

Colorado Migrant Education Program

Comprehensive Needs Assessment



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Colorado Needs Assessment Committee (NAC)

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Definition of Terms Related to the CNA

Area of Concern: A broad area based on the root causes of the unique characteristics of the target group. The Office of Migrant Education has identified **Common Areas of Concern** which are educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services.

Concern Statements: Clear and consistent interpretations of the points that the Needs Assessment Committee discussed that should be used to guide the development of the CNA. Concern statements identify areas that require special attention for migratory children.

Continuous Improvement Cycle: An approach to improving processes and increasing efficiency and effectiveness by identifying a problem, collecting relevant data to understand its root causes, developing and implementing targeted solutions, measuring results, and making recommendations based on the results.

Migratory Child: Per Section 1309(3)(A)–(B) of the of the Elementary and Secondary Education Act (ESEA), as amended, migratory child means a child or youth, from birth up to 20 (22 with an IEP), who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher.

Need: The difference between “what is” and “what should be;” may also be referred to as a gap.

Needs Assessment Committee: Broad-based committee of partners (stakeholders) who provide input and direction throughout the CNA process.

Need Indicator: A measure that can be used to verify that a particular gap/discrepancy exists for migratory children and that sets a parameter to specify the severity of that gap.

Priority for Services (PFS): ESEA Section 1304(d) establishes a PFS requirement. In accordance with this requirement, migrant education programs must give PFS to migratory children who have made a qualifying move within the previous one-year period and who are failing, or most at risk of failing, to meet the state’s challenging academic standards or who have dropped out of school.

Service Delivery Plan: A comprehensive plan for delivering and evaluating MEP-funded services to migratory children. It is based on the results of an up-to-date statewide CNA and is intended to meet the unique needs of migratory children and their families.

Solution: A solution (strategy) to address an identified need.

Abbreviations/Acronyms

CAMP	College Assistance Migrant Program
CDE	Colorado Department of Education
CMAS	Colorado Measures of Academic Success
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
EBRW	Evidence-Based Reading and Writing
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act of 1965
ESSA	Every Student Succeeds Act of 2015
GED	General Educational Development
HEP	High School Equivalency Program
HS	High School
HSED	High School Equivalency Diploma
ID&R	Identification and Recruitment
LEA	Local Education Agency
LOA	Local Operating Agency
M/E	Met or Exceeded
MEP	Migrant Education Program
ML	Multilingual Learner
MPO	Measurable Program Outcome
NA	Needs Assessment
NAC	Needs Assessment Committee
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PD	Professional Development
PFS	Priority for Services
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency
SMART	Students Migrating Academically on the Right Track (State MEP Data System)
STEAM	Science, Technology, Engineering, Art, and Mathematics
TMIP	Texas Migrant Interstate Project

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Introduction

The Comprehensive Needs Assessment (CNA) Process in Colorado

The primary purpose of the Colorado Migrant Education Program (MEP) is to help migratory children and youth overcome challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with mobility, in order that they might succeed in school. The term ‘migratory child’ means a child or youth birth to age 21 who made a qualifying move in the preceding 36 months (A) as a migratory agricultural worker or a migratory fisher; or (B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher. [Section 1309(3) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015]

The Colorado MEP supports educators working with migratory children and facilitates intra- and interstate collaboration to ensure programs address student needs and build on student strengths. The Colorado MEP helps ensure continuity of instruction to alleviate the impact of educational disruptions students experience due to their mobility. Furthermore, the Colorado MEP must give priority for services (PFS) to migratory children who (1) have made a qualifying move within the previous 1-year period and who (2) are failing, or most at risk of failing, to meet the challenging state academic standards; or have dropped out of school

The state of Colorado receives an allocation for the MEP from the U.S. Department of Education, Office of Migrant Education (OME) to address the unmet needs of migratory children and youth to permit them to participate effectively in school. This makes it necessary to understand the unique needs of the migratory population as distinct from other populations and design services (through a service delivery planning process) that meet those identified needs.

To better understand and articulate the specific services that the Colorado MEP should offer to migratory children and youth and their families statewide, the required CNA process that is described in this report was facilitated by META Associates as guided by the *Comprehensive Needs Assessment Toolkit* (U.S. Department of Education, 2018). This process allows for a description of data-driven needs, concerns about identified needs, and knowledge of the State context in which changes in the migratory student population and seasonal agricultural activities as identified in previous CNA efforts are contained. This CNA will then be used to inform the statewide service delivery planning process to be conducted during 2024-25.

Statutory law, regulations, and guidance under ESEA was originally signed into law in 1965 and amended as ESSA in 2015. The Colorado MEP CNA aligns with the law/guidance by:

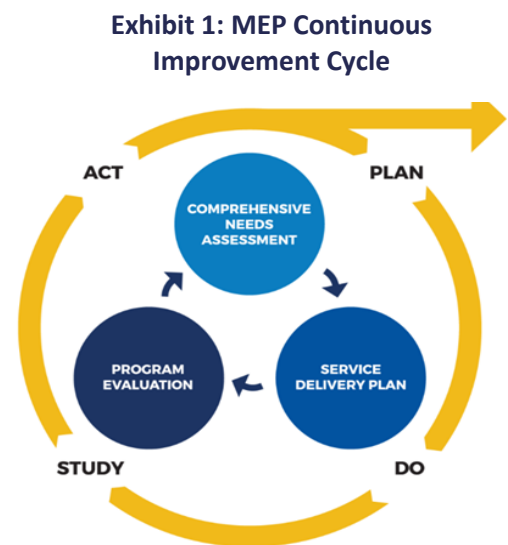
- identifying and assessing “the unique educational needs of migratory children that result from the children’s migratory lifestyle” and other needs that must be met in order for migratory children to participate effectively in school (*ESEA, Section 1304, 34 CFR 200.83 (a)(2)(i,ii)*):
- guiding the overall design of the MEP on a statewide basis;
- helping local operating agencies (LOAs), local education agencies (LEAs), and the Colorado Department of Education (CDE) prioritize the needs of migratory children; and
- providing the basis for CDE to subgrant MEP funds to LOAs and LEAs.

This Colorado MEP CNA serves as a guide for future programming, services, and policy decisions to ensure that the State’s MEP resources are directed at the most needed and most effective services for migratory children/youth and their families.

The process followed for the CNA is directed by the Continuous Improvement Cycle (as shown in Exhibit 1) as suggested by OME (U.S. Department of Education, 2018). This framework illustrates the relationship between the CNA, the service delivery plan (SDP), the implementation of MEP services through a defined process for applications for funds and the implementation of programs through local sub-grantees, and the evaluation of services. In this cycle, each step in developing a program—assessing needs, identifying strategies, implementing strategies, and evaluating the results - builds on the previous activity and informs the subsequent activity.

The Needs Assessment Committee (NAC) followed a systematic 5-step process suggested by OME that is illustrated below. This model was modified to fit the specific needs of the Colorado MEP CNA process which included both the assessment of needs and the identification of potential solutions at three levels:

- Level 1: *Service Receivers* (migratory students and parents)
- Level 2: *Service Providers and Policymakers* (State and local MEP staff)
- Level 3: *Resources* (the system that facilitates or impedes the efforts of the MEP)



The five basic steps of the CNA process are described below.

Step 1—Conduct Preliminary Work

The CDE MEP team and META:

- reviewed the requirements of the CNA;
- developed a management plan to set the project’s general timeline and identify the teams needed for accomplishing each phase;
- established a NAC reflecting a broad representation of perspectives to provide thoughtful guidance to the process; and
- developed a profile that provided baseline data on the State’s migratory child population.

Step 2—Explore What Is

META guided the NAC to:

- review existing data and program evaluation reports;
- identify concerns about migratory children and families; and
- develop need indicators and suggest areas for data collection that confirmed or challenged their underlying assumptions about the identified concerns.

Step 3—Gather and Analyze Data

- The CDE MEP team and META collected data to measure the identified needs and gaps between migratory children and their non-migratory peers.
- META organized and analyzed the data and shared the results in a reader-friendly format with the NAC.
- META guided the NAC to create a set of need statements and prioritize them.

Step 4—Make Decisions

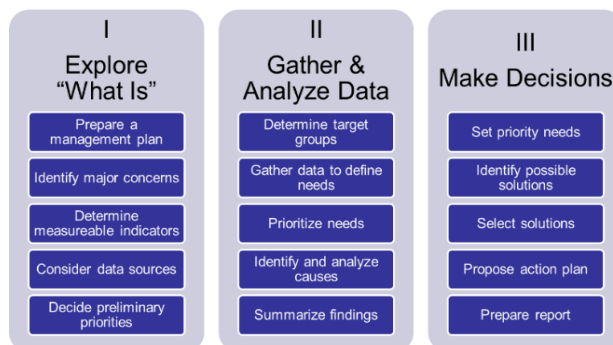
META guided the NAC to:

- review the prioritized need statements and propose evidence-based solutions for closing the educational gaps that migratory children face in school; and
- prioritize the solutions.

Step 5—Transition to SDP Development

- META wrote the CNA report that documents the CNA process and findings.
- META and the CDE MEP team will share the CNA with stakeholders and administrators at the State and local levels.
- The CDE MEP team/META will use the CNA as the basis for initiating the SDP planning process during 2024-25.

The 5-step CNA process fits into the 3-phase model to the right. Phase I: Exploring “What Is” includes Steps 1 and 2; Phase II: Gathering and Analyzing Data includes Step 3; and Phase III: Making Decisions includes Steps 4 and 5. This CNA report is organized by these three phases.



Planning Phase of the Colorado CNA and Timelines

The Colorado MEP CNA was designed to develop an understanding of the unique educational and educationally related needs of Colorado’s migratory children and their families. Not only does this analysis of needs provide a foundation for the future direction of the Colorado MEP through the SDP, but also it supports the program’s overall continuous improvement and quality assurance processes. The needs analysis was adapted to the resources and structures available in the state of Colorado.

The preparation phase of the Colorado CNA involved garnering a sense of commitment to the needs assessment in all levels of the Colorado MEP; and gaining an assurance that decisionmakers will follow-up by using the findings in an appropriate and timely manner.

The Management Plan defined the structure for the NAC, delineated various roles and responsibilities, identified meeting dates, and included timelines for tasks to be completed. The NAC was charged with the following tasks.

- Review existing implementation, student achievement, and outcome **data** on migratory children in Colorado.
- Draft **concerns, needs statements**, and possible **solutions** to inform the SDP.
- Review the most recent data to determine the elements to include on the final version of the migratory child **profile**.
- Recommend **additional data collection** needed to determine the scope of migratory student needs.
- Make **recommendations** to the State on needs and profile data to be included in the CNA report.
- Review summary materials and the **CNA report** to provide **feedback** to the State.

NAC members were recommended by CDE MEP staff and invited to join through an email invitation and follow-up email reminders. The NAC reflected a broad range of stakeholders that included State personnel, MEP regional project directors, recruiters, family liaisons, educators/instructors, representatives from High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) programs, groups that serve similar populations, and migratory parents. Further, NAC decisions were shared with parents and family members during State PAC meetings and parent feedback was incorporated into the concerns and solutions.

The CDE MEP team, in collaboration with [META Associates](#) implemented the final step in management planning, the logistical plan. The CNA meeting schedule was determined specifying the requirements for each meeting, the meeting objectives, and anticipated activities. To ensure that all requirements were met and to conduct an accurate assessment of the needs of the migratory student population in Colorado, the timelines and activities displayed in Exhibit 2 were set.

Exhibit 2: Colorado MEP CNA Timelines

Activity	Timelines
Needs Assessment Data Collection	9/1/23-1/31/24
CNA Meeting #1: Understand the MEP CNA purpose/process and the roles and responsibilities of the NAC; select goal area groups; review data on the needs of Colorado's migratory children and youth; identify concern statements for migratory children and youth; prioritize concern statements; and draft/revise need indicators, data sources, and need statements for concern statements.	11/29/23
CNA Meeting #2: Revise and arrive at consensus for concerns, need indicators, need statements, and data sources for the CNA; develop possible solutions for the concern statements; rank solutions for focus during service delivery planning; identify resources and staff/experts to meet migratory student needs; review next steps for completion of the CNA and service delivery planning.	2/6/24
Draft CNA report	5/15/24
Final CNA report	6/15/24

The NAC was involved during all phases of the CNA process and was instrumental in formulating the recommendations for program implementation solutions contained in this report. This valid CNA process lays the groundwork for designing a needs-based program of services that will address the complex challenges faced by Colorado's migratory children, students, youth, and families.

Data Collection Procedures

A variety of data collection methods were employed to assess needs and identify solutions. These methods included:

- reports on migratory students (with non-migratory student comparisons) including child counts, MEP services, and enrollment status; and graduation and dropout rates generated through the Students Migrating Academically on the Right Track (SMART) State MEP data system;
- reviews of the State assessment results in English language arts (ELA) and mathematics with comparisons made between migratory students and non-migratory students (and PFS and non-PFS migratory students);
- surveys conducted of MEP service providers, migratory parents and family members, and migratory secondary students and youth;

- focus groups conducted with MEP service providers, community members, and migratory parents and family members; and
- reviews of the 2023 Colorado ESSA Consolidated State Plan, prior year Consolidated State Performance Reports (CSPR), and other relevant State data.

Organization of the CNA Report

Following this introduction, there are five sections to the CNA report.

1. Authorizing Statute and Guidance for Conducting the CNA provides legal underpinnings on which Colorado conducts its CNA activities.
2. Phase I: Exploring What Is includes discussion about what is known about Colorado's migratory children and determination of the focus and scope of the needs assessment.
3. Phase II: Gathering and Analyzing Data builds a comprehensive understanding of the gaps between Colorado migratory children and all other students in the State.
4. Phase III: Making Decisions summarizes needs, solutions, and a research base on which to build the SDP.
5. Summary and Next Steps offers conclusions and discusses the next steps in applying the results of the CNA to planning services for Colorado migratory children. This section sets the stage for the implementation and evaluation of MEP services as defined in the SDP.

Authorizing Statute and Guidance for Conducting the CNA

Purpose of the CNA

Section 1306(a)(1) of Title I, Part C of the ESSA, as amended, requires state education agencies (SEAs) and their LOAs/LEAs to identify and address the unique educational needs of migratory children in accordance with a comprehensive plan for the delivery of services that:

- is integrated with other federal programs, particularly those authorized by the ESEA;
- provides migratory children an opportunity to meet the same challenging state academic standards that all children are expected to meet;
- specifies measurable program goals and outcomes;
- encompasses the full range of services that are available to migratory children from appropriate local, state, and federal educational programs;
- is the product of joint planning among administrators of local, state, and federal programs, including Title I, Part A, early childhood programs, and language instruction education programs under Part A or B of Title III; and
- provides for the integration of services available under Part C with services provided by such other programs.

