COLORADO
Department of Education

Migrant Education Program Service Delivery Plan

Submitted to:
Office of Migrant Education
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Table of Contents

Executive Summary

Colorado's Migrant Education Program (MEP) Service Delivery Plan (SDP) serves as a guiding document for the implementation of Title I, Part C services for migratory children as required under Section 1306 of Every Student Succeeds Act. This SDP is based on the results of the 2019 State MEP Comprehensive Needs Assessment (CNA), and it serves as the basis for the three-year Migrant Education Program Grant Funding Opportunity Application (2021-2024). In 2018–19, the Colorado Department of Education began the process of developing this comprehensive plan using the logic model theory of causality. This comprehensive plan is specifically designed to strategically implement services that meet the unique needs of migratory children in Colorado.

Since the 2014 SDP, the number of migrant children, students and youths served by the Colorado MEP has increased approximately 30%. Colorado is seeing the most growth in the number of migrant children aged birth through five. As a result, Colorado has added an early education position to the State Office of Migrant Education. This SDP maintains the four focus areas (School Readiness, English Language Arts, Mathematics, and High School Graduation and Services for Out-of-School-Youth) and adds Health Needs as a fifth focus area.

OME has provided clarification of its guidance on conducting statewide SDPs in the publication: *Migrant Education Program Service Delivery Plan Toolkit* (September 2018). The key documents that provide support to states in the implementation of MEPs are 1) Code of Federal Regulations, Title 34, Section 200.83, *Responsibilities of SEAs to Implement Projects Through a Comprehensive Needs Assessment and a Comprehensive State Plan for Service Delivery*; 2) the Elementary and Secondary Education Act (ESEA), Section 1306, *Comprehensive Needs Assessment and Service Delivery Plan*; and 3) *Non-regulatory Guidance: Education of Migrant Children Under Title I, Part C of the Elementary and Secondary Education Act of 1965 (March 2017)* as found in Chapter IV: Comprehensive Needs Assessment and Service Delivery Plan.

Policy guidance issued by OME in the Title I-C Non-Regulatory Guidance (2017) states that the delivery of services must reflect the best information available and focus on ways to meet the unique educational needs of eligible migrant children and youth. This Colorado MEP SDP was planned and implemented in collaboration with a broad-based SDP committee representing MEP educators, administrators, recruiters, and other staff; State education agency staff; and migrant parents and students, including State Migrant Parent Advisory Council (PAC) officers and members.

Introduction

The Elementary and Secondary Education Act of 1965, as amended (ESEA), as well as regulations and guidance are the main sources to inform and guide the MEP service delivery. ESEA Section 1306 sets forth expectations for State Education Agencies (SEAs) and their local operating agencies (LEAs) to identify and address the educational needs of migrant children, in accordance with a comprehensive plan which includes the Comprehensive Needs Assessment (CNA) and this Service Delivery Plan (SDP), that:

- Is integrated with other Federal programs, particularly those authorized by the Elementary and Secondary Education Act (ESEA);
- Provides migrant children an opportunity to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
- Specifies measurable program goals and outcomes;

- Encompasses the full range of services that are available to migrant 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.

Furthermore, 34 C.F.R. § 200.83 of the regulations requires the SEA to develop its comprehensive State Service Delivery Plan (SDP) in consultation with the State Migrant Parent Advisory Council (PAC) or, for SEAs that do not operate programs of one school year in duration (and are thus, not required to have such a council), with the parents of migrant children in a format and language that the parents understand. The State Migrant PAC president attended all SDP meetings and provided the committee with feedback from PAC meetings.

There are several components required by statute to be included in a State comprehensive SDP, including the following:
- *Performance Targets.* The plan must specify the performance targets that the State has adopted for all migrant children for: reading; mathematics; high school graduation/the number of high school dropouts; school readiness (if adopted by the SEA); and any other performance target that the State has identified for migrant children. (34 CFR 200.83(a)(1).)
- *Needs Assessment.* The plan must include identification and an assessment of: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(2).)
- *Measurable Program Outcomes.* The plan must include the measurable program outcomes (MPOs) that the Migrant Education Program (MEP) will produce statewide through specific educational or educationally related services. (Section 1306(a)(1)(D) of the statute.) MPOs allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes should also help achieve the State's performance targets.
- *Service Delivery.* The plan must describe the SEA's strategies for achieving the performance targets and measurable objectives described above. The State's service delivery strategy must address: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(3).)
- *Evaluation.* The plan must describe how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. (34 CFR 200.83(a) (54).)

Optional information that may be contained in the SDP includes the policies and procedures it will implement to address other administrative activities and program functions, such as:

- *Priority for Services.* Migrant children who have made a qualifying move within the previous 1-year period AND who are most at risk of failing to meet the challenging State academic standards, or have dropped

out of school, are considered Priority for Services, and shall receive priority in receiving services that are migrant funded.

- *Parent Involvement.* A description of the SEA's consultation with parents and whether the consultation occurred in a format and language that the parents understand.
- *Identification and Recruitment.* A description of the State's plan for identification and recruitment activities and its quality control procedures.
- *Student Records.* A description of the State's plan for requesting and using migrant student records and transferring migrant student records to schools and projects in which migrant students enroll.

In compliance with the guidance provided by the Office of Migrant Education (OME), Colorado will update the comprehensive State SDP whenever it: 1) updates the statewide Comprehensive Needs Assessment (CNA); 2) changes the performance targets and/or measurable outcomes; 3) substantially changes the services that the MEP will provide statewide; or 4) substantially changes the evaluation design.

Developers of the Colorado Migrant Education Program Service Delivery Plan

The Colorado MEP SDP resulted from a systematic process that involved a broad-based representation of stakeholders whose experience lent authenticity and whose expertise directed the strategies that are presented in this report.

The SDP Committee was composed of individuals representing migrant parents; MEP administrators from the various MEP regions; the Colorado Department of Education, including but not limited to the state MEP Director, the state MEP team, program evaluators, the state Title III Director, and representatives from the state Early Childhood team; and individuals with expertise in school readiness, secondary migrant student graduation, dropout prevention, professional development, and identification and recruitment. Further, there were eight members of the Colorado MEP CNA Committee who were named to the SDP Committee to provide continuity to the overall comprehensive processes to ensure that systems are aligned to meet migrant students' unique educational needs.

Description of the Planning Process

The Colorado SDP Committee followed the service delivery planning process using the Migrant Education Service Delivery Plan Toolkit (2018) as a guide. During the fall of 2019, the SDP Committee convened three times at the MEP regional office in metropolitan Aurora to generate ideas for the new SDP report. The Committee began by reviewing the updated CNA which examined 2017-18 school year data. The Concern Statements from the CNA report provided a starting point for the Committee to determine solution strategies, develop MPOs, identify resources needed, and design an evaluation plan. At the final SDP planning meeting, the Committee used a logic model to ensure alignment and continuity between the CNA, SDP, application, monitoring tool, and evaluation tools.

SDP Meeting #1: September 9, 2019
- Reviewed findings and concern statements from the CNA report
- Discussed concern areas and potential strategies

SDP Meeting #2: October 10, 2019
- Identified strategies and corresponding activities
- Prioritized strategies to be implemented statewide
- Consulted with the Title III Coordinator to ensure that strategies and activities are culturally sensitive and responsive
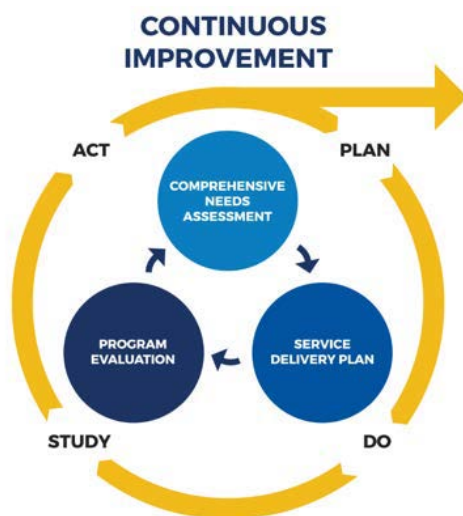
SDP Meeting #3: November 15, 2019
- Consulted with early childhood learning experts from CDE on strategies and activities for ECE
- Reviewed and approved strategies and decisions from the previous meeting
- Reviewed and revised existing MPOs
- Finalized statewide strategies and activities for ECE, OSY and high school, and health needs
- Discussed data availability and needs to ensure that data can be used to conduct the program evaluation
- Identified resources needed to address the strategies
- Identified evaluation questions and tools to measure progress toward MPOs

Over the next months, CDE staff further refined the content of the SDP report and submitted a draft in English and Spanish for review by the SEA and the Committee.

The Colorado MEP Program Alignment Chart found in Section 3 of this report contains the decisions that were determined by the SDP Update Committee, which built on the decisions made during the CNA process. This chart was used throughout the process as an organizer and to capture the decisions of the Committee.

Purpose of the SDP Update

Source: U.S. Department of Education, Office of Migrant Education, Migrant Education Program Comprehensive Needs Assessment Toolkit (July 2018), p.3.

This SDP will help the Colorado MEP develop and articulate a clear vision of: (1) the needs of Colorado migrant children; (2) the services the Colorado MEP will provide on a statewide basis; (3) the Colorado MEP's MPOs and

how they help achieve the state's performance targets; and (4) how to evaluate whether and to what degree the program is effective. The Continuous Improvement Process as shown in the graphic above was designed to help ensure that students participating in the Colorado MEP benefit from a planning process that involves multiple stakeholders from across the state using a systematic process. In accordance with the Statutory and Regulatory Guidelines provided by OME, the state SDP should be updated when the SEA: 1) updates the comprehensive statewide needs assessment; 2) changes the performance targets and/or MPOs; 3) significantly changes the services that the MEP will provide statewide; or 4) significantly changes the evaluation design. Also, the guidance provided is that given these various changes, the SDP should be updated about every three years. Colorado is updating its SDP at this juncture to more accurately and appropriately serve the needs of its migrant children, students, youth, and families.

Overview of the SDP Report

In addition to this *Part 1, Introduction*, the report consists of 10 additional sections. *Part 2, Building on the Comprehensive Needs Assessment*, outlines the process Colorado has undertaken to explore data on migrant students, analyze the data, and consider how identified needs were used in determining possible solution strategies for the various service areas.

