



COLORADO
Department of Education

Migrant Education Program 2013-2014 Evaluation

Submitted to:

Office of Migrant Education
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Executive Summary

The Colorado Migrant Education Program (MEP) is a supplemental educational program, authorized by Title I, Part C of the Elementary and Secondary Education Act (ESEA), designed to ensure high-quality comprehensive education for migratory children and minimize potential negative impacts of multiple moves during their educational careers. The program goals include designing and implementing strategies that ensure access to state academic and achievement standards, support successful transition to postsecondary education or the workforce, and help migratory children overcome cultural and language barriers, social isolation, health-related concerns and other factors that can make it difficult for them to continue in school or gain employment.

The Colorado Department of Education (CDE) evaluates the impact of the supports and services provided to Colorado migrant children to ensure that program goals and objectives are being met. The current report delineates the services provided in the 2013-2014 service year. In that year, 4,158 migrant students were identified and eligible for services, with 3,806 (92%) having been served during the regular school year. Of the students served during the school year, 1,191 (31%) were classified as priority for services (PFS). Another 240 migrant students (6% of all eligible students) were served during the summer, with 129 (54%) having been classified as priority for service (PFS).

A Service Delivery Plan (SDP) Committee was created and composed of members representing parents of migrant children, MEP administrators, CDE, and those with expertise in various outcomes of interest (e.g., reading, mathematics, dropout prevention, school readiness, etc.). Five members of the MEP Comprehensive Needs Assessment (CNA) Committee were also members of the Service Delivery Plan (SDP) Committee. Based on the MEP CNA, the SDP Committee developed Measurable Program Outcomes (MPOs) that establish Colorado’s performance targets. MPOs are the desired outcomes of the MEP and are used to determine progress. In 2013-2014, 8 (57%) of the 14 MPO targets were reached. The six MPOs that were not met (MPOs 2a, 2c, 3a, 4a, 4b, 5a) were based on TCAP proficiency levels and growth in reading, writing, and math, as well as high school graduation and the recovery status of out-of-school youth (OSY).

Table 1. Colorado’s Performance on Measurable Program Outcomes

Colorado MEP MPOs	MPO Met?	Results	Evidence
School Readiness			
MPO 1a: After participating in MEP-sponsored activities to strengthen parent involvement around school readiness, 80% of migrant parents of children ages 3-5 enrolled in the MEP will report positive growth in their ability to help with their children’s school readiness.	Yes	98% of applicable parents reported positive growth	Parent Survey
MPO 1b: Migrant children ages 3-5 (not in kindergarten), who are receiving MEP services, will increase their school readiness.	Yes	74% of preschool students increased school readiness	Preschool Student Tracking Form
Reading/Writing			
MPO 2a: 3% more students in grades 3-10 will attain “proficient” in reading or show more than one year growth on the Colorado State assessment.*	No	5.7% fewer scored proficient or showed 1+ year of growth	TCAP
MPO 2b: Students in grades K-2 will show an increase in literacy skills as measured by a State-approved literacy assessment.	Yes	62% improved their literacy skills	Various Reading Assessments



Colorado MEP MPOs	MPO Met?	Results	Evidence
Reading/Writing			
MPO 2c: 3% more students in grades 3-10 will attain “proficient” in writing or show more than one year growth on the Colorado State assessment.*	No	0.1% fewer scored proficient or showed 1+ year of growth	TCAP
MPO 2d: After participating in MEP-sponsored activities in reading/literacy, 80% of migrant parents with children enrolled in grades K-12 will report an increased ability to help with their children’s reading/literacy development.	Yes	99% of applicable parents reported an increased ability to help	Parent Survey
Mathematics			
MPO 3a: 3% more students in grades 3-10 will attain “proficient” or show more than one year growth on the Colorado State mathematics assessment.*	No	3.8% fewer scored proficient or showed 1+ year of growth	TCAP
MPO 3b: Students in grades K-2 will show an increase in mathematics skills as measured by a State-approved math assessment.	Yes	68% improved their math skills	Various Math Assessments
MPO 3c: After participating in MEP-sponsored activities in mathematics, 80% of migrant parents with children enrolled in grades K-12 will report an increased ability to help with their children’s mathematics development.	Yes	99% of applicable parents reported an increased ability to help with math	Parent Survey
High School Graduation			
MPO 4a: There will be a decrease of 1% in the dropout rate for migrant students.	No	Dropout rate increased .6%	CDE Dropout Rates
MPO 4b: 1% more migrant students in grades 9-12 than the previous year will be on track for high school graduation.	No	6.3% decrease in students on track for graduation	NGS Data
MPO 4c: After participating in MEP-sponsored activities focused on high school graduation, post-secondary, and career options, 80% of migrant parents with high school students will report an increased ability to help their children prepare for graduation and consider postsecondary education and/or career options.	Yes	98% of applicable parents reported increased ability to help prepare for graduation and postsecondary/career	Parent Survey
Student Engagement and Out-of-School Youth (OSY)			
MPO 5a: There will be an increase of 1% over the previous year in migrant OSY recovered from dropout status.	No	7.1% decrease in OSY recovered from dropout status	Secondary/OSY Tracking Form
MPO 5b: 80% of migrant OSY will report that they have received useful information/materials from the MEP to assist them in accessing education, job readiness skills, and/or community resources.	Yes	94% of OSY responded that the materials were useful	Student/Youth Survey

* Students participate in state content assessments for the first time in third grade. Two years of scores are needed to calculate growth. Because growth cannot be calculated for third graders, the growth counts start with fourth graders.



Acronyms and Abbreviations List

BOCES	Boards of Cooperative Educational Services
CAMP	College Assistance Migrant Program
CDE	Colorado Department of Education
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
ECE	Early Childhood Education
EL	English Learner
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
FEP	Fluent English Proficient
GED	General Education Development High School Equivalency Tests
HEP	High School Equivalency Program
HS	High School
ID&R	Identification and Recruitment
InET	Binational/Technology Migrant Consortium Incentive Grant
LEA	Local Educational Agency
MEP	Migrant Education Program
MPAC	Migrant Parent Advisory Council
MPO	Measurable Program Outcome
MSIX	Migrant Student Information Exchange
NASDME	National Association of State Directors of Migrant Education
NEP	Non-English Proficient
NCLB	No Child Left Behind Act
NGS	New Generation System
NRG	Non-Regulatory Guidance
OME	Office of Migrant Education
OSY	Out-of-School Youth
SOSOSY	Strategies, Opportunities, and Services to Out-of-School Youth
P/A	Proficient or Advanced
PAC	Parent Advisory Council
PASS	Portable Assisted Study Sequence
PFS	Priority for Services
PLC	Professional Learning Community
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency
SPED	Special Education
TCAP	Transitional Colorado Assessment Program



Introduction

Program Overview and Purposeⁱ

The Migrant Education Program (MEP) is a Federally-funded, supplemental educational program for the children of migratory workers and others who are determined eligible on Certificates of Eligibility (COEs). According to Title I, Part C of the Elementary and Secondary Education Act (ESEA), reauthorized as the No Child Left Behind Act (NCLB) in 2001, the purpose of Migrant Education is to:

- Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruption and other problems that result from repeated moves;
- Ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and state academic content and student academic achievement standards;
- Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic content and achievement standards that all children are expected to meet;
- Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to make a successful transition to postsecondary education or employment; and
- Ensure that migratory children benefit from state and local systemic reforms.

Through local educational agencies (LEAs) and Boards of Cooperative Educational Services (BOCES), the MEP helps children and youth by providing supplementary services to support education (e.g., developing oral and written language, and communication skills; reading and mathematics; after-school tutoring and programming; counseling; school supplies; and support for migrant students to accrue high school credit or attain a GED). Under federal law, the MEP provides supplementary support and educational services and not primary instructional services.

Colorado MEP

The Colorado Department of Education (CDE) administers the state program by funding and supporting five MEP Regional Centers with offices located in Alamosa (Southwest), Aurora (Metro), Grand Junction (West Central), Greeley (Northern), and Pueblo (Southeast). A sixth region (Northwest) merged into the West Central Region in late 2012-2013. According to the Migrant Education Program Comprehensive Needs Assessment Update released in 2014, "these regional centers provide a comprehensive program of identification and recruitment (ID&R); migrant student enrollment; supplemental instructional, health, and support services; MEP staff professional development, and parent involvement" (p. 7).

The Colorado Comprehensive Needs Assessment (CNA) conducted in 2013 was used to identify migrant students' needs for program implementation in the 2013-2014 service year. The MEP Service Delivery Plan (SDP) Committee set measurable program outcomes (MPOs) based on the identified needs. The MPOs fall into five categories: school readiness, reading/writing, mathematics, high school graduation, and student engagement and services for out-of-school youth (OSY). This evaluation report summarizes staff and parent survey responses, assessment results, and other academic outcomes (such as graduation and dropout rates) to ascertain Colorado's progress towards meeting set MPO targets.



Students with the greatest needs are prioritized for services (PFS). Students are designated as PFS based on significant educational interruptions (e.g., missed more than 10 days of school or changed schools due to the migrant lifestyle), or if they not meeting expectations or are at risk for not meeting expectations academically (i.e., scored unsatisfactory on a state content assessment) or linguistically (i.e., score below a level 5 overall and on literacy on the state language proficiency assessment).

Purpose of the Evaluation

Each state that accepts Title I, Part C funds must conduct an evaluation of the program's effectiveness (34 C.F.R. Section 200.83) based on the state's performance on four indicators (noted below) and the state-established MPOs, with the results summarized at the state level, as well as comparing the performance of PFS and non-PFS students.

State Performance Indicators:

- (1.1) Percentage of students at or above the proficient level each year on the state assessment in reading/language.
- (1.2) Percentage of students at or above the proficient level each year on the state assessment in math.
- (5.1) Percentage of students who graduate from high school each year with a regular diploma.
- (5.2) Percentage of students who drop out of school each year.

In order to evaluate the program's effectiveness, CDE analyzes both program implementation and performance outcomes. The following evaluation questions were addressed in the current year's evaluation:

- How many students, children and youth were identified and served in Colorado and what were the demographics of students served (reach of the program)?
- Was the program implemented as planned (program implementation)? What challenges were encountered in program implementation?
- How did served students, children and youth perform on specified outcomes (program impact and effectiveness)?
- Did children, students, or youth identified as a priority have accelerated performance on outcomes in comparison to those not identified as priority (effectiveness of various types of services)?
- Did various services result in better performance (impact of specific interventions)?

Based on the evaluation findings, recommendations are made for program planning and design improvements and areas in which migrant students can be better supported.

Evaluation Methodology

META Associates, who had been contracted to conduct the Colorado MEP evaluation, collected the 2013-2014 surveys for the evaluation. However, the contract expired prior to META Associates conducting the evaluation analyses. In 2015, the responsibility for conducting the evaluation shifted to the Office of Data, Program Evaluation and Reporting (DPER), in the Unit of Federal Programs Administration at the Colorado Department of Education. The 2013-2014 survey data collected by META up to that time were forwarded to CDE. Evaluation analyses were conducted using parent surveys, staff surveys, student/youth surveys, assessment data, academic outcomes data (e.g., graduation rates), demographic (e.g., age, gender, grade) and summary data (e.g., PFS status). Evaluation questions regarding the academic performance of served students were addressed using assessment results. Progress towards meeting the 14 state-identified MPOs was analyzed using both assessment and survey results.



Descriptive Data

Demographics and program implementation data were used to describe the reach of the program, including descriptive data pertaining to served students' ages, grades, type and timing of services received.

Parent and Staff Surveys

In spring and summer of 2014, MEP staff (MEP teachers and paraprofessionals) responded to survey questions regarding the impact of the program. Survey questions used a four point rating scale (1 = Not at all, 2 = Somewhat, 3 = A lot, or 4 = Very much) to gauge respondents' perception of the effect of the program. During the same time period, parents of migrant students also responded to similar survey questions regarding the impact of the program; however, parent survey questions used a three point rating scale (1 = Not at all, 2 = Somewhat, or 3 = A lot).

For the 2013-2014 evaluation, aggregated parent and staff survey responses were sent to CDE. Therefore, CDE did not have access to individual survey responses to be able to investigate discrepancies. Moving forward, CDE will collect survey responses directly from the regions, develop procedures and provide trainings to improve the quality and validation of data for future evaluations.

State Assessment Data

In spring 2013 and spring 2014, students in grades 3-10 in Colorado were assessed on reading, writing, math, and science using the Transitional Colorado Assessment Program (TCAP). Students receive a scale score, a proficiency level (unsatisfactory, partially proficient, proficient, or advanced), and a growth score if they took the test the previous year. Referenced in this evaluation are student growth percentiles, which represent a student's relative growth in comparison to his or her academic peers with similar score histories. As defined by Colorado State Board of Education rule, a student growth percentile for a single child that is above the 65th percentile reflects High Growth. For the purposes of this evaluation, one year growth on TCAP was operationalized as a student growth percentile of 65% or higher (typical growth is 35-65%).

