COLORADO
Department of Education

Migrant Education Program Service Delivery Plan Update

Submitted to:
Office of Migrant Education
U.S. Department of Education

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Executive Summary

This report updates the Colorado Migrant Education Program (MEP) Service Delivery Plan (SDP) completed in 2008, reflecting recent data and an update to the State MEP Comprehensive Needs Assessment (CNA). Similar to many other states, Colorado has undergone a downward trend in the number of migrant students identified and served, demographic shifts, and local MEP context changes. Guidance from the U.S. Department of Education, Office of Migrant Education (OME) calls for an update when the State:

- Updates the statewide CNA
- Changes the performance targets and/or measurable program outcomes (MPOs)
- Significantly changes the services that the MEP will provide statewide
- Significantly changes the evaluation design

OME has provided clarification of its guidance on conducting statewide SDPs in the publication: *Migrant Education Service Delivery Plan Toolkit, A Tool for State Migrant Directors* (August 2012). The key documents that provide support to states in the implementation of MEPs are 1) Code of Federal Regulations, Title 34, Section 200.83, *Responsibilities of SEAs to Implement Projects Through a Comprehensive Needs Assessment and a Comprehensive State Plan for Service Delivery*; 2) the Elementary and Secondary Education Act (ESEA), Section 1306, *Comprehensive Needs Assessment and Service Delivery Plan*; and 3) *Non-regulatory Guidance: Education of Migrant Children Under Title I, Part C of the Elementary and Secondary Education Act of 1965 (2010)* as found in Chapter IV: Comprehensive Needs Assessment and Service Delivery Plan.

Policy guidance issued by OME in the Title I-C Non-Regulatory Guidance (2010) states that the delivery of services must reflect the best information available and focus on ways to meet the unique educational needs of eligible migrant children and youth. This Colorado MEP SDP was planned and implemented in collaboration with a broad-based SDP committee representing MEP educators, administrators, recruiters, and other staff; State education agency staff; and migrant parents, including State Parent Advisory Council (PAC) members.

Process

In order to conduct a plan for services to migrant children and youth in Colorado, the State reviewed the findings from the recently completed CNA Update (2013) using the most current data reported from the 2011-12 school year. The SDP Committee reviewed the concern statements and solution strategies in preparing strategies and MPOs. The committee aligned the strategies and MPOs with the identified needs in four goal areas: 1) school readiness, 2) reading and mathematics, 3) high school graduation/services to out-of-school youth (OSY), and 4) non-instructional support services.

Results

The CNA update shows a need to support migrant students with direct instruction and supportive services to help them succeed in school, stay in school, and address interrupted schooling issues associated with migrancy. Specific strategies for addressing these needs are included in the SDP update report along with the MPOs, performance measures, resources needed, and various plans for evaluation of services, involvement of parents, identification and recruitment (ID&R), identification of students with priority for service (PFS), exchange of migrant student records, and other systems to support migrant student success.

Conclusion

The next steps in the Continuous Improvement Cycle identified by OME (2012) are for the State MEP to assure that the statewide SDP is implemented as designed. Through the program evaluation process, the findings based on progress made by the MEP toward meeting the new MPOs are used to help inform the next cycle of needs assessment. In addition, a systems alignment process will be employed by CDE to ensure that its program application for sub-grantees, program monitoring by the State, and evaluation tools are aligned with the service delivery planning process and the new SDP. Finally, CDE will review program implementation through its regular monitoring cycle using a monitoring rubric that examines the fidelity of implementation of the strategies and MPOs.

Acronyms and Abbreviations List

AMO	Annual Measurable Objective
ATIMEP	Auditing Tool for Improving MEP Services
BOCES	Board of Cooperative Educational Services
CASE	Colorado Association of School Executives
CBLA	Colorado Basic Literacy Act
CDE	Colorado Department of Education
CFIRS	Consolidated Federal Integrated Review System
CNA	Comprehensive Needs Assessment
CSAP	Colorado Student Assessment Program
CSPR	Comprehensive State Performance Report
ECE	Early Childhood Education
EL	English Learner (may also be referred to as English Language Learner)
ELP	English Language Proficiency
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
FEP	Fully English Proficient
FERPA	Family Educational Rights & Privacy Act
GED	General Education Development high school equivalency tests
ID&R	Identification and Recruitment
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
InET	Innovative Educational Technologies (for Binational Migrant Students)
LCE	Office of Language, Culture, and Equity
LEA	Local Education Agency
LEP	Limited English Proficient
LOA	Local Operating Agency
MEP	Migrant Education Program
MPO	Measurable Program Outcome
NCLB	No Child Left Behind Act of 2001
NEP	Non English Proficient
NGS	New Generation System (State MEP data system)
OME	Office of Migrant Education
OSY	Out-of-School Youth
PARCC	Partnership for Assessment of Readiness for College & Careers
PASS	Portable Assisted Study Sequence
P/A	Proficient/Advanced (on the State assessment)
PAC	Parent Advisory Council
PFS	Priority for Services
PWR	Postsecondary, Workforce, and Career Readiness

READ	Colorado Reading to Ensure Academic Development Act
SDP	Service Delivery Plan
SEA	State Education Agency
SMYLI	State Migrant Youth Leadership Initiative
SOSY	Solutions for Out-of-School Youth
SOSOSY	Strategies, Opportunities, and Services to Out-of-School Youth
TCAP	Transitional Colorado Assessment Program
WIC	Women, Infants, and Children
WIDA	World Class Instructional Design & Assessment

Colorado SDP Committee Membership

The Colorado Department of Education wishes to thank the following individuals who, as members of the Service Delivery Plan Committee, gave of their time, effort, knowledge, and expertise toward the accomplishment of this Service Delivery Plan.

Liliana Graham	CDE, LCE – MEP State Director- Past
Tomás Mejía	CDE, LCE – MEP State Director- Current
Brenda Meyer	CDE, LCE – Data Services
María Pérez de León	CDE, LCE
Darlene Martínez	CDE, LCE
Rebekah Ottenbreit	CDE, LCE
Jesús Escárcega	Metro Migrant Coordinator
Mary Loretta	Metro Interim Coordinator- Past
Norma Garnica	Metro Data Specialist
Mary Ellen Good	Northern Migrant Director
Don Coloroso	Northern ID&R Coordinator- Past
Elodia López	Northwest Program Coordinator
Mary Valerio	Southwest Migrant Director – Past
Esmeralda Martínez	Southwest Migrant Director – Current
Susana Wittrock	West Central Migrant Director
Molly Greenlee	West Central Migrant Coordinator
Rosario López	State PAC President
Susan Durón	META Associates
Cari Semivan	META Associates

1. Introduction

Legislative Mandate for Service Delivery Planning

Section 1306(a)(1) of Title I, Part C of the No Child Left Behind Act of 2001 (NCLB) requires State Education Agencies (SEAs) and their local operating agencies to identify and address the special educational needs of migrant children in accordance with a comprehensive plan that:

- Is integrated with other Federal programs, particularly those authorized by the Elementary and Secondary Education Act (ESEA);
- Provides migrant children an opportunity to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
- Specifies measurable program goals and outcomes;
- Encompasses the full range of services that are available to migrant children from appropriate local, State, and Federal educational programs;
- Is the product of joint planning among administrators of local, State, and Federal programs, including Title I, Part A, early childhood programs, and language instruction education programs under Part A or B of Title III; and
- Provides for the integration of services available under Part C with services provided by such other programs.

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

There are a number of components required by statute to be included in a State comprehensive SDP, including the following:

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

of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(3).)

- *Evaluation*. The plan must describe how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. (34 CFR 200.83(a)(4).)

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

- *Priority for Services*. A description of how, on a statewide basis, the State will give priority to migrant children who: (1) are failing, or most at risk of failing, to meet the state's challenging academic content and student achievement standards, and (2) whose education has been interrupted during the regular school year.
- *Parent Involvement*. A description of the SEA's consultation with parents (or with the State PAC, if the program is of one school year in duration) and whether the consultation occurred in a format and language that the parents understand.
- *Identification and Recruitment*. A description of the State's plan for identification and recruitment activities and its quality control procedures.
- *Student Records*. A description of the State's plan for requesting and using migrant student records and transferring migrant student records to schools and projects in which migrant students enroll.

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

Developers of the Colorado Migrant Education Program Service Delivery Plan

The Colorado MEP SDP resulted from a systematic process that involved a broad-based representation of stakeholders whose experience lent authenticity and whose expertise directed the strategies that are presented in this report. A complete listing of the developers of the SDP Update and their affiliations is found at the beginning of this report.

The SDP Committee was composed of individuals representing migrant parents; MEP administrators from the various MEP regions; the Colorado Department of Education; and individuals with expertise in reading, mathematics, school readiness, secondary migrant student graduation, dropout prevention, professional development, and identification and recruitment. Further, there were five members of the Colorado MEP CNA Committee who were named to the SDP Committee to provide continuity to the overall comprehensive processes to ensure that systems are aligned to meet migrant students' unique educational needs.

Description of the Planning Process

The Colorado SDP Committee was led through the service delivery planning process by a consultant using the *Migrant Education Service Delivery Plan Toolkit: A Tool for State Migrant Directors* (2012) as a guide. The Committee reviewed the work completed by the members of the CNA Committee during the CNA update process completed during 2012 and 2013. Specifically, the Concern Statements and Possible Solutions provided a starting point for the SDP Committee to determine solution strategies, develop MPOs, identify resources needed, and design an evaluation plan. During the summer and fall of 2013, meetings were held to update the SDP and reach consensus on the Plan. At the final meeting of the SDP Committee, there was discussion about aligning all aspects of the MEP including the CNA, SDP, application, monitoring tool, and evaluation tools to ensure continuity as illustrated in the graphic.
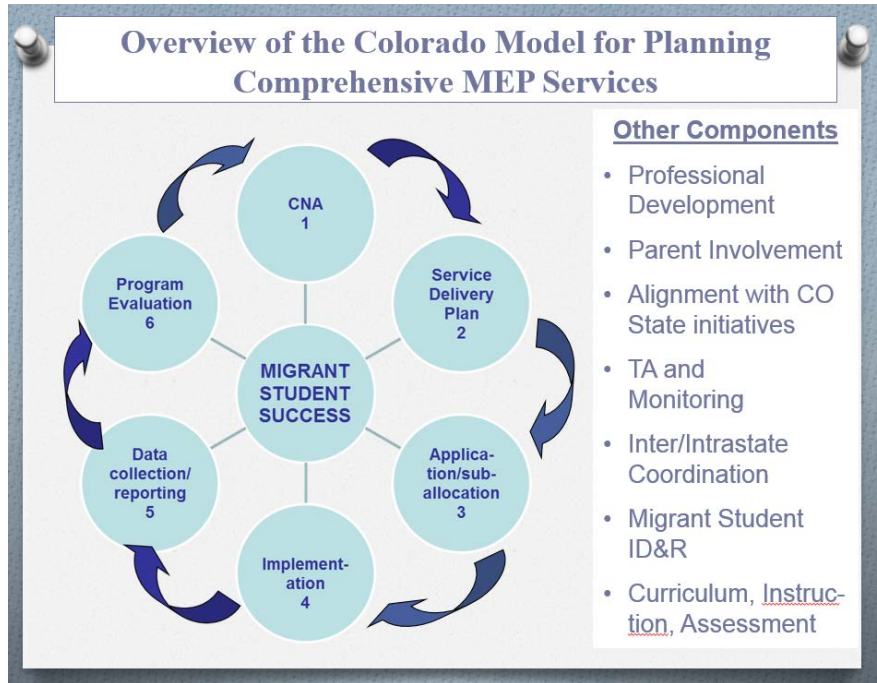
There were two meetings of the SDP Update Committee, held on June 6, 2013 in Breckenridge, CO and September 6, 2013 in Denver, CO. Over the next five months, CDE staff worked with a small team to further refine the content of the SDP and arrive at a draft for review by the SEA and the Committee. The activities conducted during the meetings are described below.