The CNA must be periodically reviewed and revised, as necessary, to reflect changes in the state's strategies and programs provided under ESEA. The state MEP has flexibility in implementing the CNA through its LOAs/LEAs, except that funds must be used to meet the identified needs of migratory children that result from their *migratory lifestyle*. The purpose of the CNA is to: 1) focus on ways to permit migratory children with PFS to participate effectively in school; and 2) meet migratory student needs not addressed by services available from other federal or non-federal programs.

Policy guidance issued by OME indicates that states should conduct a complete needs assessment every three years, or more frequently if there is evidence of a change in the needs of migratory children (i.e., project personnel or parents begin recommending changes to improve the program or the demographic characteristics of the migratory student population change). The CNA serves as the blueprint for establishing statewide priorities for local procedures and provides a basis for the state to allocate funds to LOAs/LEAs. The CNA should take a systematic approach that progresses through a defined series of phases, involving key stakeholders such as migratory parents and students, educators and administrators of programs that serve migratory students, content area experts, and other individuals that are critical to ensuring commitment and follow-up.

Phase I: “Exploring What Is”

Overview of Phase I, “Exploring What Is”

The purpose of Phase I was to: 1) investigate what already is known about the unique educational needs of migratory students in Colorado; 2) determine the focus and scope of the CNA; and 3) gain commitment for all stages of the needs assessment including the use of the findings for program planning and implementation. The term *special educational needs* describes *academic* and *educationally related* needs that result from a migratory lifestyle that must be met in order for migratory children to participate effectively in school. The CNA process:

- includes both needs identification and the assessment of potential solutions;
- addresses all relevant goals established for migratory children to ensure that they have the opportunity to meet the same challenging standards as their peers;
- identifies the needs of migratory children at a level useful for program design purposes;
- collects data from appropriate target groups; and
- examines needs data disaggregated by key subgroups.

Again, the primary purpose of the CNA is to guide the overall design of the Colorado MEP on a statewide basis as well as to ensure that the findings of the CNA will be folded into the comprehensive state plan for service delivery. The SDP is designed to help the Colorado MEP develop and articulate a clear vision of: (1) the needs of Colorado’s migratory children; (2) the Colorado MEP’s measurable program outcomes [MPOs] and how they help achieve the State’s performance targets; (3) the services the Colorado MEP will provide on a statewide basis; and (4) how to evaluate whether and to what degree the program is effective.

CNA Goal Areas and Colorado Standards

During CNA Meeting #1, the NAC: (1) learned about the CNA planning cycle and their roles and responsibilities; (2) reviewed summaries of existing and new data on the needs of migratory students and identified any additional data needed; (3) developed concern statements for migratory students in Colorado; and (4) developed need statements describing the magnitude of the needs exhibited by Colorado’s migratory students.

The NAC reviewed the goal areas originally established by OME. They then indicated how the needs of Colorado migratory students fit within these broad categories and combined areas of need that NAC practitioners and content area experts found necessary. In consideration of State standards that provide a guide to delivering challenging and meaningful content to students that prepare them for success in life, OME recommendations for the CNA, and the needs of migratory students in Colorado, the four goal areas established by the NAC include the following.

Goal 1: School Readiness

Goal 2: English Language Arts and Mathematics

Goal 3: High School Graduation and Service to Out-of-School Youth (OSY)

Goal 4: Non-Instructional Support Services

Upon agreeing to these four goal areas for improving migratory student achievement, each goal was explored in relation to the Common Areas of Concern established by OME to ensure that concerns and solutions aligned both with the Colorado standards and the concerns typically associated with frequent

migrancy. These seven themes helped guide the NAC toward specific areas that define populations whose migratory lifestyle results in significant challenges to success in school. After reviewing needs assessment data, the NAC developed concern statements and solution strategies that will serve as the foundation for the Colorado MEP service delivery planning process. The common areas of concern are described below.

1. **Educational Continuity**—Because migratory students often are forced to move during the regular school year and experience interruptions due to absences, students tend to encounter a lack of educational continuity. Migratory students move to/from Colorado and within Colorado and experience differences in curriculum, expectations, articulation of skills, and other differences in school settings. The cumulative impact of educational discontinuity is daunting. Efforts to overcome this pattern of incoherence are needed to strengthen educational continuity.
2. **Time for Instruction**—Mobility also impacts the amount of time students spend in class and their attendance patterns. Such decreases in the time students spend engaged in learning leads to lower levels of achievement. Identifying methods for ameliorating the impact of family mobility and delays in enrollment procedures is essential.
3. **School Engagement**—Various factors relating to migrancy negatively impact student engagement in school. Students may have difficulty relating the school experience to the experience of day-to-day living in agricultural areas. Those moving may encounter cultural misunderstandings and bias because of moving into a community where many do not share their same background.
4. **English Language Development**—English language development is critical for academic success. Even if students learn basic interpersonal communication skills, academic language can be underdeveloped without an intentional focus on developing English vocabulary. The MEP must find avenues to supplement the difficulties faced by migratory students in the process of learning English due to their unique lifestyle, while not supplanting Title III activities.
5. **Education Support in the Home**—Home environment often is associated with success in school, reflecting exposure to reading materials, a broad vocabulary, and educational games and puzzles. Such resources reflect parent educational background and socio-economic status. While many migratory parents value education for their children, they may not know how to support their children in a manner consistent with school expectations nor have the means to offer an educationally rich home environment.
6. **Health**—Good health is a basic need that migratory students often do not possess. The compromised dental and nutritional status of migratory children is well documented. They have higher proportions of acute and chronic health problems and exhibit higher childhood and infant mortality rates than those experienced by their non-migratory peers. Migratory children are at greater risk than other children due to poverty, injuries at agricultural work sites, and lack of access to health care facilities. Migratory families often need assistance in addressing health problems that interfere with the student's ability to learn.
7. **Access to Services**—When families are new to an area and/or are unable to speak the language of community service providers, accessing services for which they are eligible and entitled may be difficult. Migratory families often need information about available programs, transportation, interpretation/translation, and help understanding qualifications in order to access services.

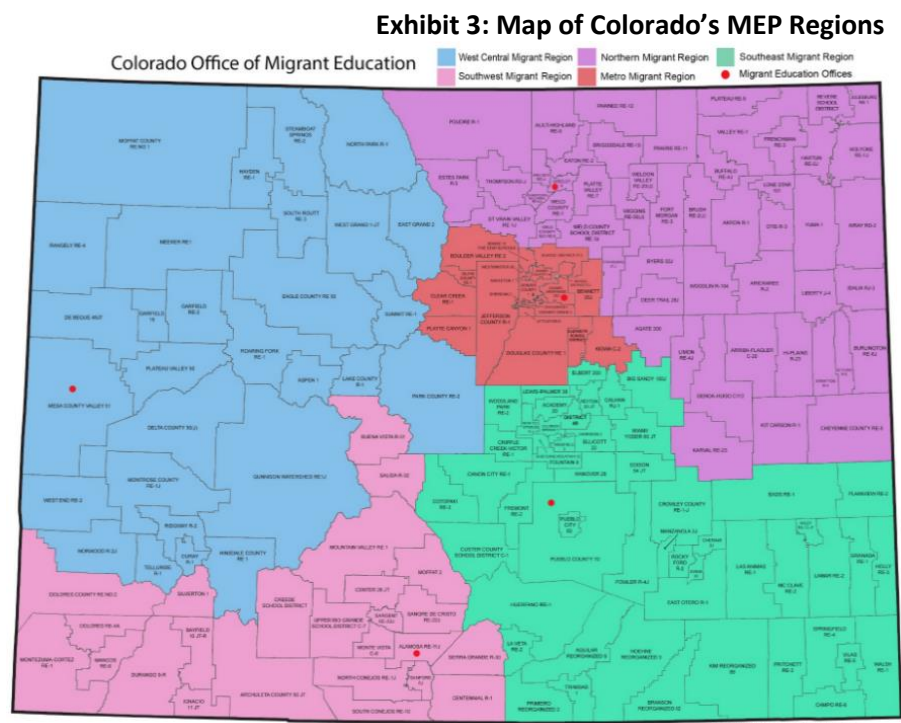
Colorado Context

Prior to the first CNA meeting in November 2023, a migratory student profile was compiled that included demographic and achievement data. This information was obtained from State data sources including the SMART State MEP data system, prior year CSPRs, and the CDE website. The profile also contained beneficiary (migratory parent, family, and student) feedback on needs, as well as stakeholder feedback from staff and community members knowledgeable about the needs of migratory students and their families. The profile helped the NAC gain an understanding of the characteristics and unique challenges experienced by migratory children and youth in Colorado.

Supplemental education services are provided in Colorado that can help migratory children and youth overcome the effects of educational disruptions and other problems resulting from repeated moves. As stated previously regarding the Common Areas of Concern, issues of mobility, language, and poverty affect migratory students' opportunities to receive excellence and equity in education. During the regular school year in Colorado, areas with concentrations of migratory children are served by regional MEPs that operate in support of, and in coordination with, the regular school program. During the summer, services either expand on the programming provided by districts or are set up exclusively for migratory children when regular school programs do not operate. MEP services in Colorado are provided to migratory students by the five regions that follow.

- Metro Migrant Region (red area on the map)
- Northern Migrant Region (purple area on the map)
- Southeast Migrant Region (green area on the map)
- Southwest Migrant Region (pink area on the map)
- West Central Migrant Region (blue area on the map)

Exhibit 3 shows the geographic areas covered by each Migrant Region.



The Colorado MEP strives to provide migratory children and youth with individualized, needs-based supplemental instructional and support services that positively impact their learning and academic achievement. Parents and family members of migratory children and youth are provided services to improve their skills and increase their engagement in their child's education, MEP staff are trained to better serve the unique needs of migratory students and their parents, and community resources and programs help support the services provided by the MEP and the schools/districts.

The Colorado MEP offers a wide range of high quality needs-based instructional and support services that are provided during the regular school year and summer such as tutoring and instruction in math, reading, and other content areas; school readiness instruction for preschool-age children; opportunities for secondary credit accrual and distance learning; English language instruction that supplements Title III services; science, technology, engineering, art, and math (STEAM)/robotics enrichment activities and instruction; and pre-General Educational Development (GED) diploma/GED preparation.

The primary focus of the Colorado MEP is ensuring that MEP supplemental programs and advocacy align with the State's learning and instruction standards. The CDE MEP team reviews, monitors, and evaluates local MEP applications, program implementation, and fiscal expenditures. In addition, the CDE MEP team oversees the identification and recruitment (ID&R) of all eligible migratory children and youth in the State.

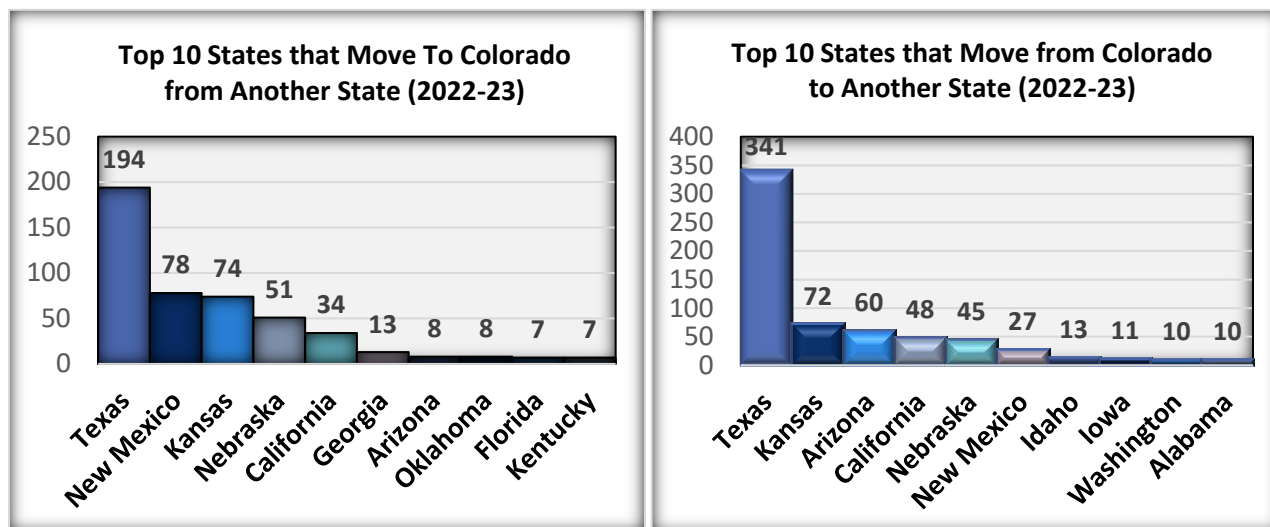
Colorado boasts more than just majestic mountains and outdoor adventures – it's also an abundant agricultural powerhouse. With more than 36,000 farms and ranches spread across 30.2 million acres, Colorado's farmers and ranchers work tirelessly to produce commodities for both the State and the nation. The average size of a Colorado farm or ranch is 838 acres. Cattle and calves top the list of Colorado's agricultural commodities, with dairy products, corn, hay and wheat following closely behind. Colorado ranks nationally in the top 10 for several crops, including hogs, potatoes, proso millet, floriculture, and chicken eggs. The Colorado ag industry greatly supports the local economy, contributing approximately \$47 billion each year and employing more than 195,000 people, not to mention international exports, which total around \$2 billion annually. (<https://farmflavor.com/>)

Following are the top 10 qualifying activities for the MEP in Colorado as documented on 2022-23 Certificates of Eligibility (COEs) and reported through SMART.

1. Cutting meat
2. Feeding cattle
3. Milking cows
4. Sorting potatoes
5. Packing fruit
6. Weeding chile
7. Thinning peach trees
8. Packing meat
9. Watering flower/plants
10. Replanting plants

Exhibit 4 displays the top 10 receiving states (states students migrate from to Colorado) and sending states (state students migrate to from Colorado) in 2022-23. By far, the largest sending and receiving state for Colorado migratory families is Texas.

Exhibit 4: Top 10 Sending and Receiving States for the Colorado MEP



Source: Colorado MEP SMART Database

According to the CDE MEP team, recent significant changes in agriculture trends for the state of Colorado include the following.

1. *In the Southeast Region, the drought has affected cantaloupe production.*
2. *In the West Central Region, farms are increasingly relying on H2A workers to do more agriculture work.*
3. *There has been a substantial decrease in the production of hemp.*
4. *There has been an increase in the “food prep” industry, although not all is considered “qualifying work.”*
5. *More meat packing companies are popping up where slaughter takes place onsite and meat processing occurs. Some have a storefront while others do not.*

Colorado Concern Statements

During CNA Meeting #1, the NAC developed concern statements for each goal area after reviewing the needs assessment data. The development of the concern statements followed an eight-step protocol as well as specific criteria on how to write the statements. Exhibit 5 lists the concern statements, in order of importance as ranked by the NAC, and the Common Areas of Concern in which the concerns align.