Program Reach

The Colorado MEP serves children and youth from birth through 21 years of age. In 2013-2014, 4,158 migrant students, children, and youth were identified for services, with an even distribution of students across age groups: 6% were 0 to 2 years old, 10% were pre-school age, 38% were in grades K-5, 19% were in grades 6-8, 23% were in grades 9-12, and 4% were out-of-school youth (OSY). Of the identified students, 1,291 (31%) had a qualifying arrival date (QAD) that occurred within 12 months from the last day of the performance period, between September 1, 2013 and August 31, 2014. Priority for services was given to 1,267 (30%) students, children, and youth. Of all the students identified, 277 (7%) qualified for special education (SPED).



Table 2. Colorado Migrant Student Demographics

Age and/or Grade	N #/%	PFS #/%	SPED #/%	QAD < 12 Months
Age 0-2	231/6%		N<16	116/50%
PK (Age 3-5)	435/10%	93/21%	16/4%	125/29%
K	253/6%	61/24%	17/7%	72/28%
1	276/7%	105/38%	22/8%	83/30%
2	291/7%	98/34%	23/8%	78/27%
3	278/7%	105/38%	24/9%	80/29%
4	260/6%	93/36%	20/8%	75/29%
5	235/6%	83/35%	28/12%	70/30%
6	264/6%	76/29%	24/9%	82/31%
7	260/6%	70/27%	19/7%	75/29%
8	253/6%	88/35%	20/8%	86/34%
9	264/6%	90/34%	23/9%	91/34%
10	234/6%	75/32%	N<16	72/31%
11	211/5%	88/42%	N<16	66/31%
12	253/6%	75/30%	N<16	44/17%
OSY (17-21*)	160/4%	67/42%	N<16	76/48%
Total N	4,158	1,267	277	1,291
% of Total		30%	7%	31%

Due to data privacy concerns, smaller N sizes are suppressed. In some instances it was necessary to also suppress complementary cells to protect privacy.

Five Colorado regions served migrant students across the state (See Table 3). The largest proportions of eligible students in the state were in the Northern (1,771, 43%) and Metro (1,219, 29%), while the other regions had less than 28% combined. The Northern region served nearly 100% of its eligible students (1,769 out of 1,771), followed closely by the Metro region who served 95% of eligible students (1,161 out of 1,219). The West Central region served the third most students (330; 93%), followed by the Southeast region (256 students; 70%) and the Southwest region (295 students; 66%).

Table 3. Migrant Students Served in Each MEP Region

MEP Region	# Eligible Migrant Students			# Migrant Students Served		
	# Eligible	PFS #/%	Non-PFS #/%	Served #/%	PFS #/%	Non-PFS #/%
Metro	1,219	385/32%	834/68%	1,161/95%	371/32%	790/68%
Northern	1,771	585/33%	1,186/67%	1,769/100%	585/33%	1,184/67%
Southeast	365	61/17%	304/83%	256/70%	53/21%	203/79%
Southwest	449	207/46%	242/54%	295/66%	157/53%	138/47%
West Central	354	29/8%	325/92%	330/93%	29/9%	301/91%
Total N	4,158	1,267	2,891	3,811	1,195	2,616
% of Total		30%	70%	92%	31%	69%

Program Implementation

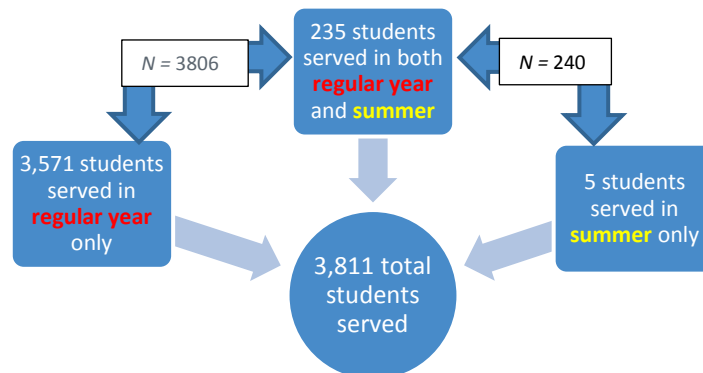
In 2013-2014, migrant students, children, and youth received instructional and support services. Staff and families were asked to rate their perceptions of services offered and the impact each had. Other activities implemented that year included family involvement efforts and staff development. The services provided are delineated in the following sections.

Instructional Services

In the 2011 Colorado MEP Guidebook, instructional services are defined as “instruction in a subject area provided for students on a regular or systematic basis, usually for a predetermined period of time” (p. 40).

In 2013-2014, of the 4,148 migrant students, 3,811 received instructional services, with 3,571 students receiving services in the regular school year only, 5 in the summer only, and 235 in both the regular school year and the summer (See Graph 1). With some students receiving services in both the regular school year and the summer, the services presented in the following sections includes 3,806 students in the regular school year and 240 students in the summer, with the 235 students that received services in both the school year and summer duplicated in the discussion and tables on services.

Graph 1. Numbers of Students Served.



During the regular school year, 3,806 migrant students, children, and youth were served, with 235 also having received services during the summer (See Graph 1). During the school year, 1,191 (31%) were identified as PFS and 2,089 (55%) received instructional services. More children and youth received reading instruction ($N = 1,477$, 71%) than math instruction ($N = 794$, 38%). Of the 617 high school students and out-of-school youth that received instructional services, 356 (58%) received high school credit accrual support and instruction.



Table 4. Migrant Students Receiving Instructional Services during the Regular School Year

Age and/or Grade	N	Served Regular Year #/%	PFS #/%	Received Instructional Service #/%	Reading Instruction #/%	Math Instruction #/%	HS Credit Accrual #/%
0-2	231	191/83%		48/25%	N<16	N<16	
Age 3-5/PK	435	385/89%	88/23%	165/43%	55/33%	30/18%	
K	253	230/91%	59/26%	131/57%	95/73%	46/35%	
1	276	252/91%	100/40%	144/57%	117/81%	63/44%	
2	291	271/93%	96/35%	159/59%	126/79%	N>16	
3	278	258/93%	100/39%	141/55%	121/86%	63/45%	
4	260	248/95%	92/37%	144/58%	N>16	67/47%	
5	235	223/95%	79/35%	121/54%	103/85%	49/40%	
6	264	248/94%	73/29%	146/59%	118/81%	66/45%	
7	260	241/93%	69/29%	127/53%	94/74%	55/43%	
8	253	237/94%	83/35%	146/62%	110/75%	61/42%	
9	264	239/91%	79/33%	127/53%	104/82%	52/41%	N>16
10	234	219/94%	70/32%	137/63%	106/77%	59/43%	103/75%
11	211	196/93%	85/43%	126/64%	100/79%	56/44%	102/81%
12	253	241/95%	71/29%	134/56%	105/78%	58/43%	110/82%
OSY (17-21*)	160	127/79%	47/37%	93/73%	N<16	N<16	N<16
Total N	4,158	3,806	1,191	2,089	1,477	794	356
% of Total		92%	31%	55%	71%	38%	58%

* The OSY services are intended for students between the ages of 17 and 21; however, any student with disruptions to their education may receive services.

Due to data privacy concerns, smaller N sizes are suppressed. In some instances it was necessary to also suppress complementary cells to protect privacy.

In summer of 2014, 240 migrant students, children, and youth received services. Of those, 129 (54%) were identified as PFS and 186 (78%) received instructional services. Of those who received instructional services, 111 (60%) received reading instruction, 56 (30%) received math instruction, and 38 (63%) of those in high school or OSY received high school credit accrual support and instruction.



Table 5. Migrant Students Receiving Instructional Services During the Summer of 2014

Age and/or Grade	N	Served Summer #/%	PFS #/%	Received Instructional Service #/%	Reading Instruction #/%	Math Instruction #/%	HS Credit Accrual #/%
0-2	231	N<16					
Age 3-5	435	N<16	N<16	N<16	N<16	N<16	
K	253	N<16	N<16	N<16	N<16	N<16	
1	276	21/8%	N<16	17/81%	N<16	N<16	
2	291	27/9%	N<16	20/74%	N<16	N<16	
3	278	19/7%	N<16	N<16	N<16	N<16	
4	260	25/10%	N<16	16/64%	N<16	N<16	
5	235	N<16	N<16	N<16	N<16	N<16	
6	264	16/6%	N<16	N<16	N<16	N<16	
7	260	N<16	N<16	N<16	N<16	N<16	
8	253	N<16	N<16	N<16	N<16	N<16	
9	264	16/6%	N<16	N<16	N<16	N<16	N<16
10	234	27/12%	N<16	24/89%	N<16	N<16	16/67%
11	211	22/10%	N<16	17/77%	N<16	N<16	16/94%
12	253	N<16	N<16	N<16	N<16	N<16	N<16
OSY (17-21*)	160	N<16					
Total N	4,158	240	129	186	111	56	38
% of Total		6%	54%	78%	60%	30%	63%

* The OSY services are intended for students between the ages of 17 and 21; however, any student with disruptions to their education may receive services.

Due to data privacy concerns, smaller N sizes are suppressed. In some instances it was necessary to also suppress complementary cells to protect privacy.

Staff Surveys

The regional MEP staff responded to surveys to rate the impact of MEP instructional services on reading/literacy skills, math skills, and school readiness skills, as well as preparing students for graduation and reducing the number of high school dropouts. In total, 66 staff members responded to the survey, with some responses being left blank. Not all staff members responded to all items.

The vast majority (91%) of the 65 staff members that responded to this item indicated that they felt that MEP services helped prepare migrant students for kindergarten and beyond (25% very much, 57% a lot, 9% somewhat). The Southeast region rated the school readiness factor the lowest with 67% indicating that the program did not have an impact at all (See Table 6).

Table 6. Staff Ratings of the Impact of MEP Instructional Services on School Readiness Skills

To what extent did services provided by the MEP help prepare migrant preschool students for kindergarten and beyond?						
MEP Region	N	Not at all #/%	Somewhat #/%	A lot #/%	Very much #/%	Mean Rating
Metro	15	0	4/27%	5/33%	6/40%	3.1
Northern	26	0	0	25/96%	1/4%	3
Southeast	9	6/67%	2/22%	1/11%	0	1.4
Southwest	8	0	0	3/38%	5/63%	3.6
West Central	7	0	0	3/43%	4/57%	3.6
Total	65	6/9%	6/9%	37/57%	16/25%	3.0

All 66 respondents felt that MEP helped migrant students improve their reading/literacy skills (26% very much, 56% a lot, 18% somewhat). The Northern and the Southwest regions had the highest ratings on this item, with 100% of the staff rating the improvement at either a lot or very much.

Almost all (95%) of the 65 staff respondents indicated that they believe MEP services improved migrants students' math skills (20% very much, 62% a lot, 14% somewhat). A small portion of the staff in the Metro and Southeast regions reported no impact of services on students' math skills.

Table 7. Staff Ratings of the Impact of MEP Instructional Services on Reading/Literacy and Math Skills

To what extent did services provided by the MEP help migrant students improve their:							
	MEP Region	N	Not at all #/%	Somewhat #/%	A lot #/%	Very much #/%	Mean Rating
Reading/Literacy Skills	Metro	16	0	8/50%	4/25%	4/25%	2.8
	Northern	26	0	0	20/77%	6/23%	3.2
	Southeast	9	0	2/22%	6/67%	1/11%	2.9
	Southwest	8	0	0	5/63%	3/38%	3.4
	West Central	7	0	2/29%	2/29%	3/43%	3.1
	Total	66	0	12/18%	37/56%	17/26%	3.1
Math Skills	Metro	15	1/7%	5/33%	6/40%	3/20%	2.7
	Northern	26	0	0	20/77%	6/23%	3.2
	Southeast	9	2/22%	1/11%	6/67%	0	2.4
	Southwest	8	0	1/13%	6/75%	1/13%	3.0
	West Central	7	0	2/29%	2/29%	3/43%	3.1
	Total	65	3/5%	9/14%	40/62%	13/20%	3.0

On the survey, all but two of the 65 staff respondents felt that MEP services helped prepare students for high school graduation (55% very much, 37% a lot, 5% somewhat).

