

**VIRGINIA
MIGRANT EDUCATION PROGRAM**

***COMPREHENSIVE NEEDS ASSESSMENT
SUMMARY REPORT
May 2024***

Prepared by Applied Learning Technology Associates



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VIRGINIA MIGRANT EDUCATION PROGRAM COMPREHENSIVE NEEDS ASSESSMENT 2024

Summary Report Applied Learning Technology Associates

Introduction

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

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 The draft guidance from OME is clear in regard to the goal of the needs assessment and the service delivery plan as follows:

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

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

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

Applied Learning Technology Associates (ALTA) from Colorado was engaged as the external contractor to facilitate the design and implementation of the comprehensive needs assessment process. ALTA also analyzed data collected from both the quantitative and qualitative assessments and provided consultation to the CNA Committee regarding interpretation of the data and the results. The Virginia CNA Committee was convened online on both January 10, 2024 and February 26th, 2024 to identify current concern statements regarding needs, review data, and to make recommendations to guide the process. The committee consisted of state MEP staff and representatives from each of the six Migrant programs in Virginia.

The CNA Committee first identified general needs from baseline data and then developed concerns to be investigated which targeted areas of high priority needs for migrant students within the state. The concern statements identified by the CNA Committee based on baseline needs for 2024 are as follows:

Concern 1: We are concerned that significant numbers of migrant students in Virginia are not proficient in reading/language arts and the migrant program needs to effectively target the foundational skills necessary to ensure that students are acquiring the basic building blocks necessary to master reading and writing.

Concern 2: We are concerned that significant numbers of migrant students in Virginia are not proficient in mathematics and the migrant program needs to effectively target the foundational skills necessary to ensure that students are acquiring the basic building blocks necessary to master essential mathematic skills.

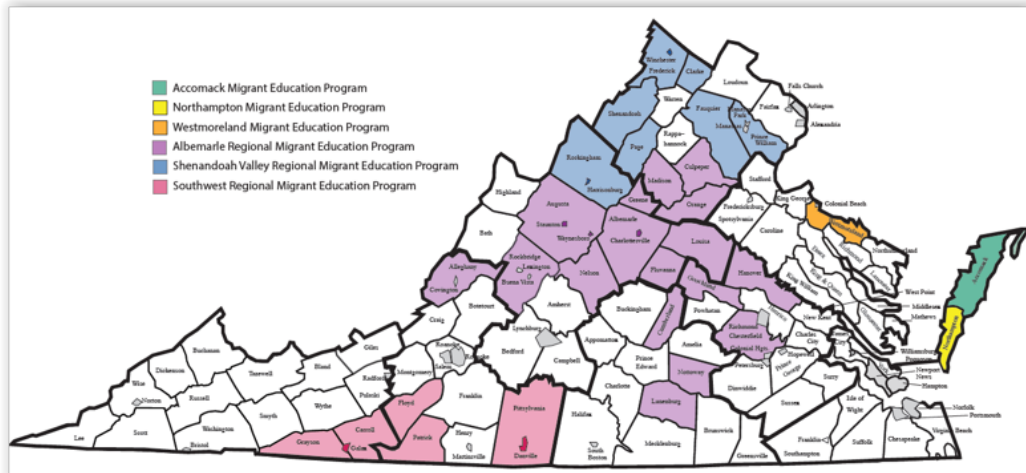
Concern 3: We are concerned that there is a low graduation rate and retention rate for migrant students in Virginia, and there is a need to identify the critical barriers to success and to target the most effective instructional and other strategies to increase graduation rates for migrant students, particularly for those that are priority for service students.

Concern 4: We are concerned that there are potentially eligible migratory families in Virginia that have not been identified or recruited, as a result these children are not receiving the support from the MEP programs that can help them be successful in school.

The results and the conclusions included in this report are provided to the Virginia Migrant Education Program and the CNA Committee to facilitate the development of recommendations for service delivery in the state of Virginia to best meet the needs of migrant students.

The Virginia Migrant Education Program consist of six MEP programs, four regional and two district based. **Total count for the Virginia migrant program was 345 in 2022-2023. The count to date for 2023-2024 is 304.**

The following map is used courtesy of the Virginia State Migrant Program.



Implementation of the Process

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

- a. In order to investigate the concern statement regarding migrant student needs to enhance proficiency in language arts state assessment scores were used. However, since many migrant students do not take the state assessment or are not present for the state assessment, additional performance measures needed to be created. To provide a more comprehensive understanding of migrant student needs ALTA developed a data collection format in which teachers could rate individual student proficiency Pre-K through 12th grade in relation to skills identified in Virginia State Standards (see Appendix A for sample data collection forms). The data collection format also includes demographic data on students and Priority-For-Service (PFS) Status. Data was also collected to identify student needs in reading through the use of surveys of migrant program administrators and teachers as well as parent surveys. On-site interviews of staff and parents to assess language arts needs were completed at two randomly selected programs (Shenandoah Valley -JMU and Westmoreland). Finally, data was collected from the Migrant Literacy NET reading screener results which identify the specific reading needs of migrant students. This data was also included as part of the CNA analysis to help identify language arts needs for Virginia migrant students.

- b. In order to investigate the second concern statement to assess student needs in mathematics scores from the Virginia State Assessment in mathematics were used. Similar to language arts, many migrant students do not take the state assessment in math or are not present for the state assessment, therefore additional performance measures needed to be created. In order to get a comprehensive understanding of migrant student needs in math ALTA developed data collection formats which allowed teachers to rate student proficiency in math in relation to the Virginia standards. The data collection formats include teacher ratings of proficiency in relation to Virginia state content. 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 priority for service status (see Appendix A for sample data collection forms). Additionally, data was collected to identify student needs in math through the use of surveys of migrant program administrators and teachers as well as parent surveys. On-site interviews of staff and parents to assess mathematics needs were completed at two

randomly selected programs (Shenandoah Valley - JMU and Westmoreland). Finally, data was collected from the Migrant Literacy NET math screener results which identify the specific math needs of migrant students. This data was also included as part of the CNA analysis to help identify math needs for Virginia migrant students.

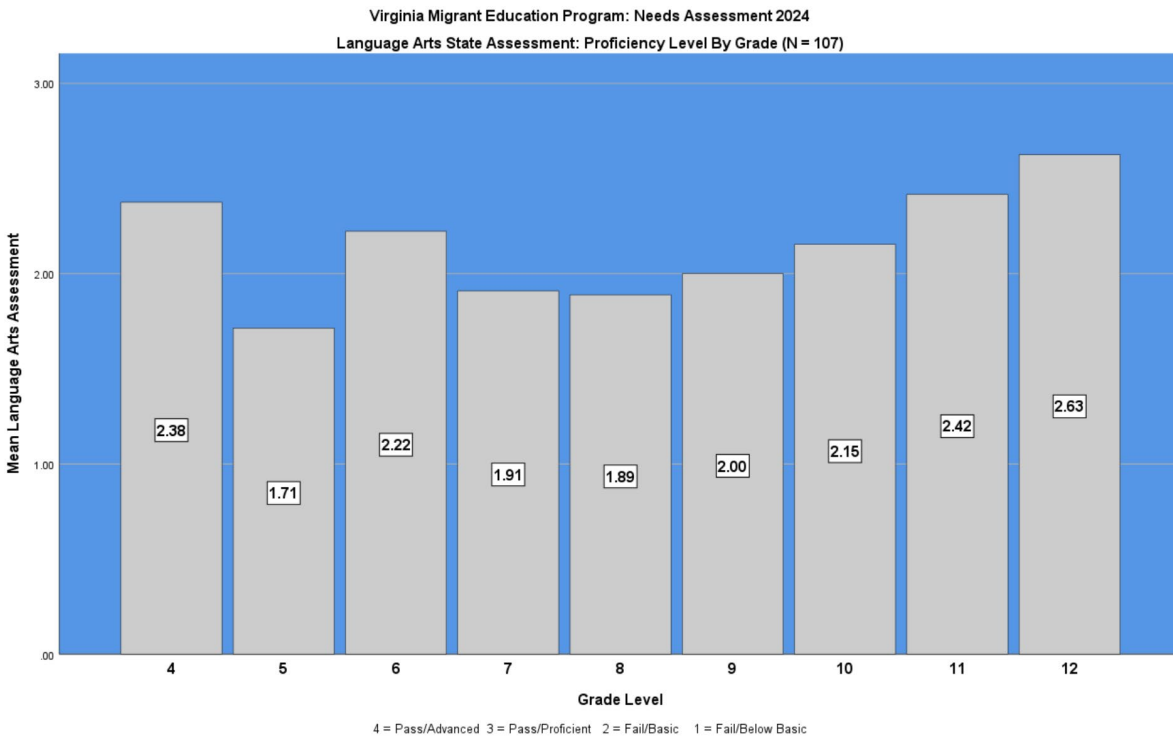
- c. In order to investigate the third concern statement regarding low graduation rates, state assessment scores in both language arts and math for secondary students were used as well as the data collection formats developed by ALTA to target a body of evidence to include teacher ratings of proficiency in relation to Virginia state content standards. This data collection format was designed to be completed for each individual migrant student by teachers. The student data collection forms also provide basic demographic information on students such as grade level, school and teacher information, and priority for service status (see Appendix A for sample data collection forms). Additionally, data was collected to identify student needs related to retention and graduation through the use of surveys of migrant program administrators and teachers as well as parent surveys. Finally, on-site interviews of staff and parents to assess graduation and retention needs were completed at two randomly selected programs (Shenandoah Valley - JMU and Westmoreland). This data was also included as part of the CNA analysis to help identify math needs for Virginia migrant students.
- d. In order to assess identification and recruitment needs a survey was developed to be completed by recruiters and MEP administrators to identify issues and areas of need. In addition to the survey, on-site interviews of staff and parents to assess graduation and retention needs were completed at two randomly selected programs (Shenandoah Valley - JMU and Westmoreland). The on-sites included meetings with recruiters and MEP administrators who were asked about local identification and recruitment practices and training.
- e. Finally, in order to assess the specific need for services for pre-school migrant students in terms of readiness for school questions were added to the surveys of needs for administrators and teachers of migrant students as well as parents to complete. An example of these surveys is included in Appendix A.

The data collection formats were reviewed and discussed with the state program administrator and the local migrant program coordinators to ensure that data was collected using consistent, reliable, and valid methodology. All local 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 spring of 2024 and teachers and MEP staff were asked to collect data on all students possible. The data was forwarded to the local program to the state department and then on to ALTA for analysis.

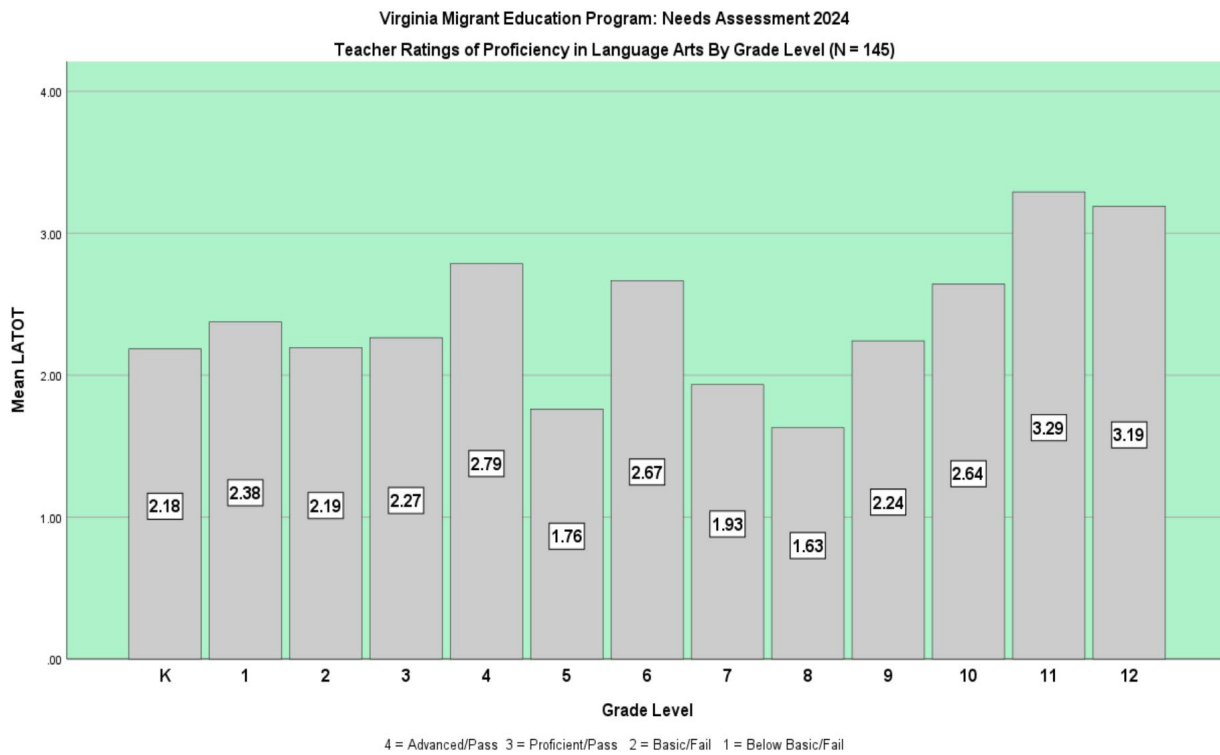
CNA Analysis and Results

Concern 1: *We are concerned that significant numbers of migrant students in Virginia are not proficient in reading/language arts and the migrant program needs to effectively target the foundational skills necessary to ensure that students are acquiring the basic building blocks necessary to master reading and writing.*

Analysis: State assessment scores in language arts were available for 107 of the 304 migrant students statewide 2023-2024 (35%). The mean state assessment score for language arts for all MEP students was **2.15** based on a 4-point rubric (4 = pass/advanced, 3 = pass/proficient, 2 = fail/basic, 1 = fail/below basic). The following chart indicates mean scores for the language arts state assessment across grade levels.

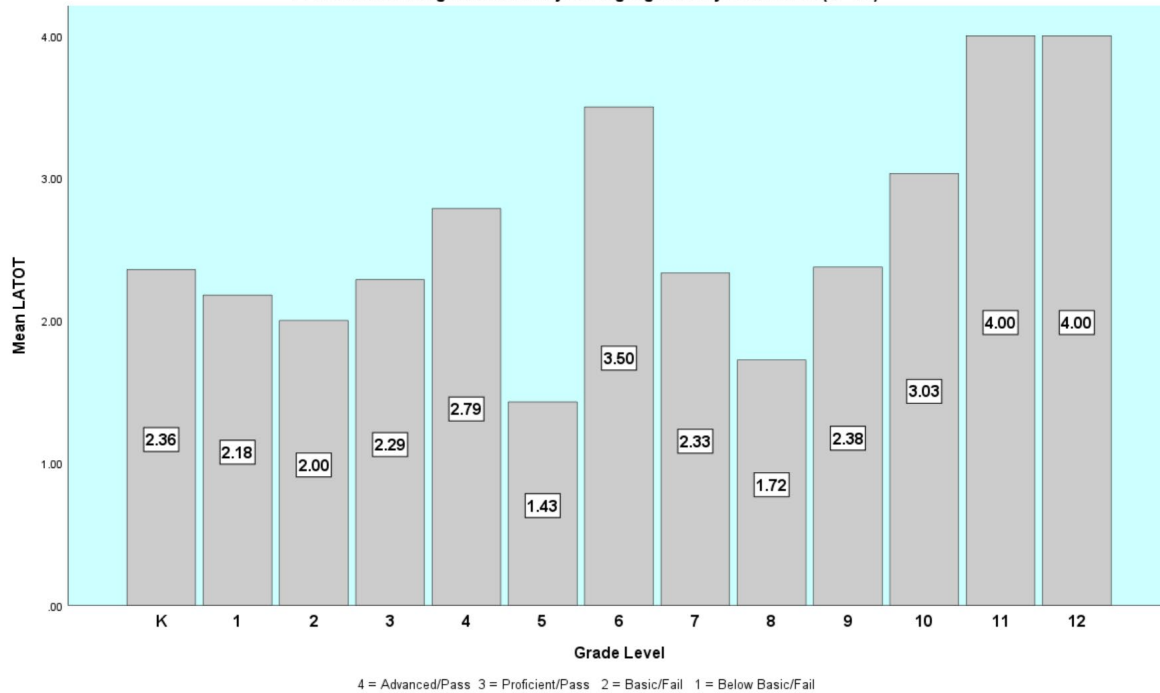


Since there are no state assessment results for 65% of Virginia migratory students, teacher ratings were used to assess student proficiency in language arts. Teachers were asked to rate student proficiency for all students across language arts standards. Data forms to assess language arts needs were collected for **145** students. Based on the 4-point rubric (4 = Pass/Advanced, 3 = Pass/Proficient, 2 = Fail/Basic, 1 = Fail/Below Basic). Teachers rated language arts proficiency for 145 MEP students. The mean proficiency of all migrant students in language arts is **2.3 (Fail/Basic)**. The following graph illustrates student proficiency by grade.



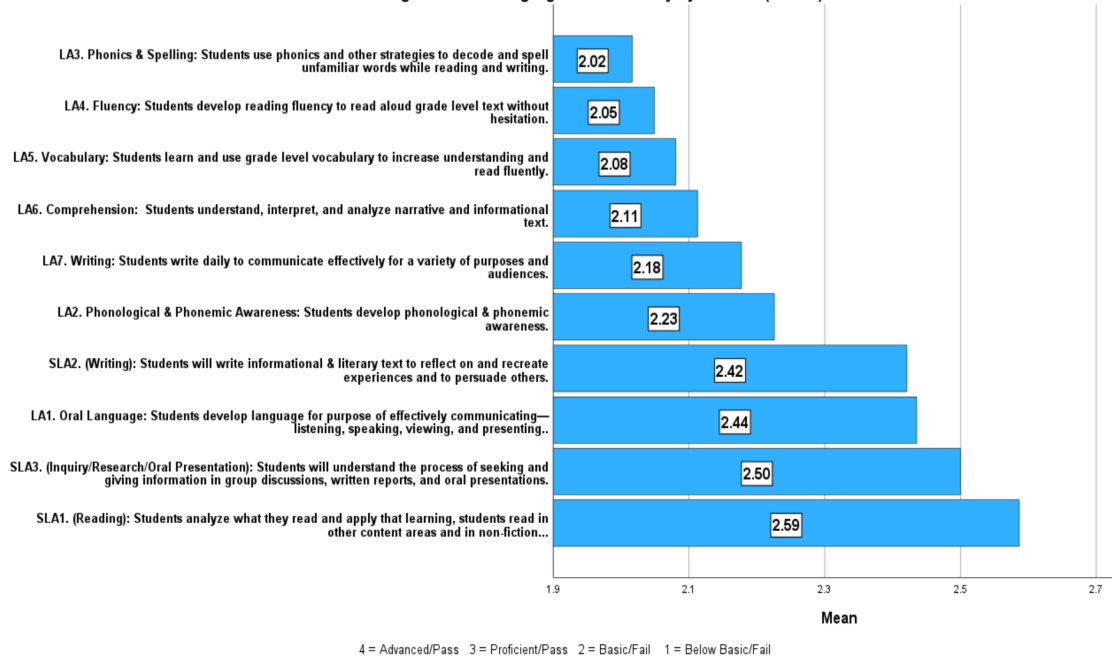
A critical piece of the CNA is to identify the needs of Priority-For-Service (PFS) students. Priority-for-service students are those who have had their education interrupted in the past year and who are at risk academically. Based on these criteria, there were 51 priority-for-service (PFS) students identified for 2024 out of the 145 total CNA participants in reading (35% of total). The average proficiency rating across all language arts standards for all grade levels for PFS students was **2.5 (Fail/Basic)**. The following graph illustrates the proficiency levels of PFS students in language arts.

Virginia Migrant Education Program: Needs Assessment 2024
PFS Teacher Ratings of Proficiency in Language Arts By Grade Level (N = 51)

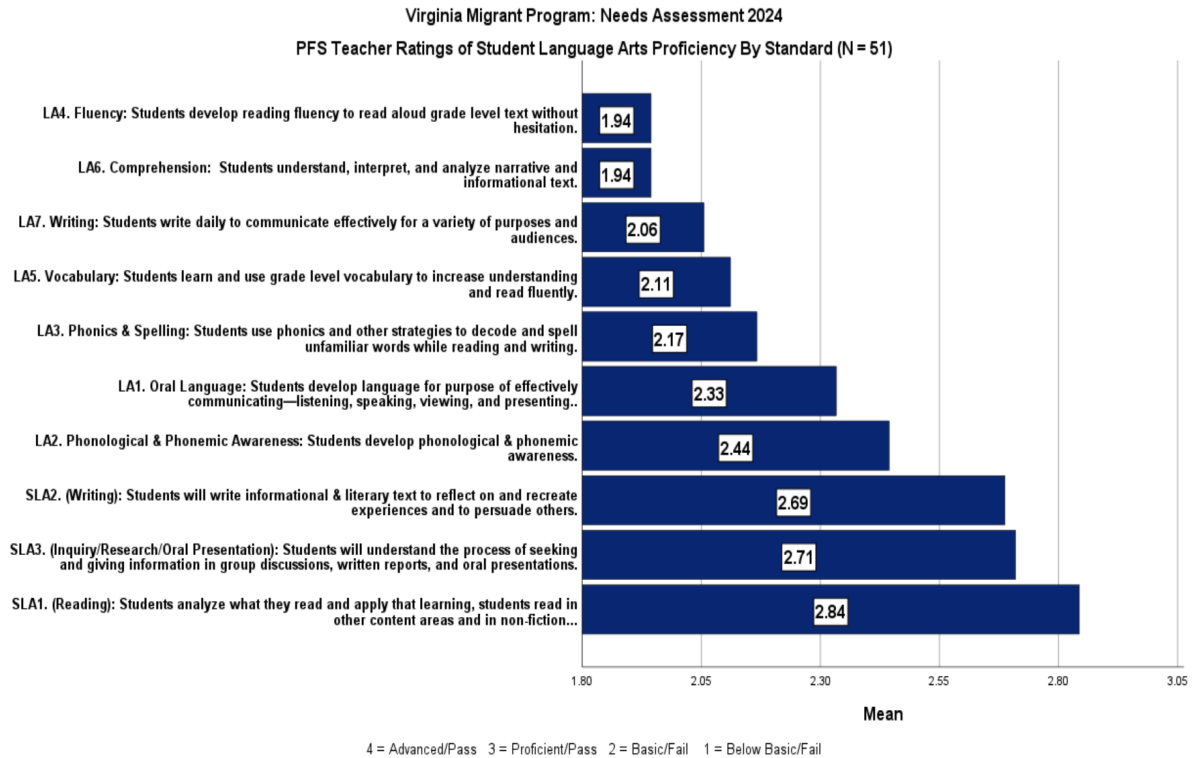


Teachers we also asked to rate student proficiency in each of the language arts standards.

Virginia Migrant Program: Needs Assessment 2024
Teacher Ratings of Student Language Arts Proficiency By Standard (N = 145)



The following graph targets language arts proficiency by standard for priority-for-service (PFS) students.