SDP Meeting #1   1) Review decisions made during the CNA Update; 2) understand the SDP requirements and suggestions from OME; 3) review decisions from the 2008 SDP; 4) draft and review strategies; 5) identify strategies for MPOs; and 6) draft and review MPOs.

SDP Meeting #2   1) Review and approve strategies and decisions from the previous meeting; 2) prioritize strategies and identify required and optional strategies; 3) continue the SDP planning cycle by reviewing and arriving at consensus on strategies and MPOs; 4) identify resources needed to address the strategies; 5) identify evaluation questions and tools to measure progress toward MPOs; and 6) discuss next steps in developing the SDP report and aligning MEP systems.

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

Purpose of the SDP Update

The Continuous Improvement Process as shown in the graphic on the previous page was designed to help ensure that students participating in the Colorado MEP benefit from a planning process that involves multiple stakeholders from across the State using a systematic process. In accordance with the Statutory and Regulatory guidelines provided by OME, the comprehensive State SDP should be updated when the SEA: 1) updates the comprehensive statewide needs assessment; 2) changes the performance targets and/or MPOs; 3) significantly changes the services that the MEP will provide statewide; or 4) significantly changes the evaluation design. Also, the guidance provided is that given these various changes, the SDP should be updated about every three years.

Overview of the SDP Report

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

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

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

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

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

2. Building on the Comprehensive Needs Assessment

The CNA Process in Colorado

During 2012-13, the Colorado CNA Committee worked through the process outlined in the *Migrant Education Comprehensive Needs Assessment Toolkit: A Tool for State Migrant Directors* (2012). A consultant with experience in service delivery planning and knowledge of the Colorado MEP context helped the Committee through the

process following OME's Three-Phase Model that consists of *Phase I: What is a Comprehensive Needs Assessment?; Phase II: Gathering and Analyzing Data;* and *Phase III: Decision Making*. The graphic to the right shows the planning process.

Data on migrant student achievement and outcomes were used by the Committee to develop concern statements. The draft concern statements were reviewed in light of additional data requested, and finalized after they were edited by the State MEP staff and the consultant.
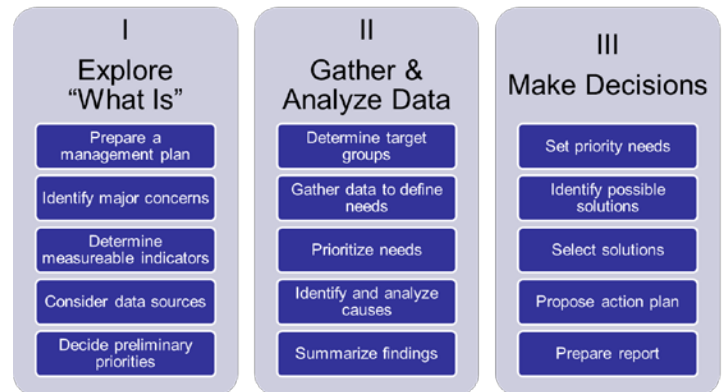

Over the course of the 2012-13 school year, additional data were collected as needed through the Colorado Migrant Student Database, surveys, and focus groups of parents, students, and staff; a data profile was written; possible solutions were identified; and priorities for services based on data were determined. At SDP Committee meetings, the group reached consensus about the decisions on how to proceed in determining needs, identifying additional issues/data to explore, and determining the next steps in planning to address migrant student needs.

At the final meeting of the CNA Committee, the direction to ensure continuity with the planning process for the SDP was determined. This CNA process resulted in the development of the Colorado MEP CNA report which is on file at the Colorado Department of Education and on the CDE website at: http://www.cde.state.co.us/cde_english/elau_migrant

Using CNA Results to Inform the Service Delivery Planning Process

The Colorado MEP used the chart below to guide the CNA, SDP, and evaluation planning and implementation
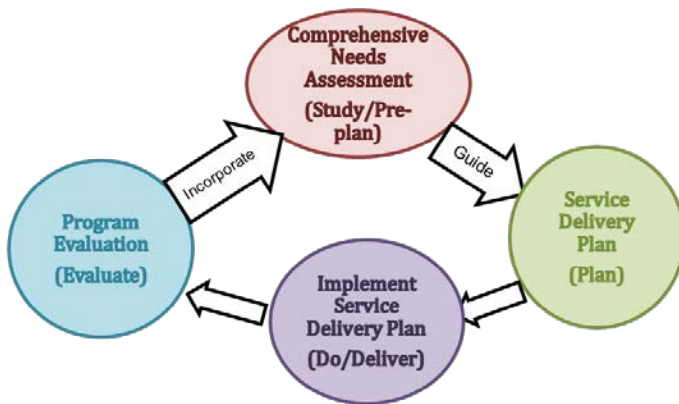
process. The process begins with the CNA that informs the development of the SDP and continues on through the implementation, and program evaluation. The primary purpose of the CNA is to guide the overall design of the Colorado MEP on a statewide basis as well as to assure that the findings of the CNA will be folded into the Comprehensive State Plan for Service Delivery. The SDP will help the Colorado MEP develop and articulate a clear vision of: (1) the needs of Colorado migrant children; (2) the services the Colorado MEP will provide on a statewide basis; (3) the Colorado MEP's MPOs and how they help achieve the State's performance targets; and (4) how to evaluate whether and to what degree the program is effective.

Sources for the data reported in the Colorado MEP CNA report include: surveys (parents, MEP and non-MEP administrators and staff serving migrant students and families, recruiters, and records clerks); focus groups/ interviews (parents, MEP State and local staff); the New Generation System (NGS) State records exchange system reports on migrant student demographics; Colorado Student Assessment Program (CSAP) and Transitional Colorado Assessment Program (TCAP) results for migrant children and youth compared with all students in the State; and assessment results and other outcomes for migrant students who are English learners (ELs).

The assessment results, survey results, and outcome data contained in the Colorado MEP CNA illustrate considerable needs. The following statements are summarized from the CNA report. These trends are triangulated in the general summary below from parent and staff focus groups and surveys as well as student performance data. A breakdown by need trends follows for academic and support services, staff and parent professional development, and high school graduation/services to out-of-school youth (OSY).

- Staff and parent surveys and focus group results show that there are needs in the goal areas of academic services (reading and mathematics), supportive services (e.g., health care, dental services, transportation), school readiness, and high school graduation/services to OSY. In addition, increasing parent involvement, communication, and data sharing to improve program services also were identified as needs.
- State assessment results in reading and mathematics show that migrant students are consistently outperformed by all students in Colorado. This is true during the current school year as well as longitudinally over the past five years. There is a need to close this achievement gap.
- High school graduation rates for migrant students are substantially below those of all students in Colorado. Likewise, student dropout rates for migrant students are higher than those for all students in the State.

Academic Needs in Reading and Math	Two-thirds of the migrant students did not score proficient or above on the TCAP Reading assessment and nearly three-fourths did not score proficient or above on the TCAP Math assessment. The MEP should provide intensive supplemental reading and math instruction during the regular school year and summer months to increase migrant student proficiency. Academic and support services should be provided to binational migrant students and youth who score substantially lower than all migrant students and all Colorado students in these two areas.
Staff Professional Development Needs	There is a need to build the capacity of MEP staff to provide instruction and support services to migrant students, especially those with priority for services. The professional development topics recommended by MEP staff responding to focus groups and needs assessment surveys were ID&R; completing the sub-grantee application; services, systems, and data reporting for OSY; parent involvement, high school graduation strategies; instructional strategies-reading, coordination on health/medical/dental referrals; the use of technology as an instructional tool; changing demographics of migrant children and youth (e.g., migrant and refugees who may have experienced war, violence); behavioral issues resulting from mobility and interrupted schooling; cultural sensitivity in addressing the needs of migrant children; and interacting with parents and family members.

Supportive Services Needs	Supportive services should be provided to ensure that barriers to school success are eliminated for migrant students. Support services identified by MEP staff as most needed include: translation and interpreting services for parents; transportation for parents to be involved in school activities and for students to be able to participate in extracurricular activities and after-school tutoring; health care services including dental, medical, vision, and mental health services; school supplies and materials to support migrant students to participate with their peers in classroom activities and assignments; clothing and shelter for new migrant families; and affordable day care for OSY and high school students who are parents themselves.
High School Graduation Needs	The high school graduation rate for migrant students is well below that of all students in the State. Sub-grantees should provide counseling and graduation services to assist migrant students access coursework and accrue credits to graduate from high school. Services to enhance secondary student school attendance, career awareness and education, computer literacy, and self-advocacy should be provided.
Parent Involvement/ Education Needs	Parents expressed a needs for helping their child with homework, technology, and computing; volunteering in the schools to become better informed; learning how to train other parents; learning how to work with school personnel on problems their child may have in school; learning about children's and parents' rights; strategies for increasing self-esteem; navigating the school system; establishing and maintaining good communication with their children; and how the MEP operates and the laws and foundations that govern it.

Aligning CNA Results with State Systems and Resources

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

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

The Colorado Department of Education has a number of initiatives in place for which MEP services have been aligned as illustrated in the list on the following page. Colorado will put the majority of its resources into *supplementing* existing services and resources in reading and mathematics, school readiness, high school graduation and services to OSY, as well as non-instructional support services.

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

- State NCLB-mandated reading and mathematics standards and assessments
- Colorado K-12 reports for accountability by district, school, county, State found at http://www.cde.state.co.us/
- Colorado Preschool Program (CPP) http://www.cde.state.co.us/cpp
- Title I-A (Basic Program), Title I-D (Homeless Program) Title II-D, Title III, Title V
- Colorado institutions of higher education offering professional development partnerships
- CDE regulatory and non-regulatory guidance found at http://www.cde.state.co.us/
- HEP and CAMP Programs in Colorado
- Rocky Mountain SER National Farmworker Jobs Program (NFJP) http://www.rmser.org/rmser-programs/migrant-farmworker-program
- Colorado Migrant Health Centers http://www.ncfh.org/index.php?plugin=pocket_directory&content=results&state=CO
- Colorado Legal Services, Migrant Farmworker Division http://www.coloradofarmworkers.org/
- Colorado Department of Labor and Employment Workforce Centers http://www.colorado.gov/cs/Satellite/CDLE-EmployTrain/CDLE/1248095317831
- Colorado Statewide Parent Advisory Council, Colorado Parents as Teachers network
- Colorado's network of Boards of Cooperative Educational Services (BOCES) http://www.cde.state.co.us/districtandboceswebsites

3. General Framework: Plan Alignment

Performance Targets

The performance targets for migrant students work in concert with the priorities and goals established by the State of Colorado as part of its ESEA Flexibility Waiver Request approved by the U.S. Department of Education in 2012. As such, migrant students are part of all students for which the State describes at: http://www.cde.state.co.us/Accountability/NCLBWaiver.asp

The **Performance Targets** are the expectations for all students in Colorado expressed as Annual Measurable Objectives (AMOs) for the broad goal of getting all students college- and career-ready. Following are the AMOs for reading and math in 2014-15 and 2015-16. Colorado may need to re-visit the AMOs when the new assessment system is implemented, depending on the extent to which achievement results differ from those on the previous assessment system.