Table 8. Staff Ratings of the Impact of MEP Instructional Services for Preparing Students for Graduation

To what extent did services provided by the MEP help migrant students to graduate from high school?						
MEP Region	N	Not at all #/%	Somewhat #/%	A lot #/%	Very much #/%	Mean Rating
Metro	15	1/7%	1/7%	5/33%	8/53%	3.3
Northern	26	0	0	5/19%	21/81%	3.8
Southeast	9	1/11%	1/11%	6/67%	1/11%	2.8
Southwest	8	0	1/13%	6/75%	1/13%	3.0
West Central	7	0	0	2/29%	5/71%	3.7
Total	65	2/3%	3/5%	24/37%	36/55%	3.4

On the survey, all but two of the 64 staff respondents felt that MEP services helped reduce the number of migrant students who dropped out of high school (56% very much, 25% a lot, 14% somewhat). Following Table 9 is a graphical representation of the average staff ratings of MEP services in each of the regions.

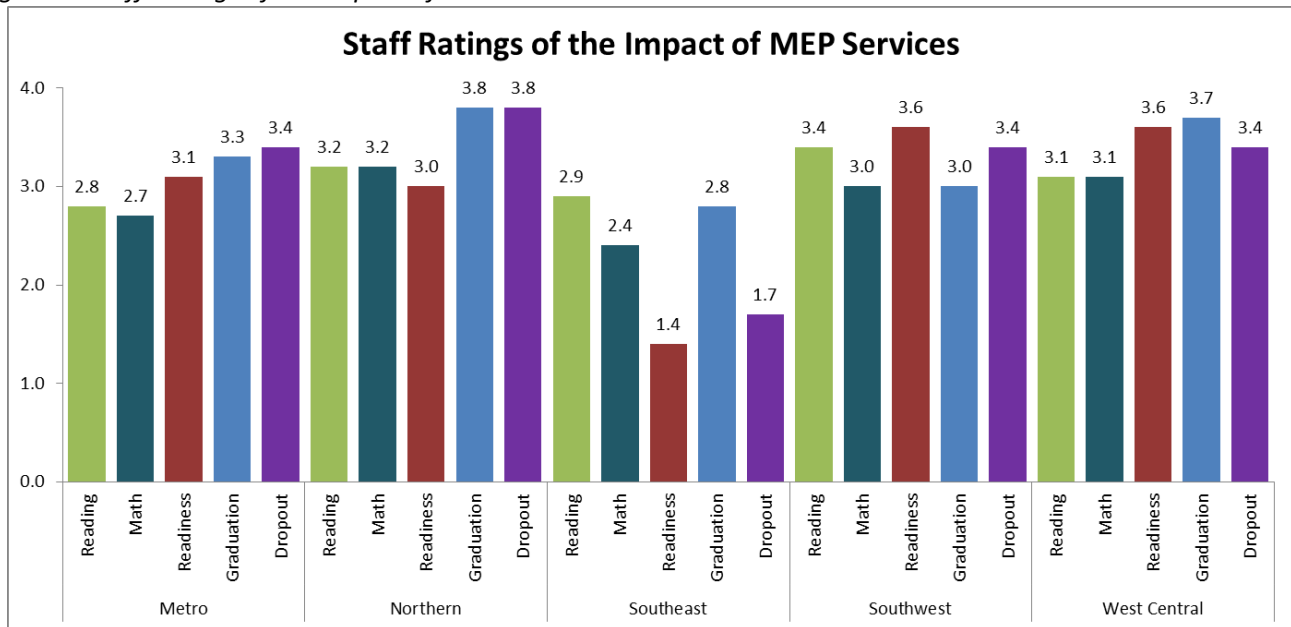
Table 9. Staff Ratings of the Impact of MEP Instructional Services on Reducing High School Dropout Rate

To what extent did services provided by the MEP help reduce the number of migrant students that drop out of high school?						
MEP Region	N	Not at all #/%	Somewhat #/%	A lot #/%	Very much #/%	Mean Rating
Metro	14	1/7%	1/7%	4/29%	8/57%	3.4
Northern	26	0	0	5/19%	21/81%	3.8
Southeast*	9	1/11%	7/78%	0	0	1.7
Southwest	8	0	1/13%	3/38%	4/50%	3.4
West Central	7	0	0	4/57%	3/43%	3.4
Total	64	2/3%	9/14%	16/25%	36/56%	3.3

* The individual response data reported from the Southeast region did not match the total N reported. CDE is developing and implementing training and technical support to increase the quality of the data collected from the regions.

Staff ratings for all items were at 3.0 or higher for 3 out of the 5 regions (See Figure 1).

Figure 1. Staff Ratings of the Impact of MEP Services



Parent Surveys

In spring and summer of 2014, parents of migrant students also completed a survey with similar questions to those of the staff survey. The next three tables (Tables 10-12) represent parents' ratings of the impact of MEP instructional services on students' reading and math skills, as well as overall MEP services. On the survey, all but four of 259 respondents felt that MEP services helped migrant students improve their reading skills (88% a lot, 11% somewhat), and all but six of 230 respondents felt that MEP services helped migrant students improve their math skills (85% a lot, 13% somewhat).

Table 10. Parent Ratings of the Impact of MEP Services on their Children's Reading and Math Skills

	MEP Region	N	Not at all #/%	Somewhat #/%	A lot #/%	Mean Rating
Reading Skills	Metro	37	0	7/19%	30/81%	2.8
	Northern	168	0	11/7%	157/93%	2.9
	Southeast	16	1/6%	2/13%	13/81%	2.8
	Southwest	38	3/8%	8/21%	27/71%	2.6
	West Central	-	-	-	-	-
	Total	259	4/2%	28/11%	227/88%	2.9
Math Skills	Metro	38	2/5%	7/18%	29/76%	2.7
	Northern	140	0	6/4%	134/96%	3
	Southeast	16	0	4/25%	12/75%	2.8
	Southwest	36	4/11%	12/33%	20/56%	2.4
	West Central	-	-	-	-	-
	Total	230	6/3%	29/13%	195/85%	2.8



Of 337 parent respondents, all but one felt that the services provided by MEP in 2013-2014 were good (9%) or very good (91%). Overall, respondents gave MEP services a mean rating of 2.9 out of 3, with 91% rating the services as very good.

Table 11. Parent Ratings of MEP Services Provided during 2013-2014

Rate the services provided by the MEP					
MEP Region	N	Poor #/%	Good #/%	Very Good #/%	Mean Rating
Metro	36	1/3%	2/6%	33/92%	2.9
Northern	188	0	23/12%	165/88%	2.9
Southeast	16	0	0	16/100%	3
Southwest	43	0	0	43/100%	3
West Central	54	0	6/11%	48/89%	2.9
Total	337	1/0%	31/9%	305/91%	2.9

Support Services

Support services also may be funded by MEP. Support services may include health referrals and information, nutrition, counseling, educational supplies, and transportation. Referred services may be provided by non-MEP programs or organizations. Of those who were served in the regular school year, 1,854 (49%) received a referral to an educational or educationally-related service funded by a non-MEP program or organization. In addition, 3,620 (95%) received support services, and 1,441 (38%) received counseling.

In the summer of 2014, of those who were served, 41 (17%) received a referral to an educational or educationally-related service funded by a non-MEP program or organization. In addition, 211 (88%) received some sort of support service.



Table 12. Students Receiving Support Services during 2013-2014

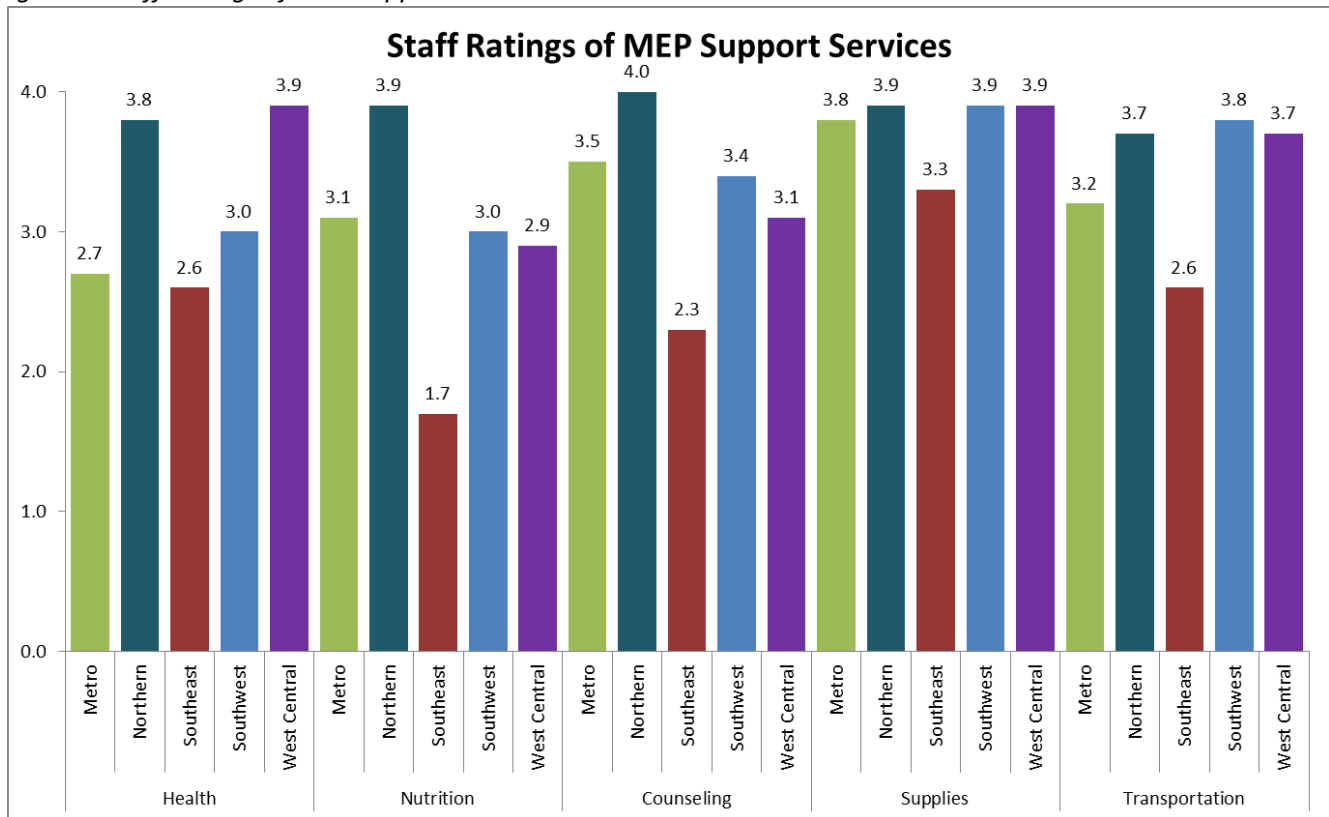
Age and/or Grade	Regular Year 2013-2014				Summer 2014			
	# Served	Received Referral* #/%	Received Support Services #/%	Received Counseling #/%	# Served	Received Referral* #/%	Received Support Services #/%	Received Counseling #/%
0-2	191	116/61%	181/95%	N<16	N<16	N<16	N<16	N<16
Age 3-5/PK	385	201/52%	351/91%	N>16	N<16	N<16	N<16	N<16
K	230	107/47%	213/93%	82/36%	N<16	N<16	N<16	N<16
1	252	116/46%	240/95%	92/37%	21	N<16	17/81%	N<16
2	271	130/48%	259/96%	108/40%	27	N<16	23/85%	N<16
3	258	126/49%	248/96%	108/42%	19	N<16	16/84%	N<16
4	248	111/45%	240/97%	100/40%	25	N<16	20/80%	N<16
5	223	98/44%	216/97%	91/41%	N<16	N<16	N<16	N<16
6	248	112/45%	236/95%	96/39%	16	N<16	N<16	N<16
7	241	102/42%	231/96%	110/46%	N<16	N<16	N<16	N<16
8	237	113/48%	225/95%	99/42%	N<16	N<16	N<16	N<16
9	239	118/49%	228/95%	123/51%	16	N<16	N<16	N<16
10	219	105/48%	207/95%	118/54%	27	N<16	N>16	N<16
11	196	100/51%	187/95%	118/60%	22	N<16	21/95%	N<16
12	241	106/44%	235/98%	142/59%	N<16	N<16	N<16	N<16
OSY (17-21**)	127	93/73%	123/97%	N<16	N<16	N<16	N<16	N<16
Total N	3,806	1,854	3,620	1,441	240	41	211	N<16
% of Total		49%	95%	38%		17%	88%	N<16

* Referrals to an educational or educationally-related service funded by a non-MEP program/organization.
 ** The OSY services are intended for students between the ages of 17 and 21; however, any student with disruptions to their education may receive services.

Due to data privacy concerns, smaller N sizes are suppressed. In some instances it was necessary to also suppress complementary cells to protect privacy.

In the staff survey, MEP teachers and paraprofessionals rated the extent to which they felt that the support services provided by the MEP contributed to migrant children, student, and youth success in school. Mean responses can be seen in Figure 2. Staff responses varied by region, with the ratings for all services being above 3.0 for the Northern and Southwest regions indicating that the majority of staff felt that support services contributed to academic success of migrant students and youth. Respondents from the Southeast region rated all items lower than the other regions.