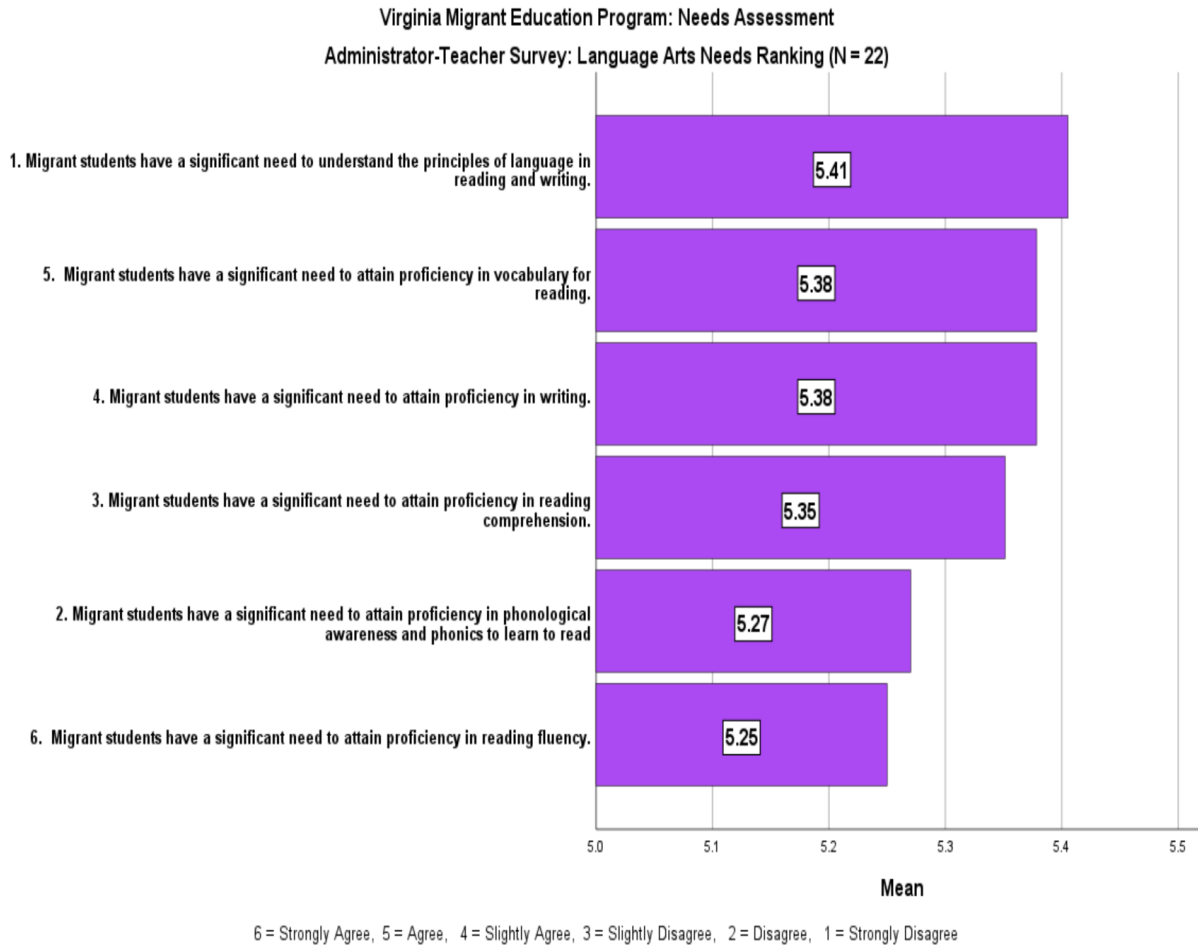


In terms of skills, teachers rated the highest academic reading needs for PFS eligible migrant students K-12 to be as follows (1 = Fail/Below Basic, 2 = Fail/Basic, 3 = Pass/Proficient, 4 = Pass/Advanced)

Student Needs in Language Arts

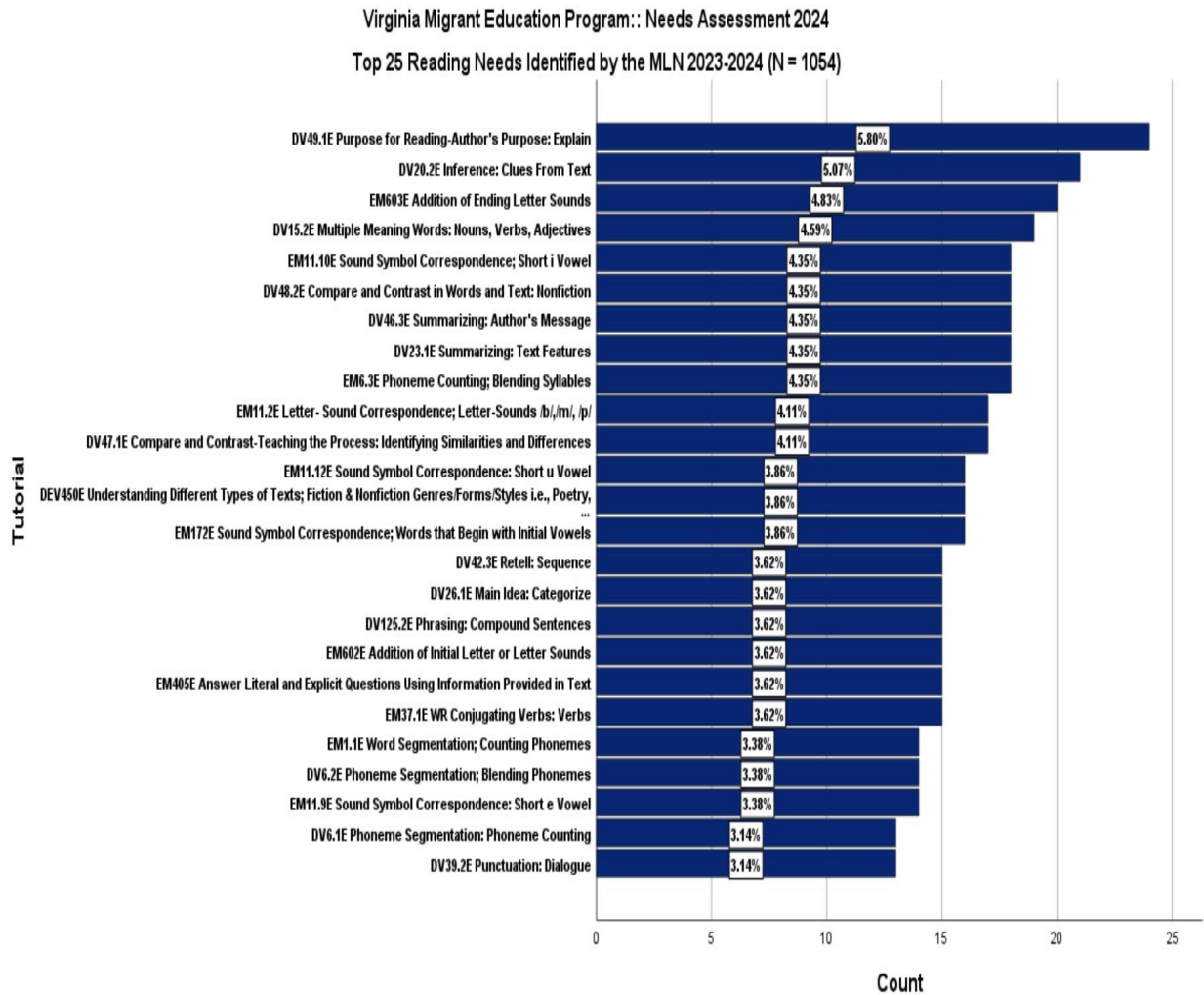
Group	Highest Areas of Need	Rating
ALL students	LA3. Phonics & Spelling	2.02
	LA4. Fluency	2.05
	LA5. Vocabulary	2.08
PFS students	LA4. Fluency	1.94
	LA6. Comprehension	1.94
	LA7. Writing	2.06

The data collected from the administrator and teacher survey indicated that the three highest needs for all migrant students related to language arts were: **principles of language, vocabulary, and writing.**



The parent survey indicated that **reading** was the top priority and **writing** was ranked as third as to the needs of their children.

Additionally, significant numbers of Virginia migrant students completed online reading screeners on the Migrant Literacy NET. The screeners identify students reading needs. The top needs in reading identified by the Migrant Literacy screeners were primarily in the areas of **reading comprehension, vocabulary, and phonemic awareness**. The following chart illustrates the reading needs with the highest frequency:

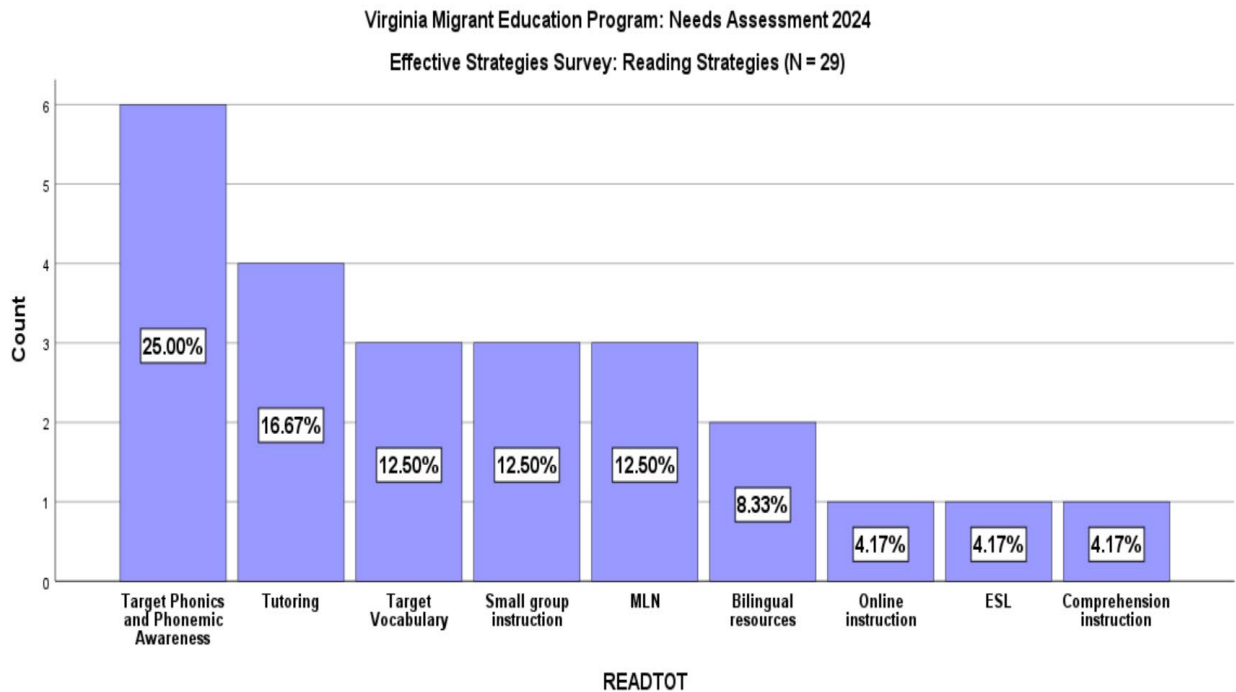


The onsite interviews with staff and parents from both the Shenandoah (JMU) and Westmoreland MAP programs indicated that in **language arts comprehension and vocabulary** were the top needs identified in reading. **Writing** was also cited as a critical need. **English language acquisition issues** were also targeted as high need in relation to language arts for migrant students in these programs.

In summary, across all data surveys and interviews the areas of highest need in language arts were **vocabulary, comprehension, and writing**. For beginning readers **phonemic awareness and phonics were high areas of need**. English language proficiency is also affecting language arts proficiency.

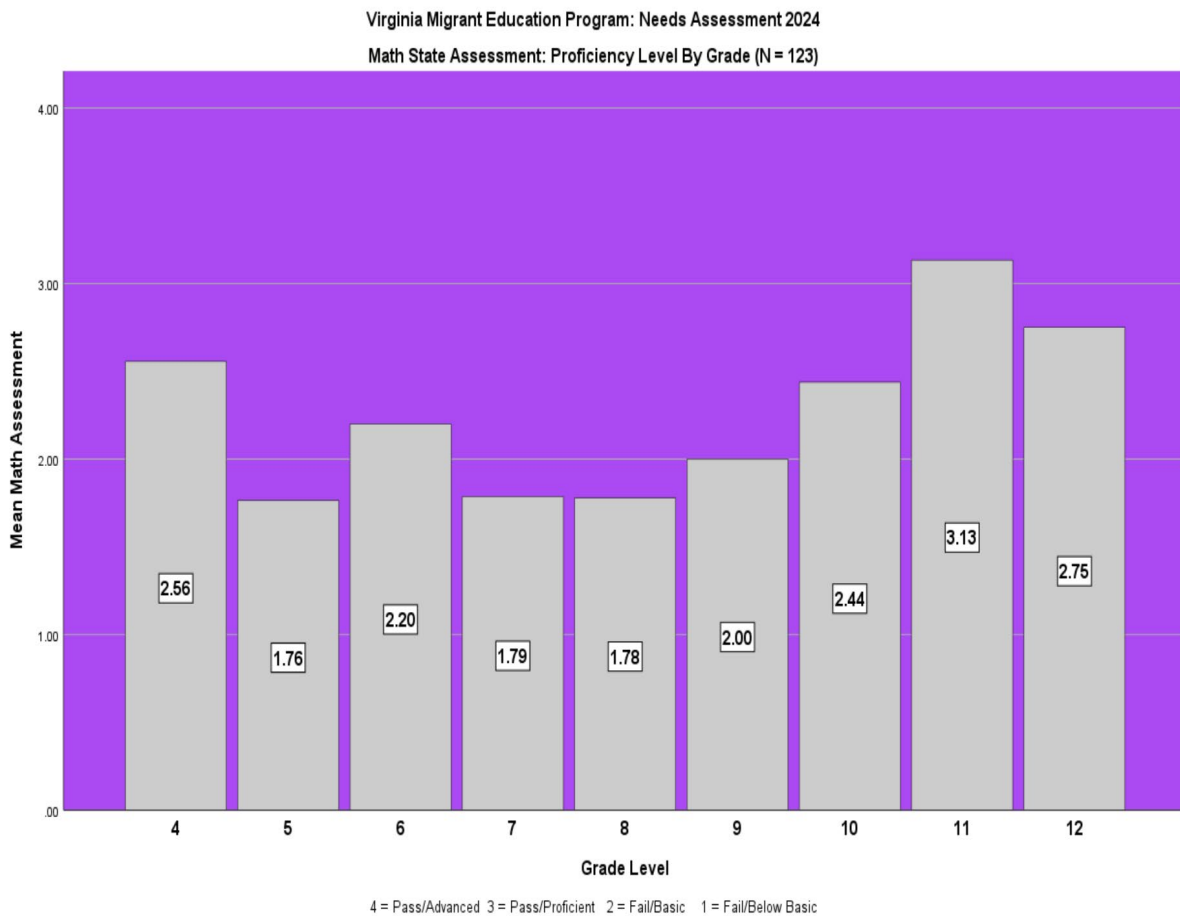
Finally, MEP program staff and teachers were asked to identify strategies that have been effective in facilitating student proficiency in language arts. To facilitate language arts proficiency the strategies identified with the most frequency on the survey and in the data include:

1. **Instruction targeting phonemic awareness and phonics**
2. **Tutoring**
3. **Instruction targeting vocabulary.**

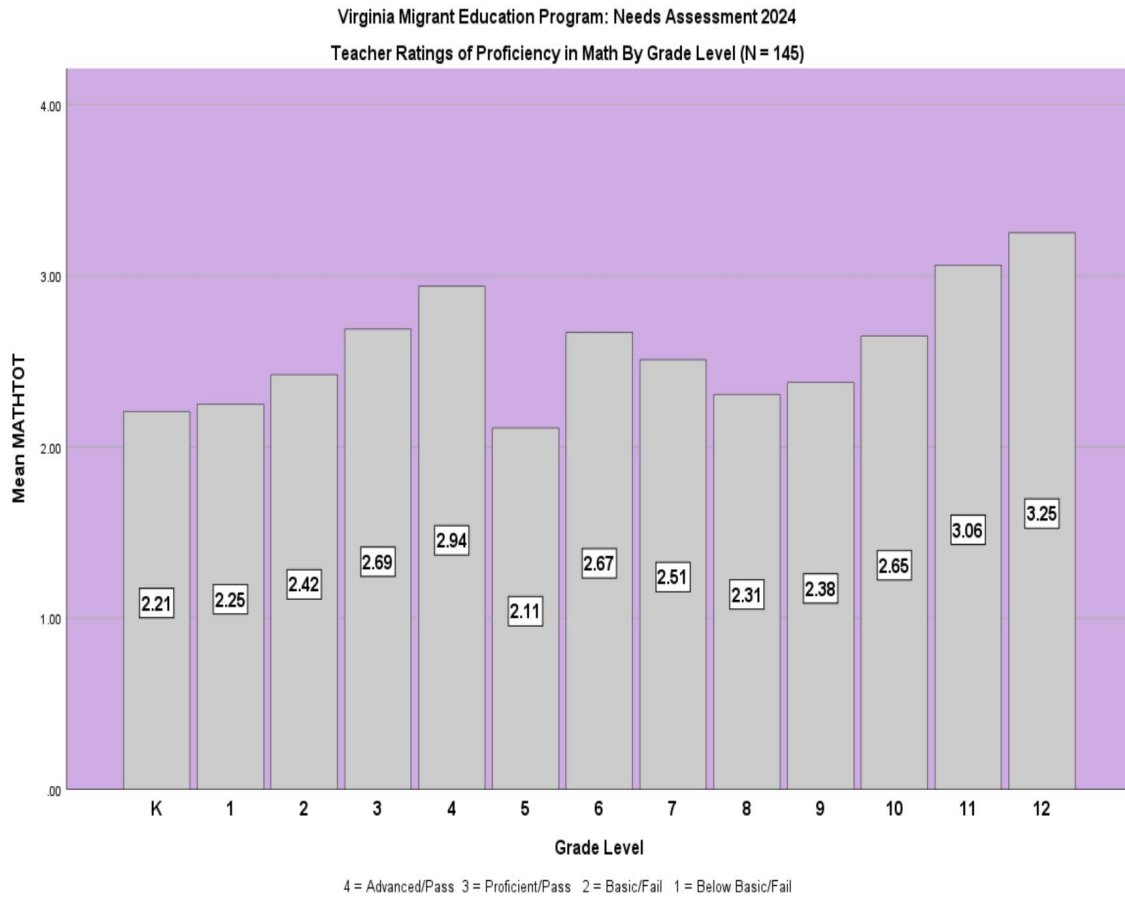


Concern 2: *We are concerned that significant numbers of migrant students in Virginia are not proficient in mathematics and the migrant program needs to effectively target the foundational skills necessary to ensure that students are acquiring the basic building blocks necessary to master essential mathematic skills.*

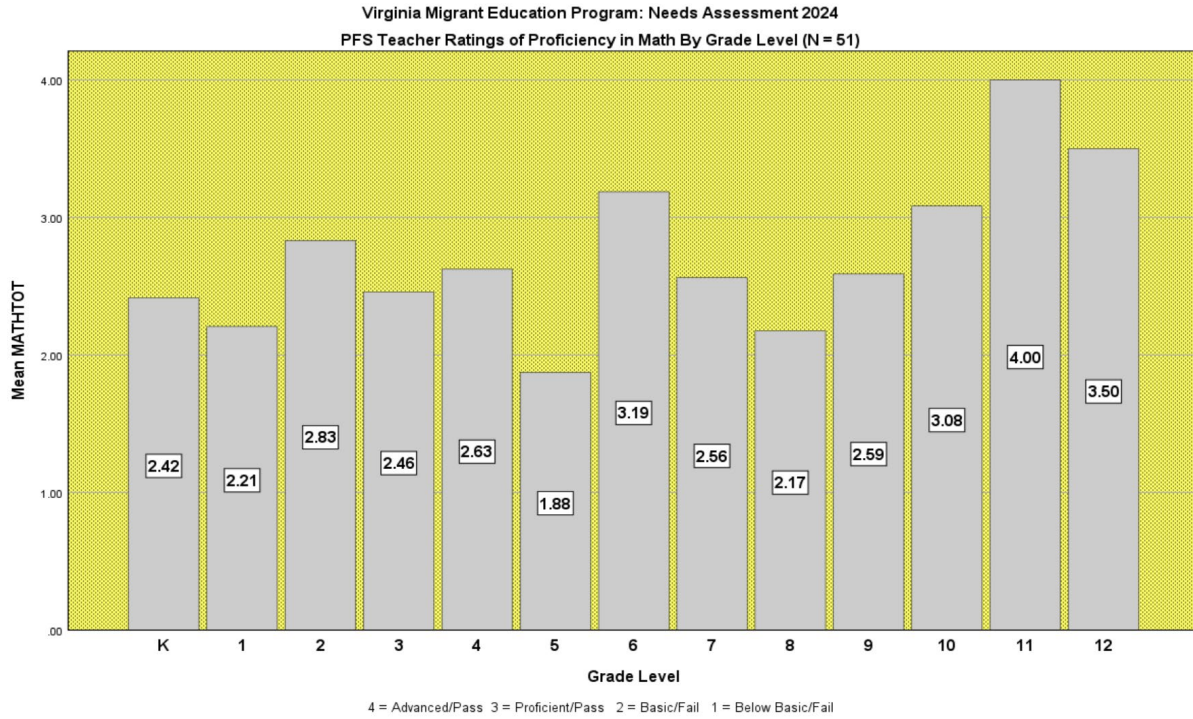
Analysis: State assessment scores in mathematics were available for 123 of the 304 migrant students statewide 2023-2024 (40%). The mean state assessment score for math for all MEP students was **2.28** based on a 4-point rubric (4 = pass/advanced, 3 = pass/proficient, 2 = fail/basic, 1 = fail/below basic). The following chart indicates mean scores for the mathematics state assessment across grade levels.



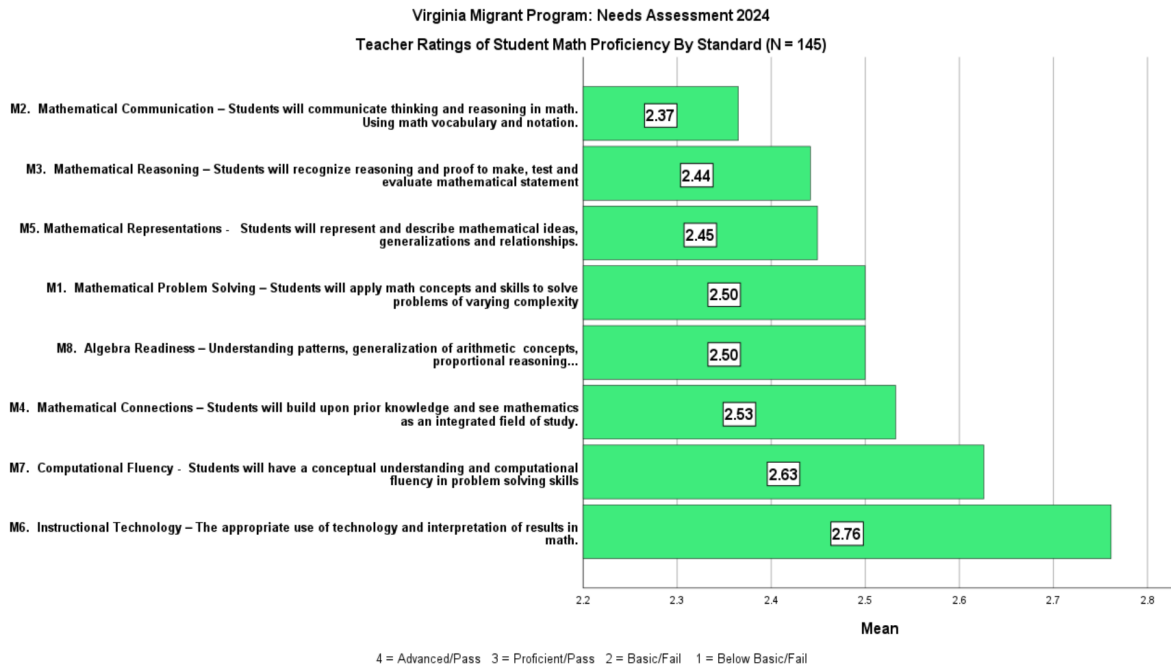
Because there are no state assessment results for 60% of Virginia migratory students, teacher ratings were used to assess student proficiency in math, teachers were asked to rate student proficiency for all students across math standards. Data forms to assess math performance needs were collected for **145** students. Based on the 4-point rubric (4 = Pass/Advanced, 3 = Pass/Proficient, 2 = Fail/Basic, 1 = Fail/Below Basic). Teachers rated math proficiency for 145 MEP students. The mean proficiency of all migrant students in math is **2.5 (Fail/Basic)**. The following graph illustrates student proficiency by grade.



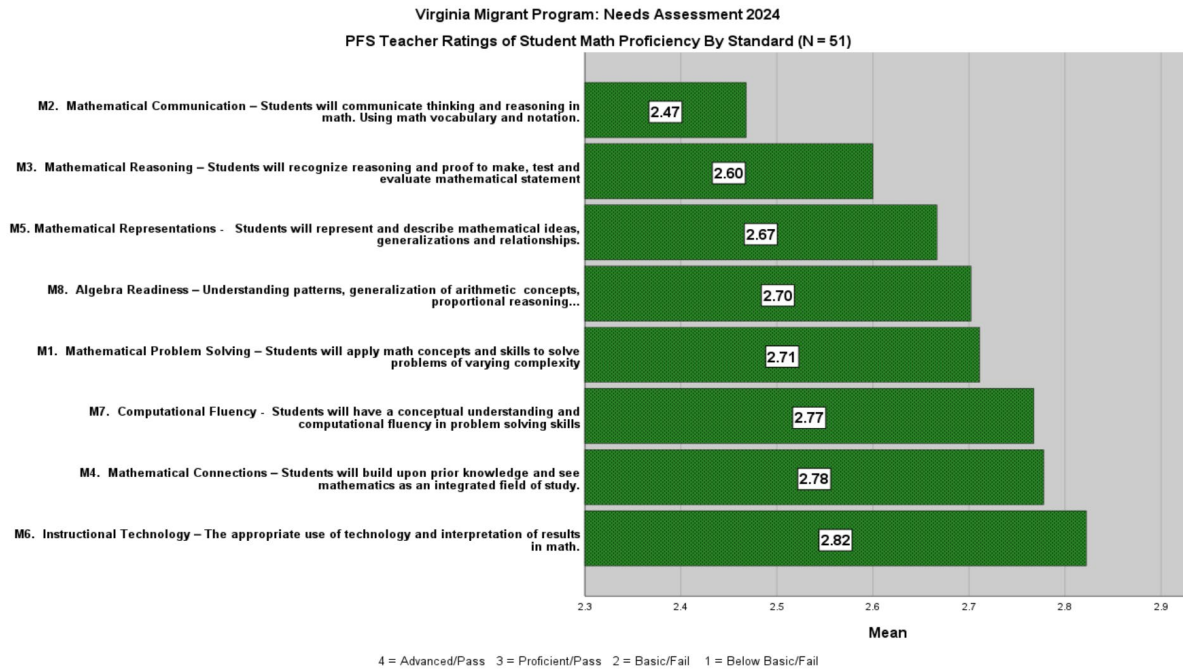
A critical piece of the CNA is to identify the needs of Priority-For-Service (PFS) students. Priority-for-service students are those who have had their education interrupted in the past year and who are at risk academically. Based on these criteria, there were 51 priority-for-service (PFS) students identified in 2024 out of the 145 total CNA participants in math (35% of total). The average proficiency rating across all math standards for all grade levels for PFS students was **2.7 (Fail/Basic)**. The following graph illustrates the proficiency levels of PFS students in math.



Teachers we also asked to rate student proficiency in each of the math standards.



The following graph targets math proficiency by standard for priority for service (PFS) students.