Exhibit 5: Concern Statements Identified by the Colorado NAC

Goal 1: School Readiness	Area of Concern
1-1 We are concerned that parents of migratory children ages 3-5 have limited knowledge and skills to support their children in school readiness and/or are not informed about available PreK opportunities.	Access to services Education support in the home
1-2 We are concerned that many migratory children ages 3-5 are not attending formal preschool programs.	Educational continuity
1-3 We are concerned that migratory children ages 3-5 receive fewer instructional services than support services.	Educational continuity School engagement
1-4 We are concerned that migratory children birth to age two are receiving MEP services at a lower rate than children ages 3-5.	Educational continuity Access to services

Goal 2: ELA and Mathematics	Area of Concern
2-1 We are concerned that migratory students in grades K-12 are not meeting academic standards in math and ELA. In fact, they are performing significantly below their non-migratory peers; indicating that migratory students lack the necessary foundational skills for ELA/math success.	Educational continuity Time for instruction English language development Access to services
2-2 We are concerned that migratory students in grades K-12 and their families do not have access to necessary academic and non-academic resources to support their achievement and growth in math and ELA.	Education support in the home Access to services

Goal 3: High School Graduation/Services to OSY	Area of Concern
3-1 We are concerned that migratory OSY are not receiving needs-based instructional and/or support services.	Educational continuity School engagement Access to services
3-2 We are concerned that migratory students are graduating at a lower rate and dropping out of school at a higher rate than non-migratory students.	Educational continuity Time for instruction School engagement
3-3 We are concerned that secondary aged migratory youth are not receiving adequate counseling on high school credits, graduation, GED, high school equivalency diploma (HSED), post-secondary pathways, and the value of such options.	Access to services Educational continuity

Goal 4: Non-Instructional Support Services	Area of Concern
4-1 We are concerned that migratory children, youth, and their families are not receiving adequate services, education, and resources to address mental health and well-being (e.g., bullying, substance abuse, domestic violence).	Access to services Health
4-2 We are concerned that migratory children, youth, and their families have limited access to basic needs for their success in school (e.g., school supplies, transportation, interpretation, fees for extracurricular activities, nutrition).	Access to services Education support in the home
4-3 We are concerned that migratory parents/families have indicated that they need linguistically appropriate and culturally relevant resources and services to be able to support their child's success in the school system.	Education support in the home Access to services
4-4 We are concerned that migratory children, youth, and their families are unable to access affordable basic health, vision, and dental care.	Health Access to services
4-5 We are concerned that migratory students and their families are not able to access support for English language development beyond the school hours that meet the needs of the migratory family lifestyle.	English language development Access to services Educational continuity

Phase II: Gathering and Analyzing Data

Colorado Migratory Student Profile

In the second phase of the CNA process, the key objectives were to build a comprehensive understanding of the gaps between Colorado migratory students and all other students in the state, and propose solutions based on achievement and perceptual data. Three broad categories of migratory student data were targeted: (1) demographic/services data; (2) achievement data; and (3) beneficiary and stakeholder perception data.

Demographic and services data were drawn from most recent CSPR data (2020-21, 2021-22, and 2022-23 performance periods), the SMART State MEP data system for the 2022-23 performance period, and achievement data for migratory and non-migratory students were drawn from the 2022-23 State assessment results contained in SMART and on the CDE website. Perception data were gathered from MEP staff, migratory parents and family members, and migratory students and youth through needs assessment surveys collected throughout the state. Additional perception data were gathered through focus groups with community members, migratory parents, and MEP staff. The Colorado Migratory Student Profile created for the CNA using these data sources can be found below.

Exhibit 6: Colorado Migratory Student Profile (Data from 2022-23)

Eligible Migratory Children and Youth	4,635
Grade Distribution	Ages 0-2 (6%), Ages 3-5 (14%), Grades K-2 (19%), Grades 3-5 (16%), Grades 6-8 (15%), Grades 9-12 (19%), OSY (10%)
Priority for Services	1,835 (42%) of the 4,359 eligible children ages 3-21
Multilingual Learners (ML)	1,633 (37%) of the 4,359 eligible children ages 3-21
Disrupted Schooling	1,576 (34%) had a qualifying arrival date (QAD) within the last 12 months
Migratory students served during the performance period	4,269 (92%)
Migratory students served during the summer	3,210 (69%)
Migratory students receiving instructional services	2,860 (62%) (67% of students served)
Migratory students receiving support services	4,067 (88%) (95% of students served)
Migratory students in grades 3-8 scoring proficient or above on State ELA and math assessments	ELA - 13% (44% for non-migratory students) Math - 9% (33% for non-migratory students)
Migratory students in grades 9-11 scoring proficient or above in Evidence-based Reading and Writing on the SAT and PSAT	PSAT 9 – 26% (64% for non-migratory students) PSAT 10 – 27% (65% for non-migratory students) SAT 11 – 22% (59% for non-migratory students)
Migratory students in grades 9-11 scoring proficient or above in mathematics on the SAT and PSAT	PSAT 9 – 17% (47% for non-migratory students) PSAT 10 – 10% (38% for non-migratory students) SAT 11 – 5% (35% for non-migratory students)
High School Graduation Rate	69% (83% for non-migratory students)
Dropout Rate	4.6% (2.1% for non-migratory students)

Following is more detailed data from the Migratory Student Profile. These results provide a summary of the needs assessment data collected for the CNA and shared with the NAC during the CNA meetings.

Migratory Student Demographics

Exhibit 7 shows the number of eligible migratory children and youth from birth to age 21 across a six-year span. Results show decreasing numbers until 2020-21, then more stable numbers since.

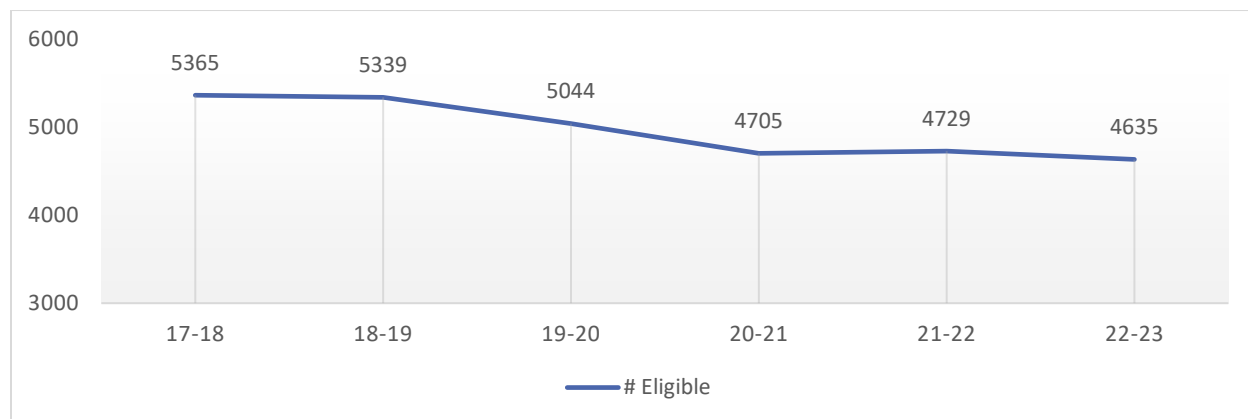
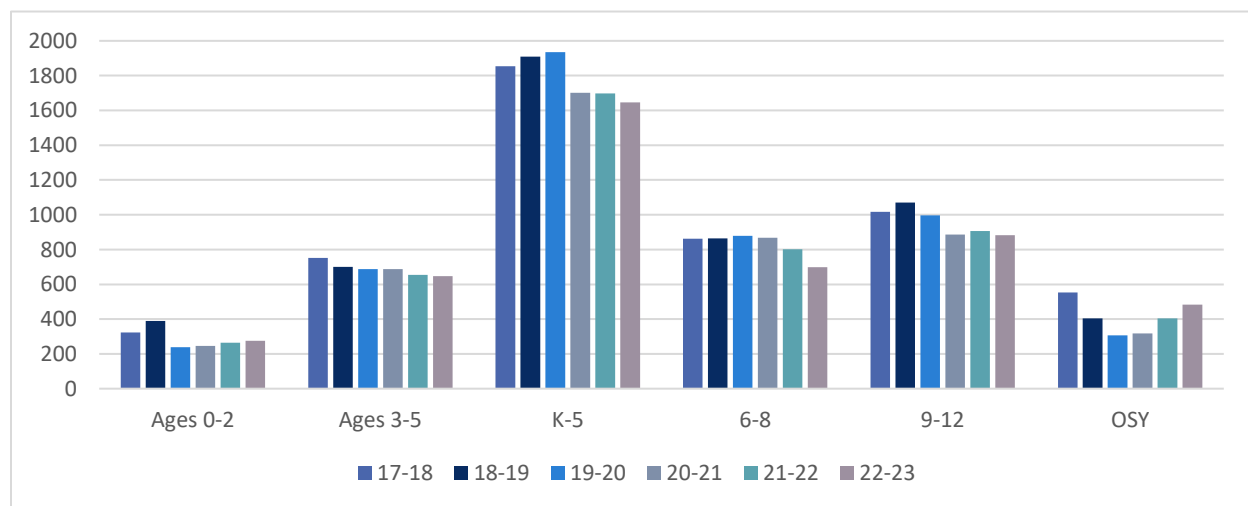


Exhibit 7: Eligible Migratory Children and Youth in Colorado Over Time

Source: Colorado MEP CSPR Data (2017-18 to 2022-23)

Exhibit 8 displays the number of eligible migratory children and youth by age/grade span for the past six years. Trends show decreasing numbers of children ages 3-5 and students in grades K-5, 6-8, and 9-12; and increasing numbers of children birth to age two and OSY.

Exhibit 8: Number of Eligible Migratory Children and Youth by Age/Grade Span



Source: Colorado MEP CSPR Data (2017-18 to 2022-23)

Exhibit 9 displays migratory student demographics in 2021-22 and 2022-23. In 2022-23, 42% of eligible migratory children and youth ages 3-21 had PFS and 37% were considered MLs. Five percent of all children and youth birth to age 21 qualified for special education services and 34% had a QAD during the performance period.

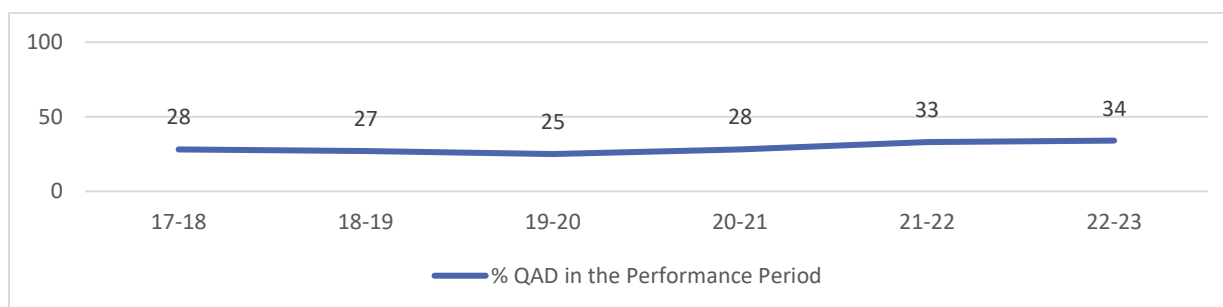
Exhibit 9: Migratory Student Demographics in 2021-22 and 2022-23

Demographics	2021-22	2022-23	Percentage Point Diff.
Eligible students with PFS (3-21)	40%	42%	+2
Eligible students that are MLs (3-21)	38%	37%	-1
Eligible students that qualify for Special Education	6%	5%	-1
Eligible students with a QAD w/in the performance period	33%	34%	+1

Source: Colorado MEP CSPR Data (2021-22 and 2022-23)

Mobility is a factor that is closely related to school failure. Exhibit 10 shows information from the past six years on the QAD of migratory children and youth. Results show a larger percentage of migratory children and youth having a qualifying move during the two most recent performance periods.

Exhibit 10: Percentage of Migratory Children and Youth with QADs Over Time



Source: Colorado MEP CSPR Data (2017-18 to 2022-23)

MEP Services

Exhibit 11 displays the percentage of migratory students served during the 2021-22 and 2022-23 performance periods. Results for 2022-23 show that 92% of migratory children and youth ages 3-21 were served during the performance period, and 69% were served during the summer. Sixty-one percent (61%) received instructional services and 89% received support services. All (100%) students with PFS were served by the MEP in both 2021-22 and 2022-23.

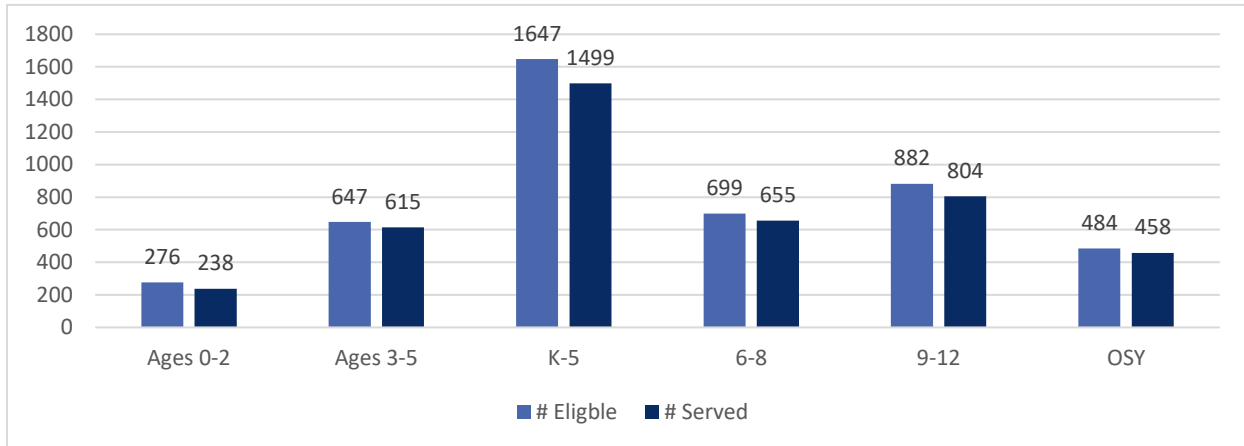
Exhibit 11: Migratory Students Served During the 2021-22 and 2022-23 Performance Periods

Demographics	2021-22	2022-23	Percentage Point Diff.
% of all Eligible PFS served	100%	100%	0
% Served Performance Period (ages 3-21)	93%	92%	-1
% Served Summer (3-21)	68%	69%	+1
% Received Instruction (3-21)	60%	61%	+1
% Received Support Services (3-21)	87%	89%	+2

Source: Colorado MEP CSPR Data (2021-22 and 2022-23)

Exhibit 12 displays the number of eligible migratory children and youth in 2022-23 by age/grade span, and the number that were served during the performance period. A high percentage of students from all age/grade spans were served by the MEP, ranging from 85% (children birth to age two) to 95% (children ages 3-5 and OSY).

