



**COLORADO**  
Department of Education

# Migrant Education Program Comprehensive Needs Assessment Update

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

By:  
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## Executive Summary

This report provides an update to the Colorado Comprehensive Needs Assessment (CNA) completed in 2009. This update reflects recent data and demographic shifts that have occurred. Similar to many other states, Colorado has undergone a downward trend in the number of migrant students identified and served. Guidance from the Office of Migrant Education (OME) calls for an update whenever there are substantial changes in the student population or in the context for services.

Policy guidance issued by OME in the Title I-C Non-Regulatory Guidance (2010) states that needs assessments must reflect the best information available and focus on ways to meet the unique educational needs of eligible migrant children and youth. This CNA was planned and implemented in collaboration with a broad-based needs assessment committee representing Migrant Education Program (MEP) educators and administrators, State education agency staff, and parents.

### Process

In order to conduct a comprehensive assessment of migrant student needs, the State compiled current data from the 2011-12 school year. The needs assessment committee reviewed student assessment and achievement data, parent and staff survey results, and other outcome data such as graduation and dropout rates. The committee identified key areas of need and requested additional information to support concerns that were identified in five goal areas: school readiness, reading and math, high school graduation, and non-instructional support services.

### Results

The data included in this CNA update show 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 the migrant lifestyle. Specific strategies for addressing these needs are included in the report and will be followed up as the State updates its MEP Service Delivery Plan, sets measurable program outcomes, and aligns these activities with the MEP application, monitoring process, and other systems to support migrant student success.

### Conclusion

Staff and parent surveys and focus group results document needs in the goal areas of academic services (reading and mathematics), supportive services (e.g., referrals to health care, transportation to participate in before and after school tutoring and other services, interpreting/translating), school readiness, and high school graduation and services to out-of-school youth. In addition, increasing parent involvement, communication, and data sharing to improve program services also were identified.

State assessment results in reading and mathematics show that migrant students consistently score below all students in the State. This is true during the current school year as well as longitudinally over the past five years. 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. The need to close these achievement gaps will be addressed as the MEP moves forward with an update to the Colorado MEP Service Delivery Plan (SDP) beginning in June 2013.



## Acronyms and Abbreviations List

<b>BOCES</b>	Board of Cooperative Educational Services
<b>CASE</b>	Colorado Association of School Executives
<b>CBLA</b>	Colorado Basic Literacy Act
<b>CDE</b>	Colorado Department of Education
<b>CNA</b>	Comprehensive Needs Assessment
<b>CSAP</b>	Colorado State Assessment Program
<b>CSPR</b>	Comprehensive State Performance Report
<b>ESL</b>	English as a Second Language
<b>GED</b>	General Education Development (High school equivalency tests)
<b>ID&amp;R</b>	Identification and Recruitment
<b>IDEA</b>	Individuals with Disabilities Education Act
<b>InET</b>	Innovative Educational Technologies (for Binational Migrant Students)
<b>LCE</b>	Office of Language, Culture, and Equity
<b>LEA</b>	Local Education Agency
<b>LOA</b>	Local Operating Agency
<b>MEP</b>	Migrant Education Program
<b>MPO</b>	Measurable Program Outcomes
<b>NCLB</b>	No Child Left Behind Act of 2001
<b>NGS</b>	New Generation System (State MEP data system)
<b>OME</b>	Office of Migrant Education
<b>OSY</b>	Out-of-School Youth
<b>PASS</b>	Portable Assisted Study Sequence
<b>P/A</b>	Proficient/Advanced (on the State academic assessments)
<b>PAC</b>	Parent Advisory Council
<b>PFS</b>	Priority for Services
<b>READ</b>	Colorado Reading to Ensure Academic Development Act
<b>SDP</b>	Service Delivery Plan
<b>SEA</b>	State Education Agency
<b>SMYLI</b>	State Migrant Youth Leadership Initiative
<b>SOSY</b>	Solutions for Out-of-School Youth
<b>SOSOSY</b>	Strategies, Opportunities, and Services to Out-of-School Youth
<b>TCAP</b>	Transitional Colorado Assessment Program



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## 1. Introduction – Authorizing Statute and Guidance for Conducting the Comprehensive Needs Assessment

### Overview

A Migrant Education Program (MEP) Comprehensive Needs Assessment (CNA) is required by the Office of Migrant Education of the U.S. Department of Education under Section 1306 of the Elementary and Secondary Education Act, reauthorized as the *No Child Left Behind Act of 2001 (NCLB), Title I Part C, Section 1304(1) and 2(2)*.

States must address the unique educational needs of migratory children in accordance with a comprehensive State plan that:

- is integrated with other programs under NCLB and may be submitted as part of the State consolidated application;
- provides that migratory children will have an opportunity to meet the same challenging State academic content standards and challenging State 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 for migrant children from appropriate local, State, and Federal educational programs;
- is the product of joint planning among such local, State, and Federal programs, including programs under Part A, early childhood programs, and language instruction programs; and
- provides for the integration of available MEP services with other Federal-, State-, or locally-operated programs