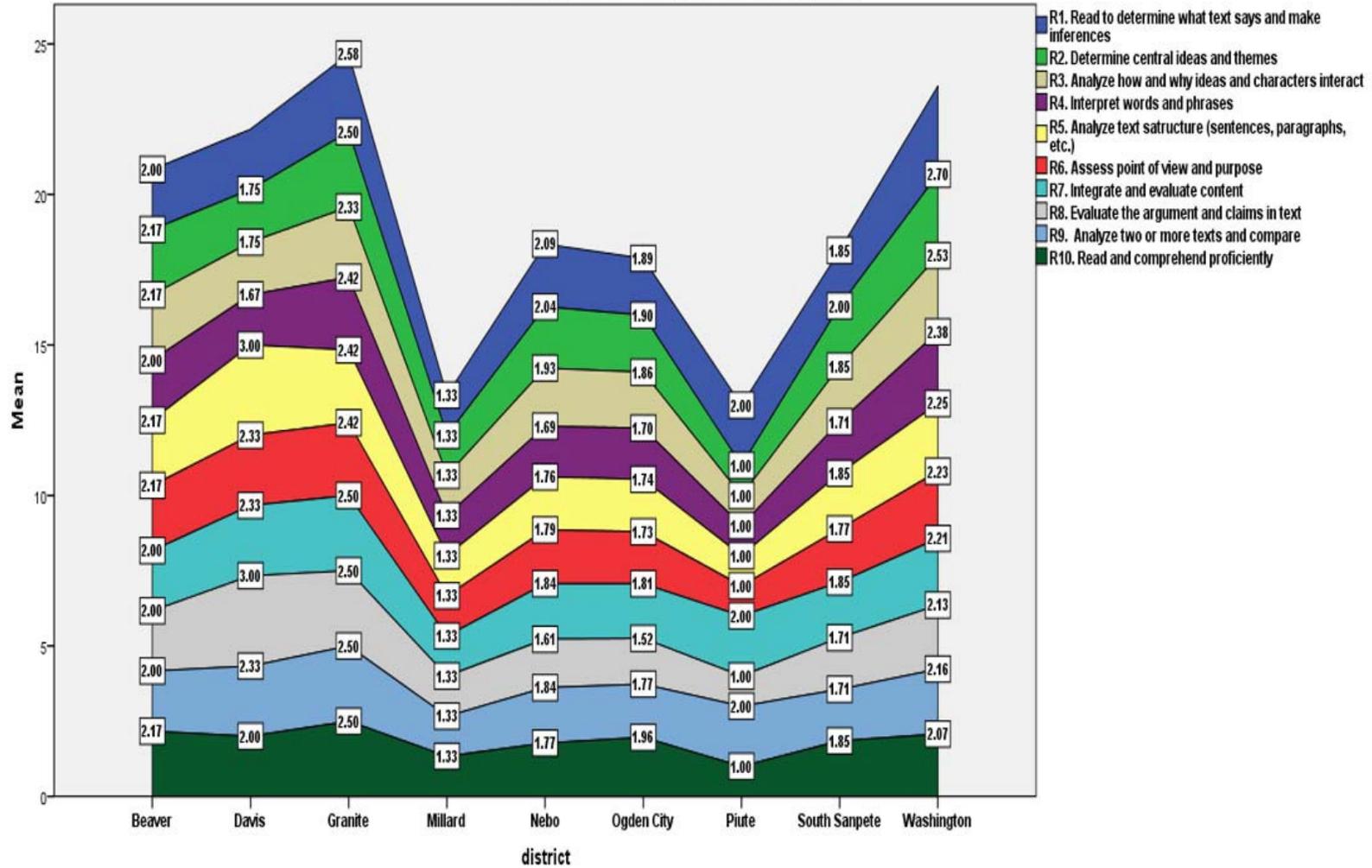
#### Reading Proficiency By Grade Level By Standard