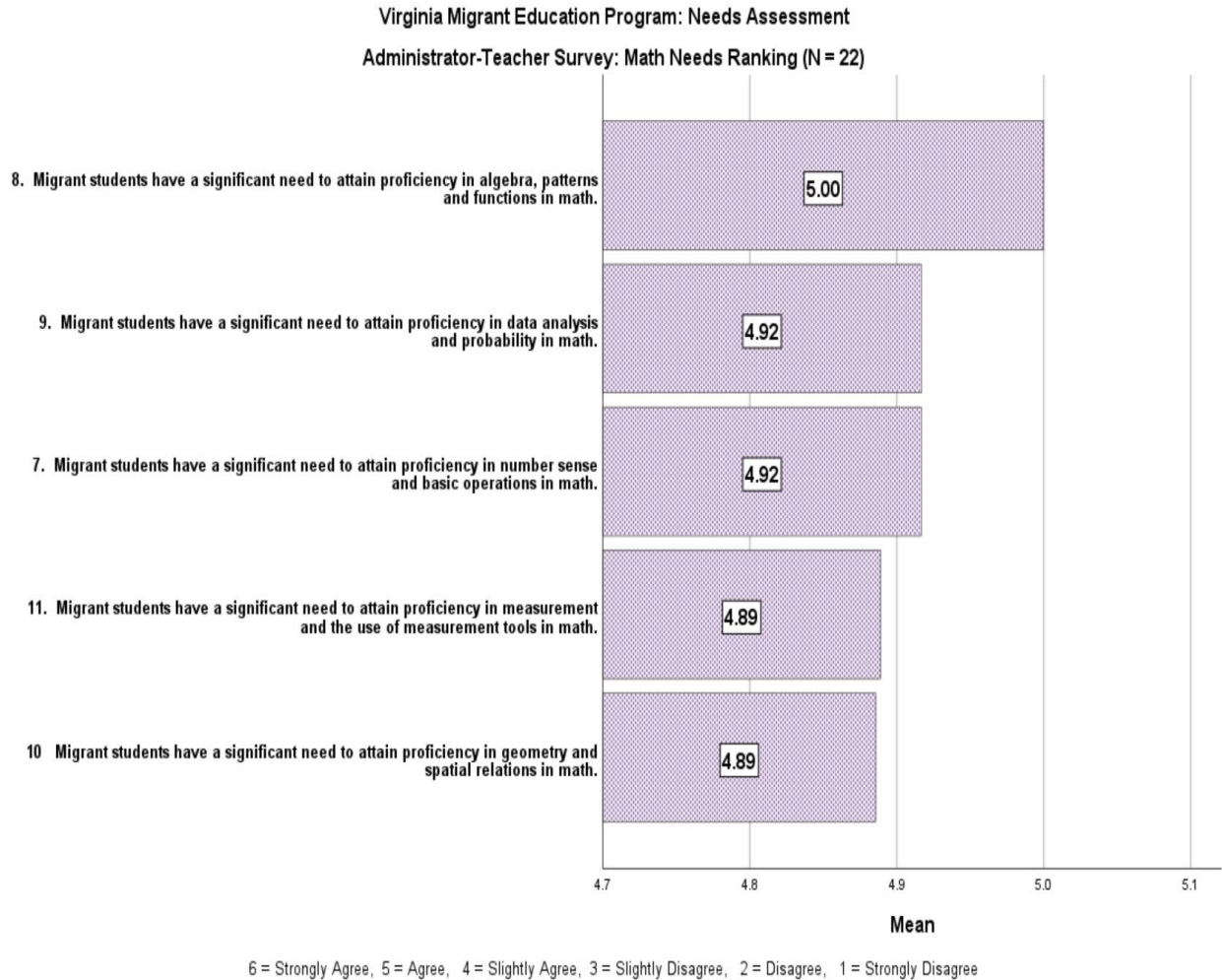


In terms of skills, teachers rated the highest academic math needs for PFS eligible migrant students K-12 to be as follows (1 = Fail/Below Basic, 2 = Fail/Basic, 3 = Pass/Proficient, 4 = Pass/Advanced)

Student Needs in Mathematics

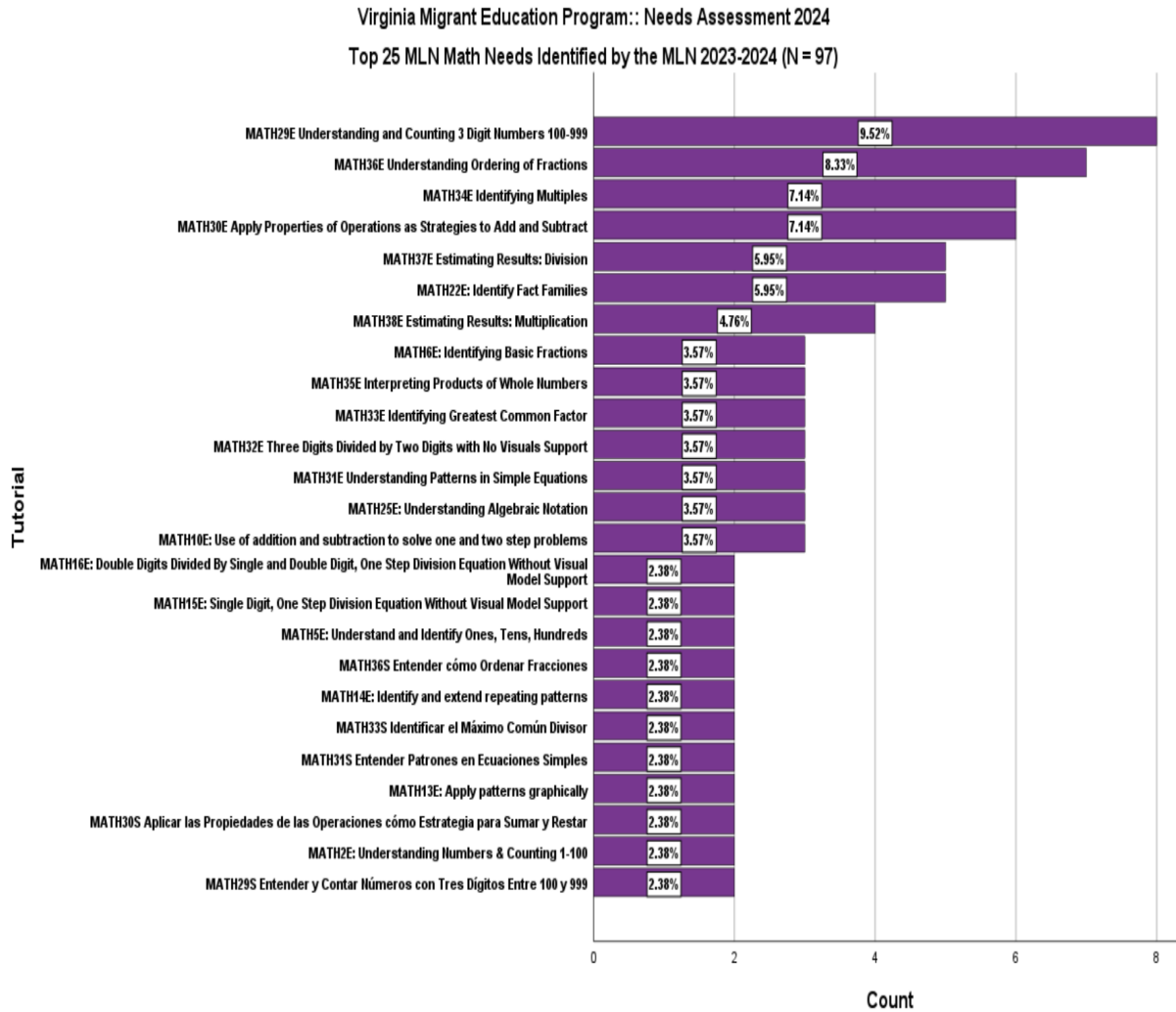
Group	Highest Areas of Need	Rating
ALL students	M2. Mathematical Communication	2.37
	M3. Mathematical Reasoning	2.44
	M5. Mathematical Representation	2.45
PFS students	M2. Mathematical Communication	2.47
	M3. Mathematical Reasoning	2.60
	M5. Mathematical Representation	2.67

The data collected from the administrator and teacher survey indicated the three highest needs for all migrant students related to math were: **algebra readiness, data analysis and probability as well as number sense and basic operations.**



The parent survey indicated that **math** was the fifth highest need priority for their children. Math was still rated as a high need with a mean of **5.1** on a 6-point rubric (6= strongly agree, 5 = agree, 4 slightly agree, 3 = slightly disagree, 2 = disagree and 1 = strongly disagree).

Additionally, significant numbers of Virginia migrant students completed online math screeners on the Migrant Literacy NET. The screeners identify student math needs. The top needs in math identified by the Migrant Literacy screeners were primarily in the areas of **number sense, basic operations and algebra readiness**. The following chart illustrates the math needs with the highest frequency:

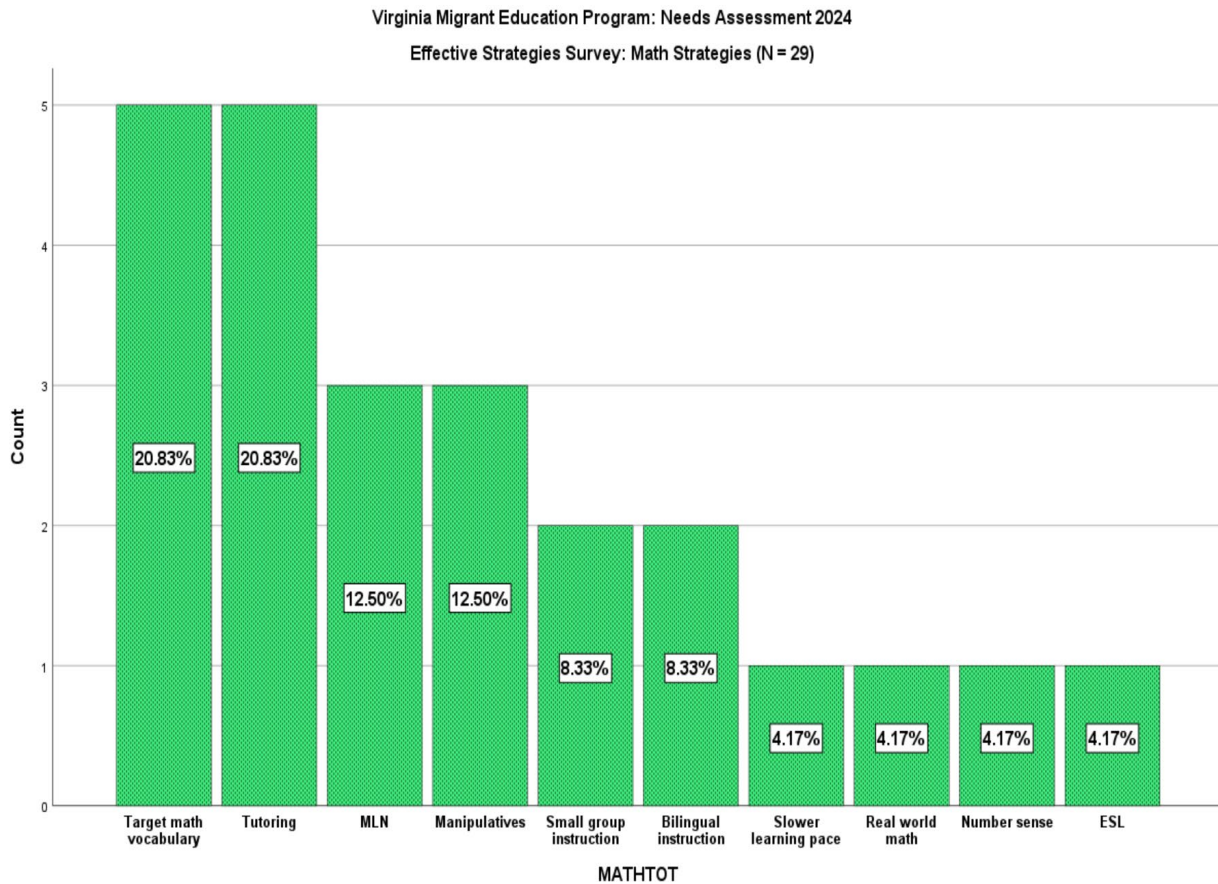


The onsite interviews with staff and parents from both the Shenandoah (JMU) and Westmoreland indicated that in mathematics number sense and algebra readiness were the top needs identified. English language acquisition issues were also targeted as high need in relation to math for migrant students in these programs.

In summary, across all data surveys and interviews the areas of highest need in math were **number sense, basic operations, and algebra readiness. English language proficiency is also affecting math proficiency.**

Finally, MEP program staff and teachers were asked to identify strategies that have been effective in facilitating student proficiency in math. For math the strategies identified with the most frequency on the survey and in the data include:

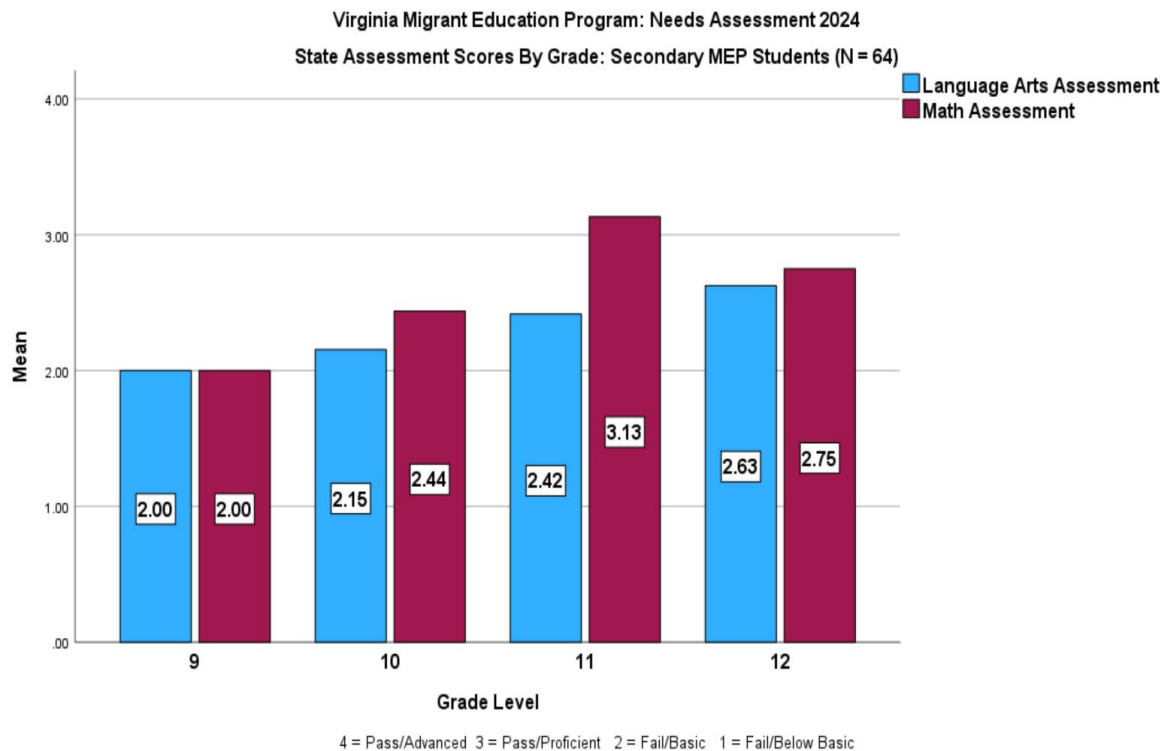
- 1. Instruction targeting math vocabulary for EL students**
- 2. Tutoring**
- 3. Migrant Literacy NET screeners and tutorials.**



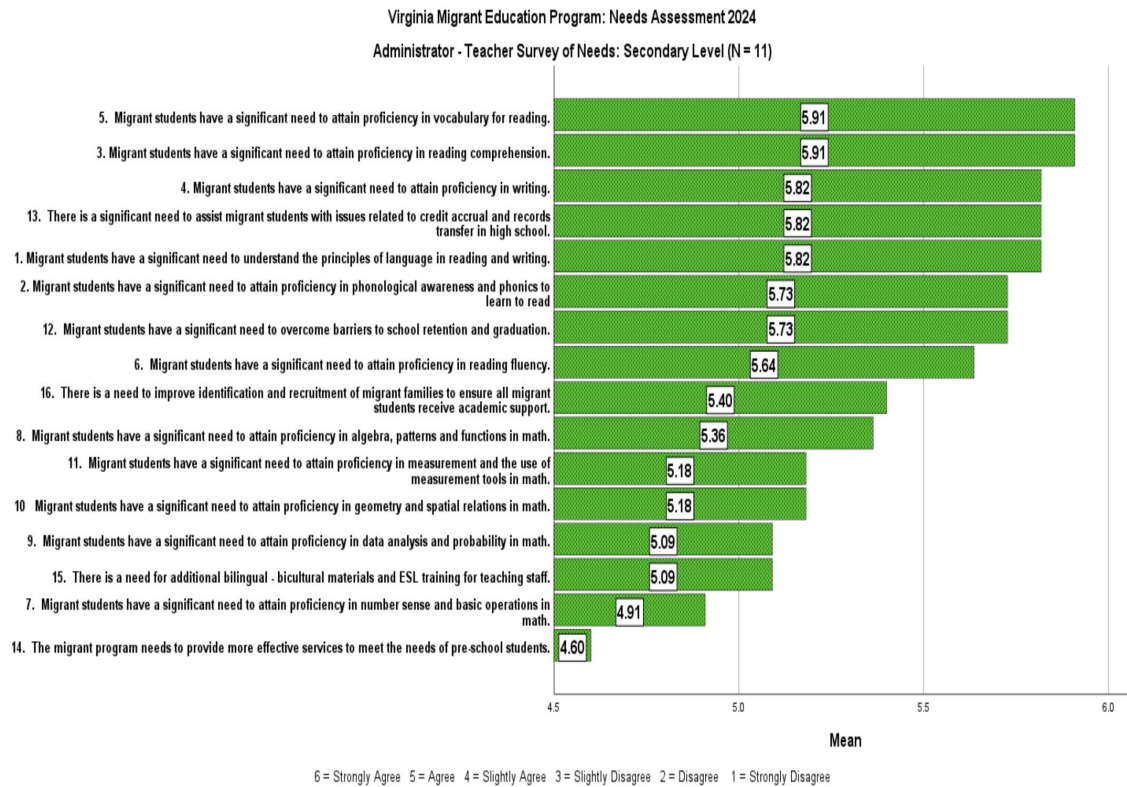
Concern 3: *We are concerned that there is a low graduation rate and retention rate for migrant students in Virginia, and there is a need to identify the critical barriers to success and to target the most effective instructional and other strategies to increase graduation rates for migrant students, particularly for those that are priority for service students.*

Analysis: Data collected was from both the state assessment in language arts and math as well as teacher ratings of student performance as well as the administrator teacher surveys regarding barriers to graduation and retention. Specifically, proficiency in reading and math for grades K-12 are key factors impacting the retention and graduation rate for all eligible migrant students.

There were **64** students at the secondary level with state assessments scores in reading and math. The mean state assessment score in language arts for secondary migrant students was **2.3 (Fail/Basic)** and the mean state assessment score in math for secondary migrant students was **2.6 (Fail/Basic)**.



The survey of migrant program administrators and teachers of secondary level student needs which target the top barriers to graduation and retention results are indicated below:

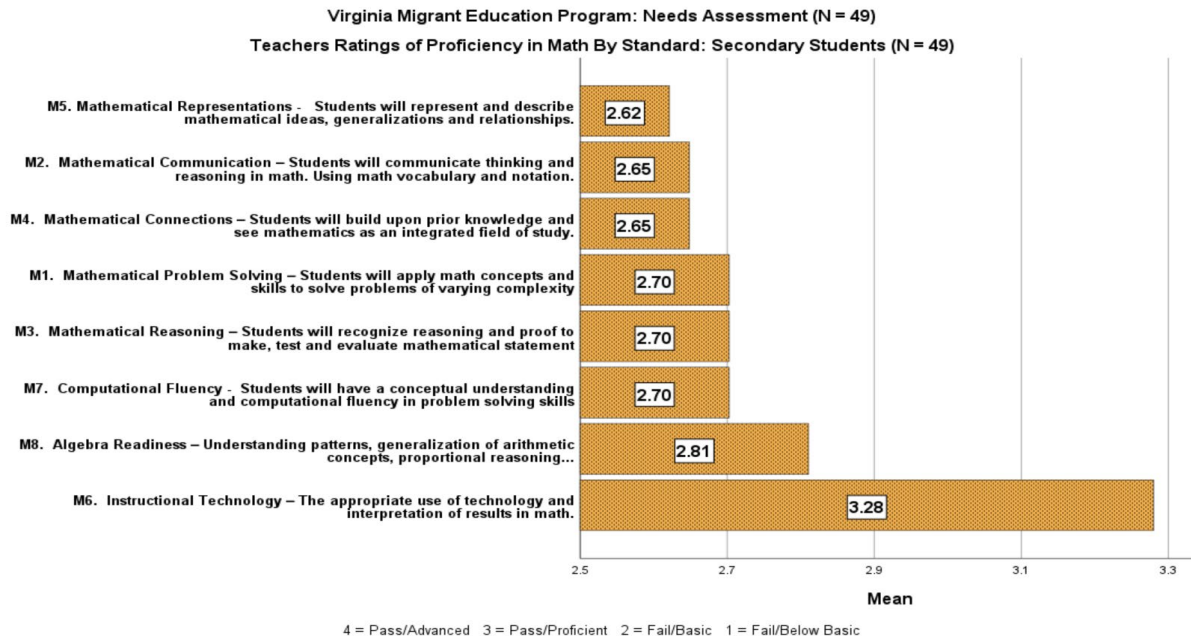
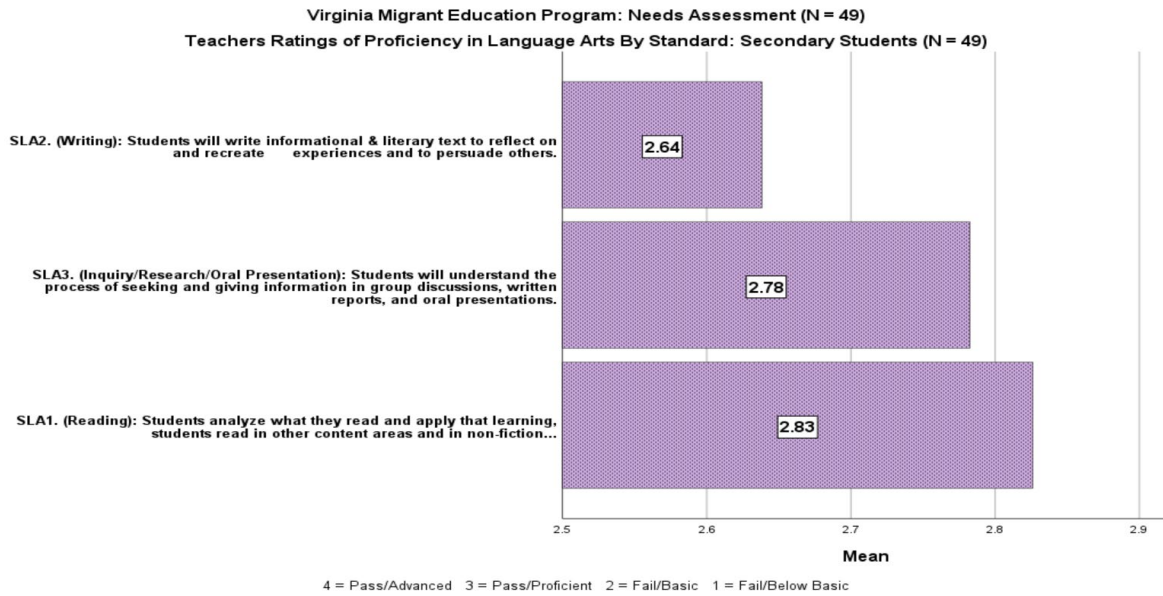


The administrator/teacher survey results indicated that the most significant barriers to retention and graduation for secondary students, based on the following rubric (1 = Strongly Disagree, 2 = Disagree, 3 = Slightly Disagree, 4 = Slightly Agree, 5 = Agree, 6 = Strongly Agree), are:

Top Ranked Secondary Migrant Student Needs (Barriers to Graduation)

Highest Areas of Need	Average Rating
Vocabulary in Reading	5.91
Reading Comprehension	5.91
Writing	5.82
Assistance With Issues Related to Credit Accrual & Record Transfer	5.82

Teachers were asked to rate secondary student proficiency in the standards in language arts and math. The following graphs illustrate those results.

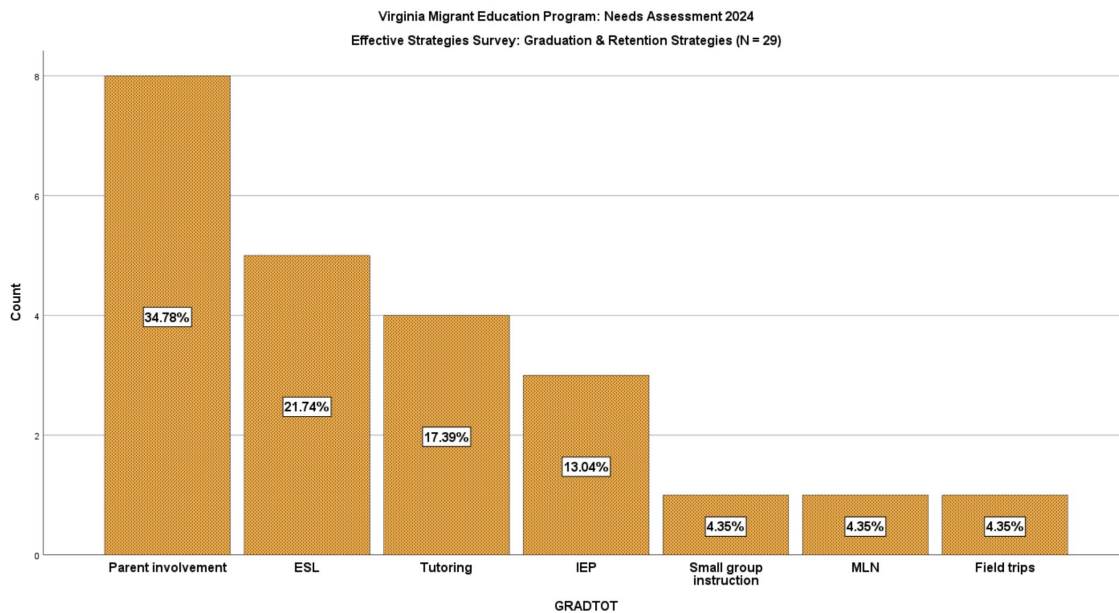


The highest needs for secondary students in language arts was **writing** and in math the highest needs were math **representation, communication, and integration with other fields of study.**

The onsite interviews with staff from both the Shenandoah (JMU) and Westmoreland staff and parents identified the following targets to facilitate student graduation from high school:

- 1. ESL support for EL students at the secondary level.**
- 2. Assistance to overcome credit accrual issues**
- 3. Parent involvement activities**
- 4. Schedule tutors to meet with students after work**

Finally, MEP program staff and teachers were asked to identify strategies that have been effective to overcome barriers to retention and graduation.