Figure 2. Staff Ratings of MEP Support Services



Parent Involvement

In addition to providing services to migrant children and youth, the Colorado MEP also implements and supports activities for migrant parents and families. Parent involvement activities vary by region and include events such as advisory council meetings, health fairs, and literacy workshops. Parents are consulted in planning programs and activities for their children, which builds commitment as well as understanding of the program.

A total of 85 parent events were held throughout the state, and these events were attended by at least 1,239 parents (this number may include duplicate parents because parents could participate in multiple activities; see Appendix B). The Southeast region listed the fewest events (seven) and fewest number of parents (54). The Northern region listed the most events (35) and the most number of parents (818). The other regions fell in the middle, with the Southwest region listing 12 events and 97 parents, the Metro region listing 12 events and 162 parents, and the West Central region listing 22 events and at least 108 parents.

Staff Development

Staff development is also an important aspect of the MEP. Staff events included, but were not limited to, statewide conferences, online webinars and trainings, workshops, and staff meetings. A total of 65 staff events were held throughout the state, and these events were attended by 885 staff (this number may include duplicate staff because staff could participate in multiple activities, see Appendix C). The West Central region listed the fewest events (eight) and fewest staff (27). The Southeast region listed the most events (29) and listed 109 participating staff. The Northern region listed ten events and the most participating staff (574), though this number includes duplicate staff. The Southwest region reported ten events and 43 staff, and the Metro region reported ten events and 132 participating staff.



Outcome Evaluation Results

Migrant Student Achievement of Performance Goals 1 and 5

Migrant Student Performance on Performance Goal 1: Proficiency in Reading and Math

In spring 2014, students across Colorado in grades 3-10 were assessed with the Transitional Colorado Assessment Program (TCAP). The following two tables provide results for migrant students on reading and math, disaggregated by PFS status and grade level, comparing the percent scoring proficient or advanced in comparison to the state performance targets, or Annual Measurable Objectives (AMOs).

Migrant Student Performance on Performance Indicator 1.1: The percentage of students at or above the proficient level each year on the state assessment in reading/language.

Table 13. Number/Percent of Migrant Students Scoring Proficient/Advanced on the 2014 Reading TCAP Compared to the State Performance Targets

PFS Status	Grade Level	Tested	Migrant Students Scoring P/A #/%	2013-2014 State Performance Targets (AMOs)	Diff
PFS	Elementary	224	65/29.0%	77.9%	-48.9%
	Middle	177	43/24.3%	77.1%	-52.8%
	High	126	31/24.6%	78.2%	-53.6%
	Total	527	139/26.4%		
Non-PFS	Elementary	434	163/37.6%	77.9%	-40.3%
	Middle	376	117/31.1%	77.1%	-46.0%
	High	229	56/24.5%	78.2%	-53.7%
	Total	1,039	336/32.3%		
Total		1,566	475/30.3%		

All grade levels (elementary, middle, high) of PFS students failed to meet state performance targets for the 2014 reading TCAP; the percent proficient/advanced ranged from 24.3% (middle) to 29% (elementary) with an average of 26.4%. All grade levels (elementary, middle, high) of non-PFS students failed to meet state performance targets; the percent proficient/advanced ranged from 24.5% (high) to 37.6% (elementary), with an average of 32.3%. The overall percent of migrant student scoring proficient/advanced was 30.3%. State performance targets ranged from 77.1% (middle) to 78.2% (high). As a whole across Colorado, 70.36% of all elementary students, 68.37% of middle school students, and 68.56% of high school students scored proficient/advanced on the 2014 reading TCAP.

Migrant Student Performance on Performance Indicator 1.2: The percentage of students at or above the proficient level each year on the state assessment in math.

Table 14. Number/Percent of Migrant Students Scoring Proficient/Advanced on the 2014 Math TCAP Compared to the State Performance Targets

PFS Status	Grade Level	Tested	Migrant Students Scoring P/A #/%	2013-2014 State Performance Targets (AMOs)	Diff
PFS	Elementary	227	69/30.4%	77.6%	-47.2%
	Middle	178	31/17.4%	59.4%	-42.0%
	High	N>100	N<16	42.3%	-38.5%
	Total	N>500	N>100/19.6%		
Non-PFS	Elementary	436	175/40.1%	77.6%	-37.5%
	Middle	377	95/25.2%	59.4%	-34.2%
	High	231	19/8.2%	42.3%	-34.1%
	Total	1,044	289/27.7%		
Total		N>1,500	N>350/25.0%		

Due to data privacy concerns, smaller N sizes are suppressed. In some instances it was necessary to also suppress complementary cells to protect privacy.

All grade levels (elementary, middle, high) of PFS students failed to meet state performance targets for the 2014 math TCAP; the percent proficient/advanced ranged from 3.8% (high school level) to 30.4% (elementary) with an average of 19.6%. All grade levels (elementary, middle, high) of non-PFS students also failed to meet state performance targets; the percent proficient/advanced ranged from 8.2% (high school level) to 40.1% (elementary), with an average of 27.7%. The overall percent of migrant student scoring proficient/advanced was 25.0%. State performance targets ranged from 42.3% (high) to 77.6% (elementary). As a whole across Colorado, 69.03% of all elementary students, 55.45% of middle school students, and 36.99% of high school students scored proficient/advanced on the 2014 math TCAP.

Migrant Student Performance on Performance Goal 5: High School Graduation

Migrant Student Performance on Performance Indicator 5.1: The percentage of students who graduate from high school each year with a regular diploma.

Colorado has a graduation rate State Performance Target of 80%. The graduation rate for all migrant students in 2013-2014 was 63.0%, which was 17% below the State Performance Target and over 14% below the state graduation rate of 77.3%. The graduation rate for migrant students did increase slightly over the 2012-2013 graduation rate of 62.6%.

By region, the graduation rate for migrant students only increased for two regions: West Central (25.1% increase) and Metro (3.1% increase). Graduation rate actually decreased for the Southwest region (23.6% decrease), the Southeast region (6.9% decrease), charter schools (5.4% decrease), and the Northern region (4.4% decrease).

Some migrant students attend charter schools, most of which are within a school district and therefore coded by region. However, those students who attend a school managed by the Charter School Institute could fall into multiple regions, so those students are reported separately with a distinct region called "Charter schools" in Table 15.



Table 15. Migrant Student Graduation Rate

MEP Region	2012-2013			2013-2014			Diff +/-
	Migrant Grad Base	# Migrant Graduates	Migrant Graduation Rate	Migrant Grad Base	# Migrant Graduates	Migrant Graduation Rate	
Metro	112	60	53.6%	104	59	56.7%	3.1%
Northern	121	86	71.1%	102	68	66.7%	-4.4%
Southeast	37	29	78.4%	28	20	71.4%	-6.9%
Southwest	N>16	N>16	---	N>16	N>16	---	-23.6%
West Central	N>16	N>16	---	N>16	N>16	---	25.1%
Charter Schools	N<16	N<16	---	N<16	N<16	---	-5.4%
Total	348	218	62.6%	308	194	63.0%	0.3%

Due to data privacy concerns, smaller N sizes are suppressed. In some instances it was necessary to also suppress complementary cells to protect privacy.

Migrant Student Performance on Performance Indicator 5.2: The percentage of students who drop out of school each year.

Colorado does not have a State Performance Target for drop-out rate.

Measurable Program Outcomes (MPO) Results

This section provides a summary of the evaluation results based on the Colorado’s Measurable Program Outcomes (MPOs). Data for these tables are derived from parent surveys, the preschool student tracking form, TCAP scores, and literacy assessment results.

School Readiness

MPO 1a: After participating in MEP-sponsored activities to strengthen parent involvement around school readiness, 80% of migrant parents of children ages 3-5 enrolled in the MEP will report positive growth in their ability to help with their children’s school readiness.

Table 16 shows that Colorado **met MPO 1a**, with 98% of parents indicating that MEP helped them learn to help their 3-5 year old child(ren) prepare for school. Out of 119 parents responding, 87% said that MEP helped a lot, and 12% indicated that MEP helped somewhat. Only two parents (less than 2%) responded that MEP did not help at all. All five regions met this MPO.

Table 16. Parent Ratings of Growth in their Ability to Help their Child Prepare for School

To what extent did the MEP help you learn to help your child prepare for school (children ages 3-5)?							
MEP Region	N	Not at all #/%	Somewhat #/%	A lot #/%	Mean Rating	% Parents More Prepared	MPO Met?
Metro	36	1/3%	2/6%	33/92%	2.9	97%	Yes
Northern	12	0	0	12/100%	3.0	100%	Yes
Southeast	13	1/8%	2/15%	10/77%	2.7	92%	Yes
Southwest	30	0	2/7%	28/93%	2.9	100%	Yes
West Central	28	0	8/29%	20/71%	2.7	100%	Yes
Total	119	2/2%	14/12%	103/87%	2.8	98%	Yes

MPO 1b: Migrant children ages 3-5 (not in kindergarten), who are receiving MEP services, will increase their school readiness.

Table 17 shows that Colorado **met MPO 1b**, with 74% of migrant children ages 3-5 (not in kindergarten), who received MEP services, improving their school readiness on the preschool student tracking form. Improvement was similar across PFS and non-PFS students, with 72% of PFS children improving and 74% of non-PFS children improving. For PFS students, the Metro, Northern, Southwest, and West Central regions met this MPO. For non-PFS students, the Metro, Southwest, and West Central met the MPO. The Southeast region did not report having any completed preschool student tracking forms, and the Northern region only reported having completed preschool student forms for PFS students.

Table 17. Preschool Student Tracking Form Assessment Results

PFS Status	MEP Region	N	Improving #/%	Remaining the Same #/%	Declining #/%	MPO Met?
PFS	Metro	27	N<16	N<16	N<16	Yes
	Northern	N<16	N<16	N<16	N<16	Yes
	Southeast	N<16	N<16	N<16	N<16	N/A
	Southwest	N<16	N<16	N<16	N<16	Yes
	West Central	N<16	N<16	N<16	N<16	Yes
	Total	43	31/72%	N<16	N<16	Yes
Non-PFS	Metro	109	74/68%	N>30	N<16	Yes
	Northern	N<16	N<16	N<16	N<16	N/A
	Southeast	N<16	N<16	N<16	N<16	N/A
	Southwest	N<16	N<16	N<16	N<16	Yes
	West Central	19	N<16	N<16	N<16	Yes
	Total	139	103/74%	N>30	N<16	Yes
Total All	182	134/74%	48/26%	N<16	Yes	

Due to data privacy concerns, smaller N sizes are suppressed. In some instances it was necessary to also suppress complementary cells to protect privacy.



Reading/Writing

MPO 2a: 3% more students in grades 3-10 will attain “proficient” in reading or show more than one year growth on the Colorado State assessment.

The numbers and percent of migrant students scoring proficient/advanced or showing more than one year of growth on the reading TCAP are shown in Table 18. One year growth on TCAP was operationalized as a student growth percentile of 65 or higher (typical growth is 35-65%). For 2013, only students who were served during the 2012-2013 year were counted; for 2014, only students who were served in the regular school year were counted. In 2014, PFS students met MPO 2a, with a 4.0% increase in students scoring proficient/advanced or demonstrating more than one year of growth. However, non-PFS students and all migrant students combined declined by 5.7% and failed to meet MPO 2a.

Table 18. Number/Percent of Migrant Students Scoring Proficient/Advanced or Showing More than One Year Growth on the Reading TCAP

PFS Status	2013				2014				Diff	MPO Met?
	N	P/A #/%	Growth +1 Year #/%	Total P/A or Growth +1 Year #/%	N	P/A #/%	Growth +1 Year #/%	Total P/A or Growth +1 Year #/%		
PFS	122	33/27%	N<16	40/33%	509	135/27%	87/20%	187/37%	4.0%	Yes
Non-PFS	770	282/37%	N>220	390/51%	990	322/33%	236/28%	450/45%	-5.2%	No
Total	892	315/35%	236/30%	430/48%	1,499	457/30%	323/25%	637/42%	-5.7%	No

* Growth cannot be calculated for third graders; therefore, third graders are included in the P/A totals but not the growth totals. The percentage for Growth +1 Year is based on the total number of fourth through tenth graders with a valid TCAP score. Due to data privacy concerns, smaller N sizes are suppressed. In some instances it was necessary to also suppress complementary cells to protect privacy.

When 2014 reading TCAP results were broken down by grade level, as shown in Table 19, only tenth graders met MPO 2a. All other grade levels showed a decrease in the percentage of migrant students who either scored proficient/advanced or demonstrated more than one year of growth. Due to the inability to calculate growth for third graders, their totals include only those who scored proficient/advanced.