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

### Utah Migrant Program: Comprehensive Needs Assessment 2015

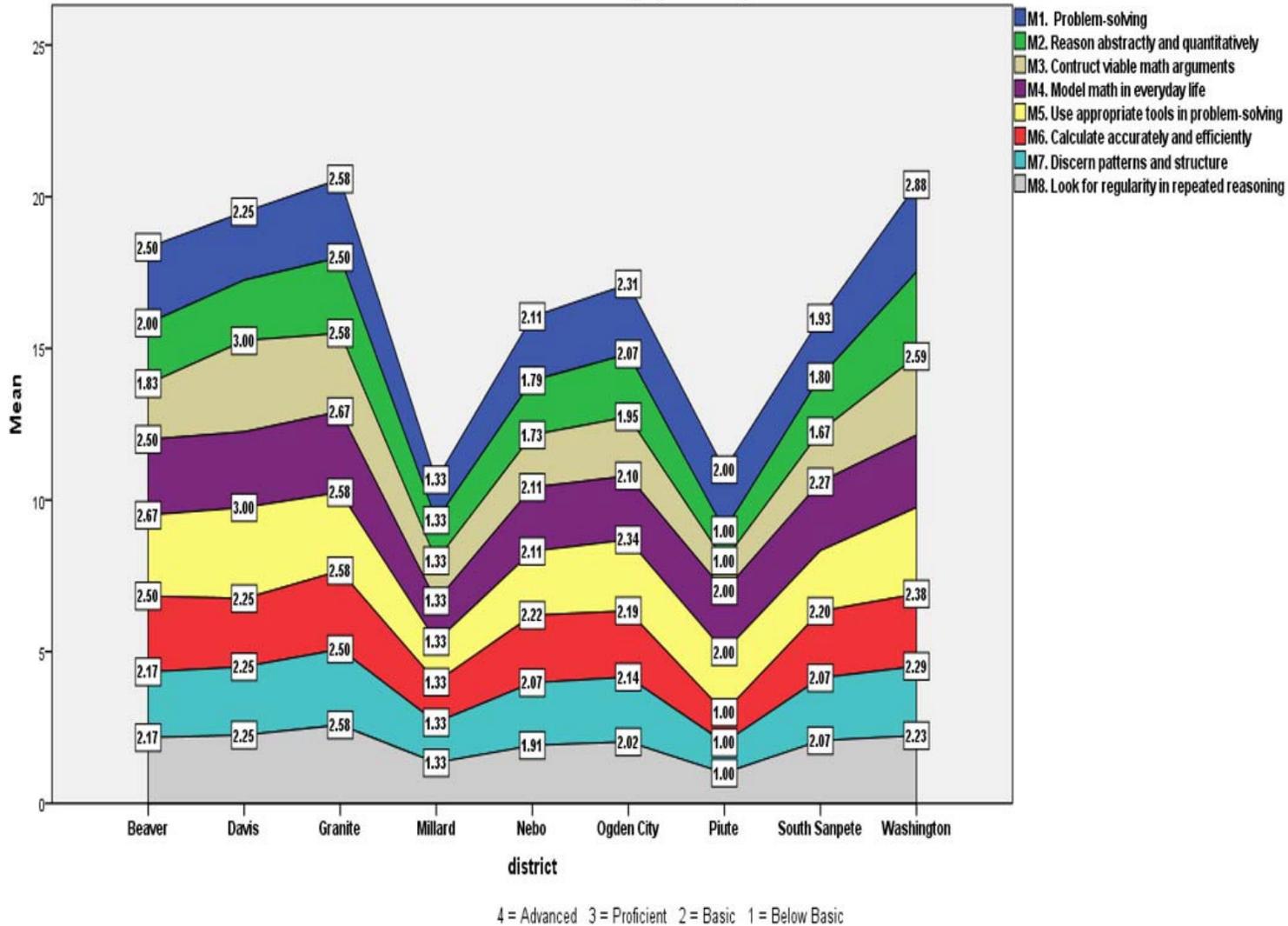
#### Reading Proficiency By District By Standard