AMOs for the Percent of Students Proficient and Advanced on the Colorado State Assessment

Content	Level	2014-15	2015-16
Reading	Elementary	81.2%	84.4%
	Middle	80.3%	83.6%
	High	81.5%	84.8%
Math	Elementary	81.1%	84.6%
	Middle	64.1%	68.8%
	High	47.1%	52.1%

AMO for High School Graduation

- Colorado has set the goal of an 80% graduation rate for districts, schools, and all disaggregated groups.

AMO for School Readiness

- While CDE does not have an AMO for school readiness, Colorado's *Early Learning Guidelines* and *Preschool Academic Standards* provide a measure against which the SDP strategies and MPOs can be based.

The Colorado State Assessment System is designed to measure Colorado student's mastery of the Colorado's academic content standards. In December of 2009, Colorado adopted revised academic content standards progressing from early school readiness to postsecondary competencies reflective of both workforce readiness and 21st century skills. In 2012, Colorado implemented the Transitional Colorado Assessment Program (TCAP) to reflect changes in the state adopted academic content standards and to provide information to teachers as they began incorporating the revised content standards in their daily instruction. In 2012, Colorado became a governing member of the Partnership for Assessment of Readiness for College and Careers (PARCC) Consortia which is currently developing new assessments in English language arts and mathematics for grades 3-8 and high school. The PARCC assessments are scheduled for implementation in 2014-15.

New general and alternate assessments for science and social studies were field tested in 2013 and are scheduled for implementation in 2014.

The attainment of English proficiency by English Language Learners (ELLs) is measured annually by an English Language Proficiency (ELP) assessment. In the 2012-13 school year, Colorado implemented the ACCESS for ELLs® ELP assessment developed by the World-Class Instructional Design and Assessment (WIDA) consortium.

The Colorado ACT assessment is designed to measure students' preparedness for postsecondary educational opportunities and is administered to 11th grade students in April and May. Because the Colorado ACT is equivalent to all other ACT assessments, the results can be submitted for college entrance by the student to their college or university of choice. Following is the proposed implementation timeline of the Colorado State Assessment System in 2013-14 and 2014-15.

Proposed Implementation Timetable

School Year	State Assessments
2013-14	o TCAP (Reading, Writing and Mathematics) o **New** Colorado Summative Assessment of Science and Social Studies (computer based) o CoAlt - Reading, Writing and Mathematics o **New** CoAlt - Science and Social Studies o Colorado ACT o ACCESS for ELLs
2014-15	o **New** English Language Arts and Mathematics Assessment (PARCC assessment expected, computer based) o Colorado Summative Assessment of Science and Social Studies (computer based) o **New** Alternate English Language Arts and Mathematics Assessment o CoAlt - Science and Social Studies o Colorado ACT o ACCESS for ELLs

Needs Assessment

The needs assessment results described in the Colorado MEP CNA Report (2013) have been used as a foundation for this SDP. The Colorado State Reading and Math Assessments are administered to students in grades 3-10. The data from the CNA show that the percent of migrant students scoring proficient or advanced in reading was less (by 36%) than for all students. Differences by grade ranged from 30% to 41% (36% difference for grade clusters 3-8 and 40% difference for grade clusters 9-10). In mathematics, the percent of migrant students scoring proficient or advanced was less (by 28%) than for all students. Differences by grade ranged from 24% to 34% (29% difference for grade clusters 3-8 and 26% difference for grade clusters 9-10).

The following tables show the final recommendations for concerns, data sources for the concerns, need indicators and statements, and the solutions made by the CNA Committee. The Committee identified possible solutions which the SDP Update Committee used for the development of strategies during the SDP planning process. The solutions are general guidelines based on the examination of migrant student needs. The development of solutions was guided by the following questions:

✓ What does the research say about effective strategies, programs, or interventions?
✓ Where has this solution been implemented and was it successful?

✓ What are the challenges?
✓ How can solutions be customized for Colorado?

Goal Area 1: SCHOOL READINESS

1.1 We are concerned that as a result of migrancy, migrant parents lack access to information and/or training regarding evidence-based early literacy strategies for use in the home.

Data Sources	Need Indicator	Need Statement	Solutions
Parent surveys (2012)	26% of parents indicate little growth in their ability to help with their children's school readiness.	The percent of parents who indicate knowledge of strategies for developing early literacy skills in the home needs to increase to 40%.	1a) Provide parent education events, family literacy events, and information in a language and format parents understand (e.g., Early Learning Guidelines, pre-reading skills). 1b) Incorporate parent education activities into PAC meetings. 1c) Coordinate with existing programs, distribute information about programs, and advocate for enrollment for migrant families.

1.2 We are concerned that as a result of migrancy, migrant students attending preschool programs are not mastering skills necessary for success in school.

Data Sources	Need Indicator	Need Statement	Solutions
School Readiness Checklist 2012	15% of migrant 3-5 year old students who attended a preschool program did not master school readiness skills.	The percent of migrant students who attend a preschool program and are proficient in school readiness skills needs to increase by 5%.	1d) Provide or coordinate to provide preschool experiences for migrant children based on the Colorado Preschool Program guidelines

1.3 We are concerned that as a result of migrancy, migrant school readiness support services are not accessible to all eligible migrant children and their families.

Data Sources	Need Indicator	Need Statement	Solutions
Parent surveys (2012); staff surveys (2012)	29% of parents surveyed indicate the need for transportation, collaboration with community service providers, and/or child care for parents to attend classes, meetings, etc. This finding is supported by staff surveys.	The percent of migrant parents who indicate the need for support services needs to decrease by 5%.	1e) Increase access to transportation, child care, and other support services by coordinating with existing programs and advocating for the enrollment for migrant children. 1f) Provide parent training on topics identified on the CNA.

Goal Area 2: READING AND MATHEMATICS

2.1 We are concerned that as a result of migrancy, migrant students have a lower proficiency rate on state academic content assessments in **reading** than non-migrant students.			
Data Sources	**Need Indicator**	**Need Statement**	**Solutions**
CSAP Data (2009-2011); TCAP 2012; CSPR 2012; CDE SchoolView 2012	In 2012, 33% of migrant students scored proficient/ advanced in reading compared to 69% of all students.	The percent of migrant students proficient/advanced on the State Assessment in reading needs to increase by 36%.	2a) Provide supplemental needs-based reading instruction to migrant students that is aligned with district curricula in reading. 2b) Provide research-based academic interventions in reading with appropriate progress monitoring and instructional adjustments for migrant students who score below proficient on State assessments. 2c) Provide supplemental content-based instructional programs designed for migrant students during the school day, summer, and through extended day programs. 2d) Conduct local MEP needs assessments that reflect the continuous improvement cycle.

2.2 We are concerned that as a result of migrancy, migrant students have a lower proficiency rate on state academic content assessments in **math** than non-migrant students.			
Data Sources	**Need Indicator**	**Need Statement**	**Solutions**
CSAP Data (2009-2011); TCAP 2012; CSPR 2012; CDE SchoolView 2012	In 2012, 28% of migrant students scored proficient/ advanced on the State assessment in math compared to 56% of non-migrant students.	The percent of migrant students scoring proficient/ advanced on the State Assessment in math needs to increase by 28%.	2e) Provide supplemental needs-based math instruction to migrant students that is aligned with district curricula in mathematics. 2f) Provide research-based academic interventions in math with appropriate progress monitoring and instructional adjustments for migrant students who score below proficient on State assessments.

2.3 We are concerned that as a result of migrancy, many migrant students in grades K-2 score below non-migrant students on district reading assessments.			
Data Sources	**Need Indicator**	**Need Statement**	**Solutions**
READ Act (Formerly the CBLA)	Migrant students in grades K-2 score below all students on READ Act assessments.	The percent of migrant students in grades K-2 with a significant reading disability will decrease by 5%.	2g) Provide parent communication and training on reading interventions and activities to support reading in the home. 2h) Coordinate with schools and districts to provide instructional programming and staff development in early literacy that considers the needs of migratory students.

2.4 We are concerned that as a result of migrancy, binational migrant students are trailing all migrant students and all Colorado students in reading and math proficiency on state reading and math assessments.			
Data Sources	**Need Indicator**	**Need Statement**	**Solutions**
InET Binational Coordinators' Survey-Form 1	In reading, only 32% (41% in math) of elementary and 21% (32% in math) of middle school binational migrant students scored proficient or above on state reading and math assessments.	The percentage of binational migrant students scoring proficient in reading and math needs to increase.	2i) Provide academic support in reading and math through binational services and programs. 2j) Utilize the materials developed through the InET Consortium to develop and improve services to binational migrant students and youth.

Goal Area 3: HIGH SCHOOL GRADUATION/SERVICES TO OSY

3.1 We are concerned that as a result of migrancy, migrant students are dropping out of school at a rate that is higher than non-migrant students.			
Data Sources	**Need Indicator**	**Need Statement**	**Solutions**
CSPR (2007-08 to 2010-11)	The migrant student dropout rate is 3.5%. The state dropout rate for all students is 2.9.	The migrant student dropout rate needs to decrease by at least 1.2%.	3a) Offer credit accrual options leading to graduation and postsecondary, workforce, and career readiness (PWR). 3b) Provide supplemental ESL and other instructional materials to be used in migrant homes. 3c) Provide tutorials to increase proficiency in reading.
3.2 We are concerned that as a result of migrancy, many migrant students are not on track for graduation.			
Data Sources	**Need Indicator**	**Need Statement**	**Solutions**
CSPR (2007-08 to 2010-11); NGS Course History Report	Regional staff report that a substantial portion of Colorado migrant students are not on track for graduation, including migrant students who are English learners. The migrant student graduation rate is 53.8%. The state graduation rate for all students is 72.4%.	The migrant student graduation rate needs to increase by at least 19%.	3a) Offer credit accrual options leading to graduation and postsecondary, workforce, and career readiness (PWR). 3b) Provide supplemental ESL and other instructional materials to be used in migrant homes. 3c) Provide tutorials to increase proficiency in reading.
3.3 We are concerned that as a result of migrancy, only a small percentage of eligible migrant OSY that are served are engaged in activities that lead to school re-engagement, GED, or other educational offerings.			
Data Sources	**Need Indicator**	**Need Statement**	**Solutions**
OSY	11% of the 441 migrant	The percent of	3d) Provide educational

Coordinators' Survey 2012	OSY received services that led to re-engagement in high school or a GED.	OSY receiving services leading to re-engagement in high school, GED, or other educational offerings needs to increase to at least 20%.	opportunities and PWR development. 3e) Provide referrals to community agencies and social services as needed.

3.4 We are concerned that as a result of migrancy, migrant parents lack awareness of secondary and postsecondary options for their youth.

Data Sources	Need Indicator	Need Statement	Solutions
Parent surveys; local and State PAC reports, parent focus groups	Parent interviews indicate a high need for information related to secondary and post-secondary options for middle school and high school aged youth.	The number of parents reporting awareness of secondary and postsecondary options for their children will increase.	3f) Provide resources, materials, and professional development for parents on secondary and postsecondary options.