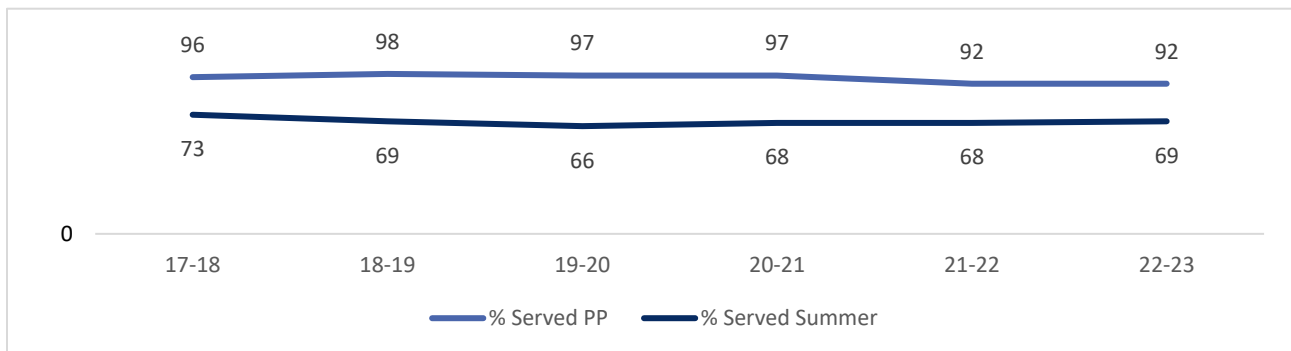
Exhibit 12: Number of Migratory Children Receiving MEP Services by Age/Grade Span in 2022-23



Source: Colorado MEP CSPR Data (2022-23)

Exhibit 13 is a graphic display of the percentage of eligible migratory children and youth served by the Colorado MEP during the last six years. The exhibit shows decreasing percentages of students served during the performance period since 2018-19, although the same percentage was served in 2021-22 and 2022-23. The percentage of students served in the summer decreased the first three years, but has since increased.

Exhibit 13: Longitudinal Display of Migratory Children Served by the Colorado MEP



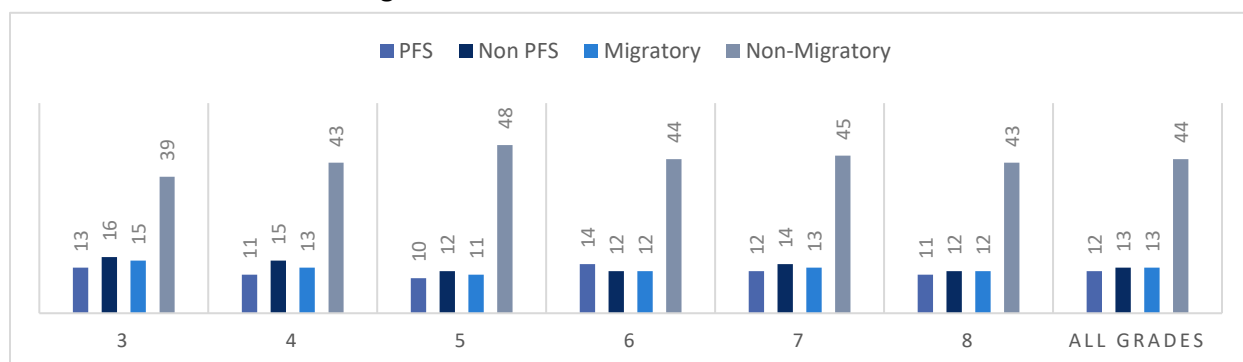
Source: Colorado MEP CSPR Data (2017-18 to 2022-23)

ELA and Math Achievement

Academic achievement of students attending public school in Colorado is assessed through the Colorado Measures of Academic Success (CMAS) ELA and Mathematics Assessments in grades 3-8, and the PSAT and SAT in grades 9-11. The proficiency levels for the CMAS assessments include the following: Did Not Yet Meet Expectations, Partially Met Expectations, Approached Expectations, Met Expectations, and Exceeded Expectations. Students scoring at Met or Exceeded (M/E) Expectations are considered to be proficient.

Exhibit 14 shows that in 2022-23, there were large proficiency gaps between migratory and non-migratory students in ELA at all grades levels, and all grade levels combined. For all students assessed, there was a 31 percentage point gap between migratory and non-migratory students. Proficiency gaps between migratory and non-migratory students by grade level ranged from 24 percentage points (third grade students) to 37 percentage points (fifth grade students).

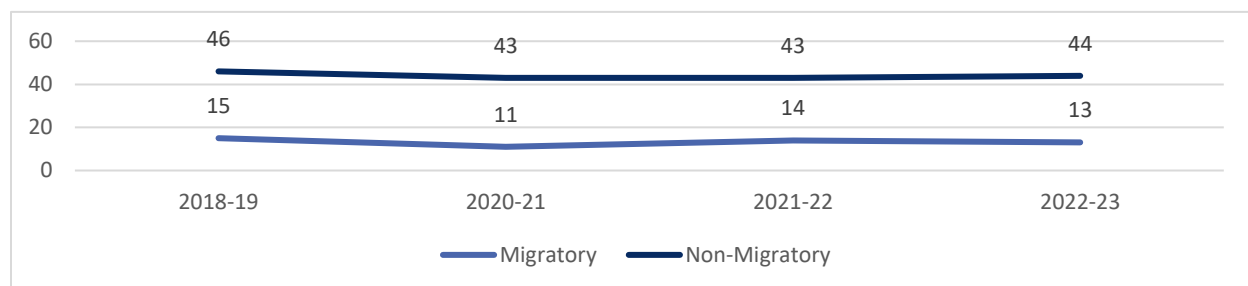
Exhibit 14: Percentage of Migratory and Non-Migratory Students in Grades 3-8 Scoring Proficient on 2022-23 CMAS ELA Assessments



Source: CDE Database

Exhibit 15 displays ELA proficiency rates of migratory and non-migratory students from 2018-19 to 2022-23. State assessments were cancelled in 2019-20 due to school closures resulting from the COVID-19 pandemic. Proficiency gaps between migratory and non-migratory students ranged from 29 percentage points in 2021-22 to 32 percentage points in 2020-21. From 2021-22 to 2022-23, there was a one percentage point decrease in the proficiency rate of migratory students, and a one percentage point increase for non-migratory students.

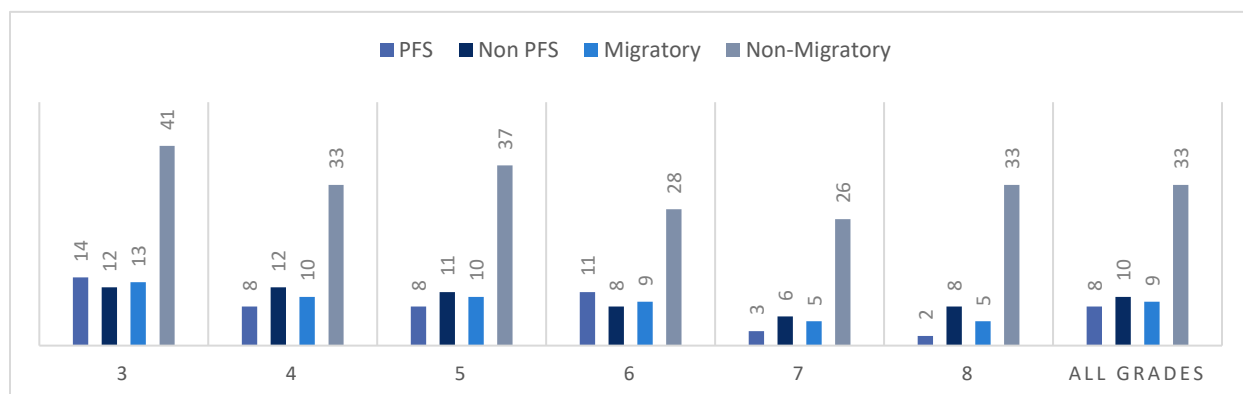
Exhibit 15: Comparison of CMAS ELA Assessment Results (2018-19 through 2022-23)
(Expressed as Percentage Scoring Proficient)



Source: CDE Database

Exhibit 16 displays the 2022-23 proficiency rates for migratory and non-migratory students in mathematics for each grade level assessed, and all grade levels combined.

Exhibit 16: Percentage of Migratory and Non-Migratory Students in Grades 3-8 Scoring Proficient on 2022-23 CMAS Mathematics Assessments

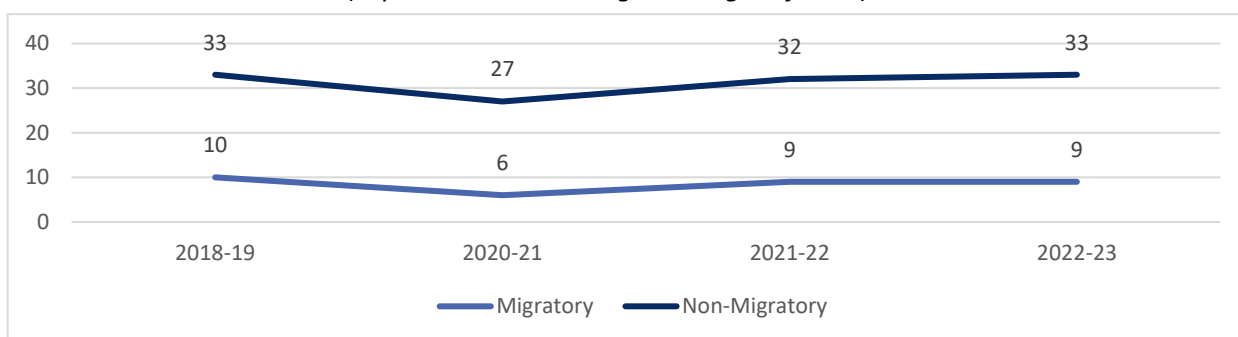


Source: CDE Database

Results show large proficiency gaps in mathematics between migratory and non-migratory students at all grade levels, and all grade levels combined. For all students assessed, there was a 24 percentage point gap between migratory and non-migratory students. Proficiency gaps between migratory and non-migratory students by grade level ranged from 19 percentage points (sixth grade students) to 28 percentage points (third and eighth grade students).

Exhibit 17 displays mathematics proficiency rates of migratory and non-migratory students from 2018-19 to 2022-23. State assessments were cancelled in 2019-20 due to school closures resulting from the pandemic. Proficiency gaps between migratory and non-migratory students ranged from 21 percentage points in 2019-20 to 24 percentage points in 2022-23. From 2021-22 to 2022-23, the proficiency rate of migratory students remained the same, and there was a one percentage point increase for non-migratory students.

Exhibit 17: Comparison of CMAS Mathematics Assessment Results (2018-19 through 2022-23)
(Expressed at Percentage Scoring Proficient)

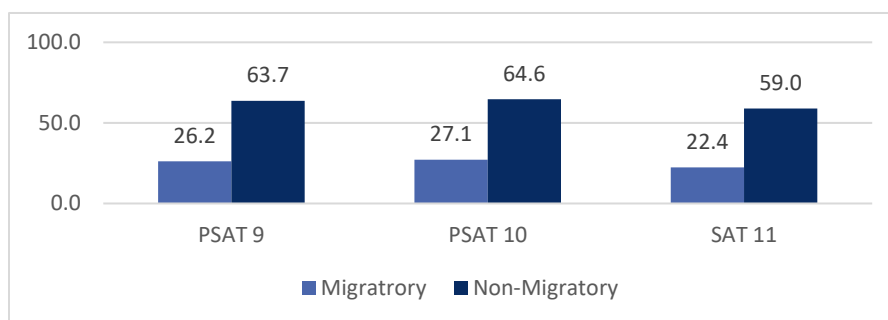


Source: CDE Database

CMAS results by **gender** reveal that the ELA proficiency rate for male migratory students was four percentage points less than female migratory students (11% versus 15%), and the mathematics proficiency rate for female migratory students was two percentage points less than male migratory students (8% versus 10%).

Following are migratory and non-migratory student proficiency rates on the PSAT and SAT in Evidence-based Reading and Writing (EBRW) and mathematics in 2022-23. Exhibit 18 displays large gaps between the EBRW proficiency rates of migratory and non-migratory students for all three assessments (37.5 percentage points on the PSAT 9 and PSAT 10 and 36.6 percentage points on the SAT 11).

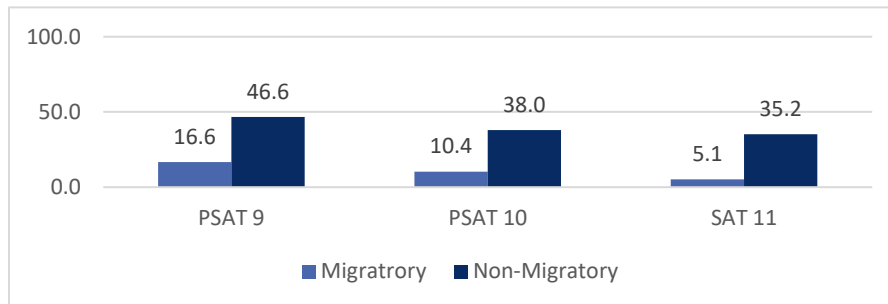
Exhibit 18: Percentage of Migratory and Non-Migratory Students in Grades 9-11 Scoring Proficient in EBRW on the SAT and PSAT in 2022-23



Source: CDE Website

Exhibit 19 displays similar results for mathematics with large proficiency gaps between migratory and non-migratory students – 30.0 percentage points on the PSAT 9; 27.6 percentage points on the PSAT 10; and 30.1 percentage points on the SAT 11.

Exhibit 19: Percentage of Migratory and Non-Migratory Students in Grades 9-11 Scoring Proficient in Mathematics on the SAT and PSAT in 2022-23



Source: CDE Website

School Readiness

Exhibit 20 shows that 86% of the eligible migratory children birth to age two were served by the MEP, as were 95% of children ages 3-5. A smaller percentage of migratory children birth to age two received instructional and support services than children ages 3-5.