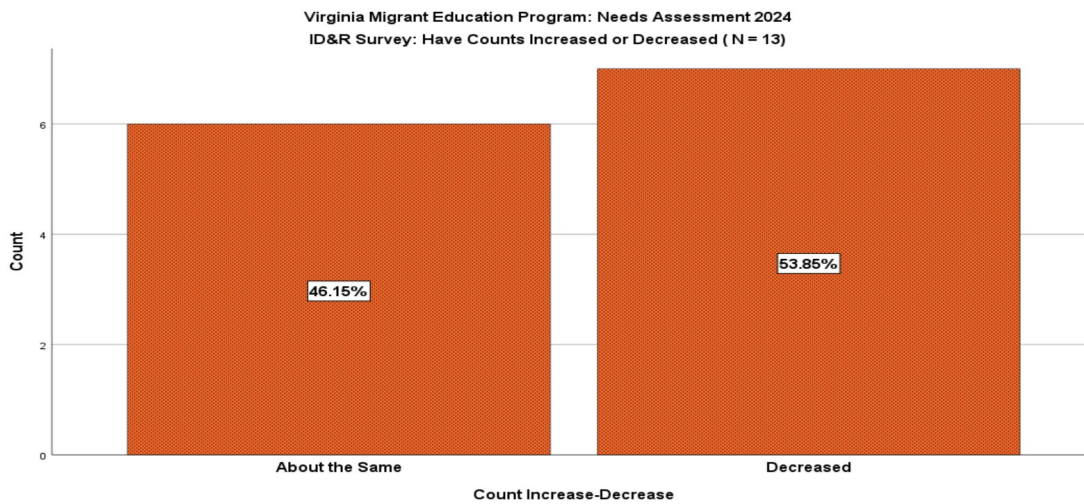


The most effective strategies to assist secondary migrant students to overcome barriers to graduation are:

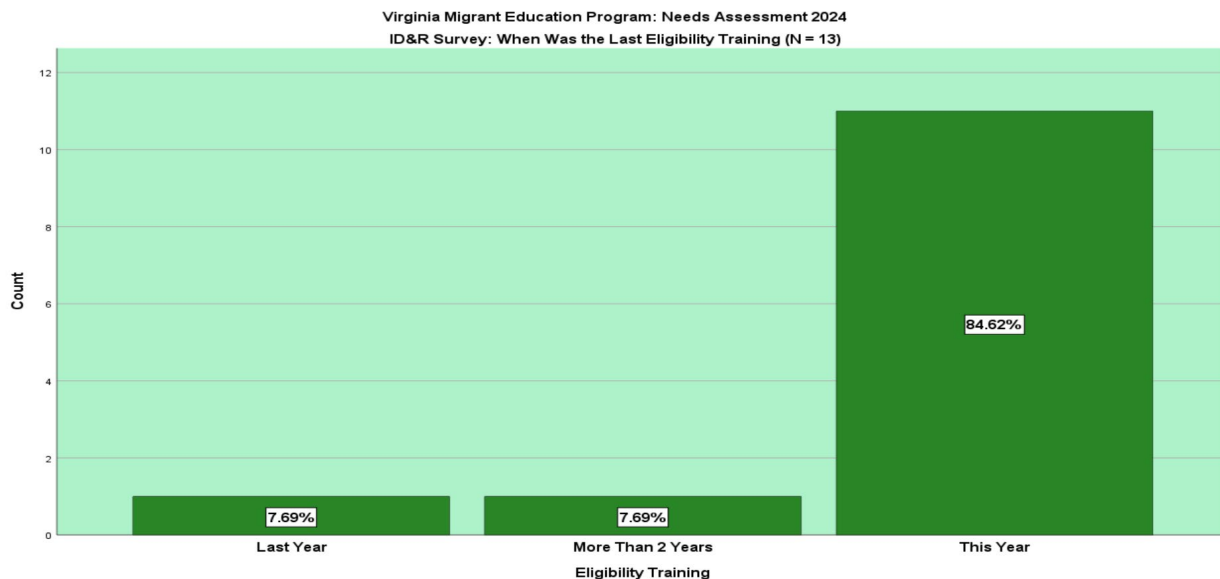
- 1. Parent involvement activities**
- 2. ESL support**
- 3. Tutoring**
- 4. Creation of an IEP**

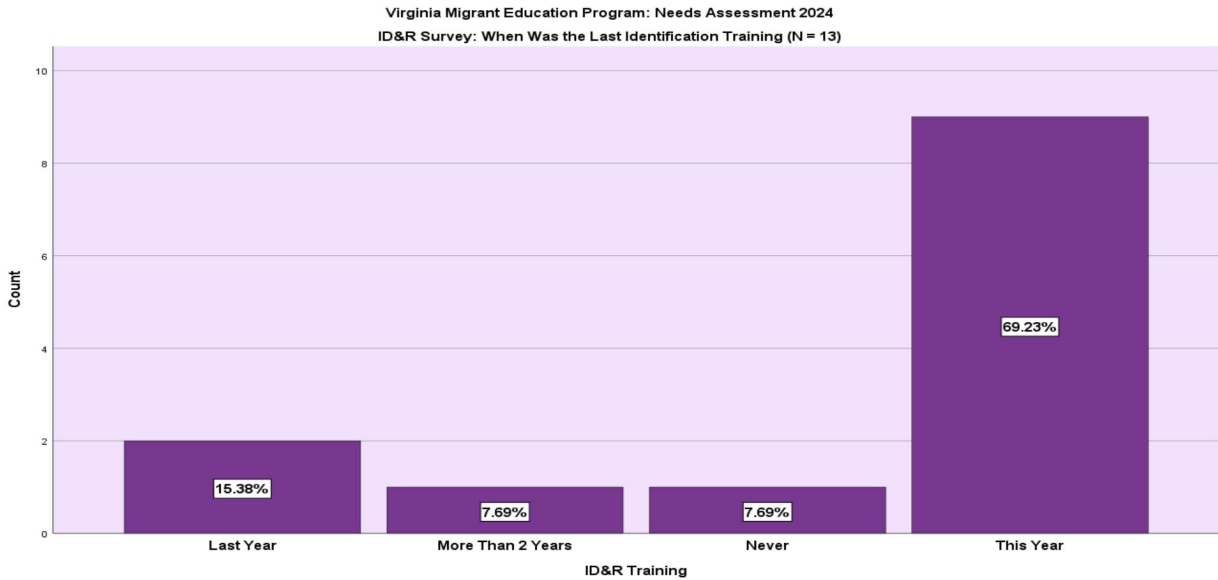
Concern 4: *We are concerned that there are potentially eligible migratory families in Virginia that have not been identified or recruited, as a result these children are not receiving the support from the MEP programs that can help them be successful in school.*

A survey of recruiters and MEP administrators was completed to identify issues related to the significant decrease in the migrant student count in Virginia recently. **Fifty-four percent** of Virginia MEP programs have experienced a decrease in migrant student numbers with the remaining program maintaining similar numbers to the past.

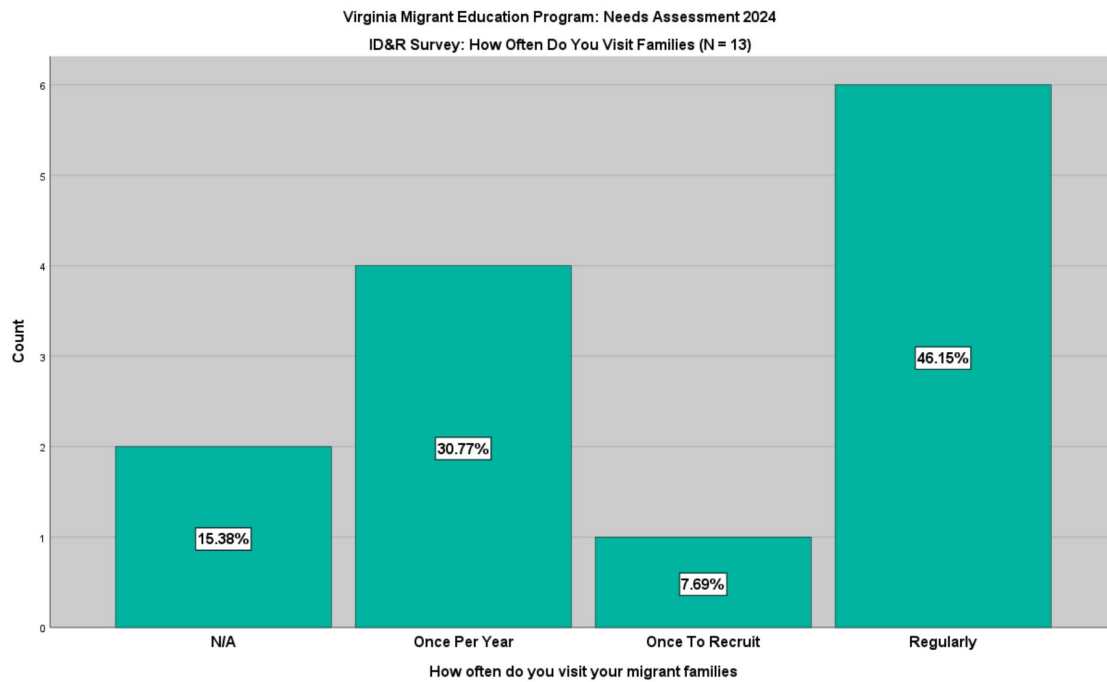


Eighty-five percent of recruiters and MEP administrators have attended training recently related to eligibility and **sixty-nine percent** attended training related to identification and recruitment strategies.

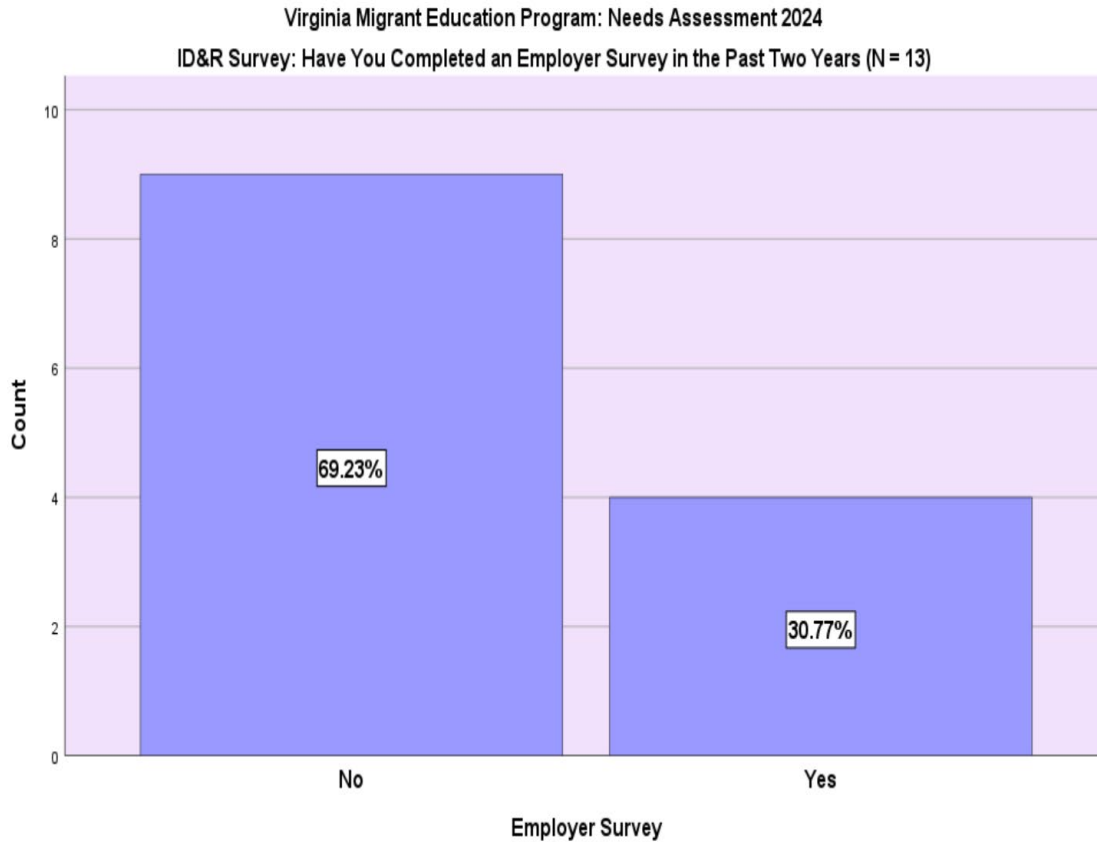




Seventy-seven percent of recruiters and MEP administrators speak the home language of families in the district. **Fifty-four percent** have access to MSIX and **thirty-eight percent** use MSIX to look for families moving into the area. **Forty-six percent** contact their migrant families more than once each year. **Thirty-one percent** contact their families only once per year.



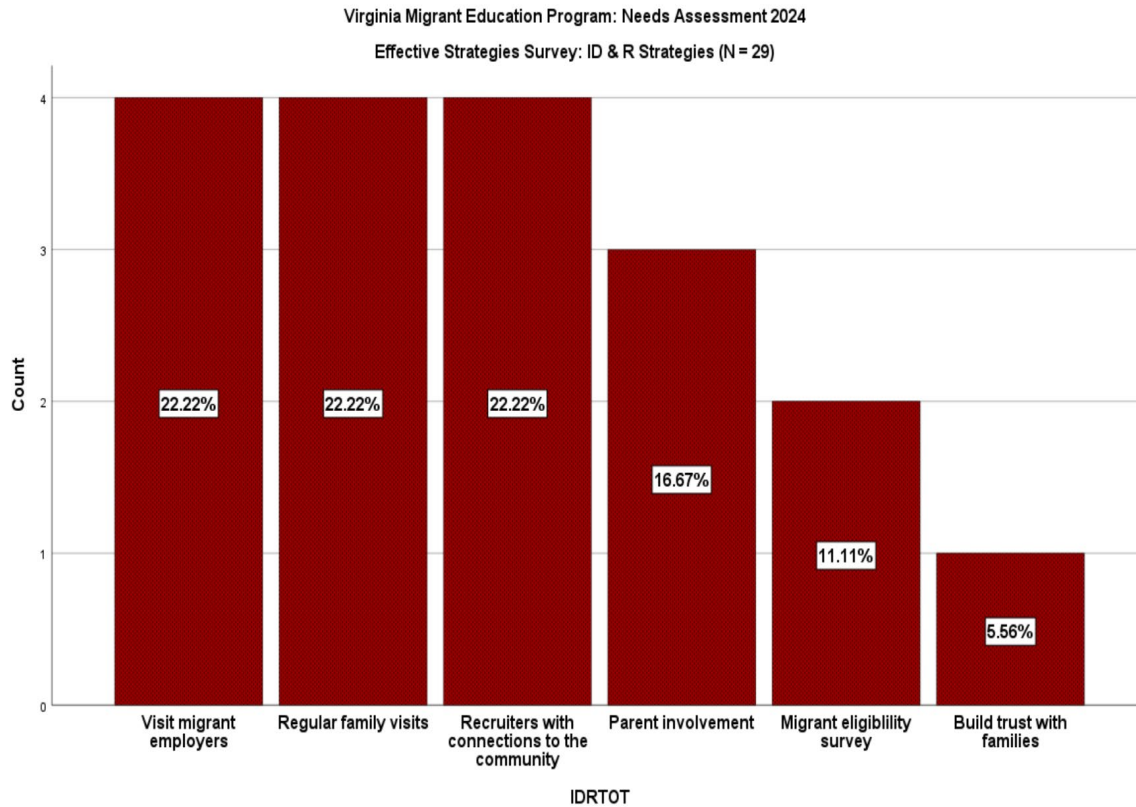
Sixty-nine percent have **not** completed an employer survey of their area in the past two years.



The onsite interviews with staff from both the Shenandoah (JMU) and Westmoreland staff and parents identified the following issues related to identification and recruitment:

- 1. Language access beyond English and Spanish.**
- 2. More regular contacts with families**
- 3. Identification of eligible families statewide (beyond the boundaries of current programs).**

Finally, MEP program staff and teachers were asked to identify strategies that have been effective to overcome barriers to identification and recruitment.



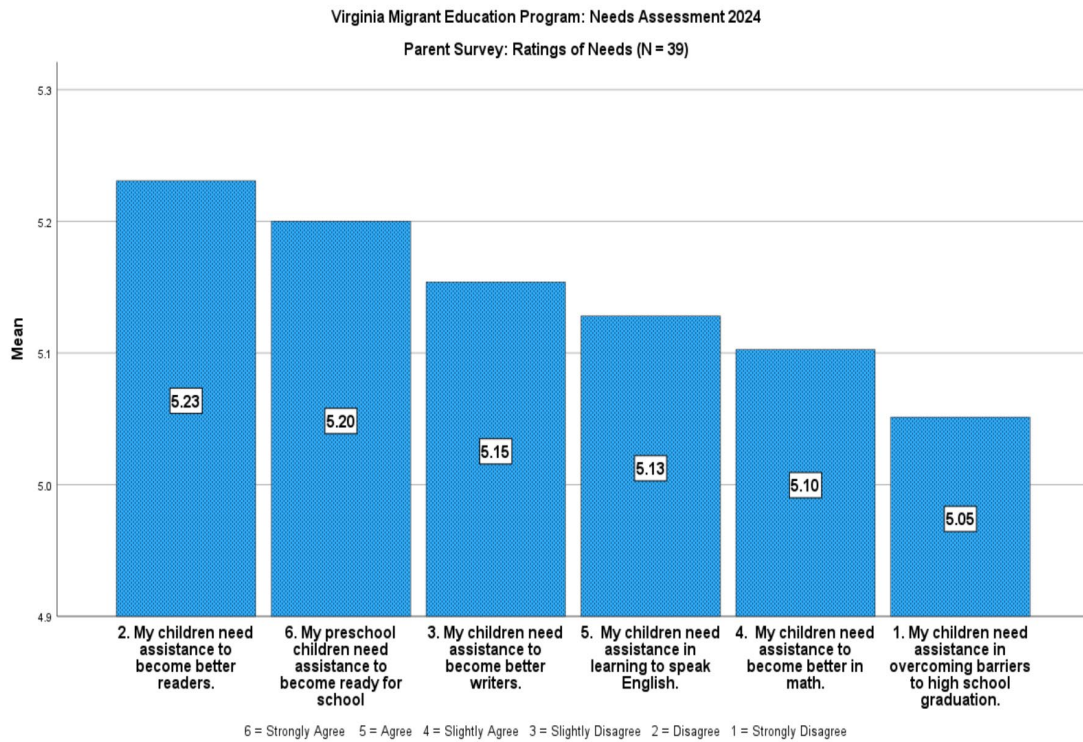
The most effective identification and recruitment strategies identified by local program staff are:

1. **Visits to migrant employers**
2. **Regular family visits**
3. **Enhance recruiter connections to the community**
4. **Parent involvement activities and events**

Need for Additional Pre-School Services: The U.S. Office of Migrant Education requires that all state migrant programs assess the needs of pre-school migrant students.

Both the administrator/teacher survey and the parent survey asked stakeholders to rate pre-school students’ needs in Virginia. **The administrators and teachers ranked the need for additional readiness for school services 16th among 16 possible needs with a mean rating of only 4.65.**

Parents with pre-school children did rate the need for additional pre-school services very highly. Of the total parent survey respondents (N = 39) there were 14 parents with pre-school children (36%).



As a result of the success of existing support and preschool programs the Virginia CNA committee has not chosen to focus concern statements for the needs assessment or service delivery on pre-school age migrant students.

Summary

Based on the data analysis and CNA results, the following needs were identified as significant and having an impact on service delivery:

A. The overall assessment of needs in relation to concern statement 1 (migrant students are not achieving proficiency in language arts) indicated:

1. The average migrant student had a mean score on 2.15 (Fail/Basic) on the state language arts assessment (i.e. significantly less than proficient).
2. The mean teacher rating for Priority-For-Service (PFS) student in language art was 2.50 (Fail/Basic +) level.
3. The language arts areas of highest needs identified by teacher rating for all participants in the needs assessment are: LA3. Phonics & Spelling, LA4. Fluency and LA5. Vocabulary.
4. The language arts areas of highest needs identified by teacher rating for PFS participants in the needs assessment are: LA4. Fluency, LA6. Comprehension and LA7. Writing. This is unusual in that for PFS students the language arts needs are different than for other students.
5. The administrator and teacher survey indicated that the three highest needs for all migrant students related to language arts were: **principles of language, vocabulary, and writing.**
6. The top needs in reading identified by the Migrant Literacy reading screeners were primarily in the areas of **reading comprehension, vocabulary, and phonemic awareness.**
7. To facilitate language arts proficiency the most effective strategies identified with the most frequency on the survey and in the data include: **instruction targeting phonemic awareness and phonics, tutoring and instruction targeting vocabulary.**

In summary, across all data surveys and interviews the areas of highest needs in language arts were **vocabulary, reading comprehension and writing. For beginning readers phonemic awareness and phonics were high areas of need. English language proficiency is also affecting language arts proficiency.**

B The overall assessment of needs in relation to concern statement 2 (migrant students are not achieving proficiency in math) indicated that the following needs were identified as significant and having an impact on service delivery:

1. The average migrant student had a mean score on 2.28 (Fail/Basic) on the state math assessment (i.e. moving toward proficient).
2. The mean teacher rating for Priority-For-Service (PFS) student in math was 2.57 (Fail/Basic plus) level.
3. The math areas of highest needs identified by teacher rating for all participants in the needs assessment are: M2. Mathematical Communication, M3. Mathematical Reasoning and M5. Mathematical Representation.
4. The math areas of highest needs identified by teacher rating for PFS participants in the needs assessment are: M2. Mathematical Communication, M3. Mathematical Reasoning and M5. Mathematical Representation.
5. The administrator and teacher survey indicated that the three highest needs for all migrant students related to math were: **algebra readiness, data analysis and probability as well as number sense and basic operations.**
6. The top needs in math identified by the Migrant Literacy math screeners were primarily in the areas of **number sense, basic operations, and algebra readiness.**
7. To facilitate math proficiency the most effective strategies identified with the most frequency on the survey and in the data include: **instruction targeting math vocabulary for EL students, tutoring and Migrant Literacy NET screeners and tutorials.**

In summary, across all data surveys and interviews the areas of highest need in math were **number sense, basic operations, and algebra readiness. English language proficiency is also affecting math proficiency.**

C. The overall assessment of needs in relation to concern statement 3 (barriers to school retention and graduation for migrant students) indicated that the following needs were identified as significant and having an impact on service delivery:

1. The mean state assessment score in language arts for secondary migrant students was **2.3 (Fail/Basic)** and the mean state assessment score in math for secondary migrant students was **2.6 (Fail/Basic)**.
2. The administrator-teacher survey indicated that the key barriers to graduation for migrant students are: **vocabulary in reading, reading comprehension, writing and assistance with issues related to credit accrual and record transfer.**
3. The highest needs for secondary students, based on teacher ratings of proficiency in relation to the standards, in language arts include **writing** and in math include **math representation, communication and integration with other fields of study.**
4. The onsite interviews with staff and parents identified the following targets to facilitate student graduation from high school: **ESL support for EL students at the secondary level, assistance to overcome credit accrual issues, parent involvement activities and scheduling tutors to meet with students after work.**
5. Based on the *Effective Strategies Survey* of MEP staff the most effective strategies to assist secondary migrant students to overcome barriers to graduation are: **parent involvement activities, ESL support, tutoring and creating IEPs for migrant students.**

In summary, the key academic barriers to graduation and retention identified are: **targeting vocabulary and comprehension in reading, writing skills, math representations (e.g. number lines, graphs, and algebraic equations, etc.) and math communication (understanding math vocabulary, etc.).** Other key barriers include **overcoming credit accrual issues and need for ESL support.**

D. The overall assessment of needs in relation to concern statement 4 (improving identification and recruitment to ensure that all migrant students are identified to enable school success) indicated that the following needs were identified as significant and having an impact on service delivery:

1. **Fifty-four percent** of Virginia MEP programs have experienced a decrease in migrant student numbers with the remaining program maintaining similar numbers to the past.
2. **Eighty-five percent** of recruiters and MEP administrators have attended training recently related to eligibility and **sixty-nine percent** attended training related to identification and recruitment strategies.
3. **Seventy-seven percent** of recruiters and MEP administrators speak the home language of families in the district.
4. **Fifty-four percent** have access to MSIX and **thirty-eight percent** use MSIX to look for families moving into the area.
5. **Forty-six percent** contact their migrant families more than once each year. **Thirty-one percent** contact their families only once per year.
6. **Sixty-nine percent** have **not** completed an employer survey of their area in the past two years.
7. The onsite interviews with staff from both the Shenandoah (JMU) and Westmoreland staff and parents identified the following issues related to identification and recruitment: **language access beyond English and Spanish, more regular contacts with families and identification of eligible families statewide (beyond the boundaries of current programs).**
8. The most effective identification and recruitment strategies identified by local program staff are: **visits to migrant employers, regular family visits, enhance recruiter connections to the community and parent involvement activities and events.**

In summary, the key identification and recruitment needs revolve around decreasing MEP program numbers. Some of these decreases are due to changes in qualifying employment availability (e.g. H2A workers without families, mechanization, etc.), however, there is a **need to complete new employer surveys, enhance training for recruiters related to identification and recruitment strategies. Additional key needs include more regular contact with families and exploration of other areas of the state for migrant families.**

Conclusion

This report is submitted to the State Migrant Director and the Virginia 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 Virginia. 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 Virginia Migrant Education Program to meet the needs of migrant students. The recommendations and measurable outcomes should be included in the Virginia Service Delivery Plan. All migrant programs, nationally, will be evaluated using this continuous improvement system.