Goal Area 4: NON-INSTRUCTIONAL SUPPORT SERVICES

4.1 We are concerned that as a result of migrancy, migrant parents lack access to knowledge and skills needed to create an academically-supportive home environment and to help migrant students with their homework.

Data Sources	Need Indicator	Need Statement	Solutions
Parent surveys	66% of parents indicated they needed more strategies for helping migrant students with homework.	The percent of parents indicating they have the knowledge/skills to help their children succeed in school through homework support needs to increase by 5%.	4a) Provide programs and services to increase migrant parents' knowledge and skills related to home-based strategies for helping children successfully complete their homework.
Staff surveys	47% of staff indicated parents needed strategies to help migrant students with homework.		

4.2 We are concerned that as a result of migrancy, migrant families have limited access to extra-curricular and after school activities due to a lack of transportation.

Data Sources	Need Indicator	Need Statement	Solutions
NGS database (November 2012)	Only 119 students out of 5,000 eligible were provided transportation.	The number of migrant families indicating access to adequate educational and extra-curricular activities needs to increase by 25% over	4b) Provide supportive services as determined by student need. 4c) Collaborate with other programs (funding sources) to address transportation barriers and improve access to educational activities and
Staff surveys	Anecdotal agreement of members of the CNA Committee		
Parent surveys	Findings from State and		

	Regional PAC meetings and surveys indicate transportation barriers impede families' participation in educational activities.	baseline.	services for migrant families.

4.3 We are concerned that as a result of migrancy, migrant students lack access to health services (medical, dental, mental health) needed to resolve problems that negatively impact students' potential for academic success.

Data Sources	Need Indicator	Need Statement	Solutions
NGS database (Accessed Nov. 2012) CNA Committee observations	The Committee observed that many migrant students in their district/region lack access to a variety of needed health services. NGS data show that of 5,000 eligible students, only 7 were identified as having received health services.	The number of migrant students with access to needed health services to resolve health problems that negatively impact learning needs to increase by 25% over baseline.	4d) Provide health education, supplies, referrals, coordination and follow up for migrant students who have identified health needs. 4e) Collaborate and coordinate service delivery with community health care providers.

4.4 We are concerned that as a result of migrancy, migrant parents lack access to meaningful opportunities to lean new parenting skills and parental involvement strategies that support student academic success.

Data Sources	Need Indicator	Need Statement	Solutions
Parent surveys	19% of parents reported needing additional parenting training, 48% needing more information about how to help children with reading, math, and writing, and 22% needing more information about how to help young children develop early literacy skills.	The percent of migrant parents indicating they received needed education support related to parenting/ parent involvement needs to increase by 5% over baseline.	4f) Provide parent involvement programs/ activities focused on family literacy/math. 4g) Provide opportunities for parents to develop skills to improve communication with their children and teachers, and to increase participation in school activities, such as parent-teacher conferences.

4.5 We are concerned that as a result of migrancy, migrant parents, due to a lack of access, do not have needed resources and materials to help prepare their children and youth for academic success and graduation.

Data Sources	Need Indicator	Need Statement	Solutions
Parent surveys	68% of parents reported that they did not increase their ability to help their children	The percentage of migrant parents reporting having the capacity to help their	4h) Provide transportation, increase aware-ness through providing or collaborating to provide parent awareness and

| prepare for graduation or increased it only a very little. | children and youth prepare for graduation needs to increase. | involvement activities, communicate with migrant parents about available educational services, and facilitate communication between the school, community, and migrant families. |

Service Delivery Strategies

The service delivery strategies identified by the SDP Committee took into consideration the needs identified during the CNA process as well as the solution strategies determined. There are three strategies for school readiness; four strategies for reading; five strategies for math; and nine strategies for high school graduation, drop-out prevention and services to OSY. The strategies will be used as the target for the implementation of the MEP. The strategies identified by the Committee are listed in the first column of the charts on the following pages.

Measurable Program Outcomes (MPOs)

The SDP Committee updated the MPOs from previous years to reflect the State performance targets, needs identified in the 2013 CNA, and solutions identified during the CNA process. MPOs are the desired outcomes of the strategies listed above that quantify the differences that the MEP will make. MPOs provide the foundation for the SDP that can be clearly communicated, implemented with fidelity, and evaluated. Each strategy has an accompanying MPO. The Colorado MPOs are listed in the 2nd column of the charts on the following pages.

Evaluation Questions

The SDP Committee developed evaluation question for results (that relate to the MPOs) and for implementation (that relate to the strategies). These evaluation questions provide a foundation for the MEP evaluation. Evaluation questions are listed in the 3rd column (results) and 4th column (implementation) of the charts on the following pages.

Colorado MEP Program Alignment Chart

GOAL AREA #1: SCHOOL READINESS

State Performance Target: No AMO for 2014-15. Colorado began a phase-in implementation of pre-approved school readiness assessments in 2013-14 and 2014-15 to be administered to each kindergarten student. State Performance Goals will most likely be established after the phase-in period.

State MEP Goal: All students will demonstrate readiness for school including proficiency in oral communication, developmental motor and perceptual skills, and print knowledge as identified by the State.

Concern Statement: We are concerned that as a result of migrancy, migrant preschool students do not have the school readiness skills to enter kindergarten.

Data Summary: In 2012, 15% of migrant 3-5 year old students who attended a preschool program did not master school readiness skills.

Need Statement: The percent of migrant students who attend a preschool program and are proficient in school readiness skills needs to increase by 5%.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
Strategy 1a: Each year beginning in 2014-15, provide resources and opportunities to promote parent education, family literacy, and information in a language and format parents understand, to the extent possible.	**MPO 1a**: By the end of the 14-15 school year and each year thereafter, 80% of migrant parents who participate in school readiness opportunities will report positive growth in their ability to help their children be ready for school.	1a.1 What percentage of parents reported positive growth in their ability to help their children be ready for school?	1a.2 What school readiness activities did parents feel were most effective for helping them? 1a.3 What were the lessons learned from providing school readiness activities for parents?
Strategy 1b: Each year beginning in 2014-15, coordinate transportation, child care, and other support services for migrant families participating in ECE services.	**MPO 1b:** By the end of the 14-15 school year and each year thereafter, by coordinating support services for migrant families participating in ECE, parent participation will be 5% higher than the previous year.	1b.1 What was the percent of parent participation in ECE? 1b.2 What was the increase from one school year to the next?	1b.3 In what ways were support services coordinated to help parents participate in ECE?
Strategy 1c: Each year beginning in 2014-15, coordinate and collaborate with existing ECE programs to promote school readiness for	**MPO 1c:** By the end of the 14-15 school year and each year thereafter, by collaborating with existing ECE programs and/or participating in MEP	1c.1 What percent of preschool students increased their school readiness skills?	1c.2 What developmental skills checklists were used to assess school readiness skills?

migrant 3-5 year old children.	funded programs, 3-5 year old migrant students receiving MEP services will increase their school readiness by 5% as measured by the Preschool Readiness Checklist.		

GOAL AREA #2: READING

State Performance Target: In 2014-15, 81% of elementary students, 80% of middle school students, and 81.5% of high school students will score proficient or advanced in reading on the Colorado State Assessment.

State MEP Goal: Same as State Performance Target

Concern Statement: We are concerned that as a result of migrancy, fewer migrant students score proficient or above on the Colorado State Reading Assessment than non-migrant students.

Data Summary: In 2011-12, 33% of migrant students (30% for PFS students) scored proficient or advanced in reading compared to 69% of non-migrant students.

Need Statement: The percent of migrant students scoring proficient or advanced in reading needs to increase by 36% (39% for PFS students).

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
Strategy 2a: Each year beginning in 2014-15, provide migrant students in grades 3-12 with supplemental, research-based academic interventions for extended learning opportunities in reading with appropriate progress monitoring and instructional adjustments.	**MPO 2a**: By the end of the 14-15 school year and each year thereafter, 3% more students in grades 3-8 and high school will attain proficiency in reading or show more than one year growth on the Colorado State Reading Assessment.	2a.1 What percentage of students (PFS & non-PFS) attained proficiency in reading? 2a.2 What percentage of students (PFS & non-PFS) showed more than one year growth?	2a.3 How did local projects tailor instruction to meet the needs of individual students?
Strategy 2b: Each year beginning in 2014-15, provide migrant students in grades K-2 with supplemental, research-based academic interventions for extended learning opportunities in reading with	**MPO 2b:** By the end of the 14-15 school year and each year thereafter, 80% of students in grades K-2 will show at least one year's growth in reading as measured by a State-approved	2b.1 What percentage of students in grades K-2 (PFS & non-PFS) increased their reading skills?	2b.2 What strategies were most effective for supporting reading skills for students in grades K-2?

appropriate progress monitoring and instructional adjustments.	literacy assessment (ie: DIBELS/ IDEL, ISIP ER, Istation/ISIP ER Spanish Istation, PALS/PALS en Español, DRA2/EDL2, aimsweb, FAST, i Ready, STAR).		
Strategy 2c: Each year beginning in 2014-15, provide resources, materials, and training for migrant parents on reading strategies.	**MPO 2c**: By the end of the 14-15 school year and each year thereafter, following participation in MEP-sponsored activities in reading, 80% of migrant parents with children enrolled in grades K-12 will report an increased ability to help with their children's reading development.	2c.1 What percentage of parents reported an increased ability to help with their child's reading development?	2c.2 What types of activities did parents rate highest for helping them improve their skills? 2c.3 What types of activities did local projects provide to help parents improve their skills for helping their child with reading?
Strategy 2d: Each year beginning in 2014-15, provide professional development and/or coordinate with schools and districts to provide professional development to staff on the unique needs of migrant students related to reading	**MPO 2d:** By the end of the 14-15 school year and each year thereafter, 80% of staff will report positive growth in their ability to support migrant students in reading as a result of their participation in MEP professional development.	2d.1 What percentage of staff reported positive growth in their ability to support migrant students in reading?	2d.2 Which professional development did staff rate highest for helping them improve their skills? 2d.3 What types of professional development were provided to MEP staff by schools/districts?
Strategy 2e: Each year beginning in 2014-15, provide binational (BN) migrant programs, services, and resources to help BN migrant students improve their reading skills.	**MPO 2e**: By the end of the 14-15 school year and each year thereafter, 3% more BN students in grades 3-10 will attain proficiency in reading or show more than one year growth on the Colorado State Reading Assessment.	2e.1 What percentage of BN students in grades 3-10 (PFS & non-PFS) attained proficiency in reading? 2e.2 What percentage of BN students in grades 3-10 (PFS & non-PFS) that showed more than one year growth?	2e.3 How did local projects tailor instruction to meet the needs of BN students?

GOAL AREA #3: MATHEMATICS

State Performance Target: In 2014-15, 81% of elementary students, 64% of middle school students, and 47% of high school students will score proficient or advanced in math on the Colorado State Assessment.	
State MEP Goal: Same as State Performance Target	
State MEP Goal: 100% of migrant students will receive full credit for Algebra 1 or a higher math course by 11th grade	
Concern Statement: We are concerned that as a result of migrancy, fewer migrant students score proficient or advanced on Colorado State Math Assessment than non-migrant students.	
Data Summary: In 2011-12, 28% of migrant students (for PFS students, the percentage was 24%) scored proficient or above in math compared to 56% of non-migrant students.	
Need Statement: The percent of migrant students scoring proficient or advanced in math needs to increase by 28% (32% for PFS students).	