Table 19. Number/Percent of Migrant Students Scoring Proficient/Advanced or Showing More than One Year Growth on the Reading TCAP by Grade Level

Grade	2013				2014				Diff	MPO Met?
	N	P/A #/%	Growth +1 Year #/%	Total P/A or Growth +1 Year #/%	N	P/A #/%	Growth +1 Year #/%	Total P/A or Growth +1 Year #/%		
3	110	55/50%		55/50%	214	85/40%		85/40%	-10.3%	No
4	136	53/39%	40/29%	66/49%	179	63/35%	33/18%	75/42%	-6.6%	No
5	135	49/36%	36/27%	67/50%	203	63/31%	52/26%	93/46%	-3.8%	No
6	140	57/41%	41/29%	70/50%	183	57/31%	53/29%	86/47%	-3.0%	No
7	109	35/32%	39/36%	58/53%	216	73/34%	57/26%	102/47%	-6.0%	No
8	99	N>16	N>16	46/46%	165	33/20%	41/25%	62/38%	-8.9%	No
9	125	37/30%	37/30%	54/43%	178	35/20%	47/26%	62/35%	-8.4%	No
10	38	N<16	N<16	14/37%	161	48/30%	40/25%	72/45%	7.9%	Yes

* Growth cannot be calculated for third graders; therefore, third graders are included in the P/A totals but not the growth totals. The percentage for Growth +1 Year is based on the total number of fourth through tenth graders with a valid TCAP score. Due to data privacy concerns, smaller N sizes are suppressed. In some instances it was necessary to also suppress complementary cells to protect privacy.

As can be seen in Table 20, only the West Central region met MPO 2a. All other regions showed a decrease in students scoring proficient/advanced or demonstrating at least one year of growth on the 2014 reading TCAP.

Table 20. Number/Percent of Migrant Students Scoring Proficient/Advanced or Showing More than One Year Growth on the Reading TCAP by MEP Region

MEP Region	2013				2014				Diff	MPO Met?
	N	P/A #/%	Growth +1 Year #/%	Total P/A or Growth +1 Year #/%	N	P/A #/%	Growth +1 Year #/%	Total P/A or Growth +1 Year #/%		
Metro	51	N>16	N<16	26/51%	470	114/24%	95/24%	171/36%	-14.6%	No
Northern	599	205/34%	163/31%	283/47%	667	203/30%	143/25%	291/44%	-3.6%	No
Southeast	118	54/46%	28/26%	63/53%	108	50/46%	N>16	56/52%	-1.5%	No
Southwest	36	N<16	N<16	19/53%	83	29/35%	N<16	33/40%	-13.0%	No
West Central	88	24/27%	21/27%	39/44%	171	61/36%	45/32%	86/50%	6.0%	Yes

* Growth cannot be calculated for third graders; therefore, third graders are included in the P/A totals but not the growth totals. The percentage for Growth +1 Year is based on the total number of fourth through tenth graders with a valid TCAP score. Due to data privacy concerns, smaller N sizes are suppressed. In some instances it was necessary to also suppress complementary cells to protect privacy.

MPO 2b: Students in grades K-2 will show an increase in literacy skills as measured by a State-approved literacy assessment.

If at least 50% of students improve in their literacy assessment results, MPO 2b has been met. Table 21 shows that Colorado **met MPO 2b**, with 62% of 432 migrant students in grades K-2 improving on the literacy assessment. Percentages were much higher for the 302 non-PFS students (71%) than for the 130 PFS students (43%). All grade levels for non-PFS students met the MPO, but none of the grade levels for PFS students met the

MPO. Kindergarten PFS students (49%) and first grade PFS students (47%) were very close to meeting the MPO, however.

Table 21. Literacy Assessment Results for Migrant Students in Grades K-2

PFS Status	Grade Level	N	Improving #/%	Remaining the Same #/%	Declining #/%	MPO met?
PFS	K	43	21/49%	N>16	N<16	No
	1	38	18/47%	N<16	N<16	No
	2	49	17/35%	N>16	N<16	No
	Total	130	56/43%	52/40%	22/17%	No
Non-PFS	K	100	76/76%	N>20	N<16	Yes
	1	91	67/74%	N>16	N<16	Yes
	2	111	70/63%	N>16	N<16	Yes
	Total	302	213/71%	N>16	N<16	Yes
Total	432	269/62%	131/30%	32/7%	Yes	

Due to data privacy concerns, smaller N sizes are suppressed. In some instances it was necessary to also suppress complementary cells to protect privacy.

Table 22 shows the literacy assessment results for K-2 migrant students by MEP region. Metro (63%), Northern (61%), Southeast (data suppressed due to small N size), and West Central (95%) all met MPO 2b. However, Southwest did not meet MPO 2b, with only 44% of students improving.

Table 22. Literacy Assessment Results for Migrant Students in Grades K-2 by Region

MEP Region	PFS Status	N	Improving #/%	Remaining the Same #/%	Declining #/%	MPO met?
Metro	PFS	32	N<16	18/56%	N<16	No
	Non-PFS	54	N>35	N<16	N<16	Yes
	Total	86	54/63%	N>16	N<16	Yes
Northern	PFS	48	N>16	16/33%	N<16	Yes
	Non-PFS	182	N>100	62/34%	N<16	Yes
	Total	230	140/61%	78/34%	N<16	Yes
Southeast	PFS	N>16	N<5	N<5	N>16	No
	Non-PFS	N>20	N>16	N<16	N<5	Yes
	Total	42	N>16	N<16	16/38%	Yes
Southwest	PFS	N>16	N<16	18/53%	N<16	No
	Non-PFS	N<16	N<16	N<5	N<5	Yes
	Total	36	16/44%	N>16	N<5	No
West Central	PFS	N<5	N<5	N<5	N<5	N/A
	Non-PFS	N>16	N>16	N<5	N<16	Yes
	Total	38	36/95%	N<5	N<16	Yes

Due to data privacy concerns, smaller N sizes are suppressed. In some instances it was necessary to also suppress complementary cells to protect privacy.



MPO 2c: 3% more students in grades 3-10 will attain “proficient” in writing or show more than one year growth on the Colorado State assessment.

The numbers and percent of migrant students scoring proficient/advanced or showing more than one year of growth on the writing TCAP are shown in Table 23. One year growth on TCAP was operationalized as a student growth percentile of 65 or higher. For 2013, only students who were served during the 2012-2013 year were counted; for 2014, only students who were served in the regular school year were counted. In 2014, PFS students met MPO 2a, with a 13.5% increase in students scoring proficient/advanced or demonstrating more than one year of growth. However, all migrant students combined showed a 0.1% decrease and failed to meet MPO 2c.

Table 23. Number/Percent of Migrant Students Scoring Proficient/Advanced or Showing More than One Year Growth on the Writing TCAP

PFS Status	2013				2014				Diff	MPO Met?
	N	P/A #/%	Growth +1 Year #/%	Total P/A or Growth +1 Year #/%	N	P/A #/%	Growth +1 Year #/%	Total P/A or Growth +1 Year #/%		
PFS	127	N<16	N<16	20/16%	509	80/16%	103/24%	149/29%	13.5%	Yes
Non-PFS	769	N>200	N>190	324/42%	995	234/24%	289/34%	427/43%	0.8%	No
Total	896	221/25%	207/26%	344/38%	1,504	314/21%	392/30%	576/38%	-0.1%	No

* Growth cannot be calculated for third graders; therefore, third graders are included in the P/A totals but not the growth totals. The percentage for Growth +1 Year is based on the total number of fourth through tenth graders with a valid TCAP score. Due to data privacy concerns, smaller N sizes are suppressed. In some instances it was necessary to also suppress complementary cells to protect privacy.

When 2014 writing TCAP results were broken down by grade level, as shown in Table 24, only seventh and eighth graders met MPO 2c. Fourth, fifth, and sixth graders had an increase in the percentage of migrant students who either scored proficient/advanced or demonstrated more than one year of growth, but this increase fell just short of meeting MPO 2c. Due to the inability to calculate growth for third graders, their totals include only those who scored proficient/advanced.

Table 24. Number/Percent of Migrant Students Scoring Proficient/Advanced or Showing More than One Year Growth on the Writing TCAP by Grade Level

Grade	2013				2014				Diff	MPO Met?
	N	P/A #/%	Growth +1 Year #/%	Total P/A or Growth +1 Year #/%	N	P/A #/%	Growth +1 Year #/%	Total P/A or Growth +1 Year #/%		
3	113	33/29%		33/29%	216	42/19%		42/19%	-9.8%	No
4	136	31/23%	30/22%	47/35%	179	42/23%	44/25%	67/37%	2.9%	No
5	135	39/29%	31/23%	51/38%	203	38/19%	56/28%	81/40%	2.1%	No
6	140	37/26%	48/34%	64/46%	183	42/23%	73/40%	87/48%	1.8%	No
7	111	32/29%	N>16	45/41%	216	63/29%	61/28%	98/45%	4.8%	Yes
8	98	N>16	35/36%	42/43%	166	32/19%	67/40%	81/49%	5.9%	Yes
9	125	25/20%	28/22%	46/37%	181	27/15%	49/27%	61/34%	-3.1%	No
10	38	N<16	N<16	16/42%	160	28/18%	42/26%	59/37%	-5.2%	No

* Growth cannot be calculated for third graders; therefore, third graders are included in the P/A totals but not the growth totals. The percentage for Growth +1 Year is based on the total number of fourth through tenth graders with a valid TCAP score.

Due to data privacy concerns, smaller N sizes are suppressed. In some instances it was necessary to also suppress complementary cells to protect privacy.

As can be seen in Table 25, the Southeast and West Central regions met MPO 2c. The West Central region had a 7.8% increase in students scoring proficient/advanced or demonstrating at least one year of growth on the 2014 writing TCAP, and the Southeast region had a 4.1% increase. The Metro region had a 2.6% increase that was just short of the 3% goal. The Northern region showed a slight increase (0.8%), and the Southwest region had a slight decrease (-0.1%).

Table 25. Number/Percent of Migrant Students Scoring Proficient/Advanced or Showing More than One Year Growth on the Writing TCAP by MEP Region

MEP Region	2013				2014				Diff	MPO Met?
	N	P/A #/%	Growth +1 Year #/%	Total P/A or Growth +1 Year #/%	N	P/A #/%	Growth +1 Year #/%	Total P/A or Growth +1 Year #/%		
Metro	51	N<16	N<16	16/31%	474	82/17%	109/27%	161/34%	2.6%	No
Northern	603	139/23%	145/28%	227/38%	666	134/20%	180/31%	256/38%	0.8%	No
Southeast	118	46/39%	28/26%	58/49%	109	N>35	N>30	58/53%	4.1%	Yes
Southwest	36	N<16	N<16	N<16	83	N<16	N<16	N>16	-0.1%	No
West Central	88	21/24%	17/22%	N>30	172	43/25%	56/39%	78/45%	7.8%	Yes

* Growth cannot be calculated for third graders; therefore, third graders are included in the P/A totals but not the growth totals. The percentage for Growth +1 Year is based on the total number of fourth through tenth graders with a valid TCAP score.

Due to data privacy concerns, smaller N sizes are suppressed. In some instances it was necessary to also suppress complementary cells to protect privacy.

MPO 2d: After participating in MEP-sponsored activities in reading/literacy, 80% of migrant parents with children enrolled in grades K-12 will report an increased ability to help with their children’s reading/literacy development.

Table 26 shows results from the parent survey and the extent to which parents thought that MEP helped them learn to help their child with reading. Colorado **met MPO 2d**, with 99% of parents reporting an increased ability to help their child. Only four of 309 respondents did not feel that MEP helped.

Table 26. Parent Ratings of Growth in their Ability to Help their Child with Reading

To what extent did the MEP help you learn to help your child with reading?							
MEP Region	N	Not at all #/%	Somewhat #/%	A lot #/%	Mean Rating	% Parents More Prepared	MPO Met?
Metro	38	1/3%	5/13%	32/84%	2.8	97%	Yes
Northern	190	0	12/6%	178/94%	2.9	100%	Yes
Southeast	16	1/6%	2/13%	13/81%	2.8	94%	Yes
Southwest	31	1/3%	2/6%	28/90%	2.9	97%	Yes
West Central	34	1/3%	13/38%	20/59%	2.6	97%	Yes
Total	309	4/1%	34/11%	271/88%	2.9	99%	Yes

Mathematics

MPO 3a: 3% more students in grades 3-10 will attain “proficient” or show more than one year growth on the Colorado State mathematics assessment.