Appendix A

Data Collection Forms

Virginia Migrant Education 2024
Reading/Language Arts Needs Assessment Teacher Form

District _____ School _____ Teacher _____
→ Return form to migrant program staff

To assist the migrant program to serve your students more effectively, please provide the following information. Please list the eligible migrant students who are in your class.
PLEASE RATE ONLY THOSE SKILLS IN WHICH YOU CAN ACCURATELY JUDGE PROFICIENCY LEVELS.

Please check the appropriate semester: Fall Spring Summer

TEACHER RATING: Using your judgment, please rate students on proficiency at grade level in relation to the Virginia standards using the following rubric:
1 = Below Basic 2 = Basic 3 = Proficient in Standard 4 = Advanced

Migrant Student Name	Priority For Service (PFS)	Grade Level	State Assessment Reading Score in Rubric*	Reading/Language Arts K-5							Reading/Language Arts 6-12		
				1. Oral Language: Students develop language for purpose or effectively communicating—listening, speaking, viewing, and presenting..	2. Phonological & Phonemic Awareness: Students develop phonological & phonemic awareness.	3. Phonics & Spelling: Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.	4. Fluency: Students develop reading fluency to read aloud grade level text without hesitation.	5. Vocabulary: Students learn and use grade level vocabulary to increase understanding and read fluently.	6. Comprehension: Students understand, interpret, and analyze narrative and informational text.	7. Writing: Students write daily to communicate effectively for a variety of purposes and audiences.	1. (Reading): Students analyze what they read and apply that learning, students read in other content areas and in non-fiction, students have appreciation for a broad array of contemporary literature.	2. (Writing): Students will write informational & literary text to reflect on and recreate experiences and to persuade others.	3. (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in group discussions, written reports, and oral presentations.
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*State Assessment Score and Teacher Ratings Use This Same Rubric: 1 = Fail/ Below Basic 2 = Fail/Basic 3 = Pass/Proficient in Standard 4 = Pass/Advanced
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**Virginia Migrant Education 2024
Mathematics Needs: Teacher Ratings Form**

District _____ School _____ Teacher _____

→ Return form to migrant program staff

To assist the migrant program to serve your students more effectively, please provide the following information. Please list the eligible migrant students who are in your class. PLEASE RATE ONLY THOSE SKILLS IN WHICH YOU CAN ACCURATELY JUDGE PROFICIENCY LEVELS.

Please check the appropriate semester: Fall Spring Summer

TEACHER RATING: Using your judgment, please rate students on proficiency at grade level in relation to skill strands related to the Virginia standards using the following rubric:
1 = Below Basic 2 = Basic 3 = Proficient in Standard 4 = Advanced

Student Name	Priority For Service (PFS)	Grade Level	State Assessment Math Score in Rubric*	1. Mathematical Problem Solving – Students will apply math concepts and skills to solve problems of varying complexity	2. Mathematical Communication – Students will communicate thinking and reasoning in math. Using math vocabulary and notation.	3. Mathematical Reasoning – Students will recognize reasoning and proof to make, test and evaluate mathematical statements.	4. Mathematical Connections – Students will build upon prior knowledge and see mathematics as an integrated field of study.	5. Mathematical Representations – Students will represent and describe mathematical ideas, generalizations and relationships.	6. Instructional Technology – The appropriate use of technology and interpretation of results in math.	7. Computational Fluency - Students will have a conceptual understanding and computational fluency in problem solving skills	8. Algebra Readiness – Understanding patterns, generalization of arithmetic concepts, proportional reasoning and representing mathematical relationships using tables, symbols and graphs.
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State Assessment Score and Teacher Ratings Use This Same Rubric: 1 = Fail/ Below Basic 2 = Fail/Basic 3 = Pass/Proficient in Standard 4 = Pass/Advanced

Teacher Instructions: Rating Migrant Education Students in Content Skills

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

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

Virginia Teacher Ratings Rubric: Reading/Language Arts & Math 2024	
The teacher rating of the rubric is indicative of overall teacher judgment of individual student performance in relation to grade level on the SOL standards in language arts and math. The rating can be loosely related to letter grades on student work (e.g. A/B = 4; C = 3, D = 2; F = 1)	
4 = Pass/Advanced:	The student is working above the proficient level.
3 = Pass/Proficient:	The student is proficient and is operating at grade level
2 = Fail/Basic:	The student is emerging toward proficiency in these content skills but still has some gaps in knowledge.
1= Fail/Below Basic:	The student needs to be taught these skills and knows very little and or nothing <u>in regard to</u> this content standard.

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

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

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

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

THANK YOU FOR YOUR ASSISTANCE!

Virginia Migrant Program Needs Assessment Administrator / Teacher Survey 2024

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

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

Please rate each of the following	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. Migrant students have a significant need to understand the principles of language in reading and writing.						
2. Migrant students have a significant need to attain proficiency in phonological awareness and phonics to learn to read						
3. Migrant students have a significant need to attain proficiency in reading comprehension.						
4. Migrant students have a significant need to attain proficiency in writing.						
5. Migrant students have a significant need to attain proficiency in vocabulary for reading.						
6. Migrant students have a significant need to attain proficiency in reading fluency.						
7. Migrant students have a significant need to attain proficiency in number sense and basic operations in math.						
8. Migrant students have a significant need to attain proficiency in algebra, patterns and functions in math.						
9. Migrant students have a significant need to attain proficiency in data analysis and probability in math.						
10. Migrant students have a significant need to attain proficiency in geometry and spatial relations in math.						
11. Migrant students have a significant need to attain proficiency in measurement and the use of measurement tools in math.						
12. Migrant students have a significant need to overcome barriers to school retention and graduation.						
13. There is a significant need to assist migrant students with issues related to credit accrual and records transfer in high school.						
14. The migrant program needs to provide more effective services to meet the needs of pre-school students.						
15. There is a need for additional bilingual / bicultural materials and ESL training for teaching staff.						
16. There is a need to improve identification and recruitment of migrant families to ensure all migrant students receive academic support.						
17. What other migrant student needs are not being met by the migrant program?						

Virginia Migrant Parent Needs Assessment Survey 2024

District: _____

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

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

ALTA 2024

Programa Migrante de Virginia Encuesta para Padres 2024

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

¡Gracias por su ayuda!

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

ALTA 2024

Virginia Migrant Identification and Recruitment Survey 2024

Directions: Please complete the following survey form to help us identify potential needs related to identification and recruitment.

Region / District: _____

Administrator: **Recruiter:**

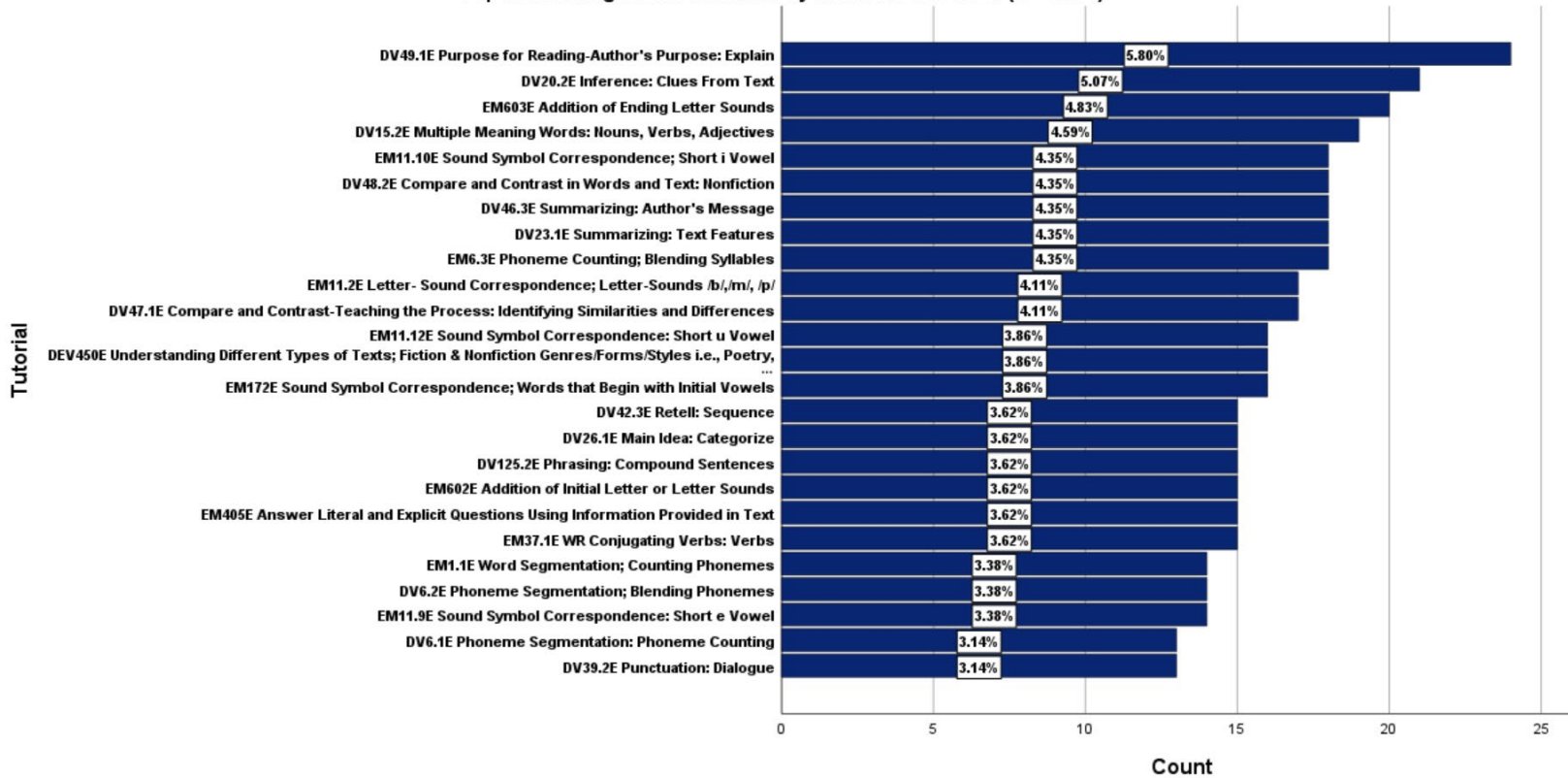
1. Current number of migrant students in your local program _____
2. Have the number of migratory students in your local program since 2022-2023:
increased decreased about the same number
3. If your numbers have decreased are there specific reasons which might explain the decrease?
4. Have you completed an employer survey of your region/district within the past two years to determine which local employers hire seasonal or temporary agricultural workers?
Yes No
5. When was the last training in current guidance related to migrant family and student eligibility that you completed?
This academic year Last academic year More than 2 years ago Never
6. When was the last training you completed on strategies to identify and recruit migrant families?
This academic year Last academic year More than 2 years ago Never
7. Do you have access to MSIX? Yes No
8. Do you use MSIX to locate families that have recently moved into your area:
Yes No
9. Do you speak and understand the home language(s) of your migrant families?
Yes No
10. How often do you visit / contact your migrant families?
Regularly At least once per year Once to recruit them N/A

ALTA 2024

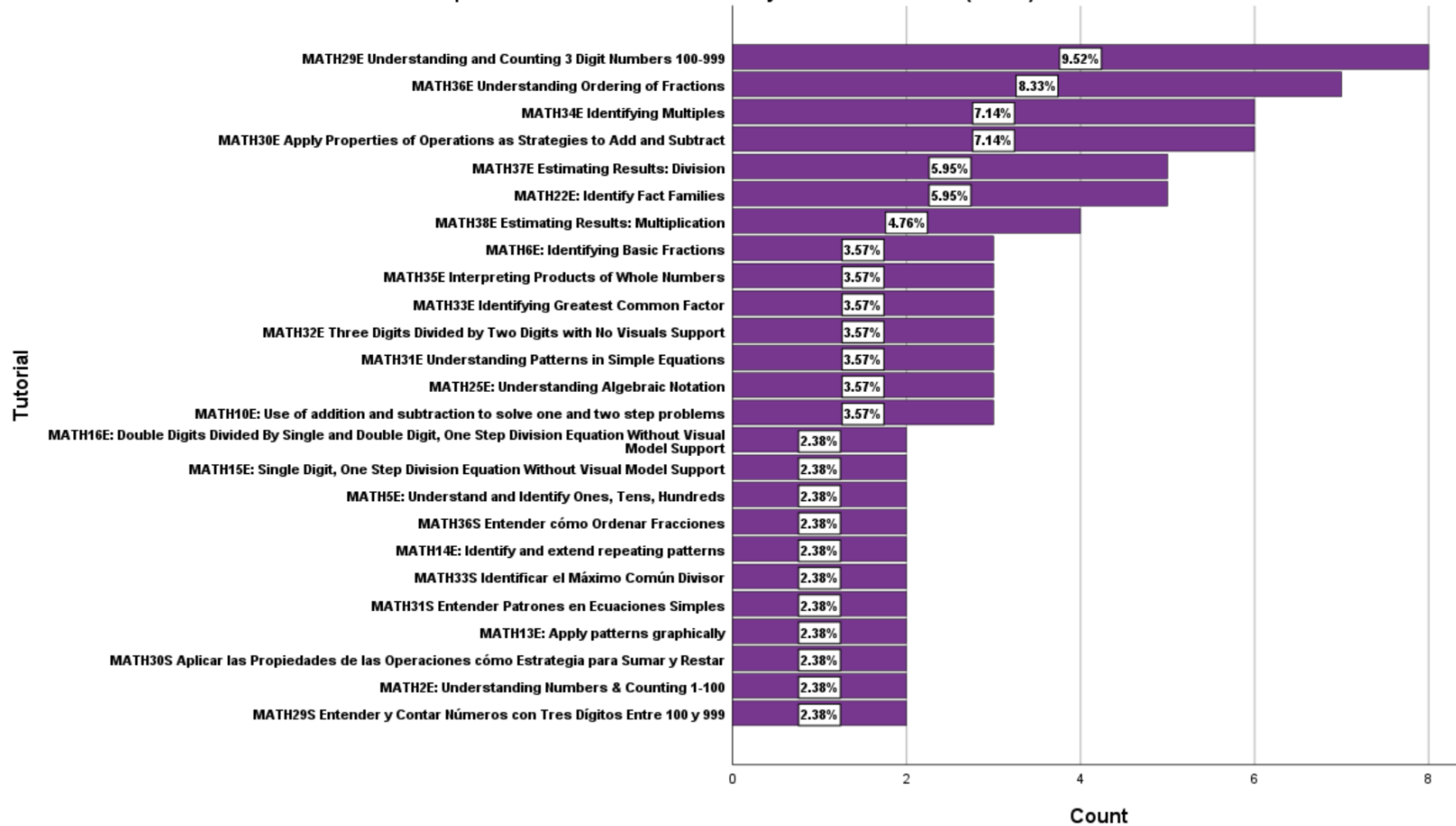
Appendix B

Statistics

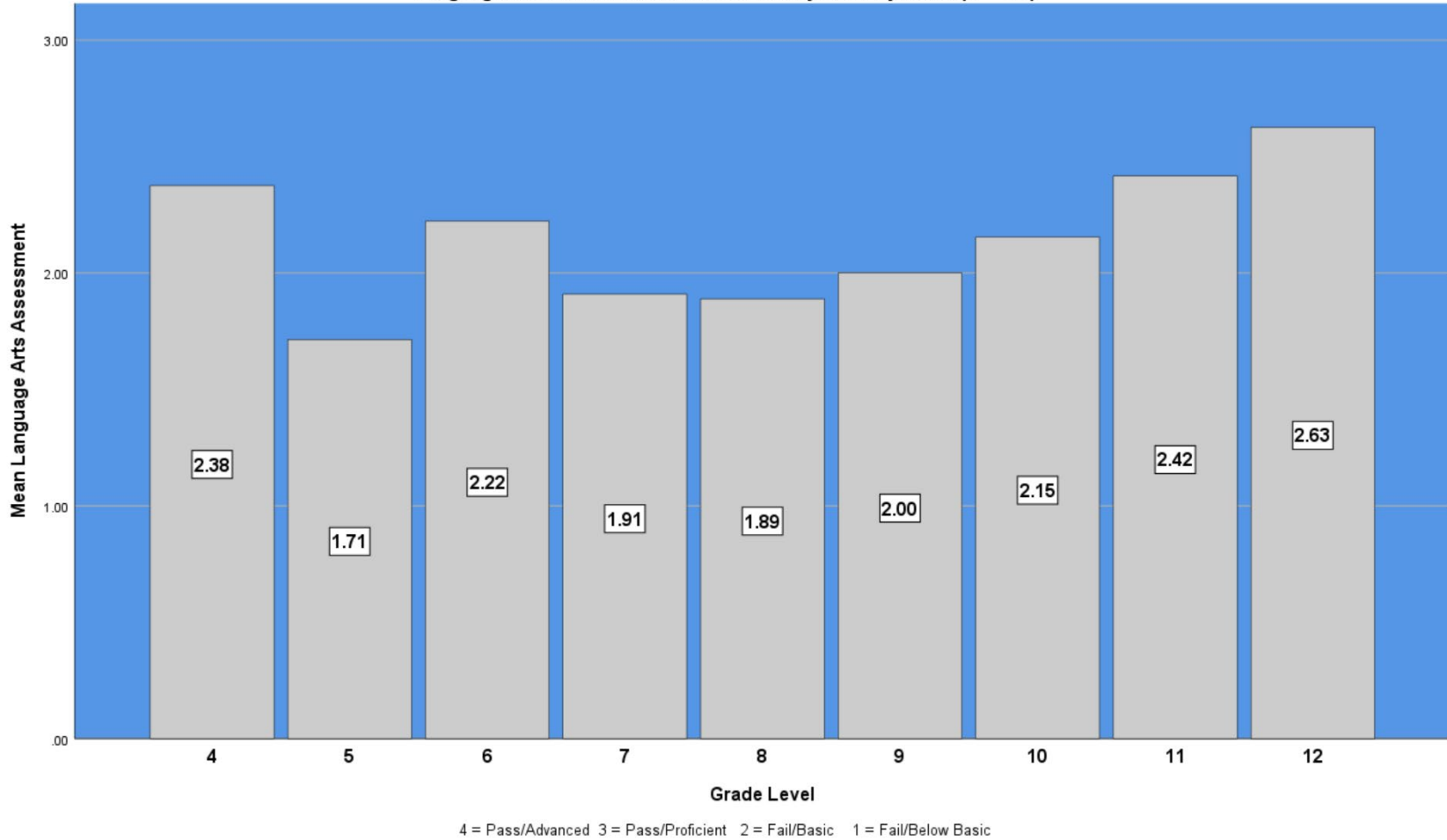
Virginia Migrant Education Program:: Needs Assessment 2024
 Top 25 Reading Needs Identified by the MLN 2023-2024 (N = 1054)



Virginia Migrant Education Program:: Needs Assessment 2024
 Top 25 MLN Math Needs Identified by the MLN 2023-2024 (N = 97)

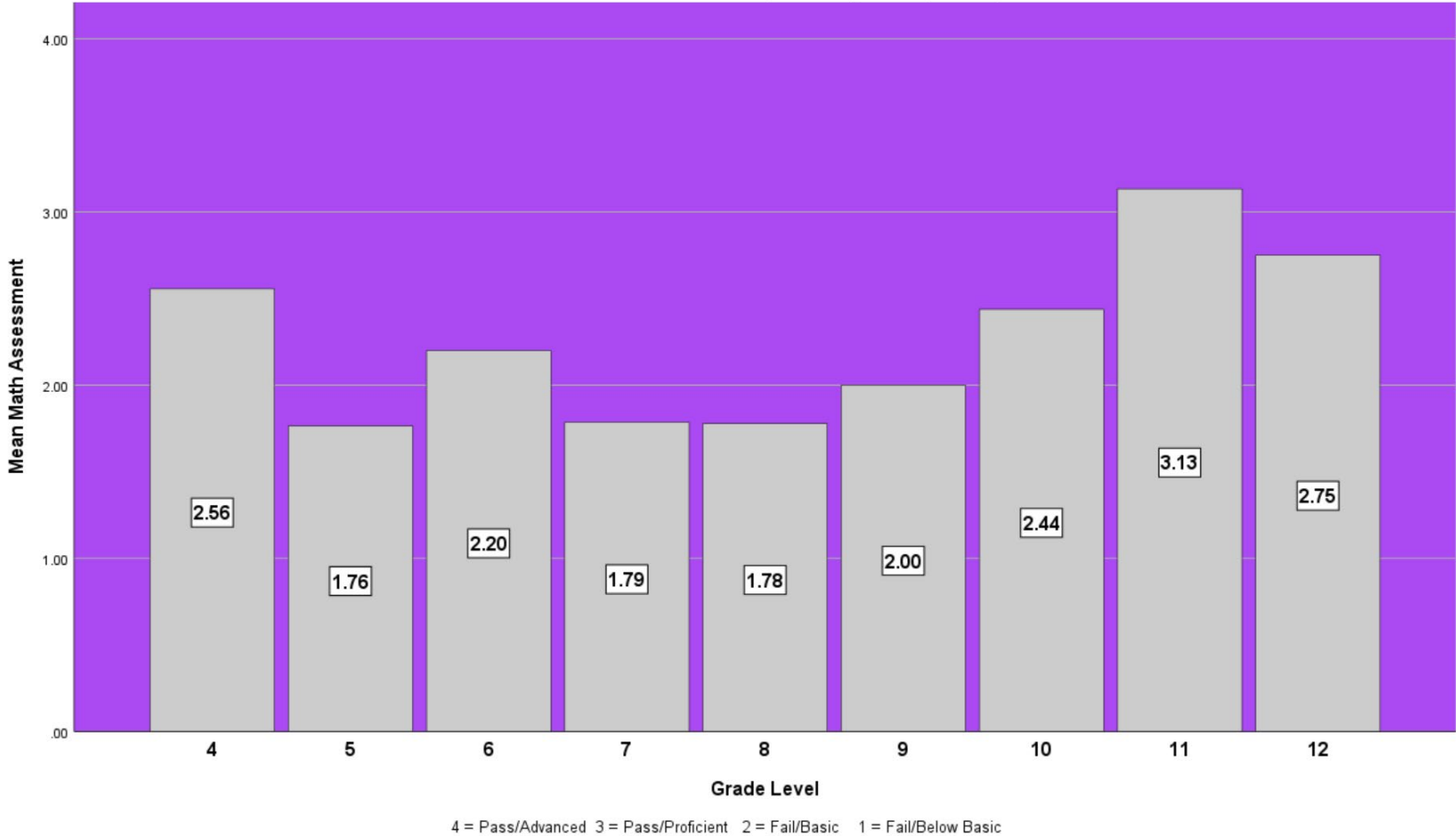


Virginia Migrant Education Program: Needs Assessment 2024
Language Arts State Assessment: Proficiency Level By Grade (N = 107)