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
Strategy 3a: Each year beginning in 2014-15, provide migrant students in grades 3-10 with supplemental, research-based academic interventions for extended learning opportunities in math with appropriate progress monitoring and instructional adjustments.	**MPO 3a**: By the end of the 14-15 school year and each year thereafter, 3% more students in grades 3-8 and high school will attain proficiency in mathematics or show more than one year growth on the Colorado State assessment when compared to the previous year.	3a.1 What percentage of students (PFS & non-PFS) attained proficiency in math? 3a.2 What percentage of students (PFS & non-PFS) showed more than one year growth?	3a.3 How did local projects tailor instruction to meet the needs of individual students?
Strategy 3b: Each year beginning in 2014-15, provide migrant students in grades 1-2 with supplemental, research-based academic interventions for extended learning opportunities in math with appropriate progress monitoring and instructional adjustments.	**MPO 3b:** By the end of the 14-15 school year and each year thereafter, 80% of students in grades K-2 will show at least one year's growth in math as measured by a State-approved mathematics assessment.	3b.1 What percentage of students in grades 1-2 (PFS & non-PFS) increased their math skills?	3b.2 What strategies were most effective for supporting math skills for students in grades 1-2?
Strategy 3c: Each year beginning in 2014-15, provide migrant	**MPO 3c:** By the end of the 14-15 school year and each year thereafter, at least	3c.1 What percentage of migrant students (PFS & non-PFS)	3c.2 What strategies did the MEP implement to support students so

students in grades 6-10 with supplemental, research-based academic interventions for extended learning opportunities in math with appropriate progress monitoring and instructional adjustments.	55% of migrant students entering 11th grade will have received full credit for Algebra 1 or a higher math course.	entered 11th grade with full credit for Algebra 1 or a higher math course?	that they had opportunities to participate in higher level math courses?
Strategy 3d: Each year beginning in 2014-15, provide resources, materials, and training for migrant parents on math strategies.	**MPO 3d**: By the end of the 14-15 school year and each year thereafter, following participation 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.	3d.1 What percentage of parents reported an increased ability to help with their child's math development?	3d.2 What types of activities did parents rate highest for helping them improve their skills? 3d.3 What types of activities did local projects provide to help parents improve their skills for helping their child with math?
Strategy 3e: Each year beginning in 2014-15, provide professional development and/or coordinate with schools and districts to provide professional development to staff on the unique needs of migrant students related to math.	**MPO 3e:** By the end of the 14-15 school year and each year thereafter, 80% of staff will report positive growth in their ability to support migrant students in mathematics as a result of their participation in MEP professional development.	3e.1 What percentage of staff reported positive growth in their ability to support migrant students in math?	3e.2 Which professional development did staff rate highest for helping them improve their skills? 3d.3 What types of professional development were provided to MEP staff by schools/districts?
Strategy 3f: Each year beginning in 2014-15, provide binational (BN) migrant programs, services, and resources to help BN migrant students improve their math skills.	**MPO 3f**: By the end of the 14-15 school year and each year thereafter, 3% more BN students in grades 3-10 will attain proficiency in math or show more than one year growth on the Colorado State Math Assessment.	3f.1 What percentage of BN students (PFS & non-PFS) attained proficiency in math? 3f.2 What percentage of BN students (PFS & non-PFS) that showed more than one year growth?	3f.3 How did local projects tailor instruction to meet the needs of BN students?

GOAL AREA #4: HIGH SCHOOL GRADUATION & DROPOUT PREVENTION

State Performance Target: 80% of all students will graduate from high school			
State MEP Goal: Same as State Performance Target			
State MEP Goal: 100% of migrant children and youth with identified needs will have access to supplementary non-instructional support services			
Concern Statement: We are concerned that as a result of migrancy, migrant students are graduating at lower rates than non-migrant students.			
Data Summary: The migrant student graduation rate for 2011-12 was 53.8% compared to the state graduation rate of 72.4%.			
Need Statement: The migrant student graduation rate needs to increase by 18.6%.			

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
Strategy 4a: Each year beginning in 2014-15, provide supplemental services for migrant secondary students to increase the graduation rate and prepare them for postsecondary, workforce, and career readiness (PWR).	**MPO 4a**: By the end of the 14-15 school year and each year thereafter, 55% of migrant high school students will graduate.	4a.1 What percentage of high school students (PFS & non-PFS) graduated from high school? 4a.2 How did the graduation rate for migrant students compare to the graduation rate for non-migrant students?	4a.3 What types of supplemental services were provided to students to help increase the graduation rate? 4a.4 What were effective strategies for preparing students for PWR?
Strategy 4b: Each year beginning in 2014-15, provide supplemental services for migrant secondary students to decrease the dropout rate and prepare them for postsecondary, workforce, and career readiness.	**MPO 4b**: By the end of the 14-15 school year and each year thereafter, less than 3.5% of migrant secondary students will drop-out of high school.	4b.1 What percentage of students (PFS & non-PFS) dropped out of school? 4b.2 How did the drop-out rate for migrant students compare to the drop-out rate for non-migrant students?	4b.3 What strategies were used by local projects to help migrant students stay in school?
Strategy 4c: Each year beginning in 2014-15, provide resources, materials, and training for migrant parents on secondary and postsecondary, workforce, and career readiness options.	**MPO 4c**: By the end of the 14-15 school year and each year thereafter, following MEP-sponsored services, 80% of migrant parents of secondary-aged students, will report an increased understanding of graduation requirements and college	4c.1 What percentage of parents reported increased understanding of graduation requirements and PWR options?	4c.2 What types of activities did local projects use to inform parents of graduation requirements and PWR options? 4c.3 What were some lessons learned from implementing these

		and career readiness.		parent activities?
Strategy 4d: Each year beginning in 2014-15, provide resources, materials and professional development for staff on secondary and postsecondary, workforce, and career readiness options.	**MPO 4d**: By the end of the 14-15 school year and each year thereafter, following MEP-sponsored training, 80% of staff will report an increased understanding of migrant secondary student needs relative to graduation and college and career readiness.	4d.1 What percentage of staff reported an increased understanding of migrant secondary needs?	4d.2 What types of activities were provided to staff to inform them of student needs related to graduation and PWR options? 4d.3 What activities did staff feel were most effective increasing their understanding?
Strategy 4e: Each year beginning in 2014-15, provide opportunities for leadership development during leadership trainings for migrant secondary students.	**MPO 4e**: By the end of the 14-15 school year and each year thereafter, following participation in MEP-sponsored secondary leadership activities, 80% of students will report an increase in their development as leaders.	4e.1 What percentage of students reported an increase in their development as leaders?	4e.2 What types of leadership activities did local projects provide to secondary students? 4e.3 What strategies were most effective for increasing students' leadership skills?
Strategy 4f: Each year beginning in 2014-15, provide opportunities to engage OSY in educational and PWR MEP services.	**MPO 4f**: By the end of the 14-15 school year and each year thereafter, 80% of migrant OSY will report that they have received useful information and materials from the MEP to assist them in accessing education, postsecondary, workforce, career readiness, and other community resources.	4f.1 What percentage of OSY reported that they received useful information and materials to help them access education, PWR, and other community resources?	4f.2 What types of information and materials did OSY receive that were beneficial? 4f.3 What types of education, PWR, and other community resources did OSY access?
Strategy 4g: Each year beginning in 2014-15, provide referrals for migrant students/OSY to MEP and community/ social services agencies as needed.	**MPO 4g**: By the end of the 14-15 school year and each year thereafter, there will be an increase of 1% in OSY engaged in instructional services and programs.	4g.1 What percentage of OSY were engaged in instructional services and programs. 4g.2 Did the percentage of OSY engaged increase by at least 1%?	4g.3 What types of referrals were provided to OSY?
Strategy 4h: Each year beginning in 2014-15, provide non-instructional	**MPO 4h**: By the end of the 14-15 school year and each year thereafter,	4h.1 What percentage of migrant students/OSY (PFS & non-PFS)	4h.2 What types of non-instructional support services

support services to migrant students and OSY.	75% of migrant students and OSY will have access to non-instructional services.	received non-instructional support services?	were provided to migrant students/ OSY?
Strategy 4i: Each year beginning in 2014-15, provide needs-based non-instructional support services to migrant students.	**MPO 4i**: By the end of the 14-15 school year and each year thereafter, 90% of migrant students and OSY completing a survey will report satisfaction with the non-instructional services provided through the MEP.	4i.1 What percentage of migrant students/OSY reported satisfaction with non-instructional services?	4i.2 What types of non-instructional support services were most helpful to students?

4. Priority for Services Students

Priority for Services in Colorado

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*

1) 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

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

   - Student has scored below grade level on the district reading or math assessment (PALS, PALS Español, Teaching Strategies GOLD, DIBELS Next, IDEL, DRA2, EDL2, FAST, AIMSweb, iReady, 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

5. Implementation and Accountability Plan

Local Monitoring, Accountability, and the Technical Assistance Process

During the previous school year, the Colorado MEP implemented monitoring site visits using a version of the State Consolidated Federal Integrated Review System (CFIRS) protocol adapted to the MEP. This system allowed for coordination with other Federal programs in the State; however, after having gone through the process, it became clear that a rubric anchored to specific actions/activities was needed both to ensure objectivity and to enable the State to clearly articulate its findings.

A Task Force was convened consisting of State MEP staff, and educators and administrators familiar with Colorado requirements and educational structures, experienced with student observation and data analysis, knowledgeable about migrant education and ELLs, and available for meeting and observation participation as well as for drafting tools and strategies for observing and monitoring local migrant education projects.

The Auditing Tool for Improving MEP Services (ATIMEP) resulted from the work of the Task Force. This tool was piloted in 2008 at selected sites and has been revised periodically over the past several years. Auditors assign an anchored rating of exemplary, satisfactory, needs improvement, or unsatisfactory to each criterion. The ATIMEP categories and sub-areas include:

I.   Project Management
1. Leadership, organization, and staffing of the MEP
2. MEP objectives alignment to the statutory purposes of the Non-Regulation Guidance
3. Priority for services
4. Communication with school districts
5. Oversight of project management
6. Student records
7. Equipment inventory
8. Equipment control
9. Use of equipment
10. Labeling of equipment
11. Working relationships with LEAs and other cooperating agencies
12. Collaboration with other agencies to provide services
13. Coordination of instruction and testing for students whose home base is in another State
14. Communication between the data specialist and other MEP staff

II.   Identification and Recruitment
1. Region wide recruitment plan
2. Region wide recruitment coordinator
3. Identification and enrollment of eligible students
4. Qualifying a family
5. ID&R procedures
6. Dissemination of ID&R procedures
7. Training for recruiters
8. Training for clerks
9. Student records
10. Training for personnel (other than clerks) serving migrant students on the student records system

11. Monitoring of student records entry
12. Family Educational Rights and Privacy Act (FERPA) provisions relative to the transfer of student records
13. COE eligibility information
14. Time between acquiring a lead and making a home visit to determine eligibility
15. Documentation of eligibility
16. Dissemination of information on program services
17. Quality assurance relative to eligibility decisions

III. **Project Implementation – Alignment to SDP and CNA**
1. Supplemental services
2. Individualized Education Program (IEP) services
3. Services identified in the needs assessment
4. Project activities
5. Project scope, size, and quality
6. Consultation with the Parent Advisory Council (PAC)
7. PAC training
8. Parents receive information in a language that they can understand
9. Parent involvement and PAC activities
10. Staff development
11. Staffing
12. Staff licensure
13. Non-instructional duty assignments
14. Private school participation
15. Programs for three- and four-year olds
16. Programs for out-of-school youth
17. Procedures to identify and address the needs of students at risk of failing a grade of dropping out of school
18. Documentation of home visits, school visits, and referrals
19. In-service training
20. Master list of students
21. The pupil/tutor ratio
22. Supplemental programs (tutoring, summer, etc.)
23. Coordination between tutors and classroom teachers
24. Materials and supplies for tutors
25. Academic requirements in home school districts
26. Counseling services specific to student mobility
27. Portable courses (coursework)
28. Credit accrual

IV. **Evaluation System and Program Effectiveness**
1. Improved student performance that is sustained
2. Goals and objectives
3. Use of statewide assessment results to make MEP decisions

A copy of the ATIMEP is on file with the State MEP. Each MEP site is visited each year by a team consisting of State MEP staff and/or their authorized representatives to observe project implementation, review records, interview staff, and examine pertinent documents and student outcome data. In addition, monitoring site visits provide an opportunity for the State to provide technical assistance both to follow-up monitoring findings and to

help provide solutions to project administration, implementation, budgetary, or program evaluation issues. Plans are underway to expand the tools used during monitoring to include the new MPOs and their accompanying strategies as part of the application, monitoring, and data collection processes for the Colorado MEP.