The numbers and percent of migrant students scoring proficient/advanced or showing more than one year of growth on the math TCAP are shown in Table 27. One year growth on TCAP was operationalized as a student growth percentile of 65 or higher. For 2013, only students who were served during the 2012-2013 year were counted; for 2014, only students who were served in the regular school year were counted. In 2014, PFS students met MPO 3a, with a 4.4% increase in students scoring proficient/advanced or demonstrating more than one year of growth. However, non-PFS students and all combined migrant students showed a decrease from 2013 to 2014 and failed to meet MPO 3a.

Table 27. Number/Percent of Migrant Students Scoring Proficient/Advanced or Showing More than One Year Growth on the Math TCAP

PFS Status	2013				2014				Diff	MPO Met?
	N	P/A #/%	Growth +1 Year #/%	Total P/A or Growth +1 Year #/%	N	P/A #/%	Growth +1 Year #/%	Total P/A or Growth +1 Year #/%		
PFS	129	31/24%	N<16	36/28%	517	103/20%	95/21%	167/32%	4.4%	Yes
Non-PFS	770	240/31%	N>215	369/48%	995	279/28%	274/32%	457/46%	-2.0%	No
Total	899	271/30%	228/29%	405/45%	1,512	382/25%	369/28%	624/41%	-3.8%	No

* Growth cannot be calculated for third graders; therefore, third graders are included in the P/A totals but not the growth totals. The percentage for Growth +1 Year is based on the total number of fourth through tenth graders with a valid TCAP score.

When 2014 math TCAP results were broken down by grade level, as shown in Table 28, only ninth graders met MPO 3a (5.8% increase). All other grade levels stayed about the same or decreased. Due to the inability to calculate growth for third graders, their totals include only those who scored proficient/advanced.

Table 28. Number/Percent of Migrant Students Scoring Proficient/Advanced or Showing More than One Year Growth on the Math TCAP by Grade Level

Grade	2013				2014				Diff	MPO Met?
	N	P/A #/%	Growth +1 Year #/%	Total P/A or Growth +1 Year #/%	N	P/A #/%	Growth +1 Year #/%	Total P/A or Growth +1 Year #/%		
3	114	57/50%		57/50%	216	94/44%		94/44%	-6.5%	No
4	136	61/45%	42/31%	78/57%	179	73/41%	38/21%	85/47%	-9.9%	No
5	135	46/34%	38/28%	67/50%	204	62/30%	64/31%	99/49%	-1.1%	No
6	140	48/34%	40/29%	65/46%	188	52/28%	64/34%	90/48%	1.4%	No
7	111	27/24%	31/28%	47/42%	216	48/22%	63/29%	90/42%	-0.7%	No
8	100	20/20%	39/39%	47/47%	164	30/18%	46/28%	64/39%	-8.0%	No
9	125	N<16	N>16	N>25	183	N<16	50/27%	N>50	5.8%	Yes
10	38	N<16	N<16	N<16	162	N<16	44/27%	N>45	-9.2%	No

* Growth cannot be calculated for third graders; therefore, third graders are included in the P/A totals but not the growth totals.

The percentage for Growth +1 Year is based on the total number of fourth through tenth graders with a valid TCAP score.

Due to data privacy concerns, smaller N sizes are suppressed. In some instances it was necessary to also suppress complementary cells to protect privacy.

As can be seen in Table 29, the Metro region was the only region that met MPO 3a (Metro had a 10.2% increase). While West Central had a 1.7% increase in students scoring proficient/advanced or demonstrating at least one year of growth on the 2014 math TCAP, this was not enough to meet MPO 3a. All other regions showed a decrease from 2013 to 2014.

Table 29. Number/Percent of Migrant Students Scoring Proficient/Advanced or Showing More than One Year Growth on the Math TCAP by MEP Region

MEP Region	2013				2014				Diff	MPO Met?
	N	P/A #/%	Growth +1 Year #/%	Total P/A or Growth +1 Year #/%	N	P/A #/%	Growth +1 Year #/%	Total P/A or Growth +1 Year #/%		
Metro	53	N<16	N<16	N<16	475	108/23%	119/29%	N>16	10.2%	Yes
Northern	604	167/28%	164/31%	265/44%	669	161/24%	156/27%	268/40%	-3.8%	No
Southeast	118	50/42%	21/20%	60/51%	109	40/37%	N>25	55/50%	-0.4%	No
Southwest	36	N<16	N<16	N>20	87	20/23%	N<16	N>25	-25.0%	No
West Central	88	31/35%	24/31%	44/50%	172	53/31%	52/37%	89/52%	1.7%	No

* Growth cannot be calculated for third graders; therefore, third graders are included in the P/A totals but not the growth totals. The percentage for Growth +1 Year is based on the total number of fourth through tenth graders with a valid TCAP score.

Due to data privacy concerns, smaller N sizes are suppressed. In some instances it was necessary to also suppress complementary cells to protect privacy.



MPO 3b: Students in grades K-2 will show an increase in mathematics skills as measured by a State-approved math assessment.

Table 30 shows that Colorado met **MPO 3b**, with 68% of migrant students in grades K-2 improving their math assessment results. The MPO was met for all grade levels for both PFS and non-PFS students *except* for grade 1 PFS students.

Table 30. Math Assessment Results for Migrant Students in Grades K-2

PFS Status	Grade Level	N	Improving #/%	Remaining the Same #/%	Declining #/%	MPO met?
PFS	K	N<16	N<16	N<16	N<16	Yes
	1	N>20	N<16	N<16	N<16	No
	2	28	17/61%	N<16	N<16	Yes
	Total	61	35/57%	N<20	N<16	Yes
Non-PFS	K	39	28/72%	N<16	N<16	Yes
	1	65	42/65%	N<16	N<16	Yes
	2	86	65/76%	N<16	N<16	Yes
	Total	190	135/71%	N>30	N>16	Yes
Total		251	170/68%	59/24%	22/9%	Yes

Due to data privacy concerns, smaller N sizes are suppressed. In some instances it was necessary to also suppress complementary cells to protect privacy.

Table 31 shows math assessment results for K-2 migrant students by region. The MPO was met by the Metro (57% improving), Northern (71% improving), and West Central regions, with the Southwest region not meeting the MPO.

Table 31. Math Assessment Results for Migrant Students in Grades K-2 by Region

MEP Region	PFS Status	N	Improving #/%	Remaining the Same #/%	Declining #/%	MPO met?
Metro	PFS	N<16	N<16	N<16	N<16	Yes
	Non-PFS	N>30	N>16	N<16	N<16	Yes
	Total	42	24/57%	N<16	N<16	Yes
Northern	PFS	36	25/69%	N<16	N<16	Yes
	Non-PFS	143	102/71%	N<16	N<16	Yes
	Total	179	127/71%	N>16	N<16	Yes
Southeast	PFS	N<16	N<16	N<16	N<16	N/A
	Non-PFS	N<16	N<16	N<16	N<16	N/A
	Total	N<16	N<16	N<16	N<16	N/A
Southwest	PFS	N<16	N<16	N<16	N<16	No
	Non-PFS	N<16	N<16	N<16	N<16	Yes
	Total	16	N<16	N<16	N<16	No
West Central	PFS	N<16	N<16	N<16	N<16	N/A
	Non-PFS	N<16	N<16	N<16	N<16	Yes
	Total	N<16	N<16	N<16	N<16	Yes

Due to data privacy concerns, smaller N sizes are suppressed. In some instances it was necessary to also suppress complementary cells to protect privacy.

MPO 3c: After participating in MEP-sponsored activities in mathematics, 80% of migrant parents with children enrolled in grades K-12 will report an increased ability to help with their children's mathematics development.

Table 32 shows that Colorado **met MPO 3c**, with 99% of 289 responding parents indicating an increased ability to help their child with math. All regions also met this MPO.

Table 32. Parent Ratings of Growth in their Ability to Help their Child with Math

To what extent did the MEP help you learn to help your child with math?							
MEP Region	N	Not at all #/%	Somewhat #/%	A lot #/%	Mean Rating	% Parents More Prepared	MPO Met?
Metro	36	1/3%	7/19%	28/78%	2.8	97%	Yes
Northern	170	0	19/11%	151/89%	2.9	100%	Yes
Southeast	16	0	4/25%	12/75%	2.8	100%	Yes
Southwest	33	1/3%	12/36%	20/61%	2.6	97%	Yes
West Central	34	2/6%	14/41%	18/53%	2.5	94%	Yes
Total	289	4/1%	56/19%	229/79%	2.8	99%	Yes



High School Graduation

MPO 4a: There will be a decrease of 1% in the dropout rate for migrant students.

As shown in Table 33, Colorado failed to meet MPO 4a; the migrant dropout rate overall actually increased 0.6% from 3.6% in 2012-2013 to 4.2% in 2013-2014. However, two regions (Northern, Southwest) and charter schools had a decrease in dropout rate. Some migrant students attend charter schools, most of which are within a school district and therefore coded by region. However, those students who attend a school managed by the Charter School Institute could fall into multiple regions, so those students are reported separately with a distinct region called “Charter schools” in Tables 33 and 35.

Table 33. Migrant Student Dropout Rate

MEP Region	2012-2013			2013-2014			Diff +/-	MPO Met?
	# Migrant Students	# Migrant Dropouts	Migrant Dropout Rate	# Migrant Students	# Migrant Dropouts	Migrant Dropout Rate		
Metro	211	N<16	N<16	323	18	N<16	2.8%	No
Northern	495	19	3.8%	543	16	2.9%	-0.9%	No
Southeast	77	N<16	N<16	124	N<16	N<16	4.8%	No
Southwest	104	N<16	N<16	124	N<16	N<16	-3.2%	Yes
West Central	174	N<16	N<16	150	N<16	N<16	1.0%	No
Charter Schools	23	N<16	N<16	79	N<16	N<16	-9.0%	Yes
Total	1,084	39	3.6%	1,343	57	4.2%	0.6%	No

Due to data privacy concerns, smaller N sizes are suppressed. In some instances it was necessary to also suppress complementary cells to protect privacy.

MPO 4b: 1% more migrant students in grades 9-12 than the previous year will be on track for high school graduation.

As shown in Table 34, Colorado failed to meet MPO 4b; the percent of students on track to graduate actually decreased 6% from 90% in 2012-2013 to 84% in 2013-2014. PFS students decreased 14% and non-PFS students decreased 6%.

Table 34. Migrant Students on Track to Graduate in 2012-2013 and 2013-2014

PFS Status	2012-2013			2013-2014			Diff +/-	MPO Met?
	Not on Track to Graduate #/%	On Track to Graduate #/%	Total	Not on Track to Graduate #/%	On Track to Graduate #/%	Total		
PFS Status	N<16	40/---	N>40	32/---	N>150	N>150	-13.9%	No
Non-PFS	55/11%	456/89%	511	61/16%	309/84%	370	-5.7%	No
Total	56/10%	496/90%	552	93/16%	473/84%	566	-6.3%	No

Due to data privacy concerns, smaller N sizes are suppressed. In some instances it was necessary to also suppress complementary cells to protect privacy.



As can be seen in Table 35, the West Central region and charter schools were the only regions that met MPO 5b (West Central had an 8.7% increase and charter schools had a 28.3% increase in percent of student on track to graduate). All other regions showed a decrease from 2012-2013 to 2013-2014.

Table 35. Migrant Students on Track to Graduate in 2012-2013 and 2013-2014 by Region

MEP Region	2012-2013			2013-2014			Diff +/-	MPO Met?
	Not on Track to Graduate #/%	On Track to Graduate #/%	Total	Not on Track to Graduate #/%	On Track to Graduate #/%	Total		
Metro	N<16	101/---	N>100	25/---	117/---	N>130	-8.6%	No
Northern	21/8%	231/92%	252	42/16%	219/84%	261	-7.8%	No
Southeast	N<16	43/---	N>40	N<16	40/---	N>40	-13.5%	No
Southwest	N<16	45/---	N>40	N<16	38/---	N>40	-17.8%	No
West Central	N<16	69/---	N>70	N<16	56/---	N>50	8.7%	Yes
Charter Schools	N<16	N<16	N<16	N<16	N<16	N<16	28.3%	Yes

Due to data privacy concerns, smaller N sizes are suppressed. In some instances it was necessary to also suppress complementary cells to protect privacy.

MPO 4c: After participating in MEP-sponsored activities focused on high school graduation, post-secondary, and career options, 80% of migrant parents with high school students will report an increased ability to help their children prepare for graduation and consider postsecondary education and/or career options.

Tables 36 and 37 show that Colorado met **MPO 4c**, with 98% of 151 parents reporting that the MEP helped them to help their high school children to be on track for graduation, and 98% of 122 parents reporting that the MEP helped them to help their high school children prepare for college/careers. Parents responded using a three-point scale (1 = Not at all, 2 = Somewhat, 3 = A lot). This MPO was met for all five regions, with the Metro region having the highest mean rating (2.9) regarding helping students be on track for graduation, and the Northern region having the highest mean rating (2.9) regarding preparing students for college/careers. The overall mean rating was 2.7 for helping students to be on track for graduation, and 2.8 for preparing students for college/careers.