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

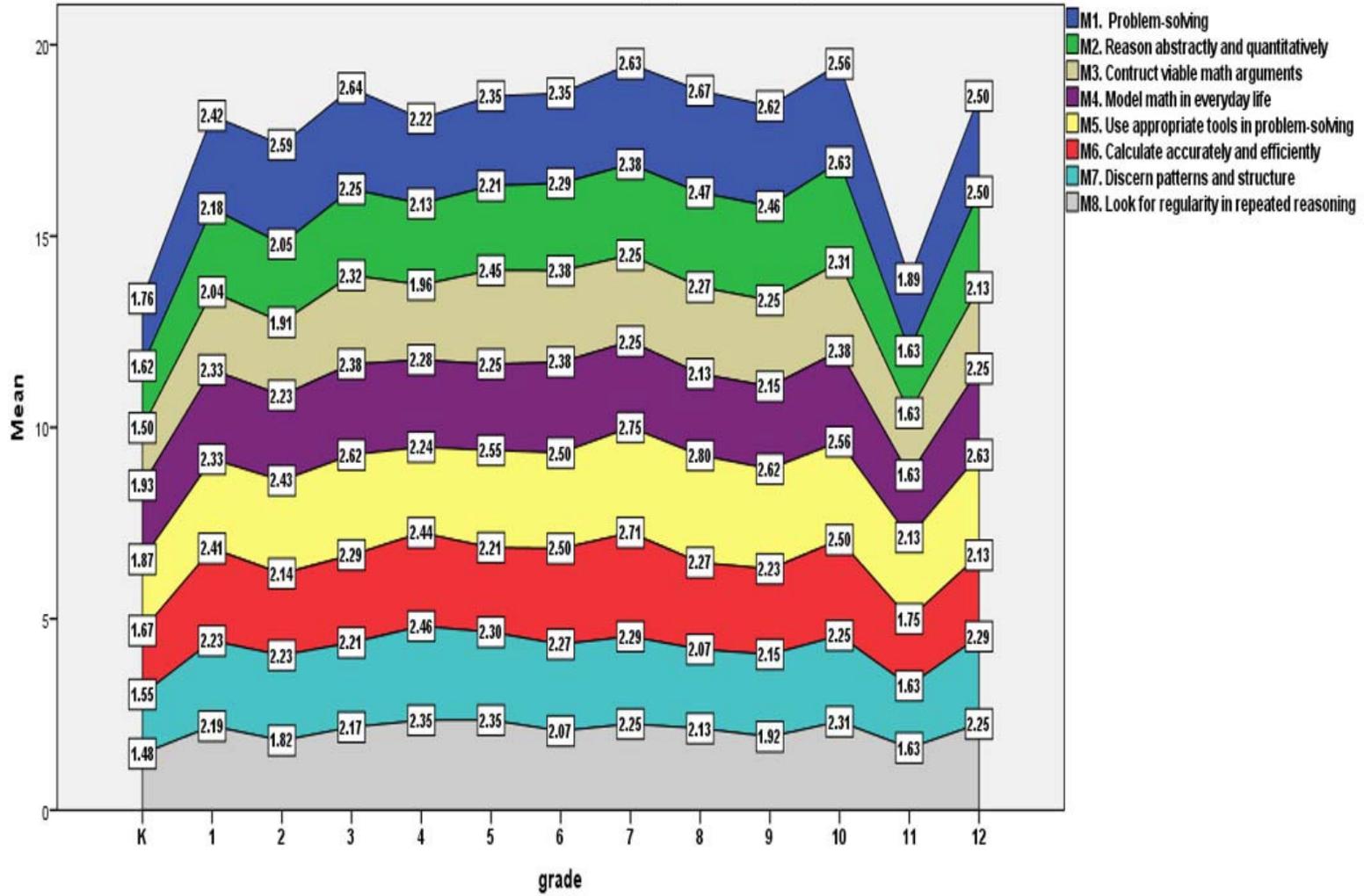
Utah Migrant Program: Comprehensive Needs Assessment 2015