Collaboration and Resource Sharing Among Local MEP Sites

The Colorado MEP supports active and ongoing collaboration and sharing of resources, materials, and information among local MEPs at statewide/regional gatherings and through the MEP website at http://www.cde.state.co.us/cde_english/elau_migrant. On this interactive website, there are a number of resource areas available to migrant educators, recruiters, clerks, administrators, and parents. The following list represents collaboration areas that are available for exploration:

Tools for Administrators
Goals for U.S. Binational Migrant Education Initiative (BMEI)
Binational Migrant Brochure English, Spanish
Elementary Level Binational Transfer Document
Middle (*Secundaria*) Level Binational Transfer Document
Request for Binational Transcripts Form
Signed Annex IX
Binational Teacher Exchange Guide
Toll Free Hotlines for the Enrollment of Migrant Students
Coursework
Directory of Mexican State Coordinators
Binational Teacher Exchange Application
Request for SEP Books/Resource

Tools for Educators
Suggested Guidelines for Grade-Level Placement of Migrant Students
Grade Levels and Structure of the Mexican Educational System
Official and Religious Mexican Holidays
Map of Mexican States
Educational Strategies for Working with Binational Students
Parent Involvement (Spanish version)
Sheltered Instruction Observation Protocol (SIOP) Short Form
Sheltered Instruction Observation Protocol (SIOP) Lesson Plan
Free Language Resources
Engaging Mexican Parents in their Children's Education

Tools for Parents
Parents' Declaration of Rights (English, Spanish)
Questions Parents Ask About Schools
A Guide to the Toolkit for Hispanic Parents (English, Spanish)
Documents for School Enrollment
Binational Transfer Documents
Ensuring the Academic Success of our Children (English, Spanish)
Si Piensas Regresar a Mexíco...Inscribe a tu Hijo en la Escuela

Tools for Recruiters and Clerks

ID&R Strategies and Resources ERIC Digest 1202
ID&R-Trends and Issues
Ideas and Strategies for ID&R
ID&R Guidebook
Top 10 Things to Keep in Mind When Recruiting Binational Migrant Students

Activities sponsored by the State to encourage collaboration and ensure that sites are sharing resources to avoid duplication of services include, but are not limited to, the following.

- Colorado MEP Directors' and ID&R meetings
- Monthly webinars for MEP Data Management Specialists
- Colorado Statewide MEP Conference
- Colorado Statewide ID&R Training
- Participation in activities and events sponsored by SOSOSY and InET MEP Consortium Incentive Grants
- Regional PAC meetings
- Technical assistance and program monitoring visits by CDE MEP staff

Collaboration and resource sharing around the Colorado MEP SDP update will continue as a priority while aspects of the plan are implemented beginning in the spring and summer of 2014. Full implementation of the SDP will begin in the fall of 2014 once the Colorado MEP application, sub-allocation process, and the evaluation systems are revised to ensure they are aligned with the update to the Colorado MEP SDP.

During the 2014-15 school year, intense collaboration and resource sharing will occur around the professional development activities outlined in the next section of this report (Part 6, Professional Development Plan for Staff). These activities will be necessary to ensure that all educators and other personnel working with migrant students and families are aware of, and fully implementing, the new SDP.

Communication with Local Programs to Inform about the SDP and Solicit Feedback

Communication with local MEPs occurs systematically through a variety of means including: a) the State website at http://www.cde.state.co.us/; b) the MEP website at http://www.cde.state.co.us/cde_english/elau_migrant; c) regular meetings with directors, administrators, recruiters, and data specialists; d) State and local PAC meetings; e) email communications with MEP staff on topics about migrant students and programs; f) topic-specific webinars (e.g., data collection and reporting procedures, OSY); and g) regular onsite and desk monitoring.

The CDE purposefully involved a broad base of participants in the SDP Update process (MEP staff from all 5 MEP Regions, SEA staff, and representatives from the State PAC) as a means of increasing communication. In order to further communicate with local MEPs to inform them about the SDP and solicit feedback, a draft of the SDP will be shared with members of the SDP Committee and the State PAC for feedback prior to finalization. The SDP will be available on the State website at http://www.cde.state.co.us/cde_english/elau_migrant and a copy mailed to each funded local MEP.

6. Professional Development Plan for Staff

National Resources for Professional Development

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

- The Office of Migrant Education (OME) of the U.S. Department of Education, administers grant programs that provide academic and supportive services to eligible migrant students who are uniquely affected by the combined effects of poverty, language and cultural barriers, and the migratory lifestyle to assist them to meet the same challenging academic content and student academic achievement standards that are expected of all children. Resources are found at http://results.ed.gov. Available on this Results website are links to OME's CNA, SDP, and Evaluation toolkits: http://results.ed.gov/CNA_toolkit, http://results.ed.gov/SDP_toolkit, and http://results.ed.gov/program_evaluation_toolkit.

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

- ESCORT is a national center dedicated to improving educational opportunities for migrant children. It maintains the National Migrant Education Hotline and also conducts professional and program development activities in collaboration with State and local education agencies and schools to help improve services to migrant children and other English Language Learners. For more information, see www.escort.org.

- Sponsored by the Geneseo Migrant Center, the books listed in the Migrant Library serves as an introduction to migrant farmworker literature, both fiction and non-fiction. These resources may be useful inside the classroom, for research, or to increase understanding of the migrant experience in other areas. See www.migrantlibrary.org.

- The *Migrant Services Directory: Organizations and Resources* provides summaries and contact information for major Federal programs and national organizations that serve migrant farmworkers and their families. It can be used as a tool for increasing coordination among programs and organizations that serve the same client population. See www.ed.gov/about/offices/list/oese/ome/migrantdirectory.pdf .

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

Examples of **national** professional development opportunities include the following.

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

State and Regional/Local Resources for Professional Development

The Colorado **State** MEP and its **regional/local** operating agencies have a number of resources in place for professional development. Examples of these <u>resources</u> for MEP staff and regular school staff who work with migrant children include the following.

- Websites at <u>http://www.cde.state.co.us/</u> and <u>http://www.cde.state.co.us/cde_english/elau_migrant</u> that provide web resources, contact information for Colorado MEP sites, materials and information on various topics of interest, operating procedures for ID&R, upcoming events, and questions and answers.
- Opportunities for staff development to promote knowledge, application to teaching, and impact to support educators' professional growth focused on student learning through study groups, observation, school improvement committee work, e-learning, journaling on teaching practices, mentoring others, visiting schools, curriculum planning, etc.
- Meetings for local MEP directors.
- Webinars to facilitate cross-State collaboration and provide training on data management.
- Annual statewide and regional trainings and meetings for all MEP staff.
- Local and regional data management and reporting training opportunities.
- Regional and statewide parent involvement conferences and PAC meetings.
- The Colorado MEP adopted the National ID&R curriculum. All new and veteran MEP staff (directors are optional) are required to complete the initial training, after which they receive a one-year certification. Each year thereafter, MEP staff are required to receive annual ID&R training to receive re-certification. In addition, CDE provides four training opportunities per year (or more as needed).

7. Parent Involvement and Development Plan

Parent Advocacy for their Children

Title I supports parent involvement by enlisting parents to help their children do well in school. In order to receive MEP funds, a local school district must implement programs, activities, and procedures that effectively involve migrant parents. As the first teachers of their children, parents know the needs of their children best and can provide insight into their children's strengths and challenges. As such, migrant parents can play a pivotal role in planning the educational programs in which their children participate. Involving migrant parents in planning the MEP also builds their capacity to assist in their children's learning at home. In addition, parent involvement in the planning of the program enables parents to understand the program and have informed conversations with MEP and school staff regarding their children's education. Through their participation in the planning process, migrant parents are also more likely to become advocates and supporters of the program because they have a personal stake in its success.

Colorado offers general and specific information for parents to learn about the MEP, and to understand the ID&R process to determine whether their family qualifies for the program. Further, the Colorado MEP offers ideas for parents to help their children experience success in school. Each local MEP sponsors parent development, family events for sharing information and resources, and culminating activities to which parents are invited to participate and bring their families. The Colorado MEP and local projects consult with the State PAC about CNA and the design of the comprehensive SDP through the participation of State PAC representatives on the Colorado MEP CNA and SDP committees. These individuals, in turn, report back to the State PAC and their local PACs. The SDP is translated into Spanish.

A resource for parents is the Colorado MEP website at http://www.cde.state.co.us/cde_english/elau_migrant that contains information for parents on a number of topics. This information can be accessed directly by parents or downloaded by MEP staff and shared with parents. The topics below offer a wealth of information specific to migrant parents.

- ✓ Parents Declaration of Rights (English, Spanish)
- ✓ Questions Parents Ask About Schools
- ✓ A Guide to the Toolkit for Hispanic Parents (English, Spanish)
- ✓ Documents for School Enrollment
- ✓ Binational Transfer Documents
- ✓ Ensuring the Academic Success of our Children (English, Spanish)
- ✓ *Si Piensas Regresar a México...Inscribe a tu Hijo en la Escuela*

On the at http://www.cde.state.co.us/ website and http://www.cde.state.co.us/cde_english/elau_migrant website, parents also can access information about programs and services for which they or their children may be eligible (i.e., Colorado Preschool Program [CPP], adult education and family literacy, 21st CCLC after-school enrichment programs, college scholarships, Special Education Program, transportation, free/reduced lunches, summer programs). In addition, a Parent Involvement Toolkit can be found at http://www.cde.state.co.us/sites/default/files/documents/fedprograms/dl/ti_parents_pitoolkit.pdf

Local and State Parent Involvement Plans

Parent involvement is an integral part of all Title I programs and every school district has a PAC, including schools serving migrant students. It is important for parents and schools to develop partnerships and build ongoing dialogues to improve student achievement. Title I supports parental involvement by enlisting individual parents to help their children do well in school. In order to receive MEP funds, a local school district must implement programs, activities, and procedures that effectively involve migrant parents. As a routine part of the COE and re-interview process, parents are given information and asked for comments about the services provided through the MEP.