Exhibit 20: Migratory Children Birth to Age Five Receiving MEP Services in 2022-23

Age	All Migratory Students			PFS Migratory Students			Any Instruction		Support Services	
	Total Eligible	Served		Total # PFS	Served					
		#	%		#	%	#	%	#	%
0-2	276	238	86%	--	--	--	181	66%	208	75%
3-5	647	615	95%	271	271	100%	517	80%	545	84%
Total	923	853	92%	271	271	100%	698	76%	753	82%

Source: Colorado MEP CSPR Data (2022-23)

While a large percentage of migratory children birth to age five received MEP services in 2022-23, only 36% of migratory children ages 3-5 were enrolled in a formal preschool program (Source: SMART State MEP database), which is 27 percentage points short of the national average for 3-5-year-olds (63%) (Source: National Center for Education Statistics, 2021).

High School Graduation Rates

Exhibit 21 shows the class of 2023 graduation rates for migratory and non-migratory students in Colorado. The graduation rate for migratory students was 14.5 percentage points less than the graduation rate for non-migratory students, and 15.6 percentage points short of the State performance target as outlined in the Colorado ESSA Consolidated State Plan (2023).

Exhibit 21: Class of 2023 Migratory and Non-Migratory Student Graduation Rates

State Performance Target	Non-Migratory Students	Migratory Students
84.2%	83.1%	68.6%

Source: CDE Database

Exhibit 22 shows the 2022-23 dropout rates for migratory and non-migratory students in Colorado. The dropout rate for migratory students was 2.5 percentage points more than the dropout rate for non-migratory students.

Exhibit 22: 2022-23 Migratory and Non-Migratory Student Dropout Rates

Non-Migratory Students	Migratory Students
2.1%	4.6%

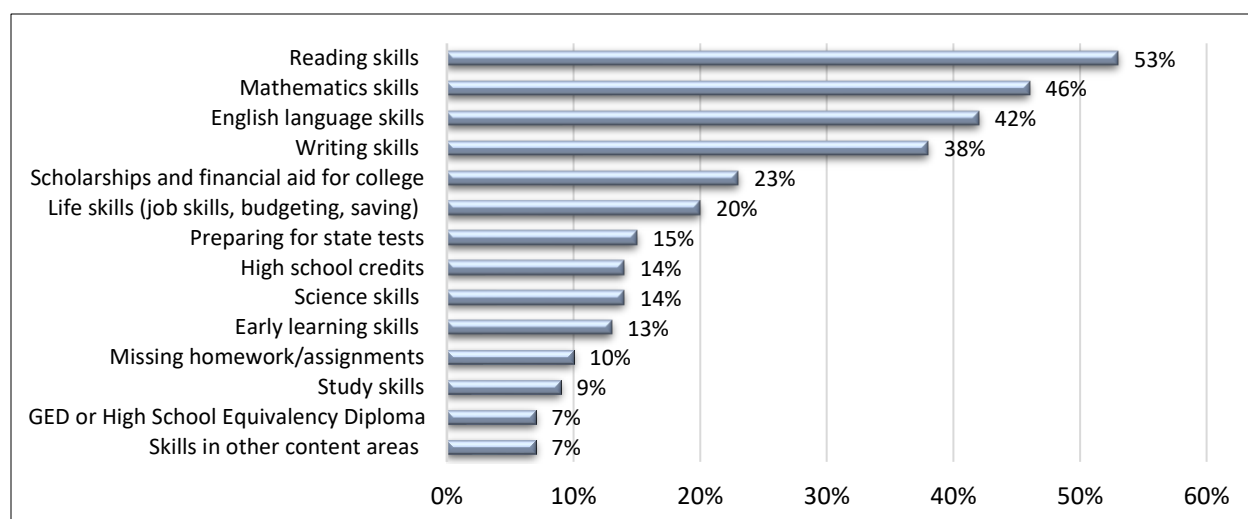
Source: CDE Database

Needs Assessment Survey Results

Needs assessment survey results were shared with the NAC to provide them with detailed input from a wide variety of stakeholders to help inform their decision-making. The key stakeholders that were queried about their opinions and ideas regarding the most critical needs of migratory students and families included State MEP staff, regional MEP staff, local MEP staff. In addition, the beneficiaries of the program completed needs assessment surveys including migratory students in grades 9-12 and OSY, and migratory parents and family members. Following are the needs assessment survey results showing the percentage of respondents indicating needs.

Migratory parents and family members were asked to identify their children's greatest needs related to instruction and support services, as well as services they need from the MEP. A total of 185 parents and family members representing all five regions responded to the survey. Exhibit 23 shows that the largest percentage of parents and family members responding (53%) indicated that their children need to improve reading skills, followed by mathematics skills (46%), English language skills (42%), and writing skills (38%).

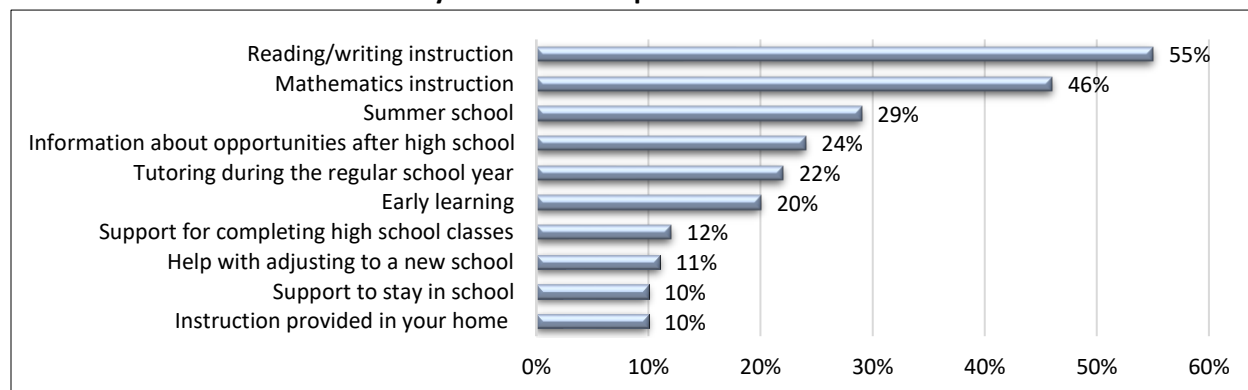
Exhibit 23: Parent and Family Member Perceptions of their Children's Learning Needs



Source: Colorado MEP CNA Parent and Family Needs Assessment Survey

According to parents and family members, instructional services needed most by their children included reading/writing instruction (55% responding) and mathematics instruction (46%). Exhibit 24 displays the percentage of parents and family members responding.

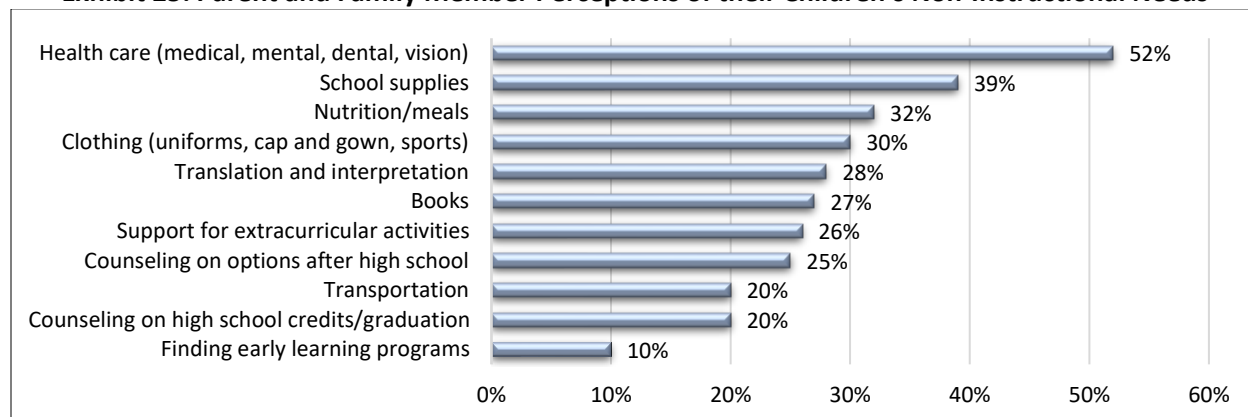
Exhibit 24: Parent and Family Member Perceptions of their Children's Instructional Needs



Source: Colorado MEP CNA Parent and Family Needs Assessment Survey

Exhibit 25 shows that the largest percentage of parents and family members responding (52%) reported a need for health care, followed by school supplies (39%), nutrition/meals (32%), and clothing (30%).

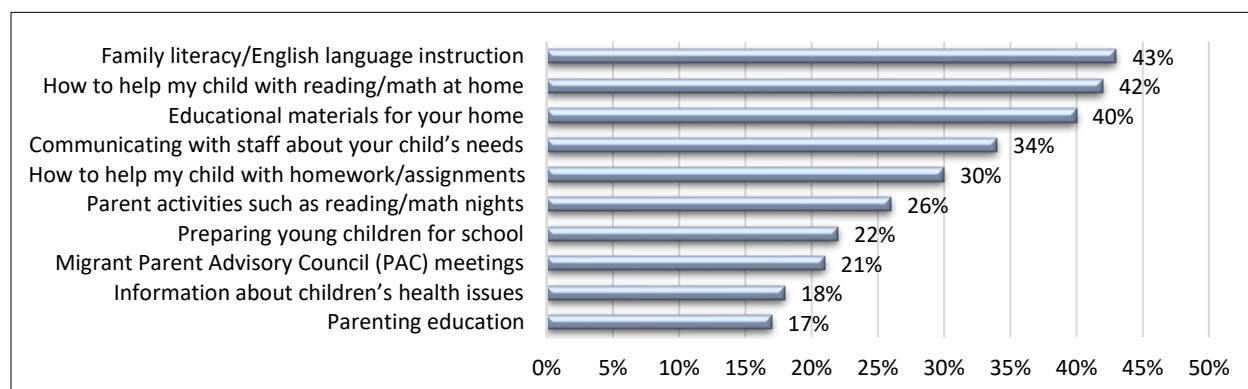
Exhibit 25: Parent and Family Member Perceptions of their Children's Non-Instructional Needs



Source: Colorado MEP CNA Parent and Family Needs Assessment Survey

When asked what they most need to be able to support their child's success in school, the largest percentage of parents and family members responding (43%) indicated family literacy/English language instruction, followed by ways to help their children with reading and math at home (42%), and educational supplies for their home (40%).

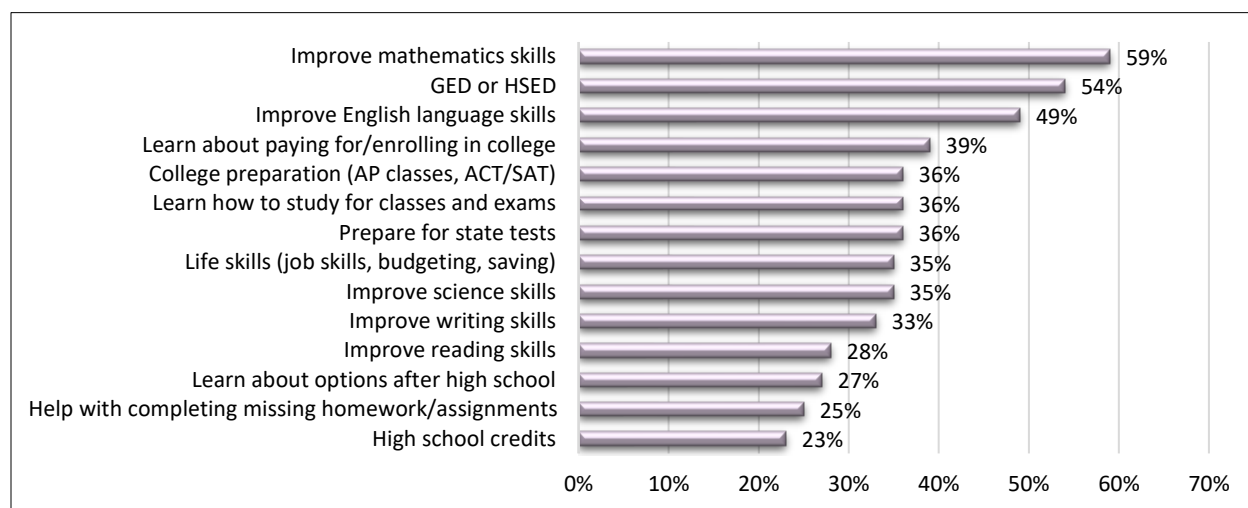
Exhibit 26: Parent and Family Member Perceptions of their own Learning Needs (Percent Responding)



Source: Colorado MEP CNA Parent and Family Needs Assessment Survey

Migratory students in grades 9-12 and OSY were asked to identify their greatest needs related to instruction and support services. Seventy-five (75) students/OSY representing all five regions responded to the survey. Exhibit 27 shows that the largest percentage of students/OSY responding (59%) indicated that they need to improve their mathematics skills, followed by a need to get a GED or HSED (54%), and a need to improve their English language skills (49%).

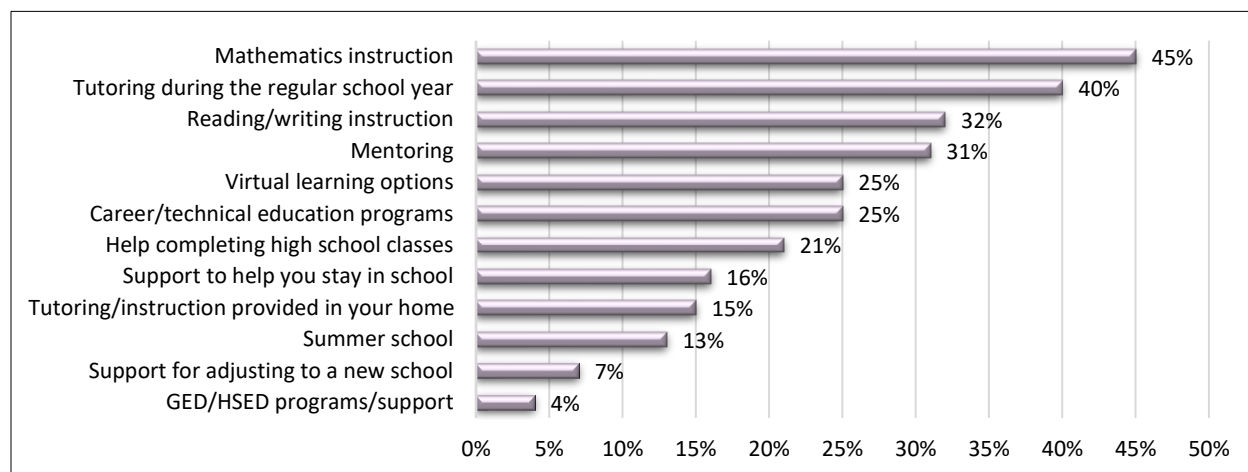
Exhibit 27: Student/OSY Perceptions of their Learning Needs (Percent Responding)



Source: Colorado MEP CNA Student/OSY Needs Assessment Survey

Exhibit 28 shows that the largest percentage of migratory students/OSY responding (45%) reported that they need mathematics instruction, followed by tutoring during the regular school year (40%), reading/writing instruction (32%), and mentoring (31%).