Math Proficiency By District By Standard



### Utah Migrant Program: Comprehensive Needs Assessment 2015

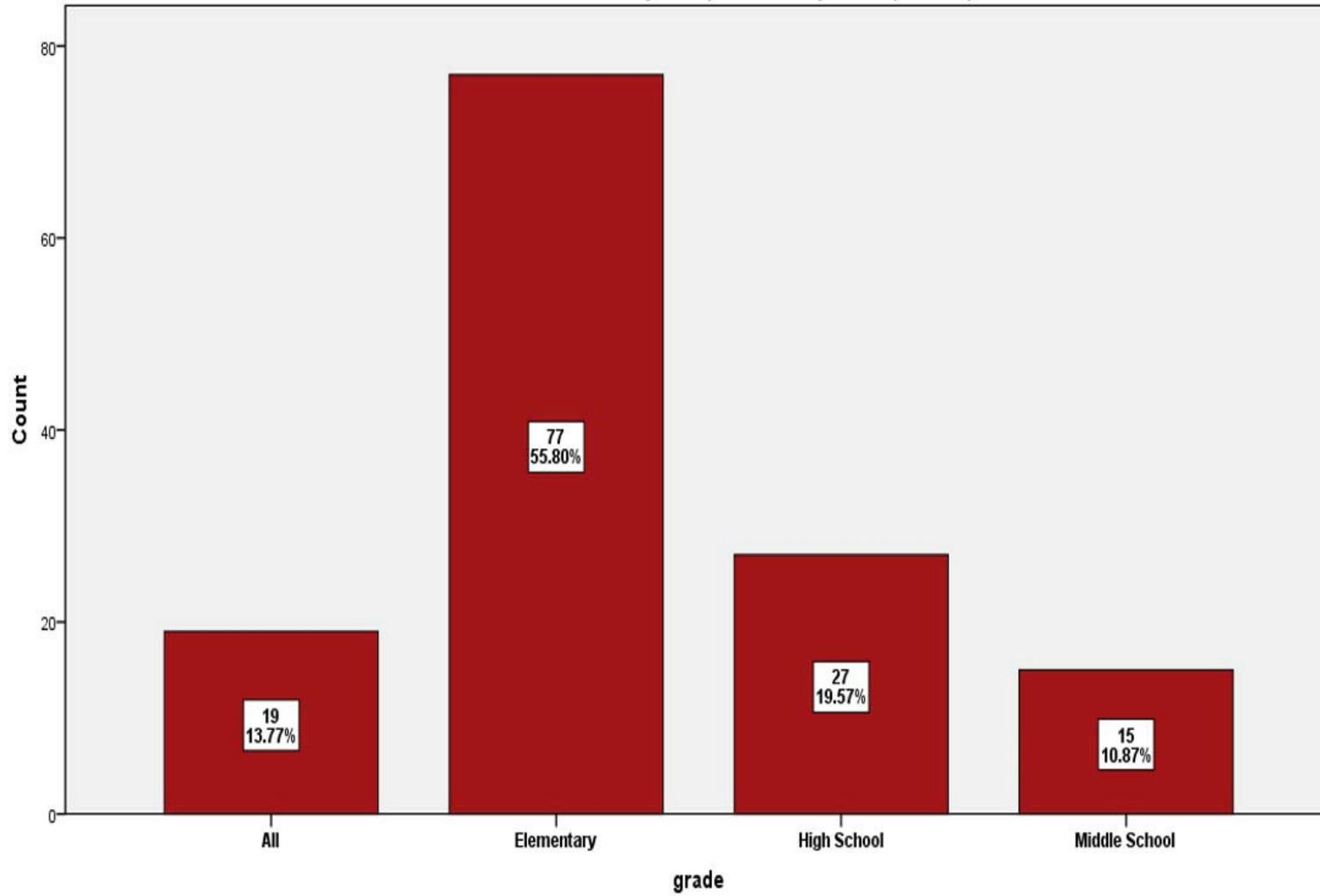
#### Math Proficiency By Grade Level By Standard



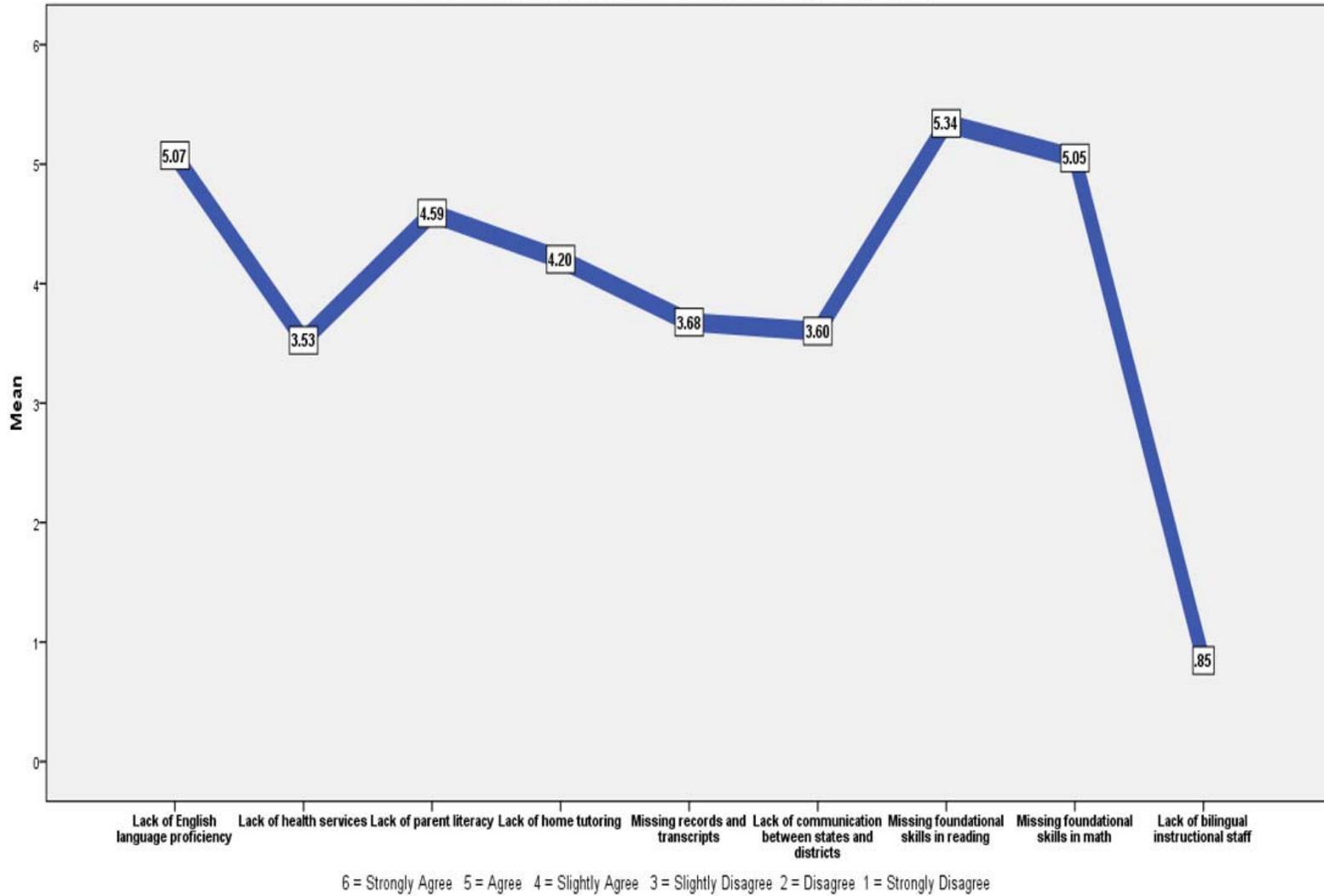
4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