The State PAC serves in an advisory capacity to the Director of Migrant Education. Their advice assists the Director in making decisions to improve the program. The PAC meets a minimum of three times a year. Meetings for the PAC provide information as well as professional development. The meetings are held at various sites throughout the state to accommodate all five programs. The PAC is made up of one representative from each program. A chair and a secretary are elected every year during the spring and serve for one year. Program staff or community member can be part of the state PAC. However, only parents that participate can vote on issues. The PAC can and does play a critical role in the effectiveness of the MEP. Therefore, MEP staff provide and maintain a high quality professional development program as well as maintain the PAC as a credible and viable vehicle for MEP success.

Local PACs are supported by the State MEP, but have autonomy to make decisions about parent involvement at the local and State levels. They should:

- be comprised of a representative sample of parents or guardians of eligible migrant children and individuals who represent the interests of such parents;
- meet once per month during the regular school year;
- be provided by LEAs with a meeting location. With the assistance of the LEA, the PACs plan the time, and agenda well in advance;
- schedule meetings convenient for parents to accommodate their work schedules;
- provide meeting agendas, minutes, and other materials in a language and format that parents understand; and
- establish meeting rules that support open discussion.

Local MEPs may use MEP funds to provide transportation, child care, or other reasonable and necessary costs to facilitate attendance. The local MEPs retain copies of attendance records, meeting agendas, minutes, and any other relevant materials for auditing purposes by the Colorado MEP.

There are a number of resources for parent involvement and development with which the Colorado MEP collaborates that are within the State. Examples of these resources follow.

- The Colorado Statewide Parent Coalition with a mission to provide resources to strengthen parent involvement available at: http://coparentcoalition.org/
- *Strengthening Parent Involvement: A Toolkit*. Available on the CDE website at: http://www.cde.state.co.us/sites/default/files/documents/fedprograms/dl/ti_parents_pitoolkit.pdf
- The CDE Title I website that addresses parents and NCLB found at: http://www.cde.state.co.us/fedprograms/ti/parents

8. Identification and Recruitment Plan

Roles and Responsibilities of Recruiters

Identification and recruitment of eligible migrant children is a cornerstone of the MEP. "Identification" is the process of determining the location and presence of migrant children. "Recruitment" is defined as making contact with migrant families, explaining the MEP, securing the necessary information to make a determination that the child is eligible for the program, and recording the basis of the child's eligibility on a Certificate of Eligibility (COE).

Identification of families for the MEP is essential. Identifying families that may qualify for MEP services is done through the five local programs via Educational Recruiters. The recruiter identifies families by getting in touch with their local schools, contacting employers that work in an agricultural-related field, or through word of mouth. Recruiters meet with the families to discuss whether they qualify for the MEP.

The recruiter's primary responsibility is to properly identify and recruit migrant children for the MEP. In carrying out this work, every recruiter is expected to make a commitment to ethical professional behavior. Recruiters work with migrant farmworkers and their families, who are often highly mobile, experience educational disruptions, encounter cultural and language barriers, live in poverty and rural isolation, and have health-related problems that inhibit their ability to do well in school. The ethics policy is intended to serve as a basis for ethical decision-making in the conduct of ID&R

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

Until a child is deemed eligible for the MEP by the Colorado SEA, a child/youth cannot receive MEP services without a record of eligibility. In order for the recruiter to accomplish this task, recruiters should learn as much as they can about the MEP. The recruiter should have a strong understanding about:

- child eligibility requirements
- cycles of seasonal and temporary employment related to agriculture
- characteristics of migrant farmworkers and their families
- local school systems
- community organizations
- local roads and locations of migrant labor camps and other migrant housing
- MEP services offered by the local regional office
- how to maintain a recruiter calendar/time log
- federal/state statute and regulations
- identifying and serving OSY
- Other agencies that may provide services to migrant workers and their families, such as Migrant Health, "Women, Infants and Children (WIC) and early childhood programs

More information can be found in the Colorado MEP ID&R Guidebook found through the following link:
http://www.cde.state.co.us/sites/default/files/4%20-%202012%20-%20IDR%20Guidebook%20PDF.pdf

Quality Control Plan

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

- ✓ the State's Quality Control System facilitates multiple reviews of every COE, first by the MEP regional or LEA program data specialist and ID&R coordinators, second by SEA data specialist, and third by auditors and validation committee members to determine the eligibility of each child
- ✓ each COE is reviewed by an SEA data specialist who will collect supporting documentation and pull random selections of COE's for a phone audit
- ✓ provide monthly webinars for recruiters and data specialist to offer support, communicate updates and provide ongoing training. (NOTE: there are no webinar trainings during the months of May, June, July and January)
- ✓ implementation of four Recruiter/Data Specialist Training utilizing the National ID&R curriculum and requiring state certification for all recruiters/MEP staff
- ✓ sustaining opportunities for communication through webinars for recruiters and MEP staff
- ✓ best practices and updates for data specialists
- ✓ conducting annual re-interviews for current school years to validate the eligibility determinations documented on a COE and to check for any errors
- ✓ arrange every three years a re-interview by independent auditors to verify eligibility determinations
- ✓ each MEP regional or LEA program data specialist must be trained and certified on the National ID&R Curriculum and data management procedures before being allowed access to the State's student information system - NGS.

Reporting ID&R Results

Information on ID&R is collected and reported by local MEP sites, most of which are affiliated with school districts or BOCES. A number of resources on conducting ID&R and reporting ID&R results are available to assist recruiters as they conduct recruitments, verify information, and report ID&R results. These include:

- ✓ The Certificate of Eligibility
- ✓ COE Bundle (Example)
- ✓ Change of Address/Move Notification Form
- ✓ Qualifying Activity Form
- ✓ Residency Verification Form
- ✓ Transfer Document
- ✓ Request for Transcripts

- ✓ Instructions for the COE
- ✓ Instructions for Residency Verification Form
- ✓ Resources and Strategies on ID&R
- ✓ ID&R Guidebook
- ✓ MEP Brochure
- ✓ Migrant Map
- ✓ SEP Book Request Form

9. Evaluation Plan

Plan for Evaluating MEP Implementation and MPO Results

The evaluation of the Colorado MEP is completed by the State with the assistance of an external evaluator knowledgeable about migrant education, evaluation design, Federal reporting requirements/OME guidelines, and the Colorado MEP. The evaluation methodically collects both outcome and implementation information in accordance with the guidance provided by OME in its *Migrant Education Program Evaluation Toolkit: A Tool for State Migrant Directors* (2012).

Specifically, the evaluation will look at **implementation** (formative data) and the **results** of the program (outcome data) with respect to the strategies and measurable program outcomes of the service areas described earlier in the Colorado SDP. Implementation (formative data) will answer questions such as the examples below.

- *Were local projects implemented as described in the approved MEP application? If yes, what worked and why? If not, what didn't work and why not?*
- *What challenges were encountered by the MEP? What was done to overcome these challenges?*
- *What adjustments can be made to the MEP to improve services, instruction, staffing, inter- and intrastate coordination, professional development, and the involvement of migrant parents?*

Implementation of the strategies identified in this SDP will be measured using a <u>Fidelity of Implementation Index</u> (FII) that is anchored to specific implementation-based best practices in designing and implementing effective programs, especially for migrant children and youth. FII data will be gathered by local MEPs and presented as evidence during onsite monitoring visits, classroom observations, and structured interviews with MEP staff. The FII utilizes a 5-point rubric that measures the level of implementation from non-evident to highly effective.

Summative results of the program (outcome data) will answer questions such as the examples below.

- *To what extent did students who received MEP services increase their skills in reading and mathematics?*
- *To what extent did 3-4 year old migrant children who participated in preschool programs demonstrate kindergarten readiness skills?*
- *To what extent did migrant secondary students graduate?*
- *To what extent did migrant PFS students close the achievement gap in reading/math?*

Results on progress toward meeting the MPOs will be measured using the State reading and math assessments as described in Part 3 of this report (General Framework: Plan Alignment). Data on migrant students and services will be collected by the State from each of its local operating agencies. Data sources include: migrant parents, migrant secondary students, recruiters, migrant program administrators, educators, and other staff as appropriate.

Student achievement and outcome data as well as perception data will be collected through surveys, focus groups, and records reviews (including assessment results reported through the State system). Data analysis procedures will include descriptive statistics based on Colorado migrant student demographics, program implementation, and student and program outcomes. Means and frequencies will be reported. Tests of statistical significance will be done, trend analyses conducted, and inferential statistics will be conducted, as appropriate. An annual report on the progress made by the Colorado MEP toward implementing its strategies and meeting its MPOs will be prepared annually by an external evaluator. This report will include implementation results,

outcome results for the statewide MPOs, and recommendations for improving services to help ensure that the special educational needs of migrant students are being met.

Student Assessment and Progress Monitoring Plan

Progress monitoring assessments are given throughout the school year in Colorado to determine a student's progress toward the instructional goals and to help plan differentiated instruction. This type of criterion-referenced assessment is administered regularly in Colorado—a minimum of three times per year—especially at critical decision-making points such as regrouping students. For students at-risk, progress monitoring occurs as frequently as needed, based on student growth.

For program monitoring and improvement purposes and in accordance with the evaluation requirements provided in 34 CRF 200.83(a)(4), the evaluation data and demographic information described in Parts 3 of this report will be collected, compiled, analyzed, and summarized each year on the MEP. These activities will help the State determine the degree to which the MEP is effective in relation to the State performance targets, strategies, and MPOs.

Specifically, data are collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP. The data collected for these various purposes are listed in the tables that follow. Each data element is accompanied by a notation about the frequency of collection and the individual or agency responsible.

For all programs and services, the progress monitoring plan calls for the collection of data on ID&R, student participation, coordination activities (including interstate coordination and home/school partnerships), staff and parent perceptions about program effectiveness, professional development, and program strengths and areas needing improvement.

Statewide MEP Data Collection and Reporting Systems

State assessment results are reported based on performance levels with specified performance targets (progress indicators). The performance levels (from low to high) are: Unsatisfactory, Partially Proficient, Proficient, and Advanced.

In the area of **school readiness**, measurements used to determine the progress toward achieving the MPOs include appropriate developmental skills assessments (i.e., PPVT, DIBELS); parent surveys; and structured interviews, parent and staff focus groups, and demographic and services logs.

In the area of **graduation/dropout prevention**, measurement tools used to determine progress toward migrant student credit accrual and movement toward graduation include logs and records maintained onsite by local MEPs and recorded/stored in the Colorado Migrant Student Database; graduation rates documented by the CDE on its website at http://www.cde.state.co.us/; and parent and staff development pre- and post-surveys of improvement in skills and strategies.

The charts that follow provide information on the student, staff, parent, and program data collected and reported through the MEP.