Part 3, General Framework: Plan Alignment, spells out how performance targets/goals meet the identified needs and priorities set by the State. The objectives are stated for which the State and its local operating agencies will be held accountable in the areas of school readiness, reading and mathematics, high school graduation/services to OSY, and health needs. *Part 4, Priority for Service Students*, specifies the Colorado plan for designating migrant students with Priority for Service (PFS).

The plan for monitoring and technical assistance is specified in *Part 5, Implementation and Accountability Plan* clarifying the role in this process of the state, its local operating agencies, and outside experts. *Part 6, Professional Development Plan for Staff*, clarifies the systematic plan for providing professional development for Colorado educators, administrators, recruiters, service providers, and data specialists.

The plan for services to parents is included in *Part 7, Parent Involvement and Development Plan*. This section considers the various roles of parents and how the state plans address parent needs. In *Part 8, Identification and Recruitment Plan*, the roles and responsibilities of recruiters are specified with the Colorado plan for quality control in recruitment.

Part 9, Evaluation Plan, contains the state plan for evaluating the implementation and the impact of the SDP based on performance targets and MPOs. Systems for data collection and reporting are specified along with how Colorado will use the evaluation results for making mid-course corrections and improvement. *Part 10, Exchange of Student Records*, offers information on the inter and intra state exchange of migrant student records. *Finally, Part 11, Looking Forward*, discusses how the SDP will be communicated to local projects and other stakeholders and the next steps. This section sets the stage for the implementation and evaluation of MEP services.

Building on the Comprehensive Needs Assessment

During the 2018-2019 school year, the CNA Committee worked through the process outlined in the Migrant Education Comprehensive Needs Assessment Toolkit (2018) to assess the needs of Colorado migrant students based on 2017-2018 outcome data. Health needs were added as an area of focus for updating the state's CNA. The CNA process resulted in the development of the Colorado MEP CNA report which is available on the CDE website at: http://www.cde.state.co.us/migrant/resources.

Using CNA Results to Inform the Service Delivery Planning Process

The needs assessment results described in the Colorado MEP CNA Report (2019) have been used as a foundation for this SDP. The assessment results, survey results, and outcome data contained in the Colorado MEP CNA illustrate considerable needs. The following statements are summarized from the CNA report:

- Staff, parent, and student surveys and focus group results show that there are needs in the goal areas of academic services (reading and mathematics), health services (e.g., mental health care, dental and vision care, and medical services), school readiness, high school graduation and OSY. In addition, increasing parent involvement, connecting students and parents to existing resources, and providing mental health resources to students all emerged as priorities.
- State assessment results in reading and mathematics show that migrant students are consistently outperformed by all students in Colorado.
- High school graduation rates for migrant students are substantially below those of all students in Colorado. Likewise, student dropout rates for migrant students are higher than those for all students in the state.

For more information, please refer to the CNA report.

Aligning CNA Results with State Systems and Resources

Safeguards were put in place to ensure that the CNA results were seamlessly aligned with Colorado's systems and resources. The five goal areas are aligned with the Colorado performance targets and consider the Common Core Standards initiatives within the state. Specific safeguards to ensure the success of the SDP include:

- Using Colorado's state performance objectives and state assessments as a basis for developing the MEP measurable program outcomes.
- Involving state and local stakeholders on both the CNA and the SDP committees and charging the committees to consider systems alignment in their decision making.
- Approaching planning and decision making for the SDP by identifying student needs, developing expected outcomes based on needs, determining strategies to meet the MPOs, determining the resources that were needed, and developing an evaluation/accountability plan to determine the degree to which progress was made toward meeting the MPOs.
- Identifying key individuals/agencies knowledgeable about state systems and information, materials, references, and strategies, and requesting that they review the SDP and add relevant resources to help the state achieve its MPOs.

The Colorado Department of Education has several initiatives in place for which MEP services have been aligned. Colorado will put most of its resources into supplementing existing services and resources in reading and

mathematics, school readiness, high school graduation and services to OSY, as well as non-instructional support services.

State systems and resources that the Colorado MEP has considered in the alignment of its CNA results and the development of its SDP are listed below.

- ESSA-mandated reading and mathematics standards and assessments
- Colorado K-12 reports for accountability by district, school, county, and state: http://www.cde.state.co.us/
- Colorado Preschool Program (CPP): http://www.cde.state.co.us/cpp
- Title I-A (Basic Program), Title I-D, Title II-D, Title III, Title V
- Colorado institutions of higher education offering professional development partnerships
- CDE regulatory and non-regulatory guidance: http://www.cde.state.co.us/
- High School Equivalency Program (HEP) in Colorado
- Colorado Assistance Migrant Program (CAMP) in Colorado
- Rocky Mountain SER in Colorado
- National Farmworker Jobs Program (NFJP): http://www.rmser.org/rmserprograms/migrant-farmworker-program
- Colorado Migrant Health Centers: http://www.ncfh.org/index.php?plugin=pocket_directory&content=results&state=CO
- Colorado Legal Services, Migrant Farmworker Division: http://www.coloradofarmworkers.org/
- Colorado Department of Labor and Employment Workforce Centers: http://www.colorado.gov/cs/Satellite/CDLE-EmployTrain/CDLE/1248095317831
- Colorado Statewide Parent Advisory Council: http://www.cde.state.co.us/sacpie
- Colorado Parents as Teachers Network https://parentsasteachers.org/
- Colorado's network of Boards of Cooperative Educational Services (BOCES): http://www.cde.state.co.us/districtandboceswebsites
- Colorado School Readiness Checklist http://www.cde.state.co.us/migrant/resources
- Head Start Early Childhood Learning and Knowledge: https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-   framework
- Teaching Strategies Gold
- Colorado Center for Social Emotional Comprehensive and Inclusion
- www.pyramidplus.org
- Colorado Early Learning and Development Guidelines https://earlylearningco.org/pdf/ELDG_Guidelines_English.pdf
- Early Childhood Colorado Information Clearinghouse
- Earlychildhoodcolorado.org

General Framework: Plan Alignment

In this iteration of the SDP, there are five focus areas: School Readiness, ELA Academic Performance, Math Academic Performance, High School Graduation and Services for OSY, and Health Needs. The alignment of the

performance target goals, state MEP goals, need statements, measurable program outcomes, strategies, and activities grew from discussions with stakeholders about the feasibility and realistic need of the goal areas.

Performance Targets and State MEP Goals

The academic performance targets and state MEP goals for migrant students were developed with the same methodology that was used to develop the performance targets and goals for Colorado's ESSA State Plan (available at: https://www.cde.state.co.us/fedprograms/co-consolidatedstateplan-final-websitepdf), which was updated in 2018. The state goals reflect the long-term aspirations for Colorado migrant students, which are centered around equity. The academic goals are to ultimately close the achievement gap over the course of 20 years; the non-academic goals are based on the three-year timeframe of the service delivery plan cycle. In contrast, the performance targets were developed to monitor year-to-year performance.

Service Delivery Strategies

The service delivery strategies identified by the SDP Committee took into consideration the needs identified during the CNA process. There are two strategies for school readiness; three strategies for reading; three strategies for math; two strategies for high school graduation, drop-out prevention and services to OSY; and one strategy for health needs. The strategies and corresponding activities will be implemented statewide. On a regional basis, the MEP offices will provide additional supports and services in order to meet the specific needs of their local students and families.

Measurable Program Outcomes (MPOs)

MPOs are the desired outcomes of the strategies, which quantify the impact of MEP services in each focus area. The MPOs were developed to measure the extent of success of each strategy. It is based on the theory of action that if each strategy is implemented with fidelity and success, it would in turn contribute to the MEP meeting the performance target in each focus area.

Evaluation Questions

The evaluation questions were developed by the evaluation team and reviewed by the SDP committee. Process evaluation and outcome evaluation questions were developed for each strategy. For more information, please refer to the evaluation plan in section 9 below.

Goal Area #1: School Readiness

State Performance Target:
By the end of the first year of implementation and each year thereafter, enrollment in ECE programs will increase by 5%.

For children who are not enrolled in ECE, by the end of the first year of implementation and each year thereafter, there will be an increase in their school readiness score, as measured by the CDE/MEP early learning assessment. The Colorado MEP is in the process of revamping its ECE Readiness measurement instrument. Once the instrument is ready, it will be used to establish a baseline measure of the 2021-2022 incoming ECE students' school readiness, with a goal to increase that by 5% per year, unless new goals are deemed necessary based on the newly developed baseline.

State MEP Goal:
By the end of the three-year MEP SDP cycle, 15% more migrant children ages 3-5 will be enrolled in ECE programs than in 2017-2018.

For children who are not enrolled in ECE, 80% will have an early learning assessment score that indicates school readiness.

Concern Statement: We are concerned that migrant children (ages 3-5) are attending preschool and kindergarten at lower rates than non-migrant students, and thereby entering first grade without sufficient school readiness skills.

Data Summary: In 2011-12, the percentage of migrant children aged 3-5 who were not enrolled in preschool or kindergarten comprised 11% of the total number of students served; in 2017-18, the percentage was 14%. This change in the distribution of the migrant early childhood population poses a concerning trend. The U.S. Census Populations Division estimated that in 2017, there were 202,118 children aged 3-5 in the state of Colorado. According to Colorado's student enrollment snapshot taken in October of every year, there were 102,402 students enrolled in preschool and kindergarten in the 2017-2018 academic year. This yields an estimate of 51% for children between the ages of 3-5 who attended preschool and kindergarten. Of the children who attended preschool and kindergarten, 142 students (0.14%) were migrant. Currently, the CDE does not maintain a state-level database on home-based services so there is no way to ascertain the number of children enrolled in programs outside of the Colorado Preschool Program or Preschool Special Education.

Need Statement: The percent of migrant students aged 3-5 enrolled in preschool and kindergarten needs to increase 15% over a three-year period to increase the rate of school readiness. Additionally, children who do not attend preschool or kindergarten also need to have a higher rate of school readiness.