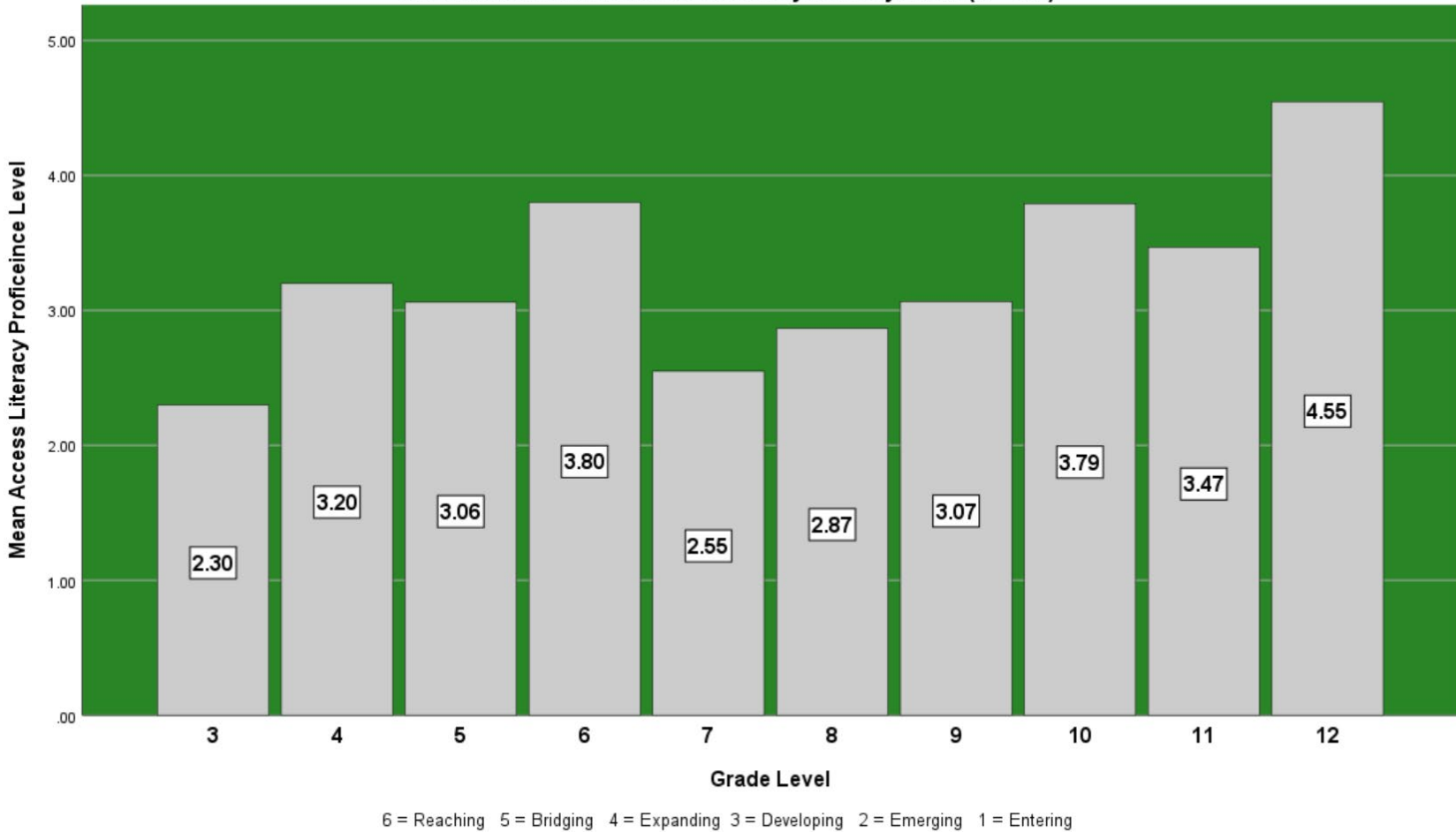


Virginia Migrant Education Program: Needs Assessment 2024

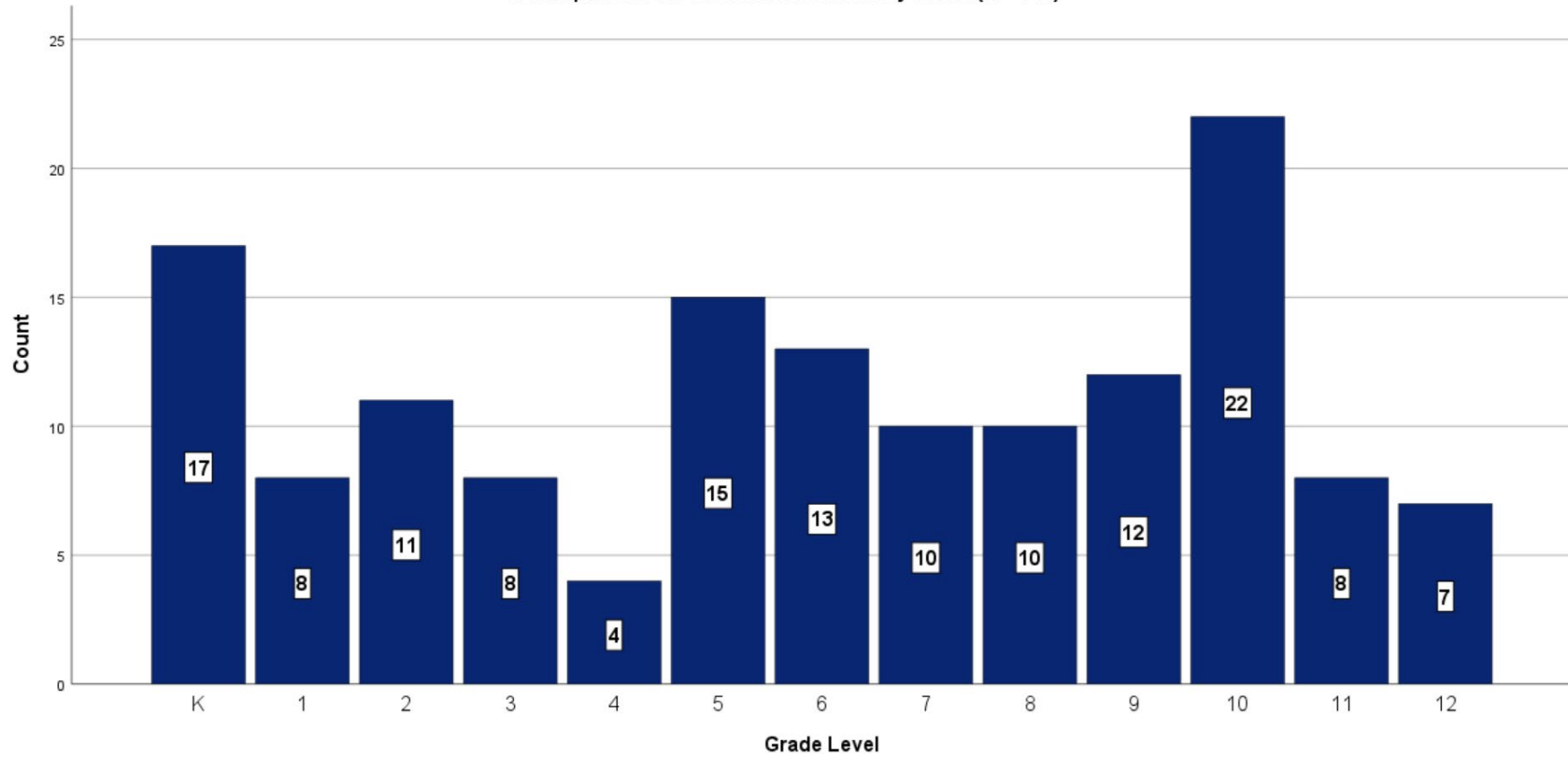
Math State Assessment: Proficiency Level By Grade (N = 123)



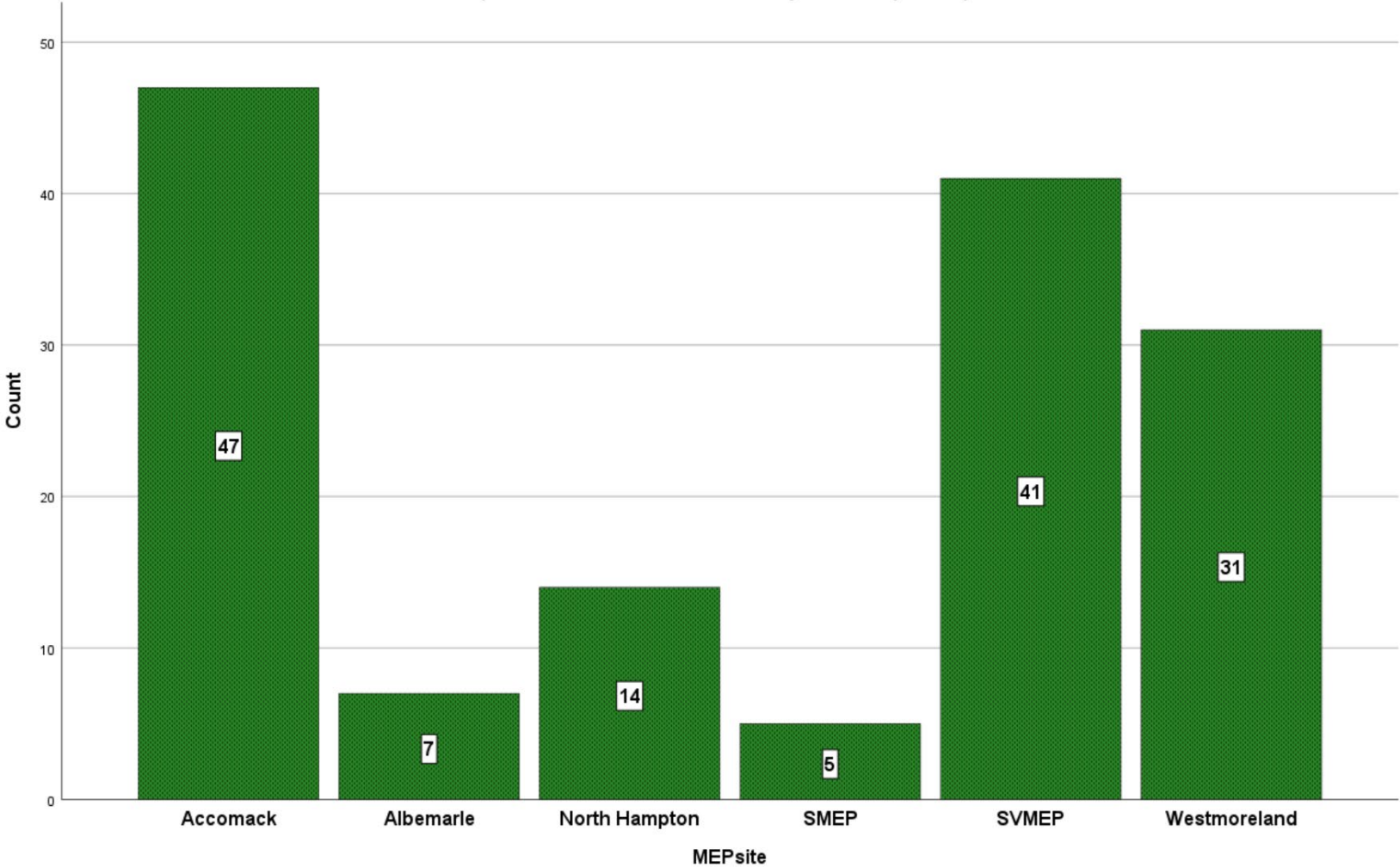
Virginia Migrant Education Program: Needs Assessment 2024
ACCESS State Assessment: Proficiency Level By Grade (N = 141)



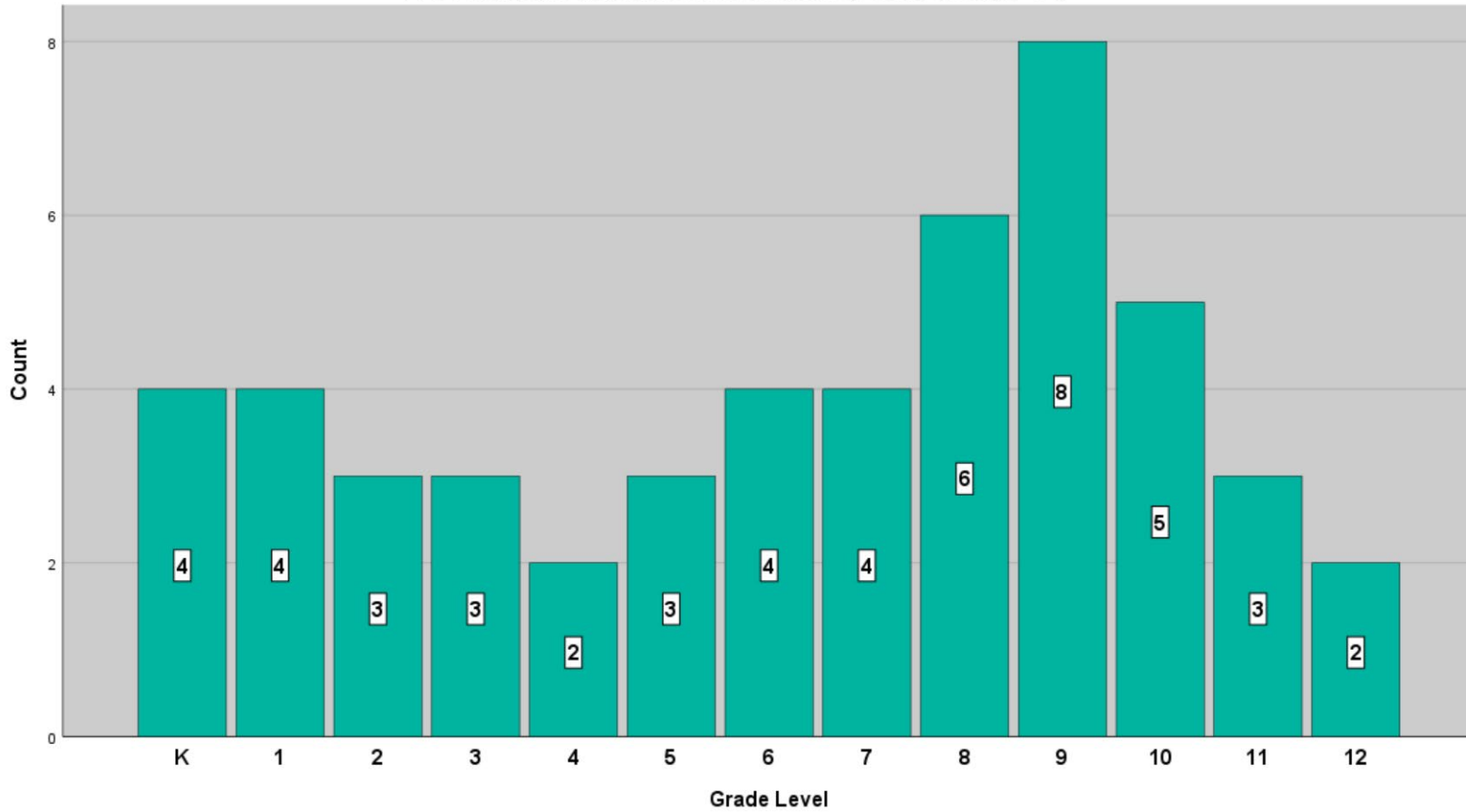
Virginia Migrant Education Program: Needs Assessment 2024
Participants in the Needs Assessment By Grade (N = 145)



Virginia Migrant Education Program: Needs Assessment 2024
Participants in the Needs Assessment By MEP Site (N = 145)

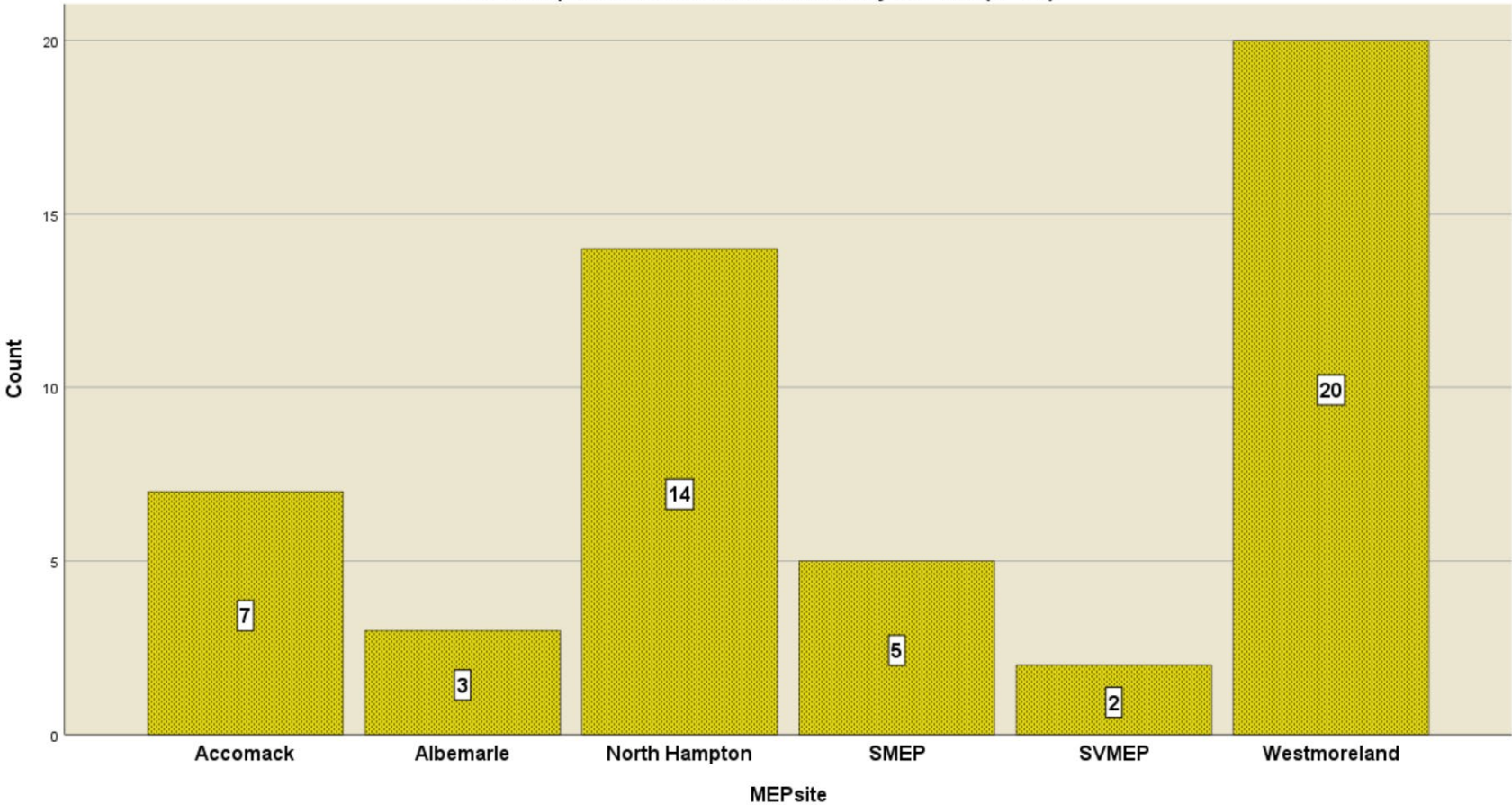


Virginia Migrant Education Program: Needs Assessment 2024
PFS Participants in the Needs Assessment By Grade Level (N = 51)

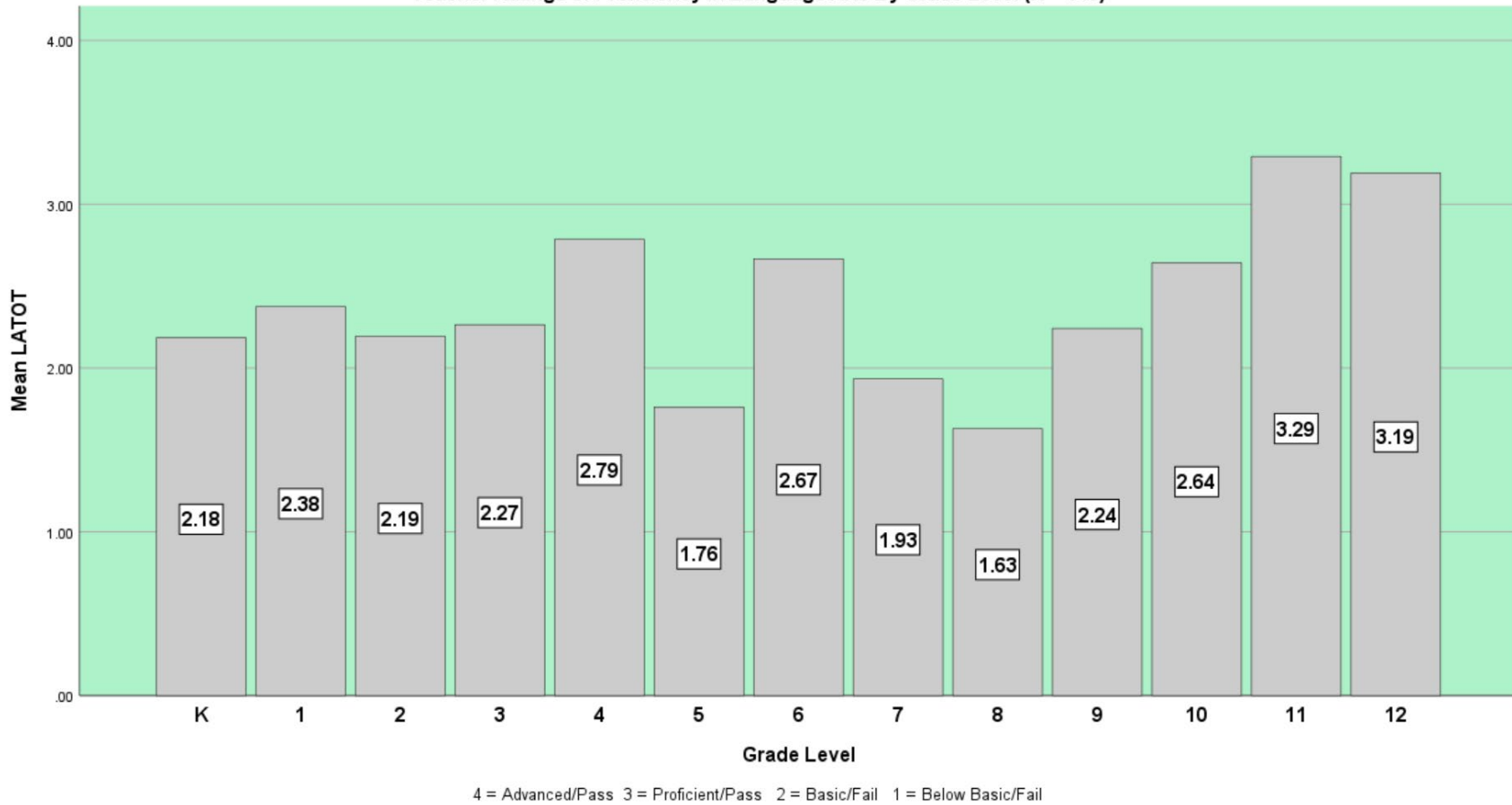


Virginia Migrant Education Program: Needs Assessment 2024

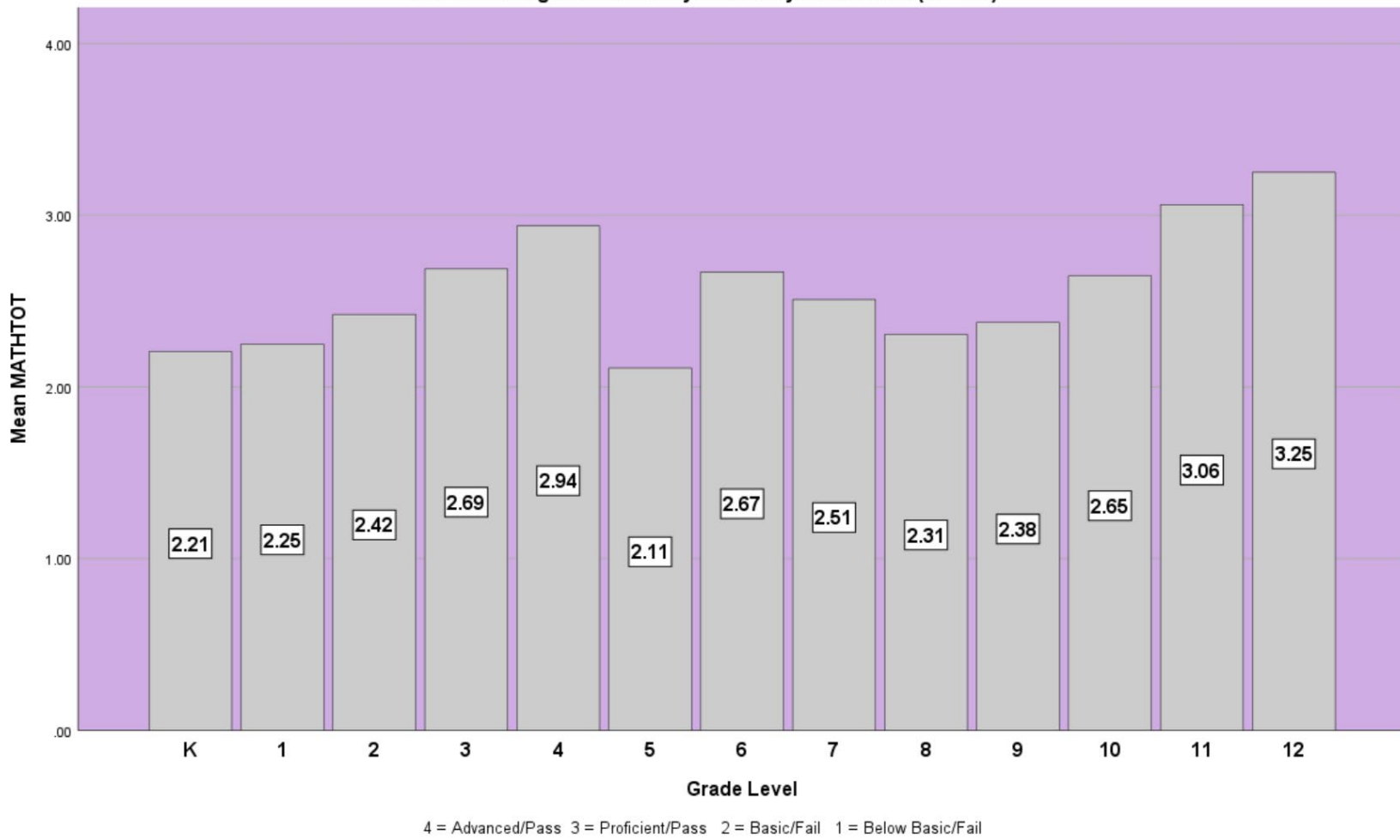
PFS Participants in the Needs Assessment By MEP Site (N = 51)



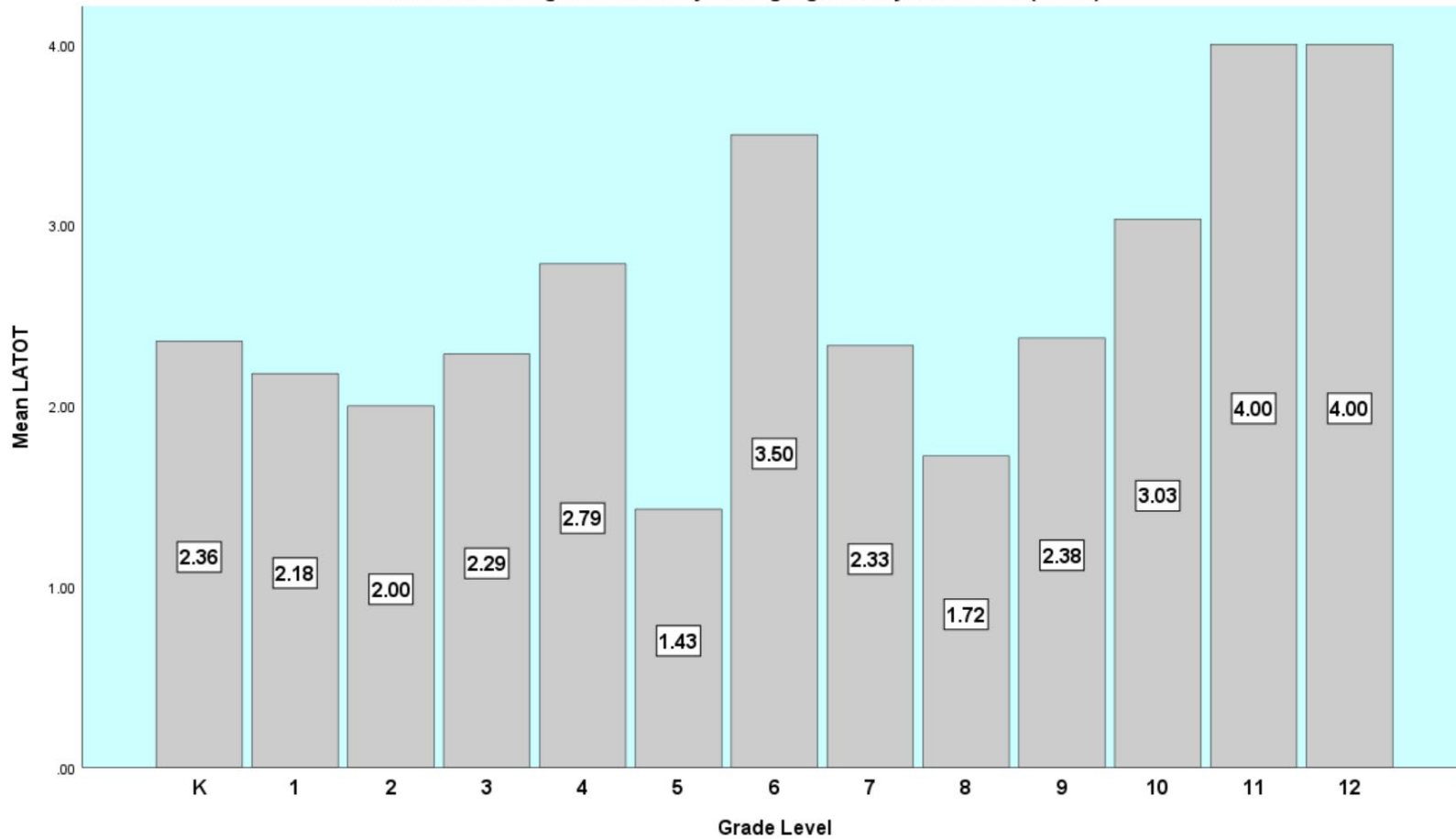
Virginia Migrant Education Program: Needs Assessment 2024
 Teacher Ratings of Proficiency in Language Arts By Grade Level (N = 145)