Utah Migrant Program: Comprehensive Needs Assessment 2015

Administrator / Teacher Survey: Respondants by Level (N = 138)

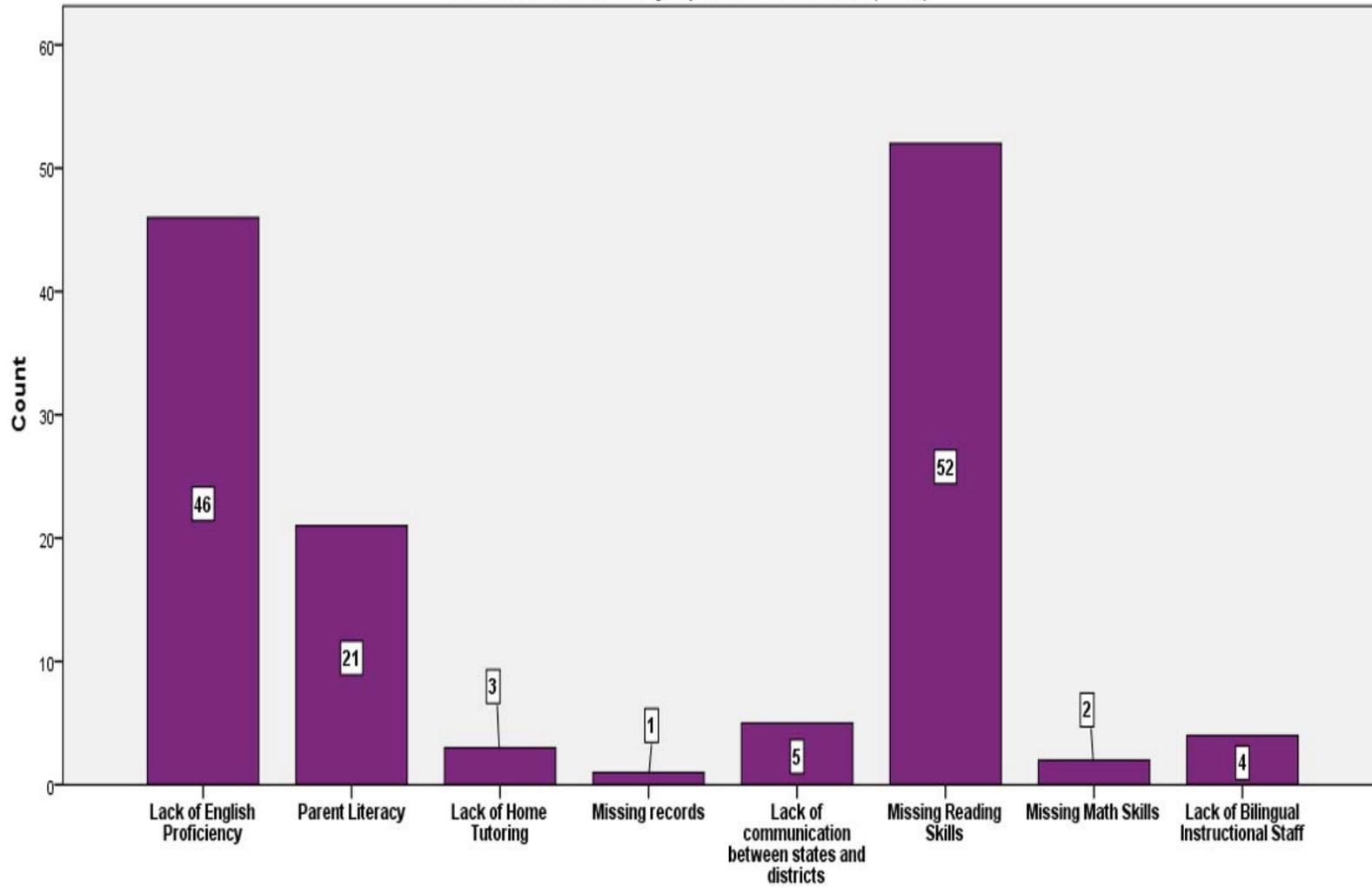


Utah Migrant Program: Comprehensive Needs Assessment 2015  
 Administrator / Teacher Survey Rating of Barriers to Student Success