Strategy #1	Activities to support Strategy #1
Develop and strengthen collaboration and partnerships with community agencies that provide ECE services	- Identify ECE resources (existing and potential) - Develop a plan for the MEP enrollment process that informs families of childcare services - Participate in ongoing communication with early childhood councils, Colorado Preschool Programs, Head Start and Migrant

	Head Start, Health and Human Services, and other ECE agencies in the community
	• Increase professional development for ECE staff and families
	• Participate in transition activities that ECE agencies provide for entering kindergarteners
	• Use Migrant state database reports, currently SMART, to determine the needs of Migrant 0–5-year-olds
	• Develop MOUs with ECE agencies that work with migrant families
	• Have a system in place for the referral process between the Migrant Education Program and local ECE agencies
	• Encourage ECE programs to integrate the Migrant Occupational Survey into their enrollment process

Measurable Program Outcomes (MPO): By the end of the first year of implementation, each regional MEP office will have a list of ECE resources in their region, and there is a protocol in place to monitor ongoing communication between the MEP office and community agencies that provide ECE services.

Evaluation Questions for Program Results:
- Are regional ECE program resources provided to families (brochure, flyer, website)?
- Is there a protocol in place to monitor ongoing communication between the MEP office and community agencies that provide ECE services?
- Is there a procedure for referral of Migrant families between ECE agencies and the MEP?
- Is there a plan to establish MOUs with ECE agencies to strengthen collaboration to serve migrant families or are MOUs in place?

Evaluation Questions for Program Implementation:
- To what extent did MEP staff report that the staff professional development was helpful?
- What challenges and barriers were identified for families in enrolling and attending ECE programs?
- How many referrals or information sessions were provided to migrant parents regarding ECE programs and other programs for young children?
- Was participation at the expected level? If not, why not?
- What challenges and successes were experienced as a result of the implementation this activity?
- Were activities implemented with fidelity?

Strategy #2	Activities to Support Strategy #2
Support migrant parents whose children are not enrolled in ECE programs	• Provide training to MEP staff on administering the early learning assessment
	• Implement the early learning assessment via home visits or online
	• Develop a plan and documentation system to track ECE specialist implementation of the early learning assessment
	• ECE specialists will participate in professional development (state, regional, ECE organizations) around early child development and school readiness skills
	• ECE specialists will support families with children birth to five on building capacity to support early math and literacy, cognitive and socio-emotional development, and language development, including English acquisition, for school readiness.

	• Provide information packet and/or factsheet, in a language parents can understand, to MEP parents with children 0-5.
	• ECE regional staff will Implement the LENA program and other virtual programs
	• ECE staff will participate in early math online trainings (e.g., Kids Play Math/University of Denver) and train regional families on activities.

Measurable Program Outcomes (MPO): By the end of the first year of implementation and each year thereafter, there will be an increase in the school readiness skills for children who participated in MEP pre-school services or activities, as measured by the CDE/MEP early learning assessment tool, parent evaluations, training evaluations, surveys, and interviews.

Evaluation Questions for Program Results:
- What percentage of preschool age children increased their school readiness score?
- Are there increased training opportunities provided to families by ECE specialists?
- Have ECE specialists increased their knowledge and understanding of child development and school readiness skills?
- Regarding children without an increase in score, were the tools provided by the MEP used in the home, and with what frequency and duration?
- Of the families participating in LENA or similar projects, has there been an increase in language development? Are evaluations and reports being used for analysis?

Evaluation Questions for Program Implementation:
- How many school readiness assessments were completed?
- What percentage of MEP staff reported feeling confident in correctly implementing the school readiness assessment during home visits?
- Are the toolkits and support provided to parents used as intended?
- Was participation at the expected level? If not, why not?
- What challenges and successes were experienced as a result of implementing this activity?
- What type of trainings have the parents received from the ECE specialists in the areas of early childhood development and school readiness?

Goal Area #2: English Language Arts (ELA)
State Performance Target: By the end of the first year of implementation, and every year thereafter, migrant elementary and middle school students' average mean scale score (MSS) on CMAS ELA assessments will increase by 1.75 points. By the end of the first year of implementation, and every year thereafter, migrant high school students' average SAT evidence-based reading and writing score will increase by 3.1 points.
State MEP Goal:

For elementary and middle school students, a score of 750 on the CMAS ELA assessment demonstrates proficiency. Under ESSA's current State Plan, students scoring below 750 on the CMAS ELA assessments are expected to close the gap to 750 by 25% within five years. Ultimately, the long-term goal is to close the gap by 100% within 20 years, in 5% increments on a yearly basis.

The 2018 CMAS ELA average mean scale score for migrant students in grades 3-8 was 715. In order to reach the state-designated proficiency benchmark over 20 years, migrant students' average score needs to increase by 1.75 points each year.

For high school students, a score of 480 on the SAT evidenced-based reading and writing assessment demonstrates proficiency. In 2018, migrant students in grade 11 had an average mean scale score of 418. In order to close the achievement gap over 20 years, migrant students' average SAT reading and writing score needs to increase by 3.1 points each year.

Concern Statement:
We are concerned that 85.9% of migrant students (grades 3-8) are not meeting grade level standards in ELA and are performing at a lower achievement rate than non-migrant students.

We are concerned that 83.7% of migrant high school students (grade 11) are not meeting grade level standards in ELA and are performing at a lower achievement rate than non-migrant students.

Data Summary:
Elementary and middle school migrant students continue to score lower than their non-migrant peers on all measures of achievement based on CMAS ELA performance data. Across those in grades 3 through 8 who participated in the CMAS ELA assessment, 33.3% of migrant students did not meet expectations, compared to only 12.8% of non-migrant students. Even more pronounced is the difference between the percentage of students who met or exceeded expectations for CMAS ELA scores: 14.1% of migrant students versus 44.6% of non-migrant students. The average MSS for CMAS ELA was 715 for migrant students, compared to 743 for non-migrant students.

High school migrant students continue to score lower than their non-migrant peers based on SAT evidence-based reading and writing performance data. Among high school students in grade 11 who participated in the SAT reading and writing assessment, 16.3% of migrant students scored at or above benchmark, compared to 60.3% of all students. Furthermore, migrant students had the lowest number of valid scores for this assessment, indicating a need to encourage high school migrant students and families to participate in testing in order to increase college readiness and engagement. The average MSS for SAT reading and writing was 418 for migrant students, compared to 513 for non-migrant students.

Need Statement:
The percent of migrant students in elementary and middle school who meet or exceed expectations in CMAS ELA assessment needs to increase by 30.4% in order to close the gap in performance disparity between migrant students and all students.

The percent of migrant students who perform at or above benchmark on the SAT evidence-based reading and writing assessment needs to increase by 44% in order to close the gap in performance disparity between migrant students and all students.

Strategy #1	Activities to support Strategy #1
Increase parent capacity to support their children's academic performance in elementary and middle school ELA	• Provide training to parents on how to talk to teachers, ask questions, and seek help on ELA • Connect parents with district-specific resources and supports • Provide training to parents on how to access district ELA information

Measurable Program Outcomes (MPO): By the end of the first year of implementation, 30% of migrant parents will report increased understanding of how to access district resources related to academic content and standards and how to advocate for their children to benefit from such resources. In each year thereafter, 5% more will report increased understanding.

Evaluation Questions for Program Results:
• What percent of migrant parents reported an increase in ability to support their students with ELA assignments?

Evaluation Questions for Program Implementation:
• How many trainings were provided to parents?
• To what extent did migrant parents find the trainings useable and used as frequently as intended?
• Was participation at the expected level? If not, why not?
• What challenges and successes were experienced as a result of implementation this activity?
• Were activities implemented with fidelity?

Strategy #2	Activities to Support Strategy #2
Provide supplemental academic support for elementary and middle school students in ELA	• Provide supplementary support for students at their reading level rather than at their grade level (i.e., tutoring, afterschool programming, summer school) • Provide or connect students with summer school opportunities at the regional level • Provide evidence-based reading resources that can be used wherever students are to help bridge any gaps in students' access to school and content due to their migratory lifestyles

Measurable Program Outcomes (MPO):
By the end of the first year of implementation, and every year thereafter, 80% of migrant students in elementary and middle school will have received reading support and/or resources from the MEP.

Evaluation Questions for Program Results:
• What was the change in mean scale score for CMAS ELA after the first year of implementation of this strategy?
• What was the change in mean scale score when comparing those who participated in one, two, or both versus those who did not participate in either?

Evaluation Questions for Program Implementation:

- What percent of migrant students in grades 3-8 participated in at least one reading activity? What contributed to this participation percentage? If not the desired percentage (i.e., low participation), what contributed to the lack of participation? How can participation be increased?
- How many reading-level-appropriate resources were distributed to students?
- Level of student engagement with and understanding of material as measured by exit ticket after tutoring session
- How many summer reading events were held at the regional level?
- How many students participated in one or more activities?
- Was participation at the expected level? If not, why not?
- What challenges and successes were experienced as a result of implementation of activity?
- Were activities implemented with fidelity?

Strategy #3	Activities to Support Strategy #3
Provide supplemental reading support to students at the high school level	- Hire inspirational teachers/leaders (who have comprehensive teaching techniques) to lead workshops at the regional level to motivate students and to use evidence-based reading strategies with a demonstrated record of effectiveness in accelerating MEP student performance - Facilitate access to events such as the Summer Migrant Youth Leadership Institute, or leadership programs offered by the National Hispanic Institute (i.e., Great Debate, Lorenzo de Zavala Youth Legislative Session) in order to improve reading and writing skills - Infuse project/research-based learning during summer programming in order to increase interest and motivation in reading/writing - Provide students with practice materials for SAT reading/writing

Measurable Program Outcomes (MPO): By the end of the first year of implementation, and every year thereafter, 80% of migrant students in high school will participate in at least one activity provided by the MEP related to this goal area.

Evaluation Questions for Program Results:
- Did participation result in improved reading practices for students (e.g., number of books read? Frequency of reading? Fluency? Comprehension?)?
- What was the change in mean scale score for SAT reading/writing after the first year of implementation of this strategy?

Evaluation Questions for Program Implementation:
- What percent of high school students participated in at least one activity provided by the MEP related to reading/English Language Arts? What contributed to this participation percentage? If not the desired percentage (i.e., low participation), what contributed to the lack of participation? How can participation be increased?