Virginia Migrant Education Program: Needs Assessment 2024
 Teacher Ratings of Proficiency in Math By Grade Level (N = 145)

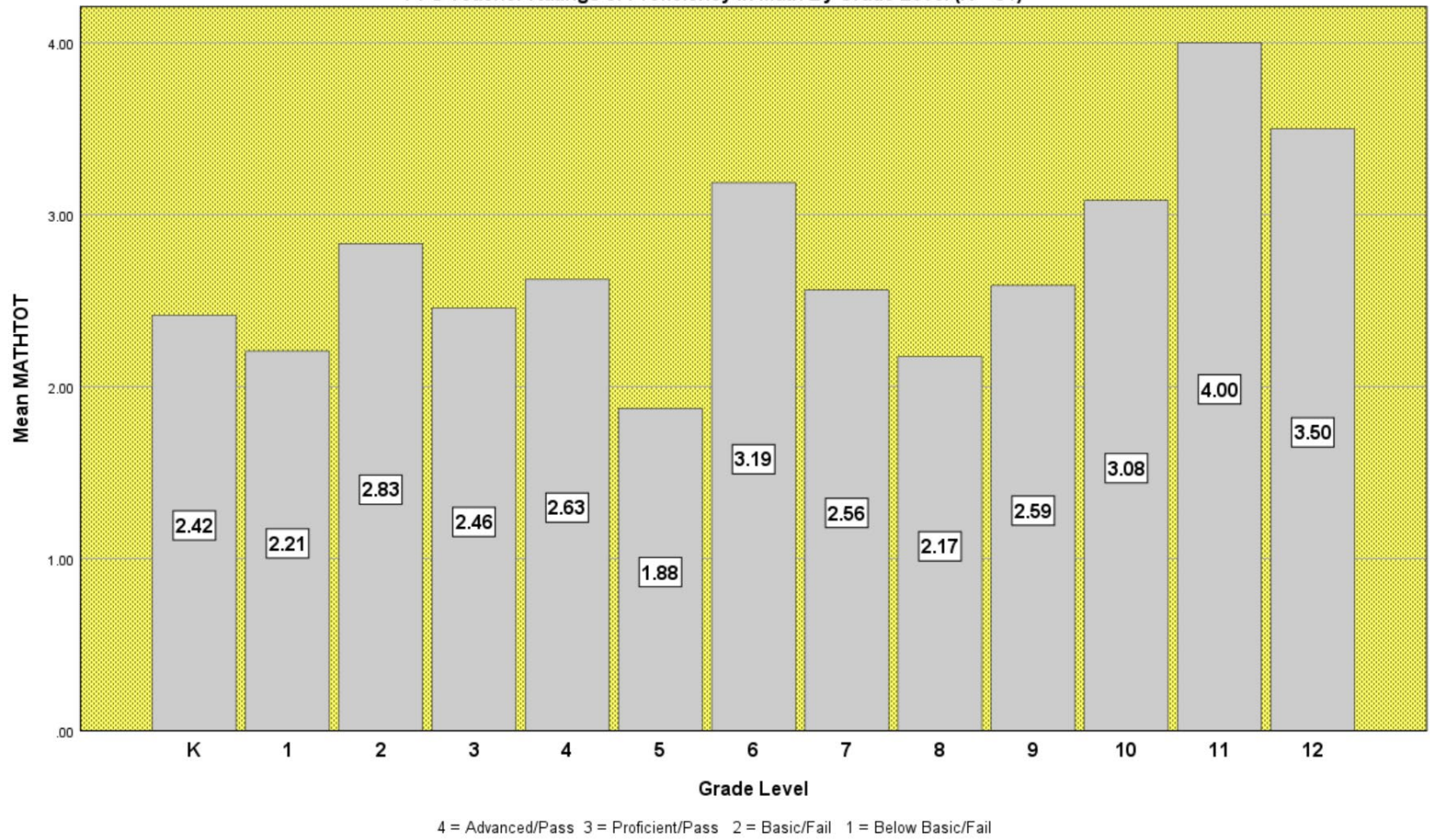


Virginia Migrant Education Program: Needs Assessment 2024
PFS Teacher Ratings of Proficiency in Language Arts By Grade Level (N = 51)

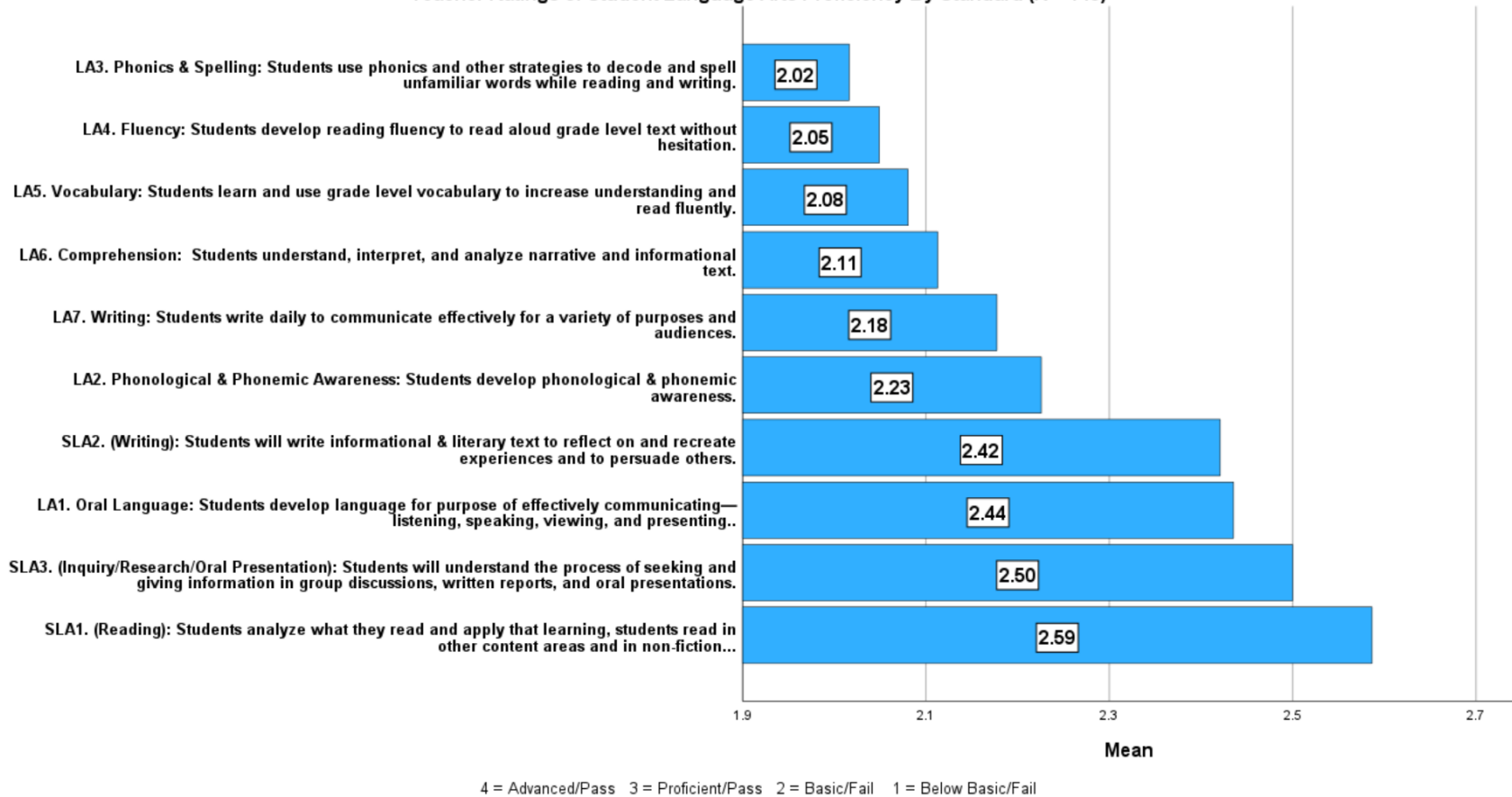


4 = Advanced/Pass 3 = Proficient/Pass 2 = Basic/Fail 1 = Below Basic/Fail

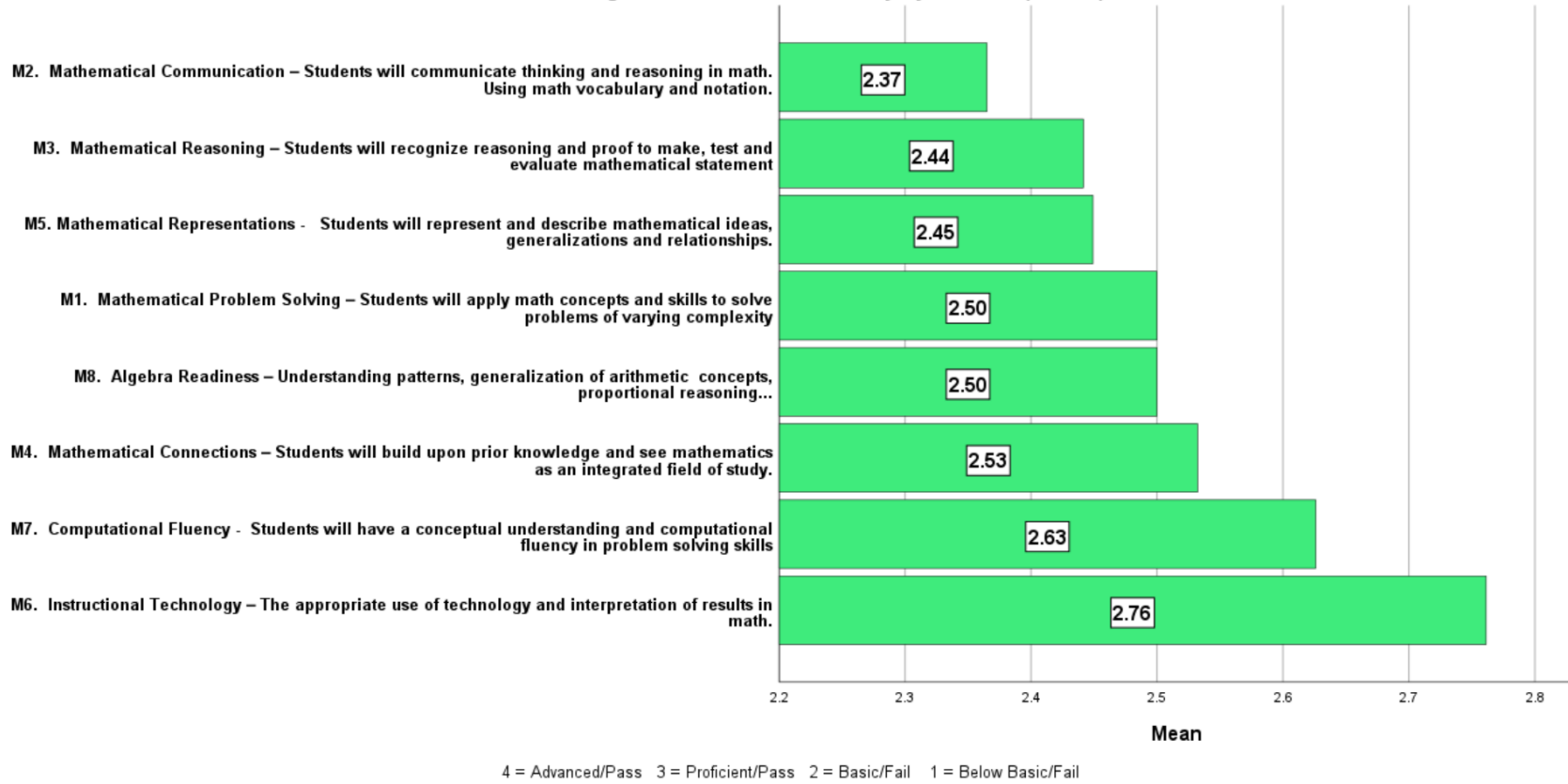
Virginia Migrant Education Program: Needs Assessment 2024
PFS Teacher Ratings of Proficiency in Math By Grade Level (N = 51)



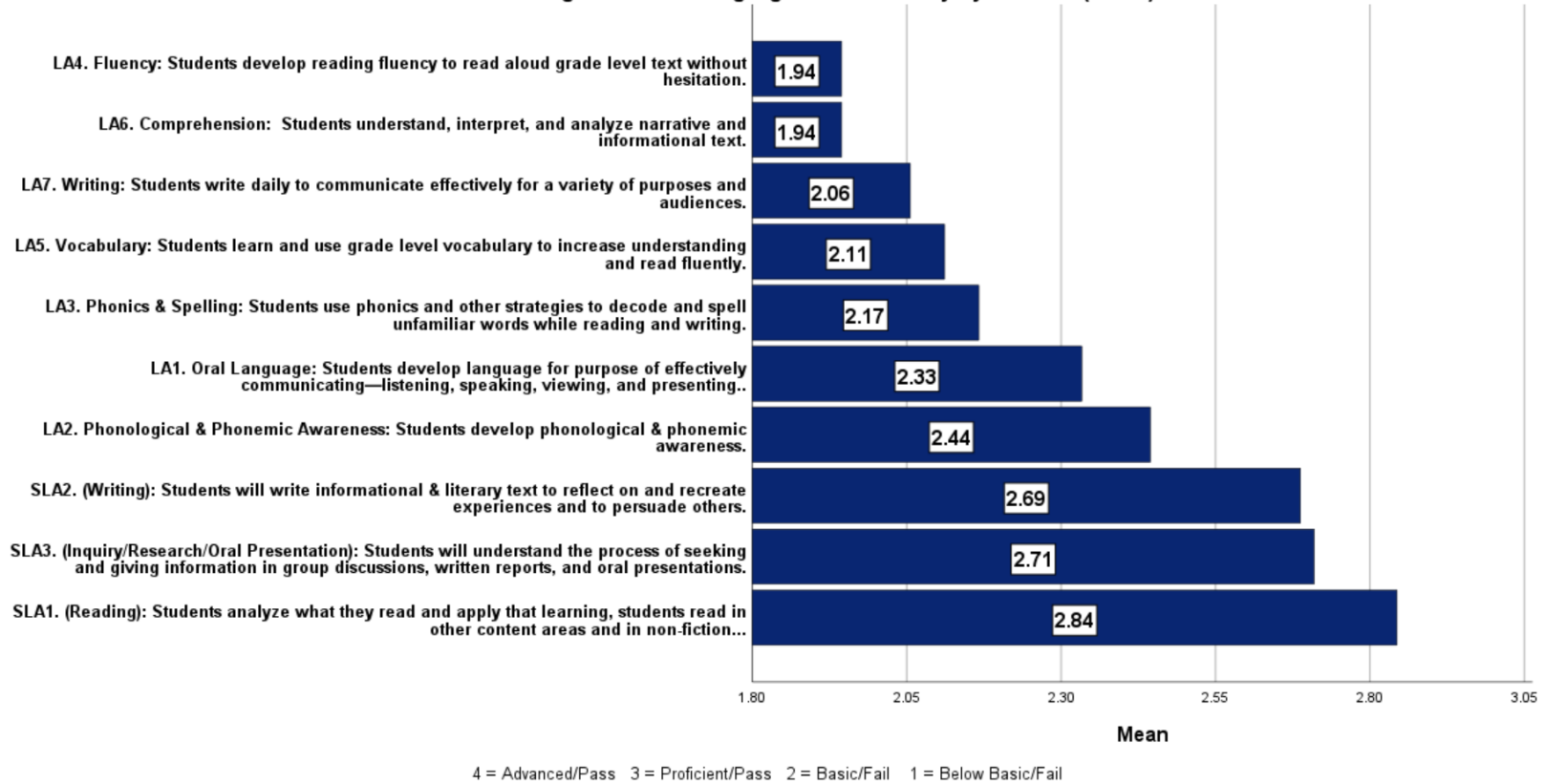
Virginia Migrant Program: Needs Assessment 2024
Teacher Ratings of Student Language Arts Proficiency By Standard (N = 145)



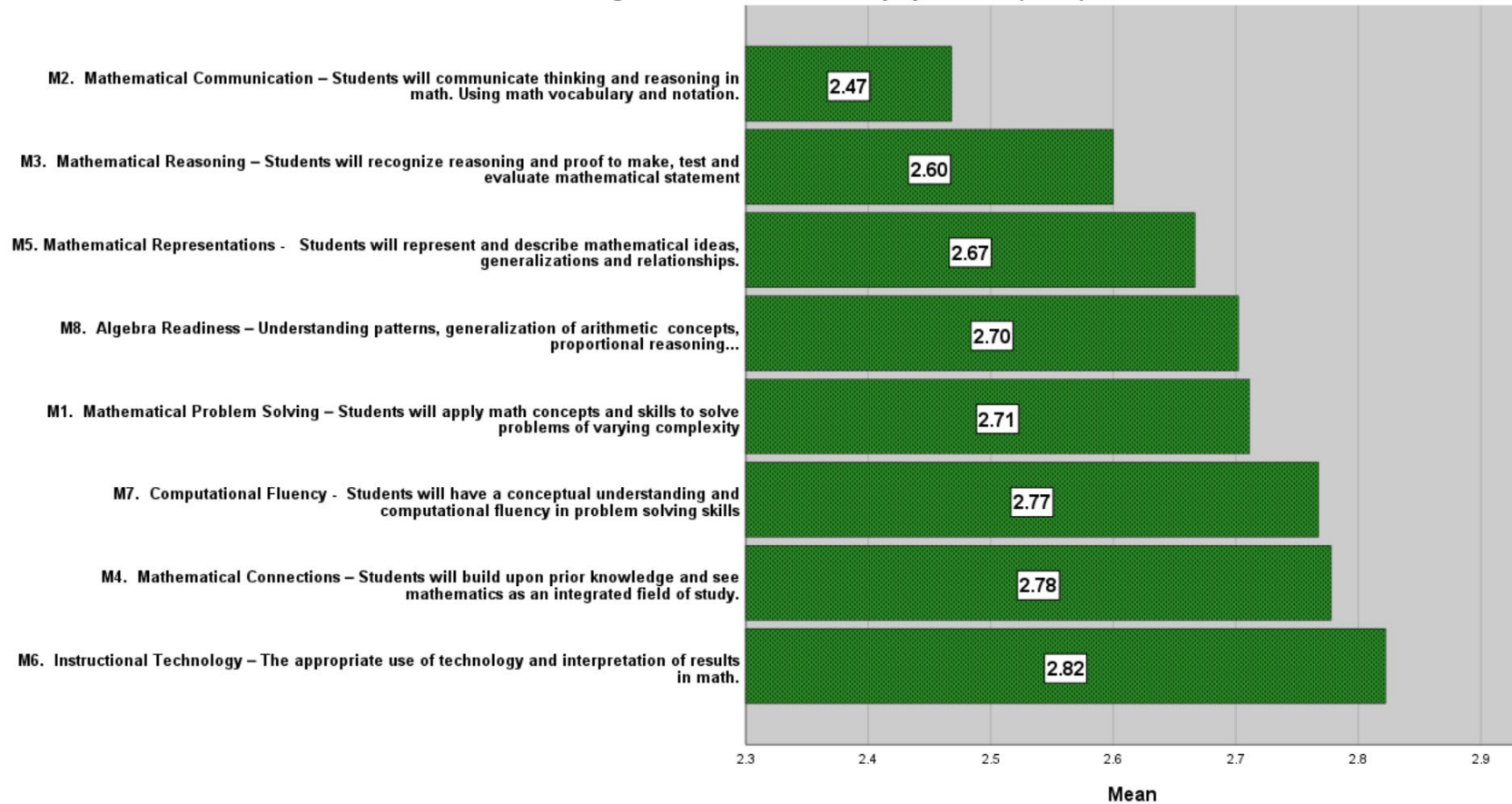
Virginia Migrant Program: Needs Assessment 2024
Teacher Ratings of Student Math Proficiency By Standard (N = 145)



Virginia Migrant Program: Needs Assessment 2024
PFS Teacher Ratings of Student Language Arts Proficiency By Standard (N = 51)



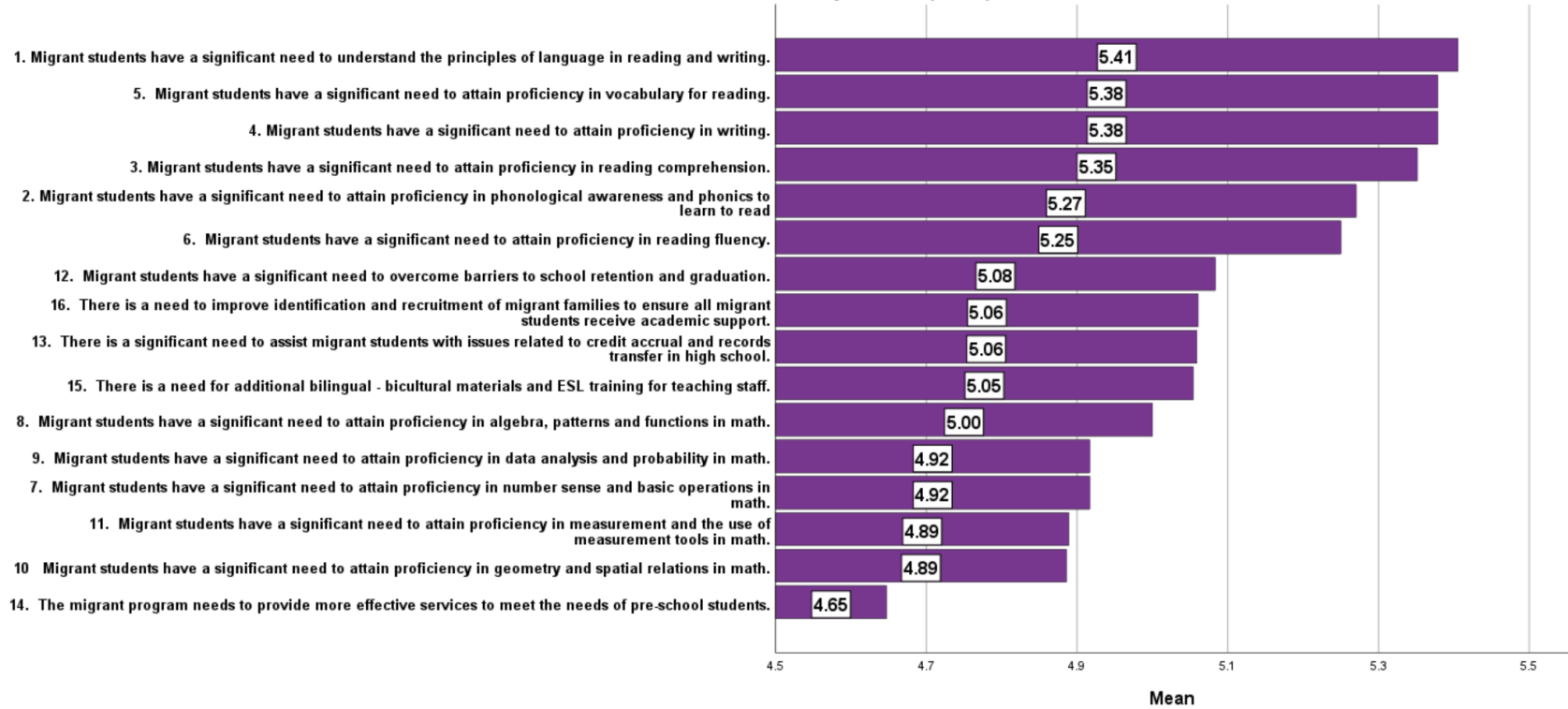
Virginia Migrant Program: Needs Assessment 2024
PFS Teacher Ratings of Student Math Proficiency By Standard (N = 51)