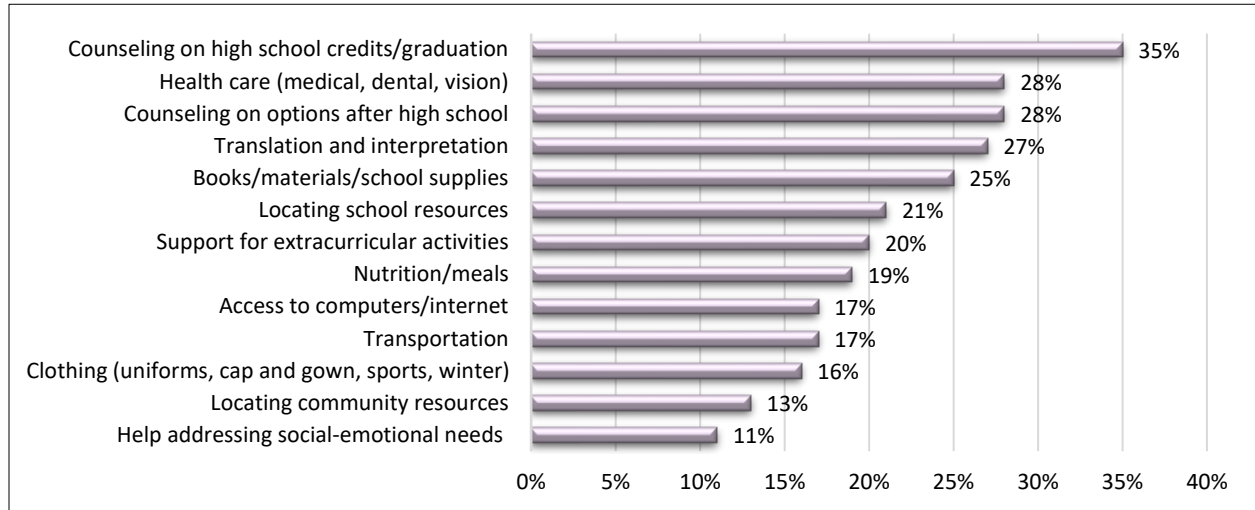
Exhibit 28: Student/OSY Perceptions of their Instructional Needs (Percent Responding)



Source: Colorado MEP CNA Student/OSY Needs Assessment Survey

Exhibit 29 shows that migratory students/OSY responding reported that they most need counseling on high school credits/graduation (35% responding), followed by health care and counseling on options after high school (28% each), translation and interpretation (27%), and books/materials/school supplies (25%).

Exhibit 29: Student/OSY Perceptions of their Non-Instructional Needs (Percent Responding)

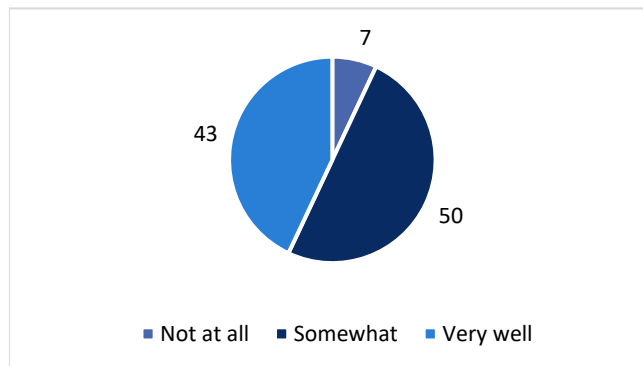


Source: MEP Colorado CNA Student/OSY Needs Assessment Survey

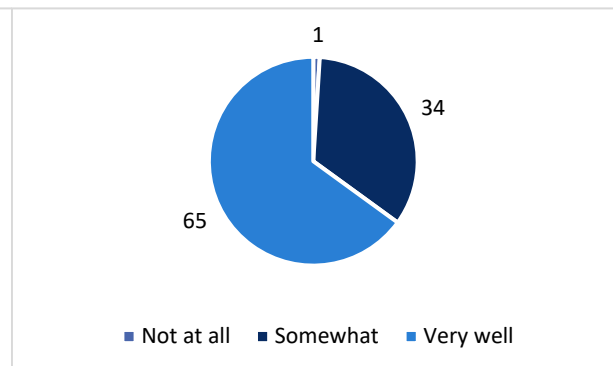
When asked how well they understand their graduation requirements, 57% of the students/OSY responding reported “somewhat” or “not at all”, as did 35% of the students/OSY responding to the question about confidence that they will graduate from high school.

Exhibit 30: Student/OSY Responses to Questions about Graduation

How well do you understand your graduation requirements? (Percent Responding)
N=74, Mean=2.4 out of 3.0



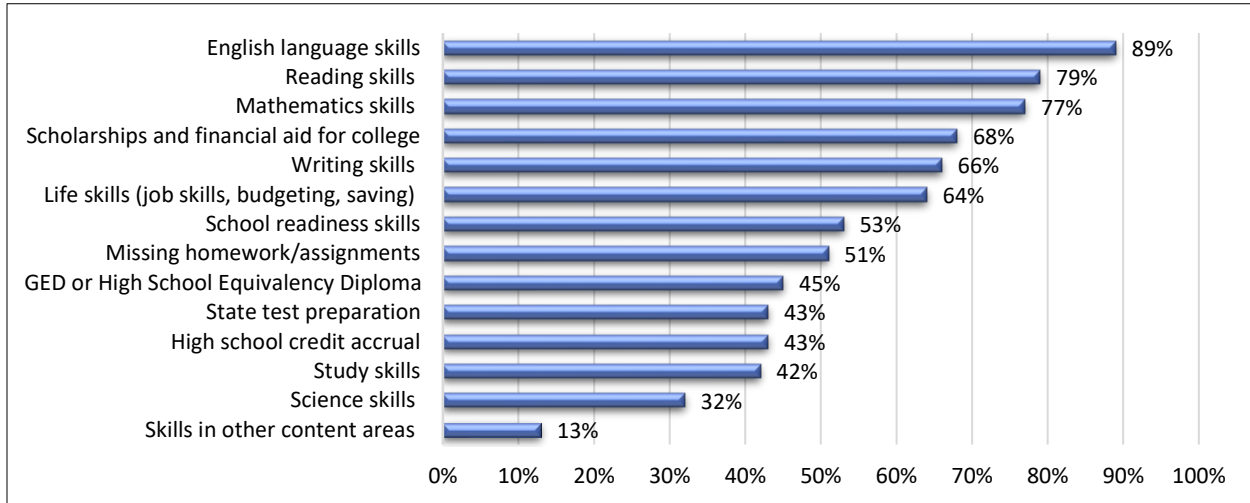
How sure are you that you will graduate from HS? (Percent Responding)
N=74, Mean=2.6 out of 3.0



Source: Colorado MEP CNA Student/OSY Needs Assessment Survey

MEP staff also were asked to identify migratory students’ greatest needs related to instruction and support services. Fifty-three (53) staff representing all five regions responded to the survey. Exhibit 31 shows that the largest percentage of staff responding (89%) indicated that migratory students need to improve their English language skills, followed by a need to improve reading skills (79%), mathematics skills (77%), a need to have information on scholarships and financial aid for college (68%), a need to improve writing skills (66%), a need for life skills (64%), a need for school readiness skills (53%), and a need for assistance with missing homework/assignments (51%).

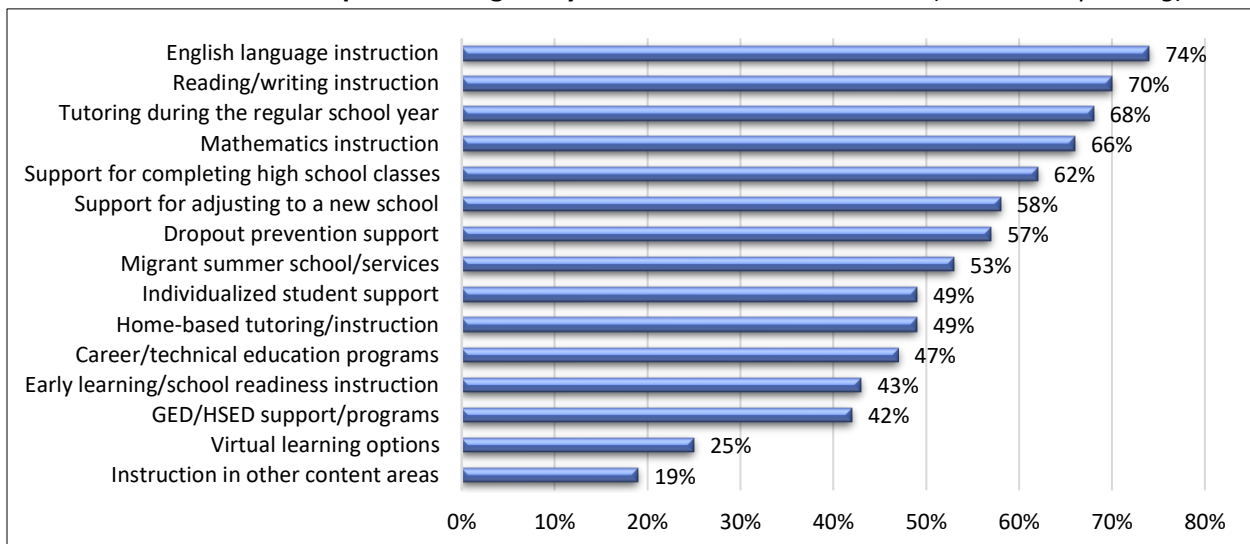
Exhibit 31: Staff Perceptions of Migratory Student Learning Needs (Percent Responding)



Source: Colorado MEP CNA Staff Needs Assessment Survey

Exhibit 32 shows that the largest percentage of staff responding (74%) reported that migratory students need English language instruction, followed by reading/writing instruction (70%), tutoring during the regular school year (68%), mathematics instruction (66%), support for completing high school classes (62%), support for adjusting to a new school (58%), dropout prevention support (57%), and summer school/services (53%).

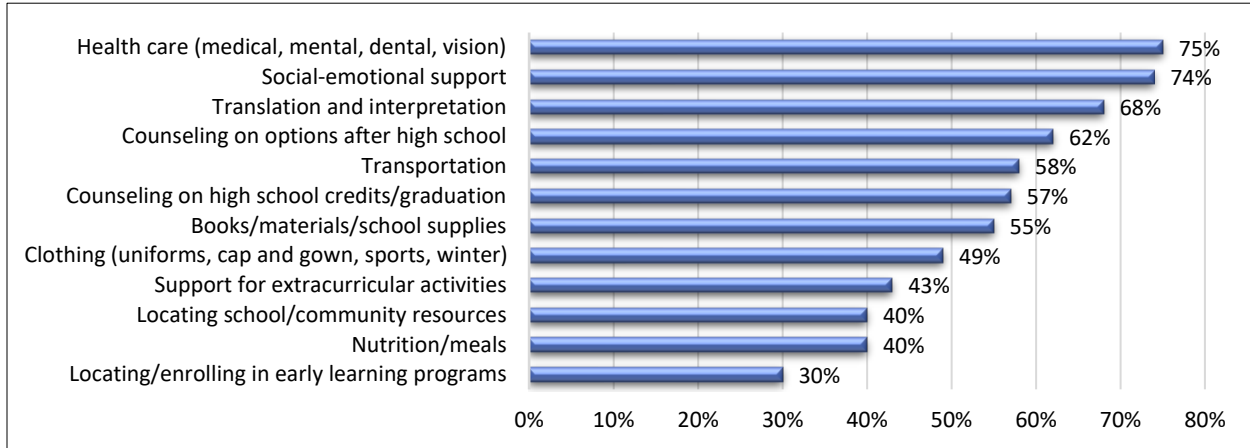
Exhibit 32: Staff Perceptions of Migratory Student Instructional Needs (Percent Responding)



Source: Colorado MEP CNA Staff Needs Assessment Survey

Exhibit 33 reveals that staff responding indicated that students/OSY most need health care (75%); social-emotional support (74%); translation and interpretation (68%); counseling on options after high school (62%); transportation (58%); counseling on high school credits/graduation (57%); and books, materials, and school supplies (55%).

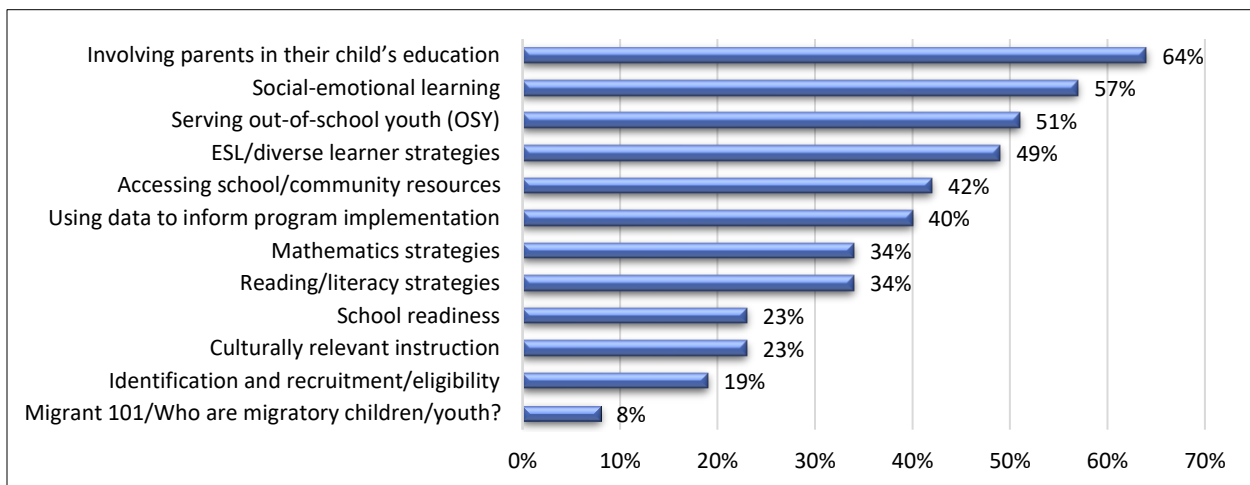
Exhibit 33: Staff Perceptions of Migratory Student Non-Instructional Needs (Percent Responding)



Source: Colorado MEP CNA Staff Needs Assessment Survey

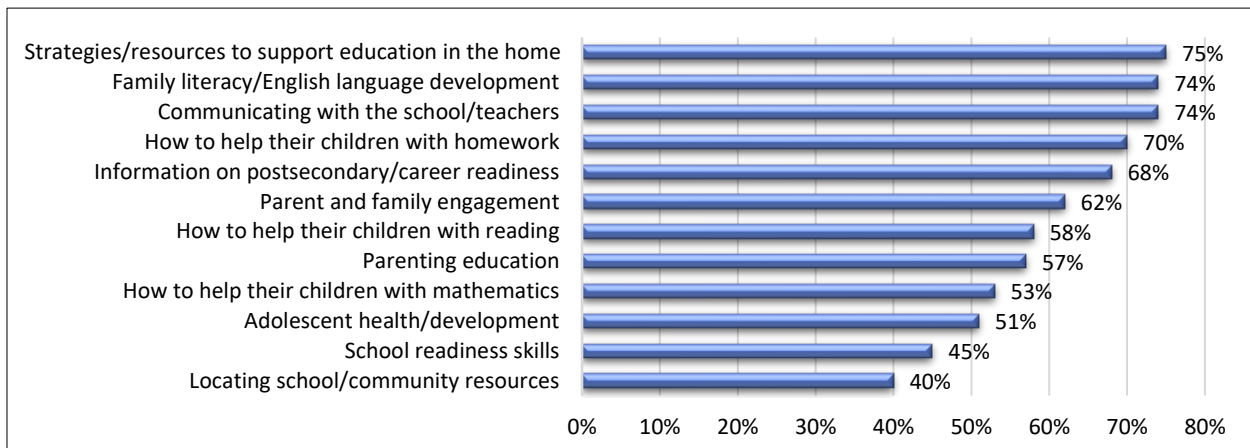
The largest percentage of staff responding (64%) reported a need for professional development (PD) addressing parent involvement, followed by social-emotional learning (57%), and serving OSY (51%).