- How many students attended events such as Summer Migrant Youth Leadership Institute, or leadership programs offered by the National Hispanic Institute (i.e., Great Debate, Lorenzo de Zavala Youth Legislative Session)?
- Was participation at the expected level? If not, why not?
- What challenges and successes were experienced as a result of implementing this activity?
- Were activities implemented with fidelity?

Goal Area #3: Mathematics

State Performance Target:
By the end of the first year of implementation, and every year thereafter, migrant elementary and middle school students' average mean scale score (MSS) on CMAS math assessments will increase by 1.9 points.

By the end of the first year of implementation, and every year thereafter, migrant high school students' average SAT math score will increase by 6.35 points.

State MEP Goal:
For elementary and middle school students, a score of 750 on the CMAS Math assessment demonstrates proficiency. Under ESSA's current State Plan, students scoring below 750 on CMAS Math assessments are expected to close the gap to 750 by 25% within five years. Ultimately, the long-term goal is to close the gap by 100% within 20 years, in 5% increments on a yearly basis.

The 2018 CMAS Math average MSS for migrant students in grades 3-8 was 712. In order to reach the state-designated proficiency benchmark over 20 years, migrant students' average score needs to increase by 1.9 points each year.

For high school students, a score of 530 on the SAT Math assessment demonstrates proficiency. In 2018, migrant students in the 11th grade had an average MSS of 403. In order to close the achievement gap over 20 years, migrant students' average SAT math score needs to increase by 6.35 points each year.

Concern Statement:
We are concerned that 90.6% of migrant students (grades 3-8) are not meeting grade level standards in Math and are performing at a lower achievement rate than non-migrant students.

We are concerned that 93.8% of migrant high school students (grade 11) are not meeting grade level standards in Math and are performing at a significantly lower achievement rate than non-migrant students.

Data Summary:
Elementary and middle school migrant students continue to score lower than their non-migrant peers on all measures of achievement based on CMAS Math performance data. Across those in grades 3 through 8 who participated in the CMAS Math assessment, 33.1% of migrant students did not meet expectations compared to only 14.6% of non-migrant students. The stark performance gap is further illustrated by the fact that only 9.4% of migrant students "Met or Exceeded Expectations" compared to 34.1% of non-migrant students, a nearly

25% difference. The average MSS for CMAS math was 712 for migrant students, compared to 735 for non-migrant students.

Migrant students continue to score lower than their non-migrant peers based on SAT mathematics performance data. Among high school students in grade 11 who participated in the SAT Math assessment, 6.2% of migrant students scored at or above benchmark, compared to 39.6% of all students. Furthermore, migrant students had the lowest number of valid scores for this assessment, indicating a need to encourage high school migrant students and families to participate in testing in order to increase college readiness and engagement. The average MSS for SAT Math was 403 for migrant students, compared to 501 for non-migrant students.

Need Statement:
The percent of migrant students who meet or exceed expectations in CMAS Math assessment needs to increase by 25% in order to close the gap in performance disparity between migrant students and all students.

The percent of migrant students at or above benchmark on the SAT mathematics assessment needs to increase by 33.4% in order to close the gap in performance disparity between migrant students and all students.

Strategy #1	Activities to support Strategy #1
Increase parent capacity to support their children's academic performance in elementary and middle school mathematics	- Provide training to parents on how to talk to teachers, ask questions, and seek help on math - Connect parents with district-specific resources and supports - Provide training to parents on how to access district math information - Provide trainings to parents on how to support their students' use of math supports and/or resources at home - Opportunities will be given to staff to increase knowledge of math strategies to share with parents and students

Measurable Program Outcomes (MPO): By the end of the first year of implementation, and every year thereafter, 80% of migrant parents will report increased ability to engage with their student's studies and academic performance, including speaking with teachers, connecting with district resources, and supporting their student's use of math supports and/or resources at home.

Evaluation Questions for Program Results:
- What percentage of migrant parents reported using district math resources?
- What percentages of Migrant families participated in trainings?
- What percentage of migrant parents reported feeling more confident in advocating for their students to get help from school/district personnel?

Evaluation Questions for Program Implementation:
- How many trainings were provided?
- How many resources were distributed?
- Level of parent engagement with and understanding of material
- How many parents participated?

- Was participation at the expected level? If not, why not?
- What challenges and successes were experienced as a result of implementing this activity?
- Were activities implemented with fidelity?

Strategy #2	Activities to Support Strategy #2
Provide supplemental academic support for elementary and middle school students in mathematics	- Provide evidence-based math tutorials, supports, and resources to students (both online and hard copy) that have a demonstrated record of effectiveness in improving migrant students' math skills and knowledge - Provide evidence-based math resources that can be used wherever students are to help bridge any gaps in students' access to school and content due to their migratory lifestyles - Provide early learning math resources

Measurable Program Outcomes (MPO): By the end of the first year of implementation, and every year thereafter, 80% of migrant students in elementary and middle school will have received math supports and/or resources from the MEP.

Evaluation Questions for Program Results:
- What percent of migrant students in elementary and middle school received math tutorials and resources?
- What was the change in mean scale score for CMAS Math after the first year of implementation of this strategy?

Evaluation Questions for Program Implementation:
- How many math resources were distributed to migrant students in grades 3-8?
- Was participation at the expected level? If not, why not?
- What challenges and successes were experienced as a result of implementing this activity?
- Were activities implemented with fidelity?

Strategy #3	Activities to Support Strategy #3
Provide supplemental academic support for high school students in mathematics	- Connect students with existing math resources at district or external source (i.e., hard copies of Kumon tutorial books, *Everything You Need for Middle School Math*) - Develop and implement workshops that include STEAM (science, technology, engineering, arts, and math) evidence-based activities and instruction with a demonstrated record of effectiveness for increasing the math performance of high school students

Measurable Program Outcomes (MPO): By the end of the first year of implementation, and every year thereafter, 80% of migrant students in high school will have participated in a workshop or activity provided by the MEP in this goal area (i.e., STEAM workshop or activities, connected with math resources).

Evaluation Questions for Program Results:

- Of the high school students who participated in a workshop or activity provided by the MEP in this goal area, did participation increase math scores on a pre-/post-test of their math skills and knowledge?
- What was the change in mean scale score for CMAS SAT after the first year of implementation of this strategy?

Evaluation Questions for Program Implementation:
- What percentage of students participated?
- How many students were referred to existing district resources and followed through?
- How many STEAM workshops/activities were held?
- How many students attended STEAM workshops/activities?
- Was participation at the expected level? If not, why not?
- What challenges and successes were experienced as a result of implementing this activity?
- Were activities implemented with fidelity?

Goal Area #4: High School Graduation and Services for Out-of-School Youth

State Performance Target:
By the end of the first year of implementation, and every year thereafter, the 4-year graduation rate for migrant students will increase by 1.7%.

By the end of the first year of implementation, and every year thereafter, the dropout rate for migrant students will decrease by 0.21%.

State MEP Goal:
Under Colorado's current ESSA State Plan, student groups whose graduation rates are below the state average are expected to close the gap to a 100% graduation rate by 25% within five years. For migrant students, the four-year graduation rate in 2018 was 66.9%. In alignment with the ESSA State Plan, the four-year graduation rate for migrant students' needs to increase by 8.3% over five years in order to reach 75.2%.

Data from the 2017-18 academic year shows that migrant students had a dropout rate of 4.1% while the dropout rate for all students is 2.2%. The long-term goal for migrant students is to have a dropout rate of 0%. In order to achieve this goal, the dropout rate for migrant students is expected to decrease by 25% within five years, which means a decrease of 0.21% each year and a decrease of 1.02% after five years.

Concern Statement:
We are concerned that migrant students are graduating at a lower rate than non-migrant students.

We are also concerned that migrant students are dropping out of school at a higher rate than non-migrant students.

Data Summary:

In the 2017-18 academic school year, the four-year graduation rate for migrant students was 66.9%, compared to 80.7% for all students. Although the gap between these two student groups has decreased since 2011-12, it remains a concern for the MEP.

In terms of dropout rate, the gap between migrant students and all students has widened between 2011-12 and 2017-18. Whereas the dropout rate for all students in Colorado decreased from 2.9% to 2.2%, the dropout rate for migrant students increased from 3.5% to 4.1%. Historically, the average dropout rate for migrant students has been 3.9% since 2012-12. In contrast, the average dropout rate for all students has been 2.44% over the same period. The average percent change in dropout rate has been 0.1% for migrant students and 0.12% for all students.

Need Statement:

The four-year graduation rate for migrant students needs to increase by 13.8% in order to reduce the disparity in graduation rates between migrant students and the Colorado state student population. To close to gap to 100% graduation rate, the four-year graduation rate for migrant students needs to increase by 8.3% over five years in order to reach 75.2%, and to reach 100% in 20 years.

The percent of migrant students who drop out of school needs to decrease by 1.9% in order to reduce the disparity between migrant students and the overall student population. In order to reduce the dropout rate for migrant students to zero over a period of 20 years, the dropout rate needs to decrease by 0.21% each year.

Strategy #1	Activities to support Strategy #1
Help migrant youth and parents understand graduation requirements and expectations, including how to navigate credit transfers and accruals	- Provide credit recovery opportunities - Provide staff professional development to understand district-specific graduation requirements - Based on the staff PD, develop and provide training to families/parents on the district-specific graduation requirements to ensure that parents/families also understand the requirements - Collaborate with high school equivalency (HSE) providers to extend opportunities for migrant students to access such supports - Provide re-engagement counseling for migrant youth - Provide dropout prevention counseling to migrant HS students to help students identify and overcome challenges so that they are more likely to stay in school

Measurable Program Outcomes (MPO):
By the end of the first year of implementation, and every year thereafter, 80% of migrant parents of high school students and migrant youths who indicated an interest in engaging in school will have participated in at least one MEP service associated with this strategy (i.e., credit recovery, intentional re-engagement counseling), whether provided by MEP directly or connected to a school/district resource.

Evaluation Questions for Program Results:
- What was the change in graduation rate for migrant high school students after the first year of implementation of this strategy?

- What was the change in dropout rate for migrant high school students after the first year of implementation of this strategy?