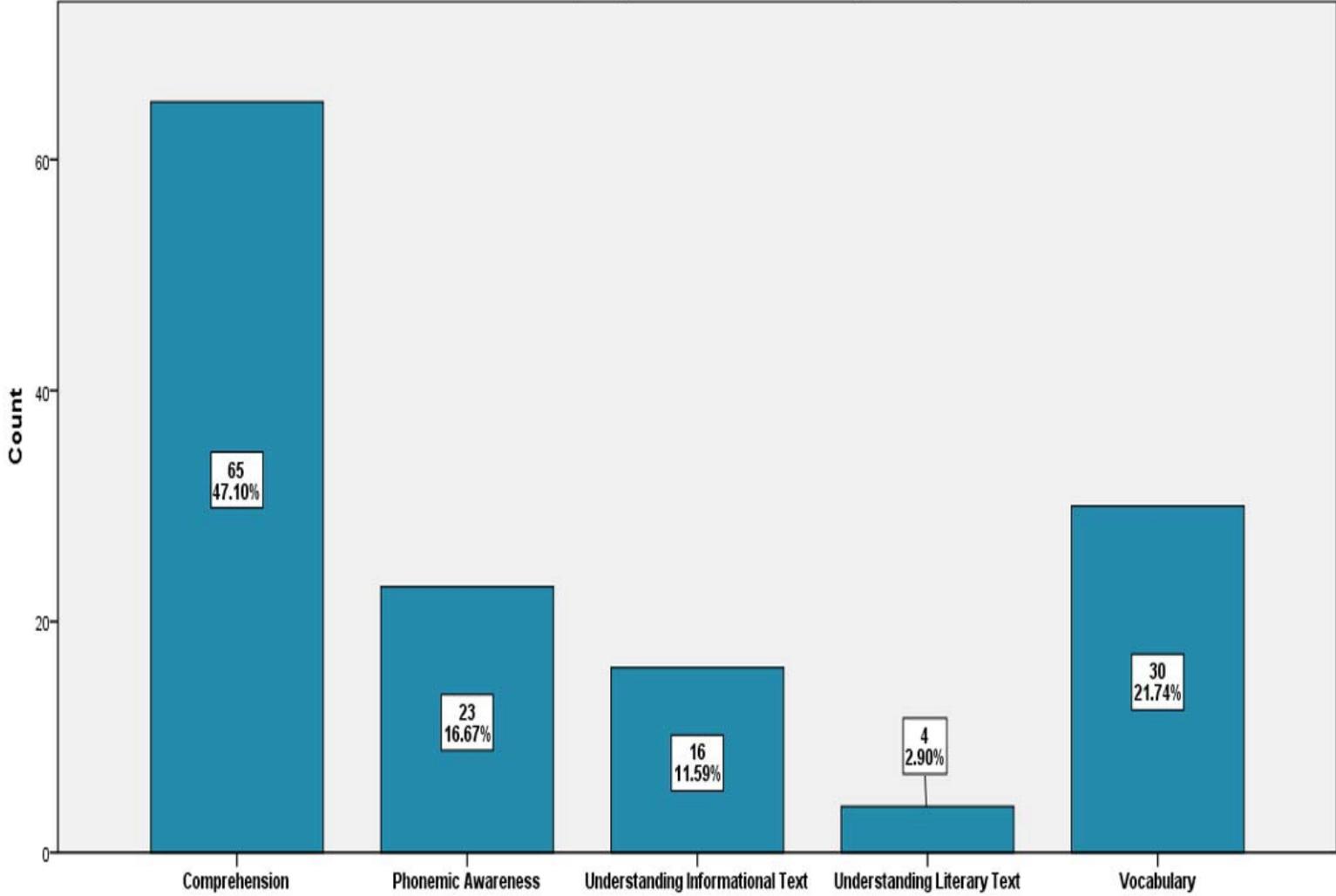


## Utah Migrant Program: Comprehensive Needs Assessment 2015