Exhibit 34: Staff Perceptions of their own Professional Development Needs (Percent Responding)



Source: Colorado MEP CNA Staff Needs Assessment Survey

Exhibit 35: Staff Perceptions of Parent and Family Learning Needs (Percent Responding)



Source: Colorado MEP CNA Staff Needs Assessment Survey

According to staff responses in Exhibit 35, training needed most by migratory parents and family members includes strategies and resources to support education in the home (75% responding), family literacy/English language development and communicating with the school/teachers (74% each), ways to help their children with homework (70%), information on post-secondary/career readiness (68%), parent and family engagement (62%), strategies for helping their children with reading (58%), parenting education (57%), strategies for helping their children with mathematics (53%), and adolescent health/development (51%).

Focus Group Responses

Needs assessment focus groups were conducted with community members, parents on the State Parent Advisory Council (PAC), and MEP staff. Responses and trends were shared with the NAC to further inform their decision-making. Following is a summary of the three focus groups. Comprehensive focus group reports are kept on file with the Colorado MEP.

The **community** needs assessment focus group was held during the MEP Directors' Meeting in Grand Junction on August 30, 2023. Ten community members participated and created a mind map addressing the following question: *What, in your perspective/experience, are the key needs of migratory students (and families) that the MEP should consider during the CNA process (e.g., academic needs, barriers to academic success/completion, support services needs)?* The community members from the rural western slope of Colorado discussed a lack of culturally and linguistically diverse communication and services both in the community and the schools to assist migratory children and families, as well as the lack of technological infrastructure for many areas surrounding Grand Junction that impacts learning at home. An analysis of trends in their responses shows needs related to the following.

- Academic performance
- Access to services/programs in which migratory children and families are eligible/entitled
- Culturally and linguistically competent communication and services
- Early childhood education
- English language instruction for students and families
- Health (services/access/insurance)
- Housing
- Information about career/postsecondary options
- Parent education
- Support/resources/access to extracurricular activities
- Technology needs (connectivity, devices)
- Transportation

Feedback from the **State PAC parent representatives** was gathered during the State PAC meeting on October 7, 2023 in Alamosa. Following are parent responses addressing academic and non-academic needs.

Academic Needs

- Assist parents in navigating the U.S. school system and communicating with teachers, and provide support in learning English and math.
- Enhance one-on-one assistance from teachers.
- Ensure students have access to information about grants or scholarships specifically for migratory students.
- Ensure teachers understand the needs of migratory students in the classroom.

- Increase academic support for students.
- Prepare high school students for post-secondary enrollment.
- Provide additional support to address the intellectual needs of students.
- Provide opportunities for newcomers to learn English, a crucial need.
- Provide tutoring based on each child's existing knowledge to ensure its effectiveness.
- Strengthen academic support in elementary education as it lays the foundation for learning in middle and high school. Provide high-quality tutoring services at the elementary level.

Non-Academic Support Needs

- Assist parents in accessing medical services.
- Educate parents about their rights within the school system.
- Facilitate student access to public transportation for after-school activities.
- Help parents gain access to no-cost English language learning opportunities.
- Offer support to students facing bullying.
- Prioritize mental health support for students.
- Provide parents information regarding immigration.
- Provide students with psychological support and mental health support.

Feedback from **MEP staff** was gathered during the CNA Work Session on November 7, 2023 at the Colorado MEP State Symposium in Colorado Springs. More than 50 MEP staff representing all five regions participated in the Work Session. The group responded to questions about the top five greatest needs of migratory children and MEP services and/or supports that would best address their needs. Trends from the questions by age/grade level include the following.

Needs of Migratory Children Birth to Age Five

- Academic preparation for school
- Access to quality preschool programming
- Basic family needs (car seats, diapers, clothing, bedding, heaters)
- Education for parents about school readiness, health prevention, preschool enrollment, etc.
- English language skills/barriers
- Health care services
- Social-emotional skills
- Transportation

Needs of Students in Grades K-8

- Access to extracurricular activities
- Accurate/appropriate special services testing, skill level assessments, and aligned placements
- Basic family needs (clothing, shoes, supplies)
- Culturally and linguistically responsive school environments/opportunities and transition support from one level to another (e.g., elementary to middle school)
- English language skills
- Health care services
- Low academic achievement/learning gaps
- Parent engagement
- Social-emotional learning needs (conduct/behavior, emotional support, social skills)
- Summer learning opportunities
- Transportation
- Tutoring in their language

Needs of Students in Grades 9-12

- Access to extracurricular activities
- Basic life skills (financial literacy)
- Culturally and linguistically responsive services and opportunities
- English language skills
- Family support
- Health care including mental health services
- High school credit accrual/recovery
- Lack of motivation
- Low academic achievement/learning gaps
- Post-secondary and career awareness
- Understanding of graduation requirements

Needs of Migratory OSY

- Access to local resources and service providers
- Basic needs (clothing, housing, nutrition, supplies/resources, work attire)
- English language skills
- Flexible services provided by the MEP/programs/other service providers
- Health care services
- Information about worker rights
- Lack of an academic foundation
- Lack of motivation/long-term goals/vision for future
- Life skills
- Low academic achievement/learning gaps
- Transportation

Phase III: Making Decisions

In Phase III of the CNA process, the key objective was to finalize concern statements and develop viable solutions to be used to set criteria for the development of the SDP. This section offers the final recommendations for concerns, data sources for the concerns, need indicators and statements, and the solutions identified by the NAC. The work of the NAC was documented in the CNA Decisions and Planning Chart which is kept on file with the Colorado MEP.

Concerns are shown in rank order for each goal area. The NAC used the following criteria to rank concerns in terms of the magnitude in the gaps between “what is” and “what should be.”

- Critical nature of the need
- Special needs of PFS students
- Degree of difficulty in addressing the need
- Risks/consequences of ignoring the need
- External factors such as state and local/district priorities and goals

The NAC identified possible solutions which the SDP Committee will use for the development of the service delivery strategies during the SDP planning process. The solutions are general guidelines based on the examination of migratory student needs. The development of solutions was guided by the following questions.

- ✓ What does the research say about effective strategies, programs, or interventions?
- ✓ Where has this solution been implemented and was it successful?
- ✓ What are the challenges?
- ✓ How can solutions be customized for Colorado?

The charts on the following pages display the prioritized concerns, data sources for the concerns, need indicators and statements, and the solutions identified by the NAC for each of the four goal areas.

Prioritized Concerns, Data Sources, Need Indicators/Statements, and Possible Solutions

Goal Area 1: School Readiness

Concern	Data Source	Need Indicator/ Need Statement	Possible Solutions
1-1 We are concerned that parents of migratory children ages 3-5 have limited knowledge and skills to support their children in school readiness and/or are not informed about available PreK opportunities.	NAC Expert Opinion 2023 Parent/Family Needs Assessment (NA) Surveys	<u>Need Indicators</u> - The experts on the NAC indicated a need for parents to receive services to enhance their skills and knowledge to support school readiness. - 35% of parents responding reported needing support for preparing their children for school <u>Need Statement</u> The percentage of migratory parents who receive support for preparing their children for school needs to increase.	1-1a) Expand and enhance training, support, and resources addressing school readiness provided to parents of children ages 3-5 to reach a larger number of parents/families. 1-1b) Coordinate/provide culturally and linguistically appropriate services and support to migratory parents. 1-1c) Conduct parent outreach and provide ongoing communication.
1-2 We are concerned that many migratory children ages 3-5 are not attending formal preschool programs.	2022-23 SMART Data 2021 National Center for Education Statistics	<u>Need Indicators</u> - 36% of migratory children ages 3-5 were enrolled in a formal preschool program - 63% of 3-5-year-olds nationwide were enrolled in school <u>Need Statement</u> The percentage of migratory children ages 3-5 attending a formal preschool program needs to increase by 27 percentage points.	1-2a) Identify and address the barriers (e.g., transportation, scheduling, space) preventing migratory 3-5-year-olds from enrolling/participating in formal preschool programs. 1-2b) Increase/expand collaborative partnerships with early childhood education programs.
1-3 We are concerned that migratory children ages 3-5 receive fewer instructional services than support services.	2022-23 CSPR Data	<u>Need Indicator</u> - 80% of migratory children ages 3-5 received MEP instructional services compared to 84% receiving MEP support services <u>Need Statement</u> The percentage of migratory children ages 3-5 receiving MEP instructional services needs to increase.	1-3a) Expand and enhance MEP instructional services provided to 3-5-year-old migratory children not attending formal preschool programs. 1-3b) Implement the Preschool Observation Tool for 3-5-year-olds receiving MEP school readiness instructional services.

Concern	Data Source	Need Indicator/ Need Statement	Possible Solutions
1-4 We are concerned that migratory children birth to age two are receiving MEP services at a lower rate than children ages 3-5.	2022-23 CSPR Data	<u>Need Indicator</u> - 86% of migratory children birth through age two received MEP services compared to 95% of children ages 3-5 <u>Need Statement</u> The percentage of migratory children birth to age two receiving MEP services needs to increase.	1-4a) Coordinate/provide PD to staff serving migratory children birth to age two. 1-4b) Identify and collaborate with partners/agencies that provide services for children birth to age two. 1-4c) Coordinate/provide training/support to parents with children birth to age two to expand their knowledge and skills in cognitive, social-emotional, and language development.

Goal Area 2: English Language Arts and Mathematics

Concern	Data Source	Need Indicator/ Need Statement	Possible Solutions
2-1 We are concerned that migratory students in grades K-12 are not meeting academic standards in math and ELA. In fact, they are performing significantly below their non-migratory peers; indicating that migratory students lack the necessary foundational skills for ELA/math success.	2022-23 CMAS and SAT	<u>Need Indicators</u> - 13% of migratory students in grades 3-8 scored at Met or Exceeded (M/E) on CMAS ELA assessments compared to 44% of non-migratory students; and 22% of 11 th grade migratory students scored at M/E on the SAT in EBRW compared to 59% of non-migratory students. - 9% of migratory students in grades 3-8 scored at M/E on CMAS math assessments compared to 33% of non-migratory students; and 5% of 11 th grade migratory students scored at M/E on the SAT in math compared to 35% of non-migratory students <u>Need Statement</u> The percentage of migratory students scoring at M/E needs to increase to eliminate gaps between migratory and non-migratory students (ELA: 31 percentage points grades 3-8 and 37 percentage points 11 th grade students; Math: 24 percentage	2-1a) Provide mentorship and tutoring for migratory students in grades K-12 (e.g., current/former CAMP students). 2-1b) Provide needs-based ELA and math instruction to migratory students in grades K-12. 2-1c) Connect students to online ELA and math programming (e.g., iSOSY Consortium Incentive Grant [CIG] Student Portal [https://www.osy-migrant.org/], Khan Academy). 2-1d) Identify the needs of migratory students in order to provide appropriate, needs-based services and instruction. 2-1e) Coordinate with schools/districts to ensure migratory students receive needed tutoring.

Concern	Data Source	Need Indicator/ Need Statement	Possible Solutions
		points grades 3-8 and 30 percentage points 11 th grade students).	2-1f) Administer/collect pre/post-tests for students that receive MEP-funded instruction and tutoring. 2-1g) Provide/strengthen MEP-funded tutoring in ELA and math. 2-1h) Collaborate with other agencies and programs (e.g., libraries). 2-1i) Hire a math teacher/specialist at the state level.
2-2 We are concerned that migratory students in grades K-12 and their families do not have access to necessary academic and non-academic resources to support their achievement and growth in math and ELA.	2023 Parent/Family and Student NA Surveys 2023 Focus Group Responses	<u>Need Indicators</u> - State PAC, community, and MEP staff focus group input overwhelmingly indicated a need for access to necessary academic and non-academic resources to support growth in ELA and math. - Highest rated by parents and family members as a need for their children included reading and writing instruction (55% responding), reading skills (53% responding), math skills (46% responding), and math instruction (46% responding). - Highest rated by students/OSY was the need to improve their math skills (59% responding) and math instruction (45% responding). <u>Need Statement</u> The percentage of migratory students in grades K-12 receiving academic and non-academic resources to support their achievement in ELA and math needs to increase.	2-2a) Provide language equity support for communication between parents and schools. 2-2b) Identify and collaborate with agencies and partners that can provide support and resources to migratory students. 2-2c) Coordinate/provide training to parents on learning expectations and how to help their children to enhance their skills and knowledge for supporting their child's skills in ELA and math. 2-2d) Create/distribute an MEP newsletter to counselors, administrators, and MEP staff. 2-2e) Utilize IMPACT CIG parent resources (https://www.impactmep.net/about). 2-2f) Provide training to district teachers and counselors.