Evaluation Questions for Program Implementation:
- What percent of the migrant parents of high school students and migrant youths participated in at least one service provided by the MEP in this goal area? Why or why not?
- How many students participated in credit recovery opportunities?
- How many PD opportunities were provided?
- Did MEP staff report feeling prepared to provide these services?
- How many sessions of intentional re-engagement counseling were provided for OSY?
- Did students report finding these services relevant and useful?
- Was participation at the expected level? If not, why not?
- What challenges and successes were experienced as a result of implementing this activity?
- Were activities implemented with fidelity?

Strategy #2	Activities to Support Strategy #2
Provide high school students and OSY with exposure to career opportunities	- Complete OSY profiles to better understand whether they want to engage in schooling or enter the workforce and provide targeted support at a regional level - Provide mentorship opportunities to high school students and OSY - Provide career exploration workshops including online, distance learning, work-based learning opportunities, including internships and apprenticeships - Facilitate campus visits to post-secondary education institutes - Provide access to programs such as regional MYLI, STEAM, SMYLI, LDZ, ADELANTE, Great Debate - Provide information sessions and technical assistance on applying for scholarships and financial aid - Provide information on concurrent enrollment, advanced placement classes, IB, and other opportunities to obtain college credit to staff, parents, and students

Measurable Program Outcomes (MPO): By the end of the first year of implementation, and every year thereafter, 80% of migrant high school students and OSY will have participated in at least one MEP service in this goal area (i.e., mentorship, career exploration, campus visits, MEP youth programs, information sessions on scholarships and financial aid, concurrent enrollment, etc.).

Evaluation Questions for Program Results:
- What percent of high school students and OSY participated in at least one MEP service associated with this strategy?
- What percentage of migrant high school students and OSY are applying to work-based learning opportunities or post-secondary education institutes?
- Of those who applied, what percentage of migrant high school students and OSY are engaged in work-based learning opportunities or enrolled in post-secondary education institutes?
- Of the OSY that indicated they want to enter the workforce, how many are currently employed?

- Of the OSY that indicated they want to re-engage with schooling, how many are currently enrolled?
- For OSY, evaluate whether the (self-identified) goals and needs of the OSY were met through MEP services and supports.

Evaluation Questions for Program Implementation:
- How many OSY profiles were completed?
- How many students or OSY attended programs such as the Great Debate, regional MYLI, STEAM, SMYLI, LDZ, ADELANTE?
- How many career explorations workshops, campus visits were provided?
- Level of engagement with events/activities
- Was participation at the expected level? If not, why not?
- What challenges and successes were experienced as a result of implementing this activity?
- Were activities implemented with fidelity?

Goal Area #5: Health

State Performance Target:
By the end of the first year of implementation, MEP staff will report feeling knowledgeable about the health care landscape in their region, including existing health resources and community support groups.

After the first year, MEP staff will begin to build out and provide services, such as health information sessions, referrals to local providers, and technical support for applying for insurance or financial assistance to offset health costs.

State MEP Goal: To build a structure of supports for migrant families who seek health care.

Concern Statement: We are concerned that migrant students and their families are unable to access medical, dental, and mental health services. Since this is a new area of focus for the Colorado MEP, we are also concerned that currently, there is no available data on the health needs and the health conditions of the migrant population that we serve.

Data Summary: Based on interviews and focus groups conducted with MEP staff, migrant parents, and migrant students, several areas of need were identified- including mental health, health education, and access to medical services.

Firstly, the topics of depression, self-harm, and need for mental health services emerged during every focus group interview and were emphasized by every regional director. The qualitative data indicates that mental health services are urgently needed for migrant students who are struggling to cope with issues related to bullying, interpersonal violence, depression, and social isolation.

Secondly, migrant parents identified a need for additional information and tools on how to have conversations with their children about bullying, substance abuse, and mental health. Parents also indicated the need to gain

a greater understanding of the supports and resources available to them. This is especially pertinent in the Metro region.

In the West Central region, access to medical and dental care were identified as needs. In the Northern region, access to dental care and mental health care were identified as needs. In the Southeast region, access to dental care and managing health issues related to obesity were identified as concerns. In the Southwest region, dental, medical, and mental health were identified as needs. In the Metro region, dental and vision needs were identified.

Need Statement:
There is a need to develop instruments and methodology that allow for appropriate and representative measurement of these concerns and needs to establish a baseline and develop quantitative targets, as well as professional development for staff in the area of providing support for health services.

Strategy #1	Activities to support Strategy #1
To build staff capacity to provide support to migrant families, students, and youth who seek health services.	- Review, identify, and document existing health resources at the school-level, district-level, or at community health centers - Identify existing community support groups (bilingual and culturally sensitive and relevant) and help families and students access such resources - Provide staff PD, including identifying mental health professionals who can be consulted at distance

Measurable Program Outcomes (MPO):
By the end of the first year of implementation, MEP staff will report feeling knowledgeable about the health care landscape in their region, including existing health resources and community support groups.

Evaluation Questions for Program Results:
- To what extent do MEP staff report feeling knowledgeable about the healthcare landscape and existing resources available in their region?
- To what extent do MEP families/youth feel supported in accessing healthcare supports and services?
- How many existing health resources were identified for the region?

Evaluation Questions for Program Implementation:
- How many staff PD sessions were provided?
- **Did the MEP staff feel the PD sessions were helpful?**?
- How many staff participated in PD and developed action steps as a result of the PD?
- If participation or follow through was lower than expected, what contributed to the low participation? How can staff participation in PD be increased?
- Were staff provided with the right resources to follow-up and follow through with practices learned in the PD?
- Was participation at the expected level? If not, why not?
- What challenges and successes were experienced as a result of implementing this activity?
- Were activities implemented with fidelity?

Priority for Services Students

Migrant children who have made a qualifying move within the previous 1-year period AND who are failing, or most at risk of failing to meet the challenging State academic standards, or have dropped out of school, are considered Priority for Services, and shall receive priority in receiving services that are migrant funded.

A. Qualifying Move

Student has made a qualifying move during the preceding one-year period

AND is

B. Failing or At-Risk of Failing

Migrant children who, in the preceding 12 months, are failing or at risk of failing to meet the Colorado academic content and achievement standards, as determined by:

1) Student is in grades 3-10 and has scored at level 1, 2, or 3, which are: Did Not Yet Meet Expectations, Partially Met Expectations or Approached Expectations, respectively, on the state mandated academic assessments in reading and math, currently CMAS

OR

2) Student has not achieved proficiency on the state-mandated English Language Proficiency Assessment, currently level 5 on the literacy and the overall composite scores on ACCESS for ELL's.

OR

3) If the student does not have reading or math CMAS data from the preceding 12 months (this includes students who were not enrolled during the testing window and students who were enrolled during the testing window but were absent, exempt, not tested, or not scored), a body of evidence that shows that the student has met, within the preceding 12 months, at least two criteria that put the student at risk of failing, such as:

- Student has scored below grade level on the district reading or math assessment
- Student is on a school readiness plan that shows s/he entered school below grade level
- Student has been identified by the school district as Non-English Proficient (NEP), Limited English Proficient (LEP) or Fully English Proficient (FEP) and is being monitored during the first year (FEP M1) or the second year (FEP M2)
- Student is enrolled in special education or has an Individualized Education Plan (IEP)
- Student is not on track for graduation
- Student has had multiple in-school or out-of-school suspensions
- Student has been expelled
- Student has dropped out of school
- Student is experiencing homelessness
- Student is pregnant or a father who is expecting
- Student is already a parent or the primary caregiver of a relative or friend
- School documentation that the student is being or has been bullied
- Student has repeated a grade level
- Student is more than one year over age for grade

- Student has failed one or more courses
- Student is an out of school youth
- Student has attempted a GED course
- Student has not received full credit for Algebra I or a higher mathematics course by the 11th grade
- A pre-K child "failing or at risk of failing" a developmental milestone
- A pre-K child who is not served by any other educational program
- Other documentation of why a student is at risk of failing

OR

4) The individual can be designated as an Out of School Youth.

Professional Development Plan for Staff

The Colorado MEP provides professional development opportunities to subgrantees at the national, state, and local levels. Statewide professional development is determined by identified student needs, Colorado's academic standards, technological training needs, ID&R training requirements, state database training needs, MEP staff needs, needs identified by the PAC, as well as by state and federal laws, regulation, and guidance. Colorado's Professional Development Plan focuses on training that improves MEP staff's and school personnel's ability to understand and appropriately respond to the needs of migrant children.

The Colorado MEP ID&R Team provides monthly webinar trainings to data clerks and recruiters to ensure accuracy and alignment in data entry and recruiting practices. The State MEP Service Team provides webinars trainings with MEP regional staff engaging in services for migrant children, students, youth, and families. Meetings with the regional MEP directors occur at least quarterly to ensure federal and state compliance, program improvement, parent engagement, sufficient fiscal monitoring and data collection practices, identification, and recruitment practice, and to discuss current events affecting the MEP at the regional, state, and federal levels. MEP directors share the information discussed and training obtained at the quarterly meetings with their regional staff. The Colorado MEP implements an annual Statewide MEP Conference for all MEP staff focused on professional development that will enable staff to meet the needs of migratory children. The Colorado MEP also provides national professional development opportunities for PAC members including attendance at NASDME.

The Migrant Education Program Grant Funding Opportunity requires each region to submit a Professional Development Plan and Calendar for the region and for each staff member individually. There are also conference guidelines for before, during and after the conference.

National Resources for Professional Development

Examples of **national** resources available for Colorado MEP staff and others who work with migrant students and families include the following:

- The Office of Migrant Education (OME) at the U.S. Department of Education administers grant programs that provide academic and supportive services to eligible migrant students who are uniquely affected by

the combination of poverty, language/cultural barriers, and the migratory lifestyle. OME's assistance helps migrant students master the challenging academic content and meet the student academic achievement standards expected of all children. OME resources are found at https://results.ed.gov/, and include links to OME's CNA, SDP, and Evaluation toolkits: https://results.ed.gov/cna-toolkit, https://results.ed.gov/sdp-toolkit, and https://results.ed.gov/curriculum/program_evaluation.

- The Interstate Migrant Education Council (IMEC) is an independent organization that advocates policies to ensure the highest quality education and other needed services for migrant children. IMEC members examine policy issues related to coordination between public and private agencies, including all levels of government. See http://imec-migranted.org/.