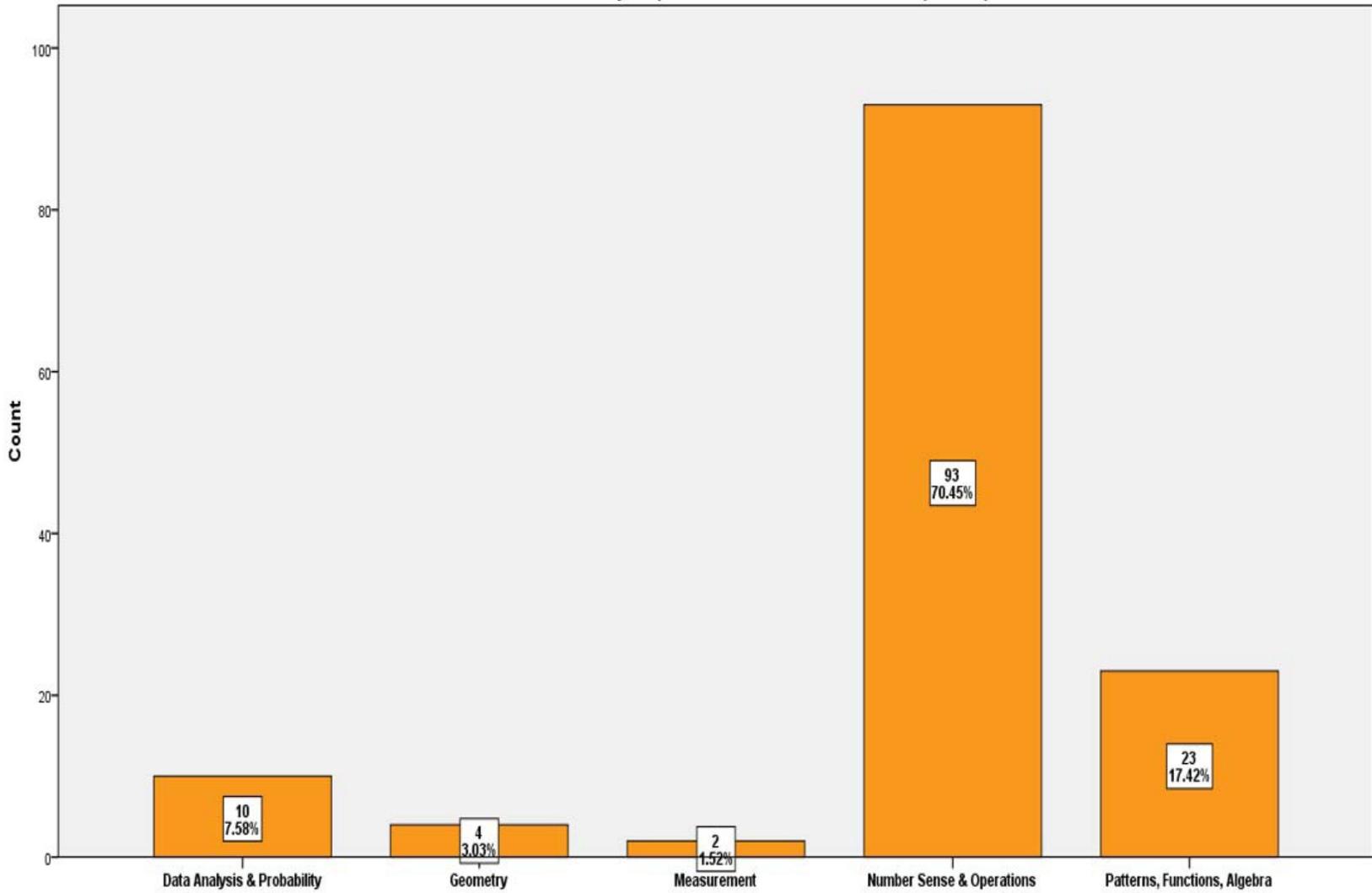
Administrator / Teacher Survey: Top rated Barrier To Success (N = 138)