Table 36. Parent Ratings of Growth in their Ability to Help Prepare their Children for Graduation

To what extent did the MEP help you learn to help your high school student be on track for graduation?							
MEP Region	N	Not at all #/%	Somewhat #/%	A lot #/%	Mean Rating	% Parents More Prepared	MPO Met?
Metro	25	0	2/8%	23/92%	2.9	100%	Yes
Northern	92	0	22/24%	70/76%	2.8	100%	Yes
Southeast	5	1/20%	0	4/80%	2.6	80%	Yes
Southwest	11	0	2/18%	9/82%	2.8	100%	Yes
West Central	18	2/11%	6/33%	10/56%	2.4	89%	Yes
Total	151	3/2%	32/21%	116/77%	2.7	98%	Yes

Table 37. Parent Ratings of Growth in their Ability to Help Prepare their Children for Postsecondary Education/Careers

To what extent did the MEP help you learn to help your high school student prepare for college/careers?							
MEP Region	N	Not at all #/%	Somewhat #/%	A lot #/%	Mean Rating	% Parents More Prepared	MPO Met?
Metro	22	0	5/23%	17/77%	2.8	100%	Yes
Northern	71	0	10/14%	61/86%	2.9	100%	Yes
Southeast	3	0	1/33%	2/67%	2.7	100%	Yes
Southwest	8	0	0	8/100%	3	100%	Yes
West Central	18	2/11%	6/33%	10/56%	2.4	89%	Yes
Total	122	2/2%	22/18%	98/80%	2.8	98%	Yes

Student Re-engagement and Out-of-School Youth (OSY)

MPO 5a: There will be an increase of 1% over the previous year in migrant OSY recovered from dropout status.

Table 38 shows that Colorado **did not meet MPO 5a**, with a 7.1% decrease from 2012-2013 in the number of migrant out-of-school youth (OSY) who recovered from dropout status. In 2012-2013, 34% of 166 OSY were pursuing a diploma or GED, while in 2013-2014, only 27% of 169 OSY were pursuing a diploma or GED. Decreases were found for the Metro Region (-1.1%), Northern Region (-8.8%), and Southwest Region (-30.6%), an increase of 10.0% in the Southeast Region. The West Central Region saw no change, and the Northwest Region did not exist in 2013-2014.

Table 38. Comparison of Migrant OSY Re-engaged in 2012-2013 and 2013-2014

MEP Region	2012-2013				2013-2014				Diff	MPO Met?
	# OSY	Pursuing Diploma #/%	Pursuing GED #/%	Total	# OSY	Pursuing Diploma #/%	Pursuing GED #/%	Total		
Metro	53	N<16	N<16	N<16	31	N<16	N<16	N<16	-1.1%	No
Northern	82	18/22%	23/28%	41/50%	85	N<16	N<16	35/41%	-8.8%	No
Northwest	N<16	N<16	N<16	N<16	N<16	N<16	N<16	N<16	N/A	N/A
Southeast	N<16	N<16	N<16	N<16	N<16	N<16	N<16	N<16	10.0%	Yes
Southwest	N<16	N<16	N<16	N<16	35	N<16	N<16	N<16	-30.6%	No
West Central	N<16	N<16	N<16	N<16	N<16	N<16	N<16	N<16	0.0%	No
Total	166	25/15%	31/19%	56/34%	169	18/11%	27/16%	45/27%	-7.1%	No

Due to data privacy concerns, smaller N sizes are suppressed. In some instances it was necessary to also suppress complementary cells to protect privacy.

MPO 5b: 80% of migrant OSY will report that they have received useful information/materials from the MEP to assist them in accessing education, jobs readiness skills, and/or community resources.

Table 39 shows that Colorado met MPO 5b, with 94% of 77 migrant OSY reporting that they received useful information/materials from MEP to assist them in accessing education, jobs readiness skills, and/or community

resources. Of the 70 OSY in the Northern, Southwest, and West Central Regions, 100% rated the materials as somewhat (61%) or a lot (39%) useful. The only region that did not meet that MPO was the Metro Region, with five of seven respondents (71%) indicating that they did not find the information/materials useful.

Table 39. OSY Ratings of the Usefulness of Information/Materials Received from the MEP

To what extent was information and materials you received from the MEP useful in assisting you in accessing education, job readiness skills, and/or community resources?							
MEP Region	N	Not at all #/%	Somewhat #/%	A lot #/%	Mean Rating	% OSY Received Useful Materials	MPO Met?
Metro	7	5/71%	0	2/29%	1.6	29%	No
Northern	60	0	38/63%	22/37%	2.4	100%	Yes
Southeast	0	N/A	N/A	N/A	N/A	N/A	N/A
Southwest	7	0	5/71%	2/29%	2.3	100%	Yes
West Central	3	0	0	3/100%	3	100%	Yes
Total	77	5/6%	43/56%	29/38%	2.3	94%	Yes

Conclusions and Recommendations

School Readiness

Of the 119 parents who responded to the parent survey, 98% stated that MEP helped them learn to help their 3-5 year old child(ren) prepare for school. The preschool student tracking form indicated that 74% of migrant children ages 3-5 (not in Kindergarten) who received services improved their school readiness. The Colorado MEP therefore met both MPO 1a and 1b for 2013-2014. These results are slightly lower than the previous year (2012-2013), wherein 99% of parents felt that MEP helped them learn to help their children prepare for school, and 78% of children improved their school readiness.

Reading/Writing

While PFS students met MPO 2a by showing a 4.0% increase in the number of students scoring proficient/advanced or demonstrating more than one year of growth on the reading TCAP, overall, the total number of migrant students who were served in the regular year and scored proficient/advanced or demonstrated more than one year of growth declined by 5.7% and failed to meet MPO 2a. When 2014 reading TCAP results were broken down by grade level, only tenth graders met MPO 2a (they showed a 7.9% increase over 2012-2013). All regions had a decrease in the overall number of students scoring proficient/advanced or demonstrating more than one year of growth on the reading TCAP.

Colorado met MPO 2b, with 62% of migrant students in grades K-2 improving on the literacy assessment. However, percentages were much higher for the non-PFS students (71%) than for the PFS students (43%). This indicates that although migrant students in Colorado are doing well, MEP has considerable room for improvement for PFS students. All grade levels for non-PFS students met the MPO, but none of the grade levels for PFS students met the MPO (though kindergarteners and first graders were very close). With the exception of the Southwest region, all other regions met MPO 2b.

Migrant students' TCAP writing results had similar trends as the reading TCAP results. PFS students met MPO 2c by showing a 13.5% increase in the number of students scoring proficient/advanced or demonstrating more than one year of growth, but overall, the total number of migrant students who were served in the regular year and scored proficient/advanced or demonstrated more than one year of growth declined by 0.1% and failed to



meet MPO 2c. Seventh and eighth graders were the only grade levels who demonstrated at least a 3% increase in the number of students scoring proficient/advanced or demonstrating more than one year of growth, though fourth, fifth, and sixth graders still demonstrated improvement. The Southeast and West Central regions also met MPO 2c, though the Northern and Southwest regions showed no improvement.

Of the 309 parents who responded, 99% felt that MEP helped them learn to help their child(ren) with reading, indicating that Colorado met MPO 2d. This was an increase of 2% over the prior year.

Mathematics

While PFS students met MPO 3a by showing a 4.4% increase in the number of students scoring proficient/advanced or demonstrating more than one year of growth on the math TCAP, overall, the total number of migrant students who were served in the regular year and scored proficient/advanced or demonstrated more than one year of growth declined by 3.8% and failed to meet MPO 3a. Only ninth graders met MPO 3a, and only the Metro region showed a 3% or greater increase in the number of students scoring proficient/advanced or demonstrating more than one year of growth.

Although Colorado MEP students did not meet targets on TCAP improvement, 68% of migrant students in grades K-2 improved their math skills, meeting MPO 3b. Except for first grade PFS students, the MPO was met for all grade levels for both PFS and non-PFS students. The MPO was also met for all regions except Southwest (Southeast did not have any students who took the assessment).

Of the 289 parents who responded, 99% felt that MEP helped them learn to help their child(ren) with math, indicating that Colorado met MPO 3c. This was an increase of 8% over the prior year. Parents in two regions (Northern [40%], Southeast [33%]) reported that MEP did not help them at all. Further investigation is warranted to determine why parents in these regions did not feel that the MEP program support students in math.

Graduation

Colorado migrant students failed to meet MPO 4a, with a dropout rate increase of 0.6%. The dropout rate for migrant students statewide was still fairly low, at only 4.2%, but this is still higher than the 2.4% state average for all students. Only the Northern region, Southwest region, and charter schools saw a decrease in the dropout rate, though the dropout rate in charter schools was still much higher than the average (12.7%). Only the Southwest region, at 1.6%, had a dropout rate below the state average for all students.

Colorado migrant students also failed to meet MPO 4b, with the percent of students on track to graduate decreasing 6.3% from 2012-2013. PFS students decreased more than non-PFS students, and of all regions, only the West Central region and charter schools had an increase in the percent of migrant students on track to graduate.

After participating in MEP-sponsored activities focused on high school graduation, post-secondary, and career options, 98% of 151 responding migrant parents with high school students reported an increased ability to help their children be on track for graduation and prepare for college/careers, surpassing the MPO 4c goal of 80%. All regions met this goal.

Engagement and OSY

A 7.1% decrease in OSY re-engagement was found from 2012-2013 to 2013-2014, which did not meet MPO 5a, and only one region (Southeast) showed an increase in OSY re-engagement. These results indicate that the



Colorado MEP has more work to do to increase the level of re-engagement of OSY. Across the state, 94% of responding OSY felt that the information and materials they received from the MEP were useful in helping them access education, job readiness skills, and/or community resources, which met MPO 5b. The only region where OSY reported that the information and materials were not helpful was the Metro region.

Overall Conclusions and Recommendations

Overall, students and families participating in the Colorado MEP report that the program is having a positive effect on migrant students, children, and youth and that they have benefited from program supports in being better prepared to support their children. The parent reports of the effectiveness of the supports received is corroborated by the improvements in literacy skills for young children. Although parents and staff reported an impact of the services, TCAP scores and graduate rates did not reach the targets set in Colorado MPOs. It is feasible to hypothesize that the effects of the MEP supports and services will not be manifested on state assessments for two or more years. Further investigation of more proximal outcomes of student academic performance is warranted and recommended. In the next iteration of the program evaluation, it is recommended that we develop a logic model that incorporates closer (more proximal) outcomes of student performance to assess the more immediate impact on student performance.

Parents and staff reported positive impacts of the instructional and support services in 4 out of 5 regions. In the Southeast region, staff and parents reported low ratings on the effect of instructional and support services and the fewest number of parents participated in events. Nonetheless, the Southeast region did show an improvement in OSY reengagement. It is recommended for the state MEP coordinators to increase the level to technical support to all regions, but specifically to the southeast region, to improve the quality of data collections, as well as the supports provided to families and staff.



Appendix A

PFS Designation

Colorado makes differentiated decisions about how services are delivered by assigning first priority for services (PFS) to those eligible migrant students who have been determined to have the greatest needs. Students are designated PFS based on a two-part process of educational interruption **and** failing or at-risk of failing.

A. Educational Interruption

Student's education has been interrupted in the previous 12 months (during the regular school year and due to the migrant lifestyle) **meaning that the student has either:**

- ✓ Missed 10 or more days of school related to the migrant lifestyle. This may include migrant students who:
 - Have been absent due to a migrant related injury.
 - Officially withdraw from a school and are gone for at least 10 school days, and then re-enroll in the same school, because of the migrant lifestyle.

OR

- ✓ Changed schools because of the student's migrant lifestyle. Please note that moves occurring during the summer are not considered school interruption. Changing schools due to the migrant lifestyle may include:
 - Intra District Move – Migrant students who move within the regular school year from one school to another within the same district.
 - Inter District Move – Migrant students who move across district boundaries within the school year. These students may have a new Qualifying Arrival Date (QAD).

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 Unsatisfactory or Partially Proficient on the state mandated academic assessments in reading and math, currently TCAP.