- ESCORT is a national center dedicated to improving educational opportunities for migrant children. For more information, see www.escort.org. The *Migrant Services Directory: Organizations and Resources* provides summaries and contact information for major Federal programs and national organizations serving migrant farmworkers and their families. It is a tool for increasing coordination among programs and organizations that serve the same client population. See https://www2.ed.gov/about/offices/list/oese/ome/migrantdirectory.pdf

- The What Works Clearinghouse sponsored by the U.S. Department of Education reports on effective educational programs, practices, and products. For example, reviews are available in beginning reading, elementary school mathematics, middle school mathematics curriculum, dropout prevention, early childhood education, and English language learners. For more information, see https://ies.ed.gov/ncee/wwc/.

National professional development opportunities for migrant families and MEP staff include the following:

- The National Migrant Education Conference held annually in the spring. Topics addressed include ID&R, curriculum and instruction, parent involvement, health, assessment, and program administration.
- The National Center for Family Literacy offers information and materials on migrant family literacy.
- OME-sponsored workshops, institutes, and meetings (e.g., the annual MEP Directors' Meeting and other topic-related events).
- Interstate Migrant Education Council (IMEC) meetings
- Consortium Incentive Grant meetings and train-the-trainer events

State and Regional/Local Resources for Professional Development
The Colorado State MEP and its regional/local operating agencies have numerous resources in place for professional development. Examples of these resources for MEP staff and regular school staff who work with migrant children include the following.

- Websites at http://www.cde.state.co.us/ and https://www.cde.state.co.us/migrant provide web resources, contact information, materials and information on various MEP topics including ID&R, events, and question and answer forums
- Opportunities for staff development to increase knowledge, enhance teaching strategies, and increase educators' professional growth in service of improving migrant students' academic achievement
- Meetings for local MEP directors
- Webinars to facilitate cross-State collaboration and provide training on data management
- Annual statewide and regional trainings and meetings for all MEP staff
- Local and regional data management and reporting training opportunities
- Regional and statewide parent involvement conferences and PAC meetings
- The Colorado MEP adopted the national ID&R curriculum. All new and veteran MEP staff (directors are optional) are required to complete the initial training, after which they receive a one-year certification. Each year thereafter, MEP staff are required to receive annual ID&R training to receive re-certification. In addition, CDE provides four training opportunities per year (or more as needed).

Parent Engagement and Development Plan

Statutory Requirements:
Section 1118 of Title I Part A and sections 1304(c)(3) and 1306(a)(1)(B)(ii) of Title I, Part C
Regulatory Requirements:
Title I: C--34 CFR 200.83(b)

The Colorado Migrant Education Program convenes a State Parent Advisory Council (PAC) several times per year. Each convening will cover specific information the SEA is required to share with parents as well as to provide a venue for consultation with parents concerning student and family needs, program services and the evaluation of these services. Each regional MEP program can nominate two parent representatives for their region who will take on the role of sharing the needs and opinions of parents residing in that region's service area. The SEA fully supports the idea that parents are a child's first and most important teacher and therefore believes that state PAC members have an important role in the development of Migrant Education Program (MEP) services.

Members provide input and guidance for the continued improvement of the MEP Service Delivery Plan. State PAC members are expected to be leaders in their regional PAC activities, including sharing information obtained by attending regional/State PAC events and any other informational meetings. The SEA ensures that all meeting materials and notifications are in a format and language parents can understand. Furthermore, interpretation is provided to any parent who requires such services during State PAC meetings.

The general expectations of State PAC members are to: actively participate in State PAC meetings and activities; share information with regional PAC members upon return from state events and State PAC meetings; develop and present updates concerning regional PAC activities/meetings with regional program support at state meetings; inform regional program if attendance at State PAC meetings is not possible; understand that children (of all ages) who accompany PAC members are expected to participate in planned activities; act in a respectful

manner when sharing and listening to ideas; respect the opinions of others; and understand their role as a State PAC member and the responsibility this entails.

The SEA recognizes that in order for State PAC members to be successful in their role they will need support from the SEA as well as their regional program staff. Therefore, regional liaisons play a vital supportive role for PAC members. Liaisons provide critical information to State PAC members so that these individuals have the necessary information to provide input and guidance for the continued improvement of the MEP Service Delivery Plan. Regional Liaisons are expected to support and enhance the leadership skills and capacity of State PAC members to be leaders in their regional PAC activities, including the sharing of information obtained while attending regional/State PAC events and any other informational meetings.

Due to a regional liaison's critical support role the SEA has general expectations of regional staff in this role at the regional level: collaborate with SEA for State PAC planning purposes; actively support the participation of State PAC members during meetings and activities; provide opportunities for State PAC members to share information with local PAC members upon return from events and State PAC meetings; support the region's State PAC members in the development and presentation of regional updates concerning local PAC activities/meetings; inform SEA if attendance at State PAC meetings is not possible; ensure PAC members understand that children (of all ages) who accompany PAC member are expected to participate in planned activities; follow agreed upon meeting norms, and understand their role as support to State PAC members.

The State PAC members have developed bylaws which guide all PAC roles and activities. The purpose of the State PAC is organized under the laws pursuant with Section 1304(c) (3) of the Every Student Succeeds Act (ESSA); the PAC shall operate to provide direction to the Office of Migrant Education at the Colorado Department of Education and to promote programs for migrant families, students, children, and youth in Colorado. Furthermore, the purpose of the PAC is, although not limited to, as follows:
1) To help the state to accomplish the purpose, objectives and priorities of the MEP established by ESSA and the Office of Migrant Education (OME). To this end, the council is invited to comment and make recommendations on the following:
   a. The Colorado Migrant Education Program State Plan submitted to the United States Department of Education (US DoE).
   b. The Colorado MEP Comprehensive Needs Assessment
   c. The Colorado MEP Service Delivery Plan
   d. Improving evaluation of the MEP
   e. Increasing the quality of parent involvement
   f. Other pertinent items consistent with the purpose of the State PAC

2) Disseminate information to eligible families about the MEP and other educational programs.
3) The PAC shall collaborate with any organization or group who supports the improvement of educational programs for the migrant community.
4) The PAC shall be non-political, non-commercial, and non-sectarian.
5) The PAC shall support the improvement of education in cooperation with the State and Local Education Agencies.
6) The PAC shall work within the state and local administrative structure. Understanding its advisory responsibility, it shall not seek to control or establish policies for the educational agencies within the state.

Regional level programs have a similar structure to the State PAC system. Each region regularly convenes its regional parent advisory council in order to share information about program services as well as to seek input and suggestions concerning program improvement efforts.

Parental involvement is an integral part of all Title I programs, including the MEP. Research shows that parents play a significant role in the academic achievement of their children. Therefore, it is important for parents and schools to develop partnerships and build ongoing dialogues to improve student achievement. In order to receive MEP funds, local operating agencies must implement programs, activities and procedures that effectively involve migrant parents and families.

The regional parent and family engagement plan is submitted as a part of the regional MEP application and must include a narrative on how the regional program will address the following parent and family engagement goals:

- develop leadership skills among migrant parents;
- provide information for parents and families on how to support their child's academic success;
- engage in two-way communication with migrant families regarding the comprehensive needs assessment, service delivery plan and evaluation of services.

The regional parent and family engagement plan consists of two parts:

a) The Regional PAC — Parent Advisory Councils (PAC) is a statutory requirement and therefore must be a part of a region's overall parent involvement plan. The Region must hold a minimum of three Regional PAC meetings per fiscal year. Regional PAC meetings must include at least one of the following topics:
   - comprehensive needs assessment;
   - service delivery plan; or
   - evaluation of services.
b) Regional Parental Involvement Plan:
   - cover all five of the service delivery plan focus areas
   - provide parents with information on how to raise student achievement

in a format and language that parents can understand Identification and Recruitment Plan

Roles and Responsibilities of Recruiters

Identification and recruitment of eligible migrant children is a cornerstone of the MEP. "Identification" is the process of determining the location and presence of migrant children. "Recruitment" is defined as contacting migrant families, explaining the MEP, securing the necessary information to make a determination that the child is eligible for the program, and recording the basis of the child's eligibility on a Certificate of Eligibility (COE). Identification of families for the MEP is essential. Identifying families that may qualify for MEP services is done through the five regional programs via recruiters. The recruiter identifies families by getting in touch with their local schools, contacting employers that work in an agricultural-related field, or through word of mouth. Recruiters meet with the families to discuss whether they qualify for the MEP.

The recruiter's primary responsibility is to properly identify and recruit migrant children for the MEP. In carrying out this work, every recruiter is expected to make a commitment to ethical professional behavior according to the Four Elements of Recruiter Conduct: 1) Know the MEP eligibility criteria; 2) Be honest; 3) Be objective; and 4) Report fraud. In addition, adherence to the SEA's policies for handling sensitive personally identifiable information (PII) is emphasized. Recruiters work with migrant farmworkers and their families, who are often highly mobile, experience educational disruptions, encounter cultural and language barriers, live in poverty and rural isolation, and have health-related problems that inhibit their ability to do well in school. The ethics policy is intended to serve as a basis for ethical decision-making in the conduct of ID&R.

It is the highest priority of the MEP recruiter to identify and recruit migrant children and their families in a proper and timely manner. Identification and recruitment are critical activities because, the children who are most in need of program services are often those who are the most difficult to find. Many migrant children would not fully benefit from school, and in some cases would not attend school at all, if SEAs did not identify and recruit them into the MEP. This is particularly true of the most mobile migrant children who may be more difficult to identify than those who have settled in a community.