Goal Area 3: High School Graduation/Services to OSY

Concern	Data Source	Need Indicator/ Need Statement	Possible Solutions
3-1 We are concerned that migratory OSY are not receiving needs-based instructional and/or support services.	2023 Student/OSY NA Survey 2023 Staff Focus Group Responses	<u>Need Indicators</u> - 50% of OSY responding reported a need for reading/writing instruction and virtual learning options, and 25% reported a need for math instruction, summer school, and tutoring - MEP staff focus group input overwhelmingly indicated a need to provide MEP services to OSY. <u>Need Statement</u> The percentage of migratory OSY receiving needs-based services needs to increase.	3-1a) Collaborate with farmworker programs and organizations that offer instructional and/or support services. 3-1b) Create a directory of service providers and available services to all newly recruited OSY. 3-1c) Provide information and training to OSY on available instructional and support services provided by other service providers (e.g., iSOSY CIG, BUENO HEP, health, vocational or certificate-based programs, career-based opportunities). 3-1d) Coordinate/provide needs-based services to migratory OSY. 3-1e) Collaborate with CDE offices and initiatives. 3-1f) Provide support to migratory OSY who are here to work (i.e., H2A workers) that do not want to engage in school.
3-2 We are concerned that migratory students are graduating at a lower rate and dropping out of school at a higher rate than non-migratory students.	2022-23 Graduation and Dropout Rates	<u>Need Indicators</u> - 68.6% of migratory students graduated compared to 83.1% of non-migratory students - 4.6% of migratory students dropped out compared to 2.1% of non-migratory students <u>Need Statement</u> The migratory student graduation rate needs to increase by 14.5 percentage points and the dropout rate needs to decrease by 2.5 percentage points to eliminate the gap between migratory and non-migratory students.	3-2a) Provide students with information sessions on graduation requirements. 3-2b) Collaborate with schools to streamline educational support for migratory students to close the gap. 3-2c) Create mentor programs for students (e.g., CAMP to high school, high school to middle school, middle school to elementary). 3-2d) Provide programs and opportunities for students to connect with professionals who are in different career paths. 3-2e) Collaborate with schools to inform students and parents about post-secondary and career readiness opportunities.

Concern	Data Source	Need Indicator/ Need Statement	Possible Solutions
			<p>3-2f) Provide students and parents with information and learning opportunities addressing post-secondary and career readiness.</p> <p>3-2g) Provide credit-bearing programming and opportunities for credit accrual.</p> <p>3-2h) Increase partnerships to assist with student attendance monitoring.</p>
<p>3-3 We are concerned that secondary aged migratory youth are not receiving adequate counseling on high school credits, graduation, GED, high school equivalency diploma, post-secondary pathways, and the value of such options.</p>	<p>2023 Student/OSY NA Survey</p>	<p><u>Need Indicators</u></p> <ul style="list-style-type: none"> - The largest percentage of students/OSY responding (35%) reported that they need counseling on high school credits/graduation. - 50% of students/OSY responding reported only having “some” understanding of graduation requirements -54% of students/OSY responding reported a need for GED/HSED, 39% reported a need for learning about paying for/enrolling in college, and 36% reported a need for college prep <p><u>Need Statement</u></p> <p>The percentage of secondary aged migratory youth receiving counseling on high school credits and graduation needs to increase.</p>	<p>3-3a) Collaborate with schools/districts to highlight MEP supplemental instructional support services available for migratory students.</p> <p>3-3b) Intentionally involve both parents/guardians and high school counselors to provide culturally and linguistically appropriate guidance and support to migratory students.</p> <p>3-3c) Leverage the PAC or regional MEP more in forging relationships and maintaining those relationships with high school counselors.</p> <p>3-3d) Coordinate/provide services to address cultural/linguistic needs.</p> <p>3-3e) Create a migratory student alumni group (CAMP graduates, high school MEP graduates).</p> <p>3-3f) Implement the use of binational teachers in summer programming.</p> <p>3-3g) Provide mentoring to middle and high school migratory students (e.g., current/former CAMP students).</p>

Goal Area 4: Non-Instructional Support Services

Concern	Data Source	Need Indicator/ Need Statement	Possible Solutions
4-1 We are concerned that migratory children, youth, and their families are not receiving adequate services, education, and resources to address mental health and well-being (e.g., bullying, substance abuse, domestic violence).	Expert NAC Opinion as Supported by 2023 Focus Group Input	<u>Need Indicator</u> - Community, State PAC, and MEP staff focus group input overwhelmingly indicated a need for services, education, and resources to address the mental health and well-being of migratory children, youth, and their families. <u>Need Statement</u> Mental health/well-being services, education, and resources received by migratory children, youth, and their family's needs to increase.	4-1a) Coordinate/provide training to parents on mental health. 4-1b) Coordinate/provide training and resources for MEP staff to identify problems and find solutions to support students' mental and behavioral health (e.g., trauma-informed care, mental health, first aid, mental health interventions). 4-1c) Identify/collaborate with agencies and programs that support behavioral health, substance abuse, mental health.
4-2 We are concerned that migratory children, youth, and their families have limited access to basic needs for their success in school (e.g., school supplies, transportation, interpretation, fees for extracurricular activities, nutrition).	2023 Parent/ Family and Student/OSY NA Surveys	<u>Need Indicators</u> - 39% of parents responding reported that their children need school supplies, 32% nutrition/meals, 30% clothing (uniforms, cap and gown), 28% translation/interpretation, 27% books, 26% extracurricular activities, 20% transportation - 50% of OSY and 27% of students responding reported a need for translation and interpretation, 25% reported a need for books and school supplies, and 20% reported a need for support for participating in extracurricular activities <u>Need Statement</u> The percentage of migratory children and youth receiving support services needs to increase.	4-2a) Purchase and disseminate needed school supplies or supplement them after all other resources have been exhausted. 4-2b) Improve documentation and tracking of students receiving transportation services. 4-2c) Coordinate/provide transportation (e.g., district vehicles) for families and/or children to access appointments. 4-2d) Collaborate with agencies to reduce the need for families to drive to services (e.g., telehealth, remote monitoring, mobile health, Medicaid transportation). 4-2e) Assist families with obtaining transportation (e.g., vouchers, public transportation). 4-2f) Collaborate with school districts, churches, businesses, and the community to identify solutions for transportation. 4-2g) Provide training to staff on allocable services and expenses.

Concern	Data Source	Need Indicator/ Need Statement	Possible Solutions
			4-2h) Collaborate with school district/community for resources for fees, uniforms, supplies. 4-2i) Ensure support services provided by the MEP are documented and entered in the state database.
4-3 We are concerned that migratory parents/families have indicated that they need linguistically appropriate and culturally relevant resources and services to be able to support their child's success in the school system.	2023 Parent/Family NA Survey 2023 Focus Group Responses	<u>Need Indicators</u> - 34% of parents responding reported a need for help communicating with staff about their children's needs - Community, State PAC, and MEP staff focus group input overwhelmingly indicated a need for linguistically appropriate and culturally relevant resources and services for migratory parents/families. <u>Need Statement</u> The percentage of migratory parents/families receiving linguistically appropriate and culturally relevant resources and services to help them support their children needs to increase.	4-3a) Identify and collaborate with existing support groups (bilingual and culturally sensitive/relevant) and help families and students access such resources. 4-3b) Increase comprehensive collaborations with health care providers and social agencies. 4-3c) Inform parents about the value of the U.S. educational system, performance indicators utilized to assess readiness and completion, high school graduation. 4-3d) Collaborate with schools/districts to ensure that resources and support provided to migratory families is linguistically appropriate and culturally relevant.
4-4 We are concerned that migratory children, youth, and their families are unable to access affordable basic health, vision, and dental care.	2023 Parent/Family and Student/OSY NA Surveys	<u>Need Indicators</u> - 52% of parents responding reported that their children most need health care - 50% of OSY and 28% of students responding reported a need for health care <u>Need Statement</u> The percentage of migratory children and youth with access to affordable health, vision, and dental care needs to increase.	4-4a) Build capacity to provide support to families, students, and youth who seek health services. 4-4b) Collaborate with health care providers.

Concern	Data Source	Need Indicator/ Need Statement	Possible Solutions
4-5 We are concerned that migratory students and their families are not able to access support for English language development beyond the school hours that meet the needs of the migratory family lifestyle.	2023 Parent/ Family, Staff, and Student/ OSY NA Surveys	<u>Need Indicators</u> <ul style="list-style-type: none"> - The largest percentage of parents responding (43%) reported a need for family literacy/English language instruction. - The largest percentage of staff responding (89%) reported that migratory students have a need for English language skills. - 49% of students/OSY responding reported a need for improving English language skills <u>Need Statement</u> <p>The percentage of migratory students and families receiving English language development needs to increase.</p>	<p>4-5a) Collaborate with programs, agencies, and organizations that provide English language instruction, including online and mobile providers, on behalf of migratory students and families.</p> <p>4-5b) Collaborate with school/district Title III programs and staff to ensure that migratory students receive services for which they are eligible.</p>

Summary and Next Steps

Evidence-based Conclusions and Recommendations

Needs assessment data reflect a wide range of migratory student needs that helped to inform the NAC and will help decisionmakers tasked with the planning and coordination of supplementary MEP services during the SDP process to be conducted during 2024-25. Decisions about all possible programs and sources of available assistance are considered in this process. Specifically, increased culturally and linguistically appropriate instruction in reading and mathematics is necessary for all migratory students so they are able to succeed academically and score proficient on State assessments. The available data also indicate a need for culturally and linguistically appropriate services to migratory parents to help them better navigate the educational systems on behalf of their children. To support these conclusions, the following summary is presented on the needs of migratory students in Colorado.

High Mobility	High mobility is a factor related to school failure. More than one-third of Colorado's migratory children and youth had qualifying moves during the 2022-23 performance period, with mobility rates increasing from previous years. In addition, since the largest number of Colorado migratory students come from/migrate to Texas, coordination with the Texas MEP and the Texas Migrant Interstate Program (TMIP) could help the Colorado MEP better address the learning needs of Texas-based students while they are in Colorado.
ELA and Mathematics Needs	State assessment results show that Colorado's migratory students have a need for intensive supplemental ELA and mathematics instruction to bring them up to proficiency. There are large gaps between migratory and non-migratory students in both ELA and mathematics. In addition, needs assessment survey results and focus group responses indicate a critical need for migratory students to improve their ELA and math skills. Based on these results, statewide priority should concentrate on direct supplemental instructional services for migratory students to help them improve their ELA and mathematics skills. The MEP should place emphasis on intensive instructional programs during the regular school year and summer to build student proficiency in these two areas.
English Language Development Needs	Thirty-seven percent (37%) of Colorado's migratory students are multilingual learners. In addition, needs assessment survey results and focus group responses indicate a need for migratory students to improve their English language skills to reduce barriers to learning. There is a need for increased coordination with Title I Part A and Title III to provide intensive instruction to ensure that migratory students have the language skills to be successful in school. When no other services are available, there is a need for the Colorado MEP to provide English language instructional services to ensure that migratory students have the language skills needed to succeed academically.
Preschooler Needs	While the majority of migratory children birth to age five receive MEP services, only 36% were enrolled in a formal preschool program in 2022-23. Parents and staff surveyed and participating in focus groups report a need for young migratory children to be prepared for school. As a result, the Colorado MEP should increase school readiness services/access to quality preschool services for migratory children to ensure that they are prepared for school.

High School Student Needs	The 2022-23 graduation rate for migratory students was 14.5 percentage points short of the graduation rate for non-migratory students, and 15.6 percentage points short of the State performance target for graduation. In addition, the migratory student dropout rate was 2.5 percentage points more than the non-migratory student dropout rate. Survey results and focus group responses indicated a variety of high school student needs including lack of high school credits, low academic achievement, social-emotional learning needs, and information on post-secondary education and careers. It is critical that the Colorado MEP provide individualized mentoring and support to high school students to ensure that they are on track for graduation and prepared for post-secondary education and careers.
OSY Needs	The Colorado MEP has an increasing number of eligible migratory OSY who have needs that are different than those of in-school students. Staff focus group responses indicated that OSY need health services, flexible services to facilitate participation, English language skills, instructional support to address academic skills/gaps in knowledge, transportation, etc. The Colorado MEP should continue to identify OSY needs and provide individualized, needs-based services that help OSY achieve academically and/or receive needed services. It is also important to continue to provide professional development to staff on serving OSY to ensure that they have the knowledge, skills, and tools to be able to address the needs of migratory OSY, as this was an area of need identified by MEP staff.
Professional Development Needs	There is a continuing need to build the capacity of MEP staff to serve the unique needs of migratory children and youth in Colorado. The largest percentage of staff responding to the needs assessment survey reported a need for professional development addressing parent involvement, followed by social-emotional learning, and serving OSY. The Colorado MEP should utilize staff responses for professional development needs on the needs assessment survey to inform future professional development to MEP staff.
Parent and Family Needs	Migratory parents and family members responding to surveys and participating in the State PAC focus group expressed that MEP services need to focus on family literacy, English language development, helping them learn strategies for helping their children with homework at home, helping them understand and communicate with their child's school, and helping them access community services. Staff surveyed agreed with parents and family members, with the largest percentage reporting that parents need strategies/resources to support education in the home, followed by family literacy/English language development, and communication with schools/teachers. The Colorado MEP should focus efforts on engaging parents and family members to ensure that they have the skills and information needed to be able to support their children's learning and advocate with the schools and community on behalf of their children.

Next Steps in Applying the Results of the CNA to Planning Services

The CNA report will be distributed statewide to MEP staff and stakeholders, and training will be provided by the CDE MEP team and regional directors. In addition, the CDE MEP team will help provide guidance on the CNA process and how the results will be used as a foundation for the service delivery planning process.

As part of the MEP Continuous Improvement Cycle, the next step for the Colorado MEP is to use the information contained in this CNA report to inform the comprehensive state service delivery planning process during 2024-25. The Colorado MEP SDP, which will be facilitated by META Associates and guided by the processes outlined in the MEP SDP Toolkit (U.S. Department of Education, 2018), will be Colorado's plan for the delivery of services to meet the unique educational needs of its migratory students that serves as the basis for the use of all MEP funds in the State. The Colorado MEP SDP will articulate a clear vision of:

- performance goals and targets, especially as they relate to the provision of services for migratory students with PFS;
- the State's MEP MPOs and how they help achieve the State's performance targets;
- the services the MEP will provide on a statewide basis;
- how to evaluate whether and to what degree the program is effective; and
- plans for ID&R, migratory children identified to receive PFS, parent and family engagement, exchange of student records, and implementation and accountability in local programs.

In response to the requirements put forth by OME, Colorado will: (1) update the CNA every three years to reflect changing demographics and needs [or more frequently if there is evidence of a change in the needs of migratory children]; (2) change performance targets and/or MPOs to reflect changing needs and changes made by the state of Colorado in its State performance targets; (3) use evaluation results to change/modify MEP services; and (4) change the MEP evaluation design to reflect changes in needs and/or evaluation results.