Utah Migrant Program: Comprehensive Needs Assessment 2015  
Administrator / Teacher Survey: Top Rated Barrier To Reading Success (N = 138)

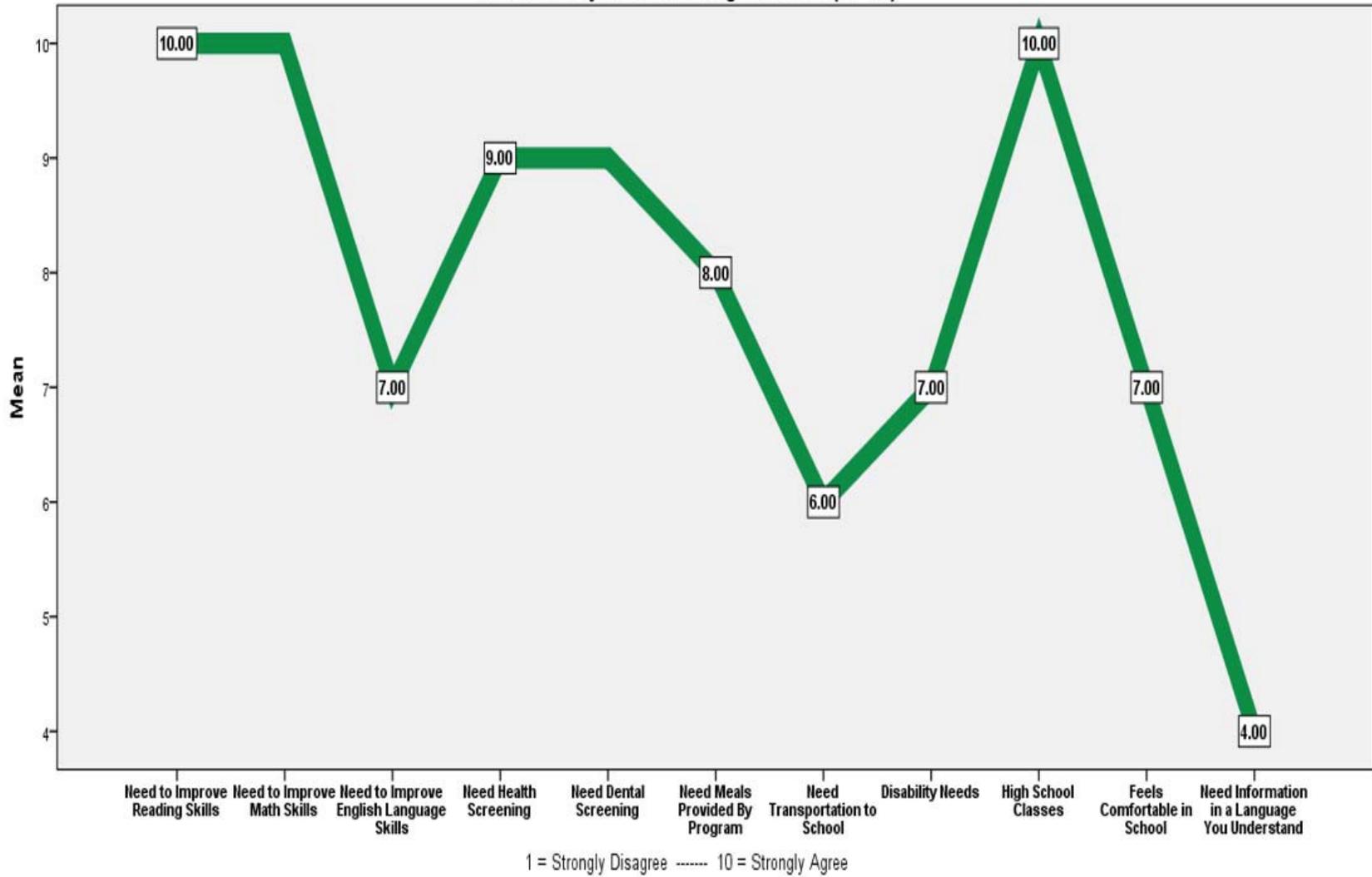


Utah Migrant Program: Comprehensive Needs Assessment 2015  
Administrator / Teacher Survey: Top Rated Barrier To Math Success (N = 138)



Utah Migrant Program: Comprehensive Needs Assessment 2015

Parent Survey Results: Ratings of Needs (N = 43)



Utah Migrant Program: Needs Assessment 2014-2015

Pre-School Needs Assessment: Administrator /Teacher Ratings (N = 20)