4 = Advanced/Pass 3 = Proficient/Pass 2 = Basic/Fail 1 = Below Basic/Fail

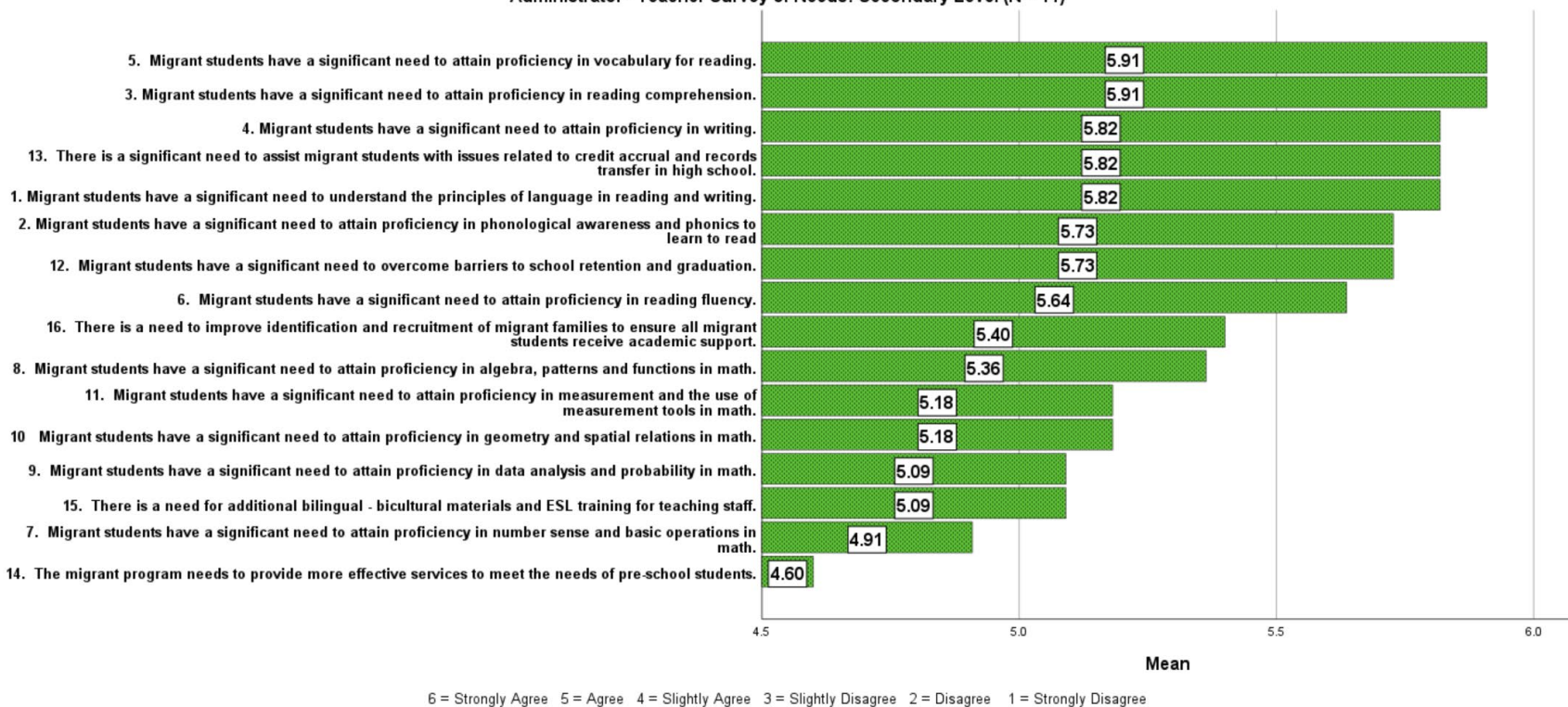
Virginia Migrant Education Program: Needs Assessment 2024

Administrator - Teacher Survey of Needs (N = 37)



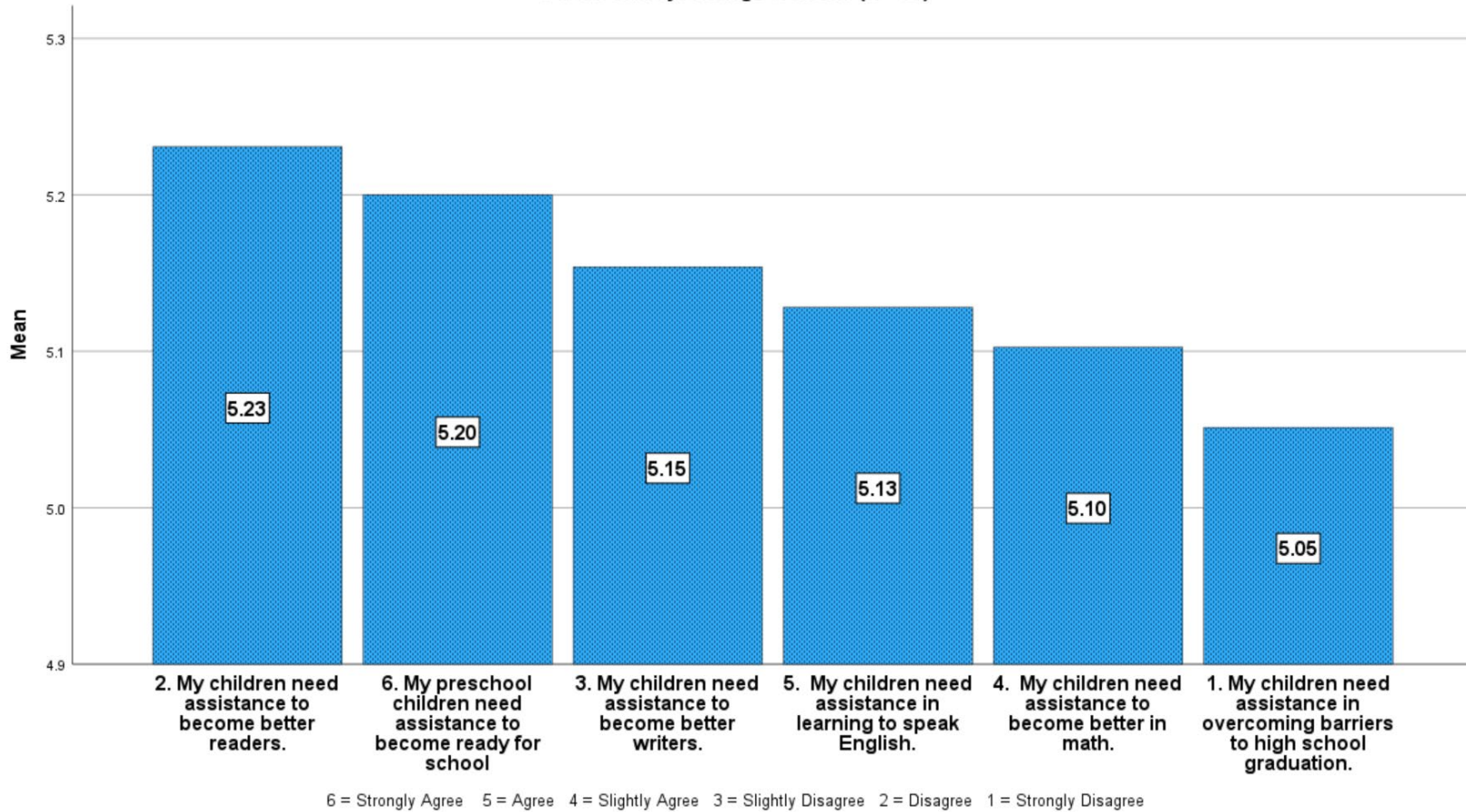
6 = Strongly Agree 5 = Agree 4 = Slightly Agree 3 = Slightly Disagree 2 = Disagree 1 = Strongly Disagree

Virginia Migrant Education Program: Needs Assessment 2024
Administrator - Teacher Survey of Needs: Secondary Level (N = 11)

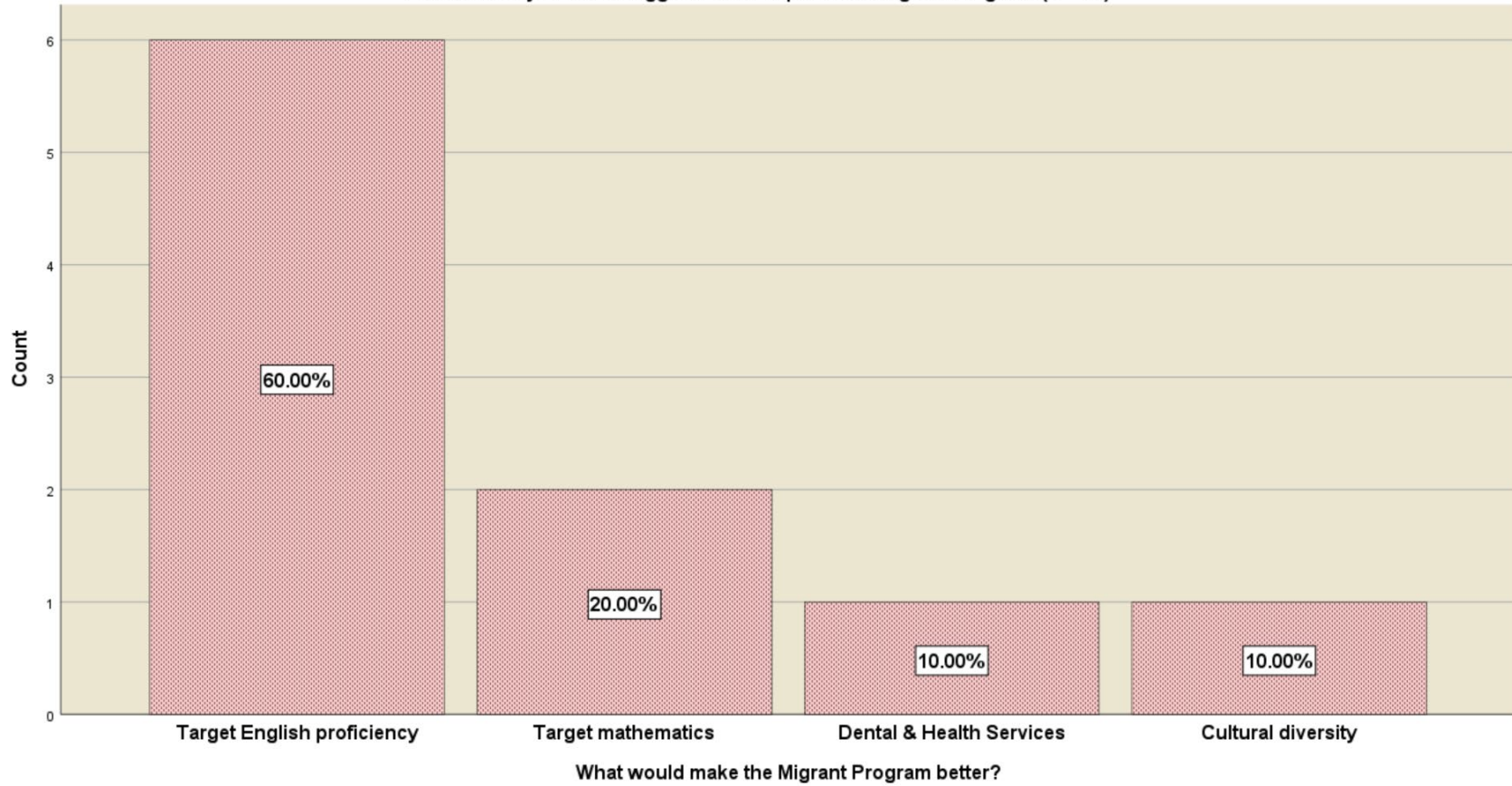


Virginia Migrant Education Program: Needs Assessment 2024

Parent Survey: Ratings of Needs (N = 39)

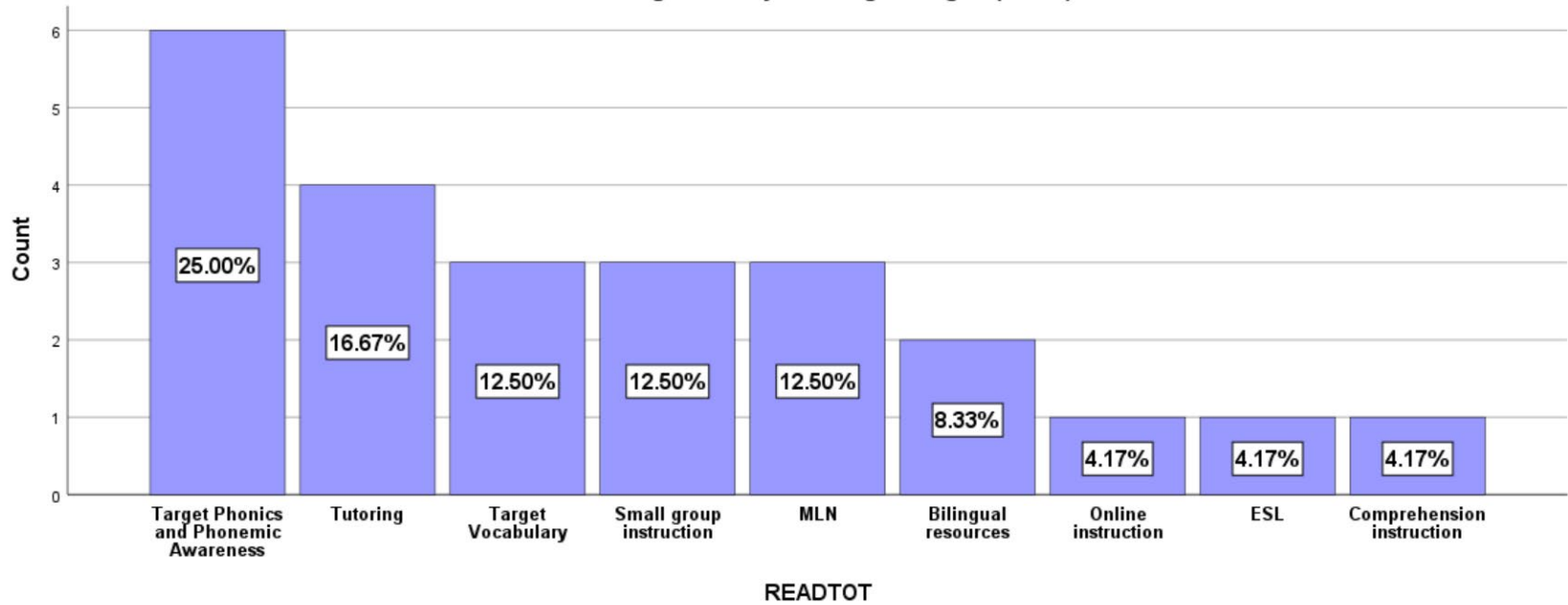


Virginia Migrant Education Program: Needs Assessment 2024
Parent Survey: Parent Suggestions to Improve the Migrant Program (N = 10)

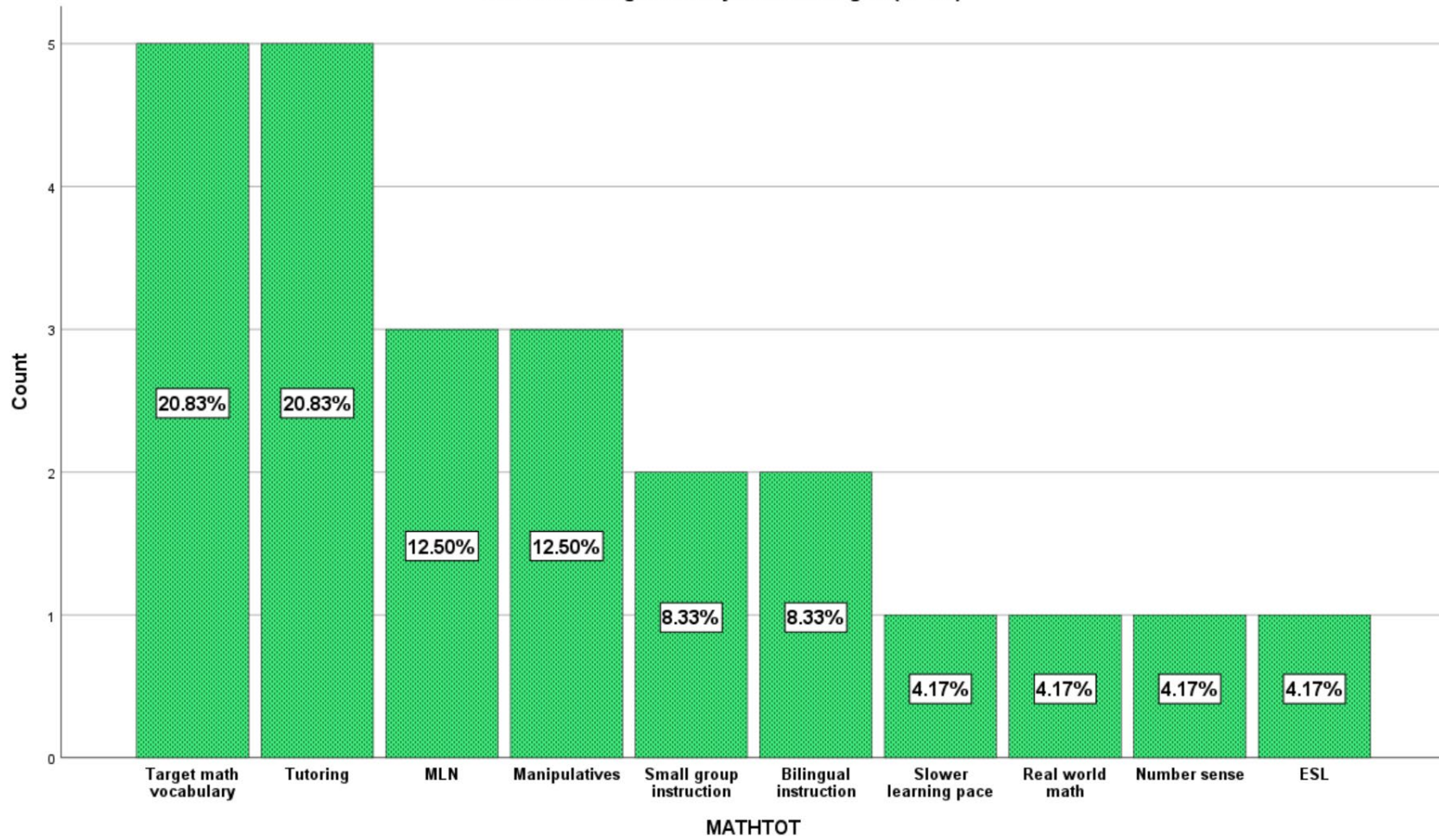


Virginia Migrant Education Program: Needs Assessment 2024

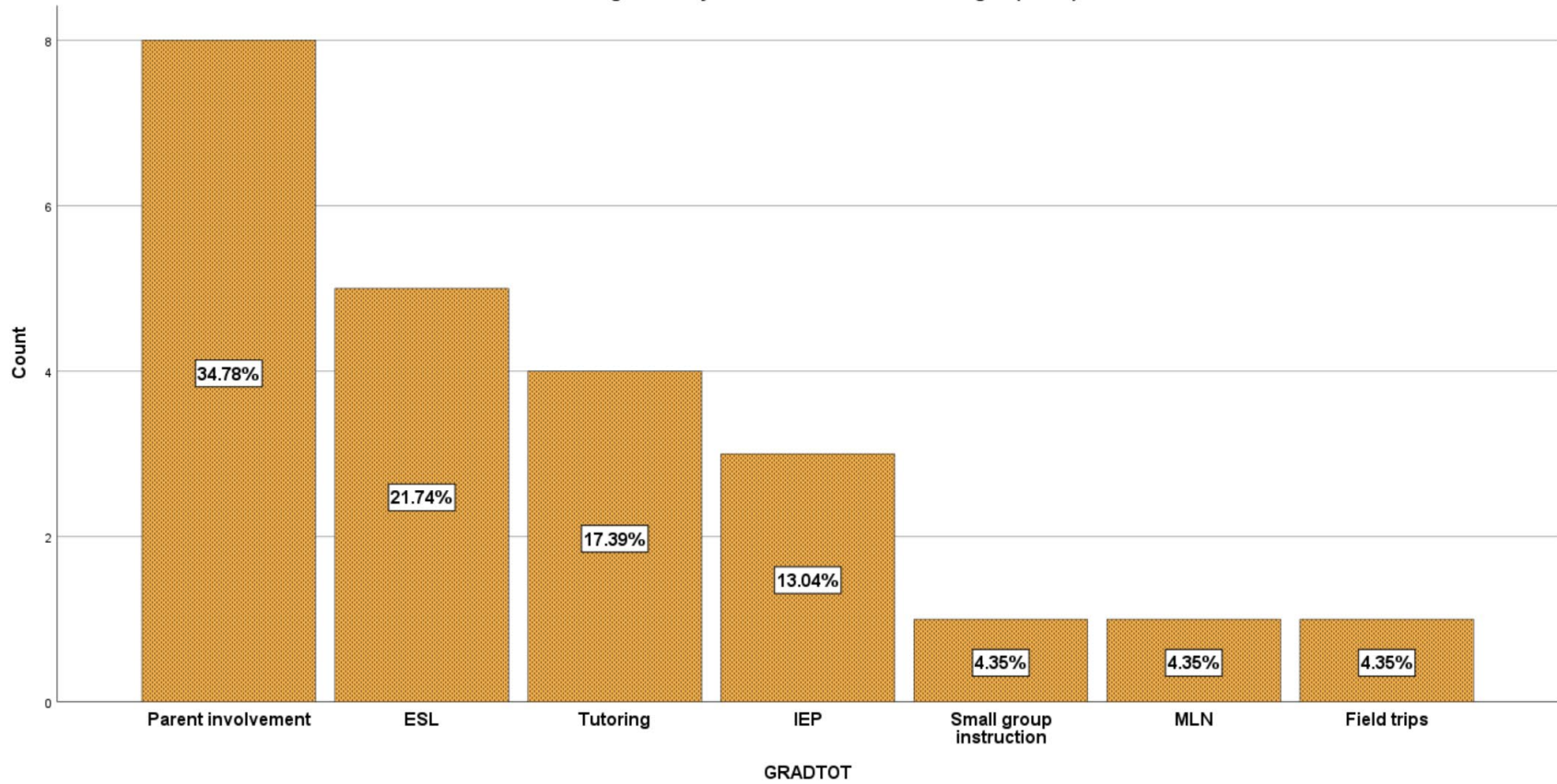
Effective Strategies Survey: Reading Strategies (N = 29)



Virginia Migrant Education Program: Needs Assessment 2024
 Effective Strategies Survey: Math Strategies (N = 29)

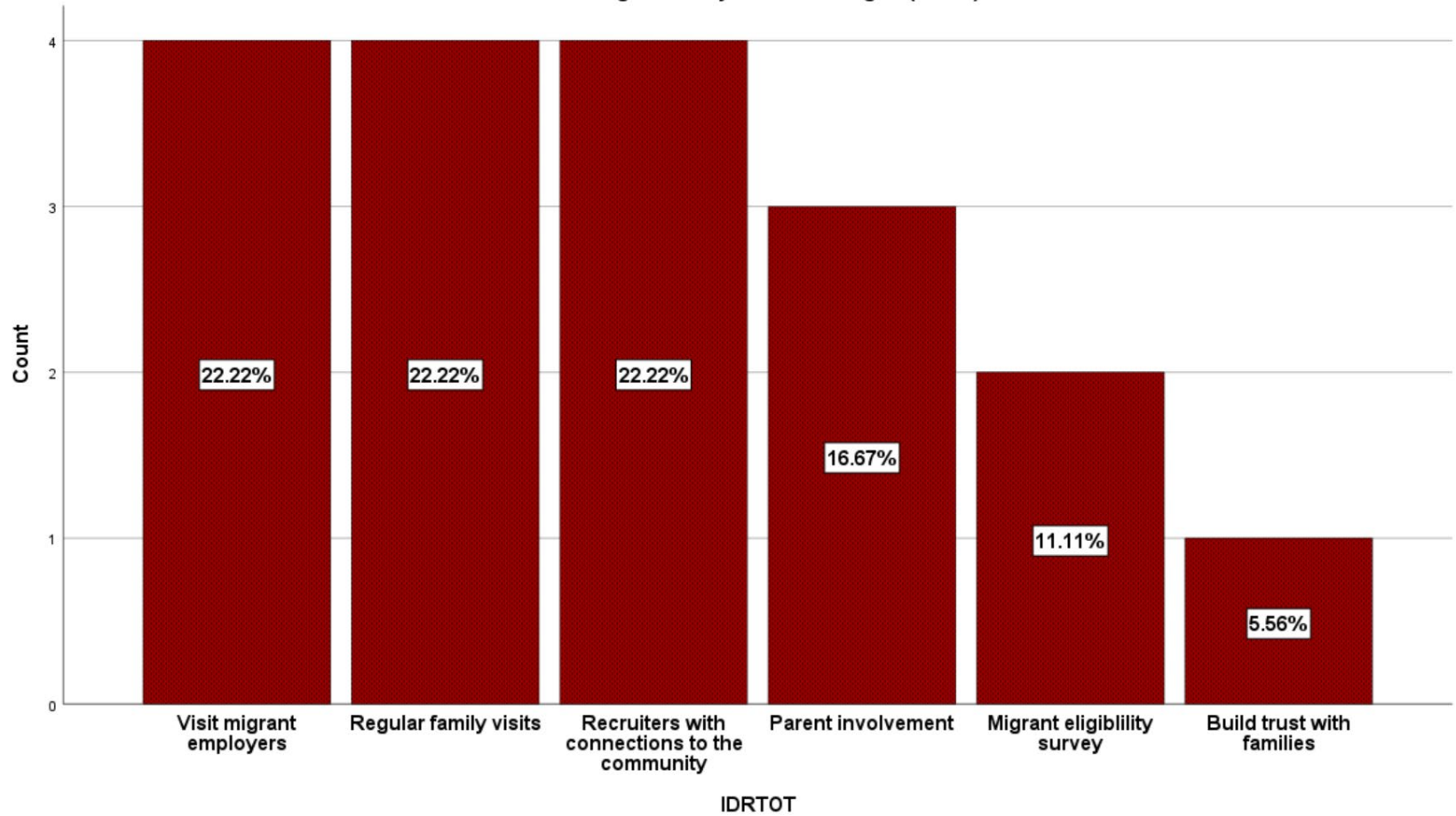


Virginia Migrant Education Program: Needs Assessment 2024
Effective Strategies Survey: Graduation & Retention Strategies (N = 29)



Virginia Migrant Education Program: Needs Assessment 2024

Effective Strategies Survey: ID & R Strategies (N = 29)



Virginia Migrant Education Program: Needs Assessment 2024
ID&R Survey: Have Counts Increased or Decreased (N = 13)