Data element	Who collects?	How collected	When collected?
Number of eligible students recruited	COE approval data clerk	NGS	Daily updates

Data element	Who collects?	How collected	When collected?
Documentation of COE accuracy	COE approval team; ID&R coordinator; rolling re-interview process	Regional Reviewer checks each COE at time of recruiter submission. The reviewed COE is submitted to the SEA for final approval. Upon approval the regional data specialist enters the COE data into NGS. An annual review of the COE may be re-interviewed by phone or face to face.	Immediately at submission for supervisor review and then at approval team level. Annual re-interview process.
Number of students, by age/grade, enrolled in preschool, school, OSY programs, summer programs	District MEP data clerks	NGS	Daily updates
Number of students receiving services through highly qualified teachers and tutors	District MEP data clerks	NGS	Year end
Number and type of intra- and interstate coordination activities	CDE MEP staff	NGS/MSIX	At time of activity
Number of parents involved through attendance at parent meetings; participation in workshops, classes, parent training; and school/classroom visits	District MEP data clerks	Attendance records kept at the local level	At time of function
Home-school communication documentation	Local projects	Student home/school records kept by the district	Ongoing
Number of staff enrolled in professional development programs and specifics on training	Local projects	The number of staff in PD program and specific training kept by local projects	Immediately after programs or functions occur
Completed evaluation surveys and questionnaires from staff and parents	Local projects and CDE staff	Distributed to staff and parents	Ongoing
Documentation on monitoring and technical assistance review findings	CDE monitoring team	ATIMEP Monitoring	After visit
Number and % of families with 3-4 year old PK children who receive educational services through the MEP	MEP data clerk	NGS	Year end
Number and % of students designated PFS in reading who receive supplemental, content-based instructional services	MEP data clerks	NGS	Ongoing
Number and % of high school students who receive supplemental, content-based instructional services	MEP data clerks	NGS	Ongoing
Number and % of migrant students who	MEP data clerks	CDE Data Pipeline, End-	Year end

Data element	Who collects?	How collected	When collected?
graduate from high school		of-year Completers Report, NGS	

For **School Readiness** – In addition to demographic data and the MPO data below, other data are collected through skills checklists, formal and informal assessments, and mastery of performance objectives.

Data element (MPO)	Who collects?	How collected	When collected?
MPO 1a: By the end of the 14-15 school year and each year thereafter, 80% of migrant parents who participate in school readiness opportunities will report positive growth in their ability to help their children be ready for school.	Local MEP staff	Parent survey, parent focus groups	Year end
MPO 1b: By the end of the 14-15 school year and each year thereafter, by coordinating support services for migrant families participating in ECE, parent participation will be 5% higher than the previous year.	Local MEP staff	Parent survey, parent focus groups	Year end
MPO 1c: By the end of the 14-15 school year and each year thereafter, by collaborating with existing ECE programs and/or participating in MEP funded programs, 3-5 year old migrant students receiving MEP services will increase their school readiness by 5% as measured by the Preschool Readiness Checklist.	Local MEP staff from ECE programs	Reliable school readiness skills assessment	Year end

For Proficiency in **Reading** – In addition to the MPO data below, staff training and participation and other data on student performance in reading are collected.

Data element (MPO)	Who collects?	How collected	When collected?
MPO 2a: By the end of the 14-15 school year and each year thereafter, 3% more students in grades 3-8 and high school will attain proficiency in reading or show more than one year growth on the Colorado State Reading Assessment.	CDE	CDE database	End of summer
MPO 2b: By the end of the 14-15 school year and each year thereafter, 80% of students in grades K-2 will show at least one year's growth in reading as measured by a State-approved literacy assessment (ie: DIBELS/IDEL, ISIP ER, Istation/ISIP ER Spanish Istation, PALS/PALS en Español, DRA2/EDL2, aimsweb, FAST, i Ready, STAR).	Local MEP staff	CDE database or Districts	End of summer
MPO 2c: By the end of the 14-15 school year and each year thereafter, following participation in MEP-sponsored activities in reading, 80% of migrant parents with children enrolled in grades K-12 will report an increased ability to help with their children's reading development.	Local MEP data clerks	Parent survey, parent focus groups	Year end
MPO 2d: By the end of the 14-15 school year and each year thereafter, 80% of staff will report positive growth in their	Local MEP staff	Staff survey, staff training	Ongoing

Data element (MPO)	Who collects?	How collected	When collected?
ability to support migrant students in reading as a result of their participation in MEP professional development.		evaluations	
MPO 2e: By the end of the 14-15 school year and each year thereafter, 3% more BN students in grades 3-10 will attain proficiency in reading or show more than one year growth on the Colorado State Reading Assessment.	CDE	CDE database	End of summer

For Proficiency in **Mathematics** – In addition to the MPO data below, staff training and participation and other data on student performance in math are collected.

Data element (MPO)	Who collects?	How collected	When collected?
MPO 3a: By the end of the 14-15 school year and each year thereafter, 3% more students in grades 3-8 and high school will attain proficiency in mathematics or show more than one year growth on the Colorado State assessment when compared to the previous year.	CDE	CDE database	End of summer
MPO 3b: By the end of the 14-15 school year and each year thereafter, 80% of students in grades K-2 will show at least one year's growth in math as measured by a State-approved mathematics assessment.	Local MEP data clerks	CDE database or Districts	End of summer
MPO 3c: By the end of the 14-15 school year and each year thereafter, at least 55% of migrant students entering 11th grade will have received full credit for Algebra 1 or a higher math course.	Local MEP data clerks	Districts or CDE (if possible)	Ongoing
MPO 3d: By the end of the 14-15 school year and each year thereafter, following participation 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.	Local MEP staff	Parent survey, parent focus groups	Year end
MPO 3e: By the end of the 14-15 school year and each year thereafter, 80% of staff will report positive growth in their ability to support migrant students in mathematics as a result of their participation in MEP professional development.	Local MEP staff	Staff survey, staff training evaluations	Ongoing
MPO 3f: By the end of the 14-15 school year and each year thereafter, 3% more BN students in grades 3-10 will attain proficiency in math or show more than one year growth on the Colorado State Math Assessment.	CDE	CDE Database	End of summer

For Graduation from High School and Services to OSY – In addition to the MPO data listed below, other data include secondary student participation, retention/drop out, student demographics, coursework completion, gain between pre/post on curriculum-based assessments, and credit accrual.

Data element (MPO)	Who collects?	How collected	When collected?
MPO 4a: By the end of the 14-15 school year and each year thereafter, 55% of migrant high school students will graduate.	CDE	CDE database	Year end
MPO 4b: By the end of the 14-15 school year and each year thereafter, less than 3.5% of migrant secondary students will drop-out of high school.	CDE	CDE database	Ongoing
MPO 4c: By the end of the 14-15 school year and each year thereafter, following MEP-sponsored services, 80% of migrant parents of secondary-aged students, will report an increased understanding of graduation requirements and college and career readiness.	Local MEP staff	Parent survey, parent focus groups	Year end
MPO 4d: By the end of the 14-15 school year and each year thereafter, following MEP-sponsored training, 80% of staff will report an increased understanding of migrant secondary student needs relative to graduation and college and career readiness.	Local MEP staff	Staff survey, training evaluations	Ongoing
MPO 4e: By the end of the 14-15 school year and each year thereafter, following participation in MEP-sponsored secondary leadership activities, 80% of students will report an increase in their development as leaders.	Local MEP staff	Student/youth survey	Year end
MPO 4f: By the end of the 14-15 school year and each year thereafter, 80% of migrant OSY will report that they have received useful information and materials from the MEP to assist them in accessing education, postsecondary, workforce, career readiness, and other community resources.	Local MEP staff	Student/youth survey, focus groups	Year end
MPO 4g: By the end of the 14-15 school year and each year thereafter, there will be an increase of 1% in OSY engaged in instructional services and programs.	Local MEP staff	OSY Profile and Tracking Form	Ongoing
MPO 4h: By the end of the 14-15 school year and each year thereafter, 75% of migrant students and OSY will have access to non-instructional services.	Local MEP data clerks	OSY Profile and Tracking Form, NGS	Ongoing
MPO 4i: By the end of the 14-15 school year and each year thereafter, 90% of migrant students and OSY completing a survey will report satisfaction with the non-instructional services provided through the MEP.	Local MEP staff	Student/youth survey, focus groups	End of year/ summer

10. Exchange of Student Records

Colorado State MEP Student Records Exchange

Colorado utilizes the **New Generation System** (NGS). NGS is a web-based interstate information network that communicates demographic, educational, and health data on migrant students to educators throughout the nation. The system allows educators to record the movement of migrant students through the educational process by producing online records of a student's educational progress and health profile. Educators can generate a student transfer document to facilitate academic placement as the student transfers schools. NGS also allows educators to generate various student-level, management, and OME performance reports.

NGS is secured using many techniques, one of which is password authentication. A user ID and password is issued once a completed application is received and approved. Consortium members are able to query, add, and update records on students, enrollments, assessments, special needs, and various health data. For academic records, members can add, update, consolidate, or view information on unresolved courses, failed courses, recommended courses, passed courses, academic credits, state graduation plans, and graduation requirements. Information on facilities (SSID), facility contacts, and supplemental programs provided to students at a facility can be input.

The Migrant Student Records Exchange (MSIX)

The U.S. Department of Education was mandated by Congress, in Section 1308 (b) of ESEA, as amended by the No Child Left Behind Act of 2001, to assist States in developing effective methods for the electronic transfer of student records and in determining the number of migratory children in each State. Further, it must ensure the linkage of migrant student record systems across the country. In accordance with the mandate, the Department has implemented the *Migrant Student Information Exchange* (MSIX) initiative whose primary mission is to ensure the appropriate enrollment, placement, and accrual of credits for migrant children.

Colorado is fully operational in MSIX and the Colorado Migrant System/NGS interfaces with it successfully to allow the State to complete reports on interstate and intrastate student records. Colorado is able to provide student data, as required, for the State Comprehensive State Performance Report (CSPR) and to meet other Federal and State data requirements.

11. Looking Forward

Communicating the SDP to Local Projects and Other Stakeholders
The updated SDP will be communicated to local MEP directors, migrant parents, and other stakeholders through several vehicles:

- Dissemination and discussion during the next Colorado MEP directors' meeting;
- Translation of key sections of the SDP report into Spanish and other languages, as feasible;
- Providing copies of the translated SDP to local PACs and the State PAC;
- When requested of CDE, sending an electronic or paper copy of the SDP to stakeholders;
- Sharing a copy of the report with key collaborators (e.g., Farmworker Health programs, Colorado's OME program officer); and
- Placing a copy of the SDP report on the State MEP website at
    http://www.cde.state.co.us/cde_english/elau_migrant

Next Steps
The next action to be taken after the completion of the update to the Colorado MEP SDP is to **disseminate the report** to various stakeholders as described in the previous section. In addition, CDE will be providing **professional development** to its local MEP directors, instructional staff, recruiters, parents, and others responsible for the identification and recruitment, program administration, instruction, and support of migrant children and youth. Beginning in February 2014, the State will be conducting a complete **alignment of State MEP systems** to reflect the decisions made in the SDP update. These components of the Colorado MEP will include the MEP sub-grantee application, the implementation and outcome evaluation data collection forms, the State data collection and reporting system, and the onsite monitoring tool used by the State to review local project implementation.

The Colorado MEP systems alignment will be completed by June 30, 2014 to allow for full implementation of the updated SDP beginning in the 2014-15 school year. Some changes to the SDP are expected the following school year to reflect new State accountability in accordance with the approved Flexibility Waiver granted by the U.S. Department of Education. The State MEP will convene a small workgroup in the late fall/early winter of 2014 to update the SDP with the necessary revisions that will be in effect for MEPs in Colorado during the following school year.

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