Until a child is deemed eligible for the MEP by the Colorado SEA, a child/youth cannot receive MEP services without a record of eligibility. For the recruiter to accomplish this task, recruiters should learn as much as they can about the MEP. The recruiter should have a strong understanding about:
- Child eligibility requirements
- Cycles of seasonal and temporary employment related to agriculture
- Characteristics of migrant farmworkers and their families
- Local school systems
- Community organizations
- Local roads and locations of migrant labor camps and other migrant housing
- MEP services offered by the local regional office
- How to maintain a recruiter calendar/time log
- Federal/state statute and regulations
- Identifying and serving OSY
- The creation and update of an Individual ID&R Plan detailing how the recruiter will work to address recruitment needs in the area in which he or she is assigned for each calendar year
- Other agencies that may provide services to migrant workers and their families, such as Migrant Health, "Women, Infants and Children (WIC) and early childhood programs

Quality Control Plan
The purpose for a quality control process is to ensure that only eligible migrant children are being served, and to identify issues that may arise within the program. The Colorado MEP believes that maintaining a quality control process will ensure that the children/youth meet all MEP requirements. Other practices that support the quality assurances of the Colorado MEP are:

- The state data management system has been built taking data checks from the National Instructions for the COE into account in order to assist the data entry process
- The state quality control system facilitates multiple reviews of every COE, first by the MEP regional or LEA program data specialist and ID&R coordinators, second by SEA data specialist, and third by auditors and validation committee members to determine the eligibility of each child

- Each COE is reviewed by an SEA data specialist who will approve, send the COE back for clarification if needed, or deny if required eligibility information is lacking
- Provide monthly webinars for recruiters and data specialist to offer support, communicate updates and provide ongoing training. (NOTE: there are no webinar trainings during the months of July and December)
- Implementation of the recruiter/data specialist training utilizing the national ID&R curriculum and requiring state certification for all recruiters/MEP staff
- Best practices and updates for data specialists as it relates to the continual update of the state data management system
- Conducting annual re-interviews to validate the eligibility determinations documented on a COE and to check for any inconsistencies
- Each MEP regional or LEA program data specialist must be trained and certified on the national ID&R curriculum and data management procedures before being allowed access to the state data management system.

Reporting ID&R Results

Information on ID&R is collected and reported by using the state data system. Several resources on conducting ID&R and reporting ID&R results are available to assist recruiters as they conduct recruitments, verify information, and report ID&R results. These include:

- ✓ E-COE & Student Data Reports
- ✓ Change of Address/Move Notification Form
- ✓ Residency Verification Form
- ✓ Transfer Document
- ✓ Request for Transcripts

- ✓ Resources and Strategies on ID&R
    - o GOSOSY website
    - o IRRC website
    - o OME Results Website
- ✓ MEP Brochure
- ✓ Migrant Map
- ✓ Secretaría de Educación Pública (SEP) Book Request Form
  http://www.cde.state.co.us/migrant/binationalinitiative

Accountability Plan

The Colorado MEP ensures regional program compliance through an annual audit and monitoring process that utilizes the Colorado MEP's monitoring tool. Each of the five regional programs receive migrant funding through a grant opportunity. The grant award is conditional on the acceptance of assurances which are found in Part IB of the Migrant Education Program Grant Opportunity. The assurances include:

1. Prioritize and deliver services to migratory children who are identified as *priority for service* (PFS): migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [Title I: C Sec.1304 (d)]
2. Ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through the full range of services that are available for migratory children from appropriate local, state, and federal educational programs; joint planning among local, state, and federal educational programs serving migratory children,

including language instruction educational programs under Part A of Title III; the integration of services available under this part with services provided by other programs. [Title I: C Sec.1304 (b)(1)(A)(B)(C)(D)]

3. Use funds received to promote interstate and intrastate coordination of services for migratory children including educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether such move occurs during the regular school year [Title I: C Sec.1304(3)], and resource support between Colorado MEP regions, if needed.

4. Address the needs identified in the Colorado MEP Comprehensive Needs Assessment, such as educational continuity, instructional time, school engagement, EL/dual language programming (e.g., English language development, sheltered instruction, bilingual), education support in the home, health referrals, access to services, identification and recruitment, reading, mathematics, writing/language arts, adult EL, secondary credit accrual, transfer of credits and appropriate school placement. [Colorado MEP Comprehensive Needs Assessment, CDE, 2020]

5. Collaborate with local educational agencies and other organizations to provide opportunities for professional development programs, including mentoring, for teachers and other program personnel. [Title I: C Sec.1304(c)(7)(B)]

6. Provide for parental involvement as required under Sec.1116 and Sec.1114.

7. Funds will be used only for programs and projects, including the acquisition of equipment, in accordance with Section 1306 and to coordinate such programs and projects with similar programs and projects within the State and in other States, as well as with other Federal programs that can benefit migratory children and their families. [Title I: C Sec.1304(c)(1)]

8. Ensure that all programs and projects are carried out in a language and format that is understandable to the parents. [Title I: C Sec.1304(c)(3)(B)]

9. Provide for advocacy and outreach activities for migratory children and their families to inform such children and families of other education, health, nutrition, and social services to help connect them to such services. [Title I: C Sec. 1304(c)(7)(A)]

10. Coordinate with other Federal programs to meet the unique needs of migratory children (i.e., Title I, Title II, Title III, Title IV, and McKinney Vento).

11. Work with the State MEP to advance State initiatives and adhere to all policies set forth by the State MEP.

12. Provide all data required for State and Federal reporting.

13. Statewide evaluation surveys (questions) must be used to evaluate each student or parent activity or event. Results must be submitted to CDE within two weeks of the event.

14. Attend all required State trainings.

15. Federal grant recipients, sub-recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately-owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

16. Ensure compliance with the conditions specified in the Code of Federal Regulations, 2 CFR 175. 15 (b) Trafficking in persons.

17. Sub-grantees must maintain a written code of conduct governing the performance of employees that award and administer contracts. This code must address conflicts of interest. Specifically, EDGAR defines a "conflict of interest" as arising when any of the following has a financial or other interest in the firm/person selected to conduct work for the Migrant Education Program: 1) The employee, officer, or agent, 2) Any member of that person's immediate family, 3) That person's partner, 4) An organization which employs, or is about to employ, any of the above or has a financial or other interest in the firm selected.

18. Maintain strict confidentiality regarding child and family data by:
    a. Storing sensitive data, including personally identifiable information (PII), in appropriate secured locations.

b. Ensuring that unsecured access, flash drives, DVD, CD-ROM or any other removable media, or personally owned computers or devices, are not used for the storage of sensitive data, including personally identifiable information.
c. Keeping printed reports containing personally identifiable information in a secure, locked location while unattended.
d. Transmitting data via a secure method. The approved secure method is via Syncplicity.
e. Never sending personally identifiable information via email or transporting personally identifiable information on unsecured removable media.
f. Maintaining confidentiality of all student, youth, and migrant family information as required by FERPA.
g. MEP personnel are required to complete the annually National Migrant Student Information Exchange (MSIX) Cybersecurity and Account Management Training.

Also, funded projects will be required to maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit. Auditors should be aware of the federal audit requirements contained in the Single Audit Act of 1984.

The Colorado MEP's monitoring tool and protocol utilized in the annual audit ensures compliance with each assurance, as well as with other factors established in the MEP grant application and award, such as compliance with technology records and federal and state statutes and guidance. The audit includes the state director, state MEP data personnel, state MEP personnel, state fiscal personnel, regional directors, regional fiscal personnel, and regional data personnel.

Evaluation Plan

The evaluation of the Colorado Migrant Education Program is conducted by the Data, Reporting, and Evaluation Team within CDE's Federal Programs Unit. The primary purpose of the evaluation effort is to facilitate programmatic improvements and to render findings for accountability purposes.

The intended use of this evaluation plan is two-fold: 1) to examine the fidelity of implementation and 2) to examine the short-term, mid-term, and long-term impact of the activities on student academic performance and other outcomes. The intended users of this evaluation plan are MEP staff, MEP regional directors, and MEP stakeholders, as the goal is to continuously improve the delivery of services and the effectiveness of employed strategies.

The Colorado Migrant Education Program is a federally funded program that provides supplemental services to support the educational needs of migrant children, students, youths, and families. It is intended to mitigate the challenge of frequent interruptions to schooling posed by the migratory lifestyle. The MEP, through its five subgrantees located throughout Colorado, provides a wide range of services to migrant children, students, youths, and families, from instructional services such as tutoring to supplemental services such as providing referrals to other social service agencies. The strategies and corresponding activities described in this service delivery plan are the required activities statewide; at the regional level, MEP subgrantees have the discretion to implement additional activities that serve the specific needs of the local migrant population. Since the program will be implementing some of these activities for the first time as part of a new three-year cycle, process evaluation will be especially important to examine unforeseen challenges that may arise.

The program of services described in this plan is designed to help improve long-term academic achievement for migrant students in Colorado. It is based on the theory of action that <u>if</u>:

- the MEP provides resources and services for unmet needs (identified by the CNA), and
- there is high utilization of resources and services by migrant students and families, and
- there is meaningful engagement with or understanding of the resources and services,

<u>then</u>, there should be incremental improvements in student outcomes, as measured by the performance targets.

The process evaluation is designed to deliver findings on the challenges and successes of program implementation, and if applicable, to provide recommendations for programmatic adjustments based on data from the process evaluation. Some general process evaluation questions are:

- Was participation at the expected level? If not, why not?
- What challenges and successes were experienced as a result of implementing this activity?
- Were activities implemented with fidelity?

The outcomes evaluation is designed to deliver findings on the extent to which the MPOs and performance targets were met at the end of each year of service. In addition to examining the progress made towards meeting the MPOs and targets, there are also more detailed evaluation questions about the impact of each program strategy (see below). Due to the large number of evaluation questions of interest, the SDP Committee and evaluation team will select a more feasible set of strategies to focus the evaluation efforts on.

The MEP currently tracks many indicators for reporting purposes, which the evaluation will utilize. In addition to these data points, the regional MEP offices will also conduct surveys and in-depth interviews with staff, students, and families.

Data analysis will be conducted by the evaluation team at CDE. Interim results will be shared with MEP staff and stakeholders. In terms of dissemination of the final evaluation findings, a written report as well as PowerPoint presentations will be produced each year to share the findings with stakeholders at the annual MEP conference, at State PAC events, as well as posted on the CDE MEP's webpage, in English and Spanish.