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 criteria in category 1 or 2 is not available for a student (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) or student testing results do not indicate failure or risk of failure because testing shows proficiency, 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 (PALS, PALS Español, Teaching Strategies GOLD, DIBELS Next, IDEL, DRA2, EDL2, FAST, AIMSweb, i Ready, ISIP Early Reading, ISIP Early Reading Spanish, STAR Early Literacy Enterprise, BEAR, NWEA MAPS, Acuity) or other district reading or math assessments
 - 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
- Student is not on track for graduation
- Student has had multiple suspensions
- Student is homeless
- 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 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 Binational (usually defined as enrolled in a district outside of the U.S. within the last 36 months, but for PFS, it is defined as enrolled in a district outside of the U.S. within the last 12 months)
- Student is a refugee
- Student has been expelled (provide date)
- Student has dropped out of school (provide date)
- 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 withdrew from a structured Pre-K program
- A pre-K child who is not served by any other program
- Other documentation of why a student is at risk of failing



Appendix B Local and State Parent Involvement Activities and Parent Advisory Council Meetings

Date(s)	Region	Title/Topic/Venues	# Parents
9/21/2013	Metro	PAC	6
7/13/2013	West Central	Delta/Olathe health fair	unknown
7/23/2013	West Central	School Readiness meeting in Montrose	2
7/24/2013	West Central	School Readiness meeting in Mesa	4
8/4/2013	Northern	Migrant Appreciation Event, Greeley	146
9/9/2013	Northern	Parent Event, Sterling	9
9/18/2013	West Central	Welcoming Colorado film screening	unknown
9/21/2013	Northern	Parent Institute, Yuma	32
9/22/2013	West Central	Latino Parent Night- Mesa	unknown
9/26/2013	Northern	Building Healthy Marriages, Burlington	11
10/4-5/2013	Southwest	State PAC in Denver	2
10/4-6/2013	West Central	State PAC	3
10/5/2013	Northern	Parent Event, Sterling	10
10/12/2013	Northern	Regional PAC	8
10/14/2013	West Central	Family Literacy- Mesa	10
10/19/2013	Northern	Parent Institute, Fort Morgan	24
10/21/2013	Northern	Path To Scholarships Overview for Parents, Fort Lupton	14
10/23/2013	Southwest	PAC Regional - José Hernández (Astronauta)	15
10/24/2013	Southwest	Lectura en mi familia/PAC @ Alamosa School	10
10/26/2013	Southeast	Migrant PAC Meeting – Lamar*	14
11/1-2/2013	West Central	WYLI- Multicultural Conference	1
11/4/2013	Northern	Parent Event, Sterling	8
11/4/2013	West Central	Family Literacy - Mesa Schools	14
11/20/2013	Southeast	Migrant PAC Meeting – Pueblo*	5
11/21/2013	Metro	PAC	7
11/21/2013	Southeast	Migrant PAC Meeting – Manzanola*	7
11/21/2013	Southwest	PAC @ Center School	6
11/23/2013	Northern	Parent Institute, Greeley	26
12/5/2013	West Central	Regional PAC- Eagle	2
12/9/2013	Northern	Migrant Winter Family Event, Burlington	32
12/12/2013	Southwest	Parent Night/PAC @ Sierra Grande School	6
12/14/2013	Northern	Migrant Winter Family Event, Fort Morgan	68
12/14/2013	Southeast	Migrant PAC Meeting – Colorado Springs*	8
12/15/2013	Northern	Migrant Winter Family Event, Greeley	96
12/18/2013	Northern	Migrant Winter Family Event, Fort Lupton	26
12/19/2013	West Central	Intl. Day of the Migrant Celebration	10
12/20/2013	Northern	Migrant Winter Family Event, Yuma	33
1/6/2014	Northern	Parent Event, Sterling	10
1/11/2014	Northern	Regional PAC	7



1/16/2014	West Central	Family Literacy- Delta	6
1/22/2014	West Central	Financial Aid Night- ASSET overview for MEP parents	1
1/25/2014	Northern	Path to Scholarships, Brighton	4
1/29/2014	Northern	Parent Event, Sterling	12
2/4-5/2014	Southwest	State PAC in Denver	2
2/6/2014	West Central	Family Literacy- Delta	10
2/8/2014	Northern	Parent Institute, Sterling	12
2/12/2014	Metro	PAC	3
2/13/2014	West Central	Family Literacy- Eagle	12
2/20/2014	Southwest	PAC @ Center School	6
2/26/2014	West Central	PAC meeting –Delta (CAMP)	11
2/27/2014	West Central	PAC meeting- Palisade (CAMP)	13
3/6/2014	West Central	Family Literacy- Eagle	7
3/14/2014	Southeast	State PAC Meeting. Recruiter attended the State PAC with a parent from Colorado Springs	1
3/15/2014	Northern	State PAC	3
4/12/2014	Metro	PAC	3
4/12/2014	Metro	PLI – Help Your Children Succeed	5
4/12/2014	Metro	State PAC	2
4/12/2014	Northern	Parent Institute, Burlington	16
4/14/2014	Northern	Parent Event, Sterling	6
4/17/2014	Southwest	Lectura en mi familia/PAC @ Alamosa School	8
4/26/2014	Northern	Regional PAC	7
5/1/2014	Southwest	Noche cultural , Sierra Grande School	4
5/2/2014	Northern	Migrant Student Graduation and Recognition, Gilcrest	78
5/2/2014	Northern	Migrant Student Graduation and Recognition, Yuma	16
5/4/2014	West Central	Latino Parent Potluck- DACA info, Palisade/Clifton, CO	unknown
5/5/2014	Northern	Parent Event, Sterling	9
5/17/2014	Northern	Regional PAC	8
5/27/2014	Northern	Parent Event, Sterling	6
5/31/2014	Metro	Parent Workshop	63
6/5/2014	West Central	Welcoming CO potluck	unknown
6/8/2014	Metro	State PAC	3
6/10/2014	Southeast	Migrant PAC Meeting – Pueblo (This was the first MPAC meeting held under my leadership. Our Agenda was as follows: Welcome, What is PAC, Introduction to MEP Staff, Parent Introductions, Student Introductions, Election of Officers)	6
6/11/2014	Northern	Parent Event at Creativity Camp, Fort Lupton	32
6/11/2014	Southwest	PAC @ Center School	32
6/18/2014	Southeast	Migrant PAC Meeting – Lamar (We followed the same agenda above but used whiteboards and a Power Point to engage parents and students. This meeting was exciting and very interactive.)	13
6/21/2014	Northern	Regional PAC	8
6/21/2014	West Central	Mobile Consulate from Mexico	unknown



6/26/2014	Southwest	PAC @ Alamosa School	4
6/27-28/2014	West Central	State PAC	2
6/27-29/2014	Southwest	State PAC in Breckenridge, CO	2
8/5/2014	Metro	Back to School Night	20
12/14/2014	Metro	Parent Workshop	47
04/6-9/14	Northern	NASDME Migrant Education Conference, San Antonio, TX	2
06/16-26/2014	Northern	Family Literacy Center, Billie Martinez Elementary School, Greeley	16
06/27-29/2014	Northern	State PAC, Breckenridge	2
7/6-9/2014	Metro	NASDME Conference (San Antonio, TX)	1
07/08-26/2013	Northern	Family Literacy Centers, Billie Martinez Elementary	21
10/4-5/2013	Metro	State PAC	2
Total # Parents			1,239



Appendix C Local, State, and National Staff Development

Date(s)	Region	Title/Topic/Venues	# Staff
7/1-2/2013	West Central	OSY training, Denver	1
7/8/2013	West Central	McMoore, "Personal Bias" training – Mesa	2
8/4-8/5/2013	Metro	Colorado MEP State Conference	18
8/8/2013	West Central	ENRICH database training	2
8/22/2013	West Central	Synergy student database training	6
Sep-13	Northern	Statewide MEP Conference, Denver	25
9/3-5/2013	West Central	September Statewide MEP conference	7
9/4-5/2013	Southwest	State MEP Conference in Denver, CO	8
9/30-10/3/2013	Metro	National ID&R Training	2
10/4-5/2013	Southeast	State PAC Advisory Committee Meeting in Denver	2
10/7/2013	Metro	Professional Development – Peter Urdiales	16
10/15/2013	Metro	Professional Development – Chris Nieto	19
10/23/2013	Southwest	Jose Hernandez, Migrant Achievement	8
10/31/2013	Southeast	Director's Conference Call	1
11/12/2013	Southeast	Data Webinar/Brenda Meyer	2
11/18/2013	Metro	Professional Development – Chris Nieto Follow-Up	15
11/21/2013	Southeast	ID&R Webinar - Cross State Collaboration	1
12/12/2013	Southeast	ID&R Webinar	1
12/18/2013	Southwest	Family Engagement Webinar	1
14-Jan	West Central	Safety driving lessons for Recruiters (3 sessions)	3
1/14/2014	Southeast	SOSOSOY Webinar	1
1/15/2014	Southeast	Data Webinar/Brenda Meyer	3
1/16/2014	Metro	Professional Development – Chris Nieto	16
1/16/2014	Southeast	MEP Phone Conference (Review of Job Duties, Team Expectations, Calendars, Time & Effort Logs, Absences)	10
1/23/2014	Southeast	Director's Conference Call	1
1/24/2014	Southeast	RMYLE Meeting (Location, Theme/Focus, Other Items)	10
1/24/2014	Southeast	Tutor Meeting (PFS/Instructional Supplements, Tutor Interviews)	5
1/24/2014	Southeast	SOSOSOY Webinar (Review of OSY, SOSOSOY Calendar Events, Properly Identifying Students as OSY)	1
1/30/2014	Southeast	Staff Meeting (Leadership, Job Descriptions, Required Documents, Data, Recruitment, Preschool Testing, Monthly Meeting Dates)	10
2/11/2014	Southeast	Staff Meeting (State Reporting, Magnet Activity, NGS/Enrollments, ID&R Plan, Safety Plan)	10
2/11-13/2014	Southwest	Recruiter Training	5
2/18/2014	Southeast	Data Webinar/Brenda Meyer	3
2/19-20/2014	Southeast	Director's Face to Face Meeting	1
2/21/2014	Southwest	Data Specialist	2



2/27/2014	Southeast	Staff Meeting (MEP Evaluation Results, Data, COE Numbers, Colorado Department of Labor Website, ID&R Plans)	10
Mar-14	Southeast	NASDME in San Antonio Texas	4
3/14-15/14	Southeast	State PAC Advisory Committee Meeting (Welcome Dinner, Deputy Commissioner Dr. Keith Owen, Family Activities, Review of COE Parent Website, Outcomes Planning Chart, Regional Reports, ID&R, Meeting Evaluation)	2
3/17/2014	Metro	ID&R Plan	15
3/18/2014	Southeast	Data Management Webinar/Brenda Meyer (Change of Address/Qualifying Previous Moves, Updated PFS Form)	3
3/20/2014	Southeast	Director's Conference Call	1
3/25/2014	Southeast	Staff Meeting (Places to Recruit, Recruiting Schedule, Call In System, Recruiting Magnets)	10
3/25-27/2014	Metro	ID& R Training	8
3/26-27/2014	Southeast	New ID&R Training by Maria De Leon in Pueblo Colorado	5
3/31/2014	Metro	Professional Development – Chris Nieto	19
4/6-9/2014	Metro	NASDME Conference (San Antonio, TX)	4
4/6-9/2014	West Central	NASDME Conference (San Antonio, TX)	5
4/14/2014	Southwest	PFS Training	8
4/22/2014	Southeast	Data Webinar/Brenda Meyer	3
4/24/2014	Southwest	LCE Academy	1
4/29/2014	Southeast	SOSOSY Webinar	1
5/19/2014	West Central	Mental Health First Aid training – Mesa	1
5/20/2014	Southeast	Data Webinar/Brenda Meyer	3
6/10/2014	Southeast	Data Webinar/Brenda Meyer	3
6/11-12/2014	Southeast	MEP Director's Meeting in Center Colorado	1
6/17-18/2014	Southeast	SOSOSY Face to Face Training in Denver Colorado	1
Annual	Northern	McKinney Vento Homeless Ed Conference	1
Annual	Northern	NASDME conference	8
Annual	Northern	OSY training by CDE	2
Annual	Northern	MEP All-Staff PD Day	18
Annual	Northern	Cultural Competency Workshop	26
Monthly – 9x year	Northern	PLCs for Migrant Education Graduation Advocates (25-30/meeting)	270
Ongoing	Southwest	SOSOSY Webinars	2
Ongoing	Southwest	Webinars for Data Specialist Hosted by SEA	3
Ongoing	Southwest	Training on Progress Monitoring MPO's	5
Quarterly – 4x year	Northern	ELL Migrant Advisory Committee Meetings (25 per meeting)	100
Quarterly – 4x year	Northern	Support, Training and Accountability for Recruiters (STAR meetings) (6/meeting)	24
Quarterly – 5x year	Northern	Path to Scholarship Conferences (20 per conference)	100
Total # Staff			885

ⁱ Colorado Migrant Education Program Guidebook (2011). Retrieved from CDE Migrant Education Program website: <https://www.cde.state.co.us/migrant/resources>