There is a total of 11 MPOs covering the five focus areas:

<u>Focus Area #1: School Readiness</u>

Data Element:	Collected by:	Collected Through:	Frequency of Collection:
MPO 1.1: By the end of the first year of implementation, each regional MEP office will have a list of ECE resources in their region, and there is a protocol in place to monitor ongoing	Regional MEP staff	In-person interview; staff survey	Biannually

communication between MEP office and community agencies that provide ECE services.			
MPO 1.2: By the end of the first year of implementation and each year thereafter, there will be an increase in school readiness skills for children who participated in MEP pre-school services or activities, as measured by the CDE/MEP early learning assessment tool, parent evaluations, training evaluations, surveys, and interviews.	Regional MEP staff	Early learning assessment tool, aggregated score	Biannually

Evaluation Questions for Program Implementation of School Readiness Activities:

- To what extent did MEP staff report that the staff PD was helpful?
- What challenges and barriers were identified for families in enrolling and attending ECE programs?
- How many referrals or information sessions were provided to migrant parents regarding ECE programs and other programs for young children?
- How many school readiness assessments were completed?
- What percent of MEP staff reported feeling confident in correctly implementing the school readiness assessment during home visits?
- Are the toolkits and support provided to parents useable and used as frequently as intended?
- Was participation at the expected level? If not, why not?
- What challenges and successes were experienced as a result of implementing this activity?
- Were activities implemented with fidelity?

Evaluation Questions for Program Results of School Readiness Strategies:

- Does each region MEP office have a list of ECE resources in their region?
- Is there a protocol in place to monitor ongoing communication between the MEP office and community agencies that provide ECE services?
- What percent of preschool age children increased their school readiness score?
- Of the families with children who had an increase in score, how many reported using the ECE tools provided by the MEP?
- Of the families with children who did not have an increase in score, how many reported using the ECE tools provided by MEP? Likewise, of the children who did have an increase in score, what was their families' frequency, duration, and dosage of use of materials?

Focus Area #2: Proficiency in English Language Arts

Data Element:	Collected by:	Collected Through:	Frequency of Collection:
MPO 2.1: By the end of the first year of implementation, 30% of migrant parents will report increased understanding of how to access district resources related to academic content and standards and how to advocate for their children to benefit from such resources. In each year thereafter, 5% more will report increased understanding.	Regional MEP staff	Parent surveys	At each event
MPO 2.2: By the end of the first year of implementation, and every year thereafter, 80% of migrant students in elementary and middle school will have received reading support and/or resources from the MEP.	Regional MEP staff	Service logs	Biannually
MPO 2.3: By the end of the first year of implementation, and every year thereafter, 80% of migrant students in high school will participate in at least one activity provided by the MEP related to this goal area.	Regional MEP staff	Service logs	Biannually

Evaluation Questions for Program Implementation of Activities to Support ELA Performance:

- What percent of migrant students in elementary and middle school participated in at least one reading activity? What contributed to this participation percentage? If not the desired percentage (i.e., low participation), what contributed to the lack of participation? How can participation be increased?
- How many reading-level appropriate resources were distributed to students?
- What percent of high school students participated in at least one activity provided by the MEP related to reading/English Language Arts? What contributed to this participation percentage? If not the desired percentage (i.e., low participation), what contributed to the lack of participation? How can participation be increased?
- How many students attended events such as the Summer Migrant Youth Leadership Institute, or leadership programs offered by the National Hispanic Institute (i.e., Great Debate, Lorenzo de Zavala Youth Legislative Session)?

- Was participation at the expected level? If not, why not?
- What challenges and successes were experienced as a result of implementing this activity?
- Were activities implemented with fidelity?

Evaluation Questions for Program Results of Strategies to Support ELA Performance:

- What percent of migrant parents reported an increase in ability to support their students in ELA assignments?
- What was the change in mean scale score for CMAS ELA after the first year of implementation of this strategy?
- What was the change in mean scale score when comparing those who participated in one, two, or both versus those who did not participate in either?
- What was the change in mean scale score for SAT Reading/Writing after the first year of implementation of this strategy?
- What percentage of elementary and middle school students participated?
- What percentage of high school students participated?

Focus Area #3: Proficiency in Mathematics

Data Element:	Collected by:	Collected Through:	Frequency of Collection:
MPO 3.1: By the end of the first year of implementation, and every year thereafter, 80% of migrant parents will report increased ability to engage with their student's studies and academic performance, including speaking with teachers, connecting with district resources, and supporting their student's use of math supports and/or resources at home.	Regional MEP staff	Parent surveys	At each event
MPO 3.2: By the end of the first year of implementation, and every year thereafter, 80% of migrant students in elementary and middle school will have received math supports and/or resources from the MEP.	Regional MEP staff	Service logs	Biannually

MPO 3.3: By the end of the first year of implementation, and every year thereafter, 80% of migrant students in high school will have participated in a workshop or activity provided by the MEP in this goal area (i.e., STEAM workshop or activities, connected with math resources).	Regional MEP staff	Service logs	Biannually

Evaluation Questions for Program Implementation of Activities to Support Math Performance:
- How many parents participated?
- How many math resources were distributed to migrant students in elementary and middle school?
- How many math resources were distributed to migrant students in high school?
- What percentage of students participated?
- How many students were referred to existing district resources and followed through?
- Was participation at the expected level? If not, why not?
- What challenges and successes were experienced as a result of implementing this activity?
- Were activities implemented with fidelity?

Evaluation Questions for Program Results of Strategies to Support Math Performance:
- What percentage of migrant parents reported using district math resources?
- What percentage of migrant parents reported feeling more confident in advocating for their students to get the needed help from school/district personnel?
- What percent of migrant students in elementary and middle school received math tutorials and resources?
- What percentage of elementary and middle school students participated?
- What percentage of high school students participated?

Focus Area #4: Improving Graduation Rates and Services for OSY

Data Element:	Collected by:	Collected Through:	Frequency of Collection:
MPO 4.1: By the end of the first year of implementation, and every year thereafter, 80% of migrant parents of high school students and migrant youths who indicated an interest in engaging in school will have participated in at least one MEP	Regional MEP staff	Service logs	Biannually

service associated with this strategy (i.e., credit recovery, intentional re-engagement counseling), whether provided by MEP directly or connected to a school/district resource.			
MPO 4.2: By the end of the first year of implementation, and every year thereafter, 80% of migrant high school students and OSY will have participated in at least one MEP service in this goal area (i.e., mentorship, career exploration, campus visits, MEP youth programs, information sessions on scholarships and financial aid, concurrent enrollment, etc.).	Regional MEP staff	Service logs	Biannually

Evaluation Questions for Program Implementation of Improving Graduation Rates and Services for OSY Activities:
- Did students report finding these services relevant and useful?
- How many OSY profiles were completed?
- How many students or OSY attended MEP-sponsored activities, such as the Great Debate, regional MYLI, STEAM, SMYLI, LDZ, ADELANTE, relative to this goal area?
- How many career exploration workshops, campus visits were provided?
- What was the level of engagement with events/activities?
- How many students obtained credits from participating in the MEP credit recovery opportunities?
- How many students obtained GEDs?
- Was participation at the expected level? If not, why not?
- What challenges and successes were experienced as a result of implementing this activity?
- Were activities implemented with fidelity?

Evaluation Questions for Program Results of Improving Graduation Rates and Services for OSY Strategies:
- What percentage of migrant high school students and OSY are applying to work-based learning opportunities or post-secondary education institutes?
- Of those who applied, what percentage of migrant high school students and OSY are engaged in work-based learning opportunities or enrolled in post-secondary education institutes?
- Of the OSY that indicated they want to enter the workforce, how many are currently employed?
- Of the OSY that indicated they want to re-engage with schooling, how many are currently enrolled?
- For OSY, were self-identified goals and needs met through MEP services and supports?

Focus Area #5: Addressing Health Needs

Data Element:	Collected by:	Collected Through:	Frequency of Collection:
MPO 5.1: By the end of the first year of implementation, MEP staff will report feeling knowledgeable about the health care landscape in their region, including existing health resources and community support groups.	Regional MEP staff	Staff surveys	Biannually

Evaluation Questions for Program Implementation of Addressing Health Needs Activities:
- Did MEP staff report finding the PD sessions helpful?
- How many staff participated in PD and developed action steps as a result of the PD?
- Were staff provided with the right resources to follow-up and follow through with practices learned in PD?
- Was participation at the expected level? If not, why not?
- What challenges and successes were experienced as a result of implementing this activity?
- Were activities implemented with fidelity?

Evaluation Questions for Program Results of Addressing Health Needs Strategies:
- To what extent do MEP families/youth feel supported in accessing healthcare supports and services?
- How many existing health resources were identified for the region? (* For first year only.)

Exchange of Student Records

State Education Agencies (SEAs) are required under Section 1304 (b)(3) and 1308 (b) to promote interstate and intrastate coordination by providing educational continuity through the timely transfer of pertinent school records (including health information) when children move from one school to another, whether or not the move occurs during the regular school year. This responsibility includes carrying out activities that provide for educational continuity through the timely transfer of pertinent school records, including health information, for migratory children, whether or not they move during the regular school year.

The timely transfer of education records for migrant children between schools has been a longstanding challenge. Migrant children often enroll in multiple schools for varying amounts of time each year as their families migrate in search of temporary or seasonal work in agriculture or fishing. MEP staffs continue to find it difficult to share student information that schools, local educational agencies, and states collect on migrant children in a timely and meaningful way that helps school personnel make appropriate decisions when the students arrive.

Looking Forward

Communicating the SDP to Local Projects and Other Stakeholders

The SDP will be communicated to local MEP directors, migrant parents, and other stakeholders through several vehicles:

• Dissemination and discussion during the next Colorado MEP directors' meeting;
• Translation of key sections of the SDP report into Spanish and other languages, as feasible;
• Providing copies of the translated SDP to local PACs and the State PAC;
• When requested of CDE, sending an electronic or paper copy of the SDP to stakeholders;
• Sharing a copy of the report with key collaborators (e.g., Farmworker Health programs, Colorado's OME program officer); and

• Placing a copy of the SDP report on the State MEP website at http://www.cde.state.co.us/migrant

Next Steps

The next action to be taken after the completion of the update to the Colorado MEP SDP is to disseminate the report to various stakeholders as described in the previous section. In addition, CDE will be providing professional development to its MEP regional directors, instructional staff, recruiters, parents, and others responsible for the identification and recruitment, program administration, instruction, and support of migrant children and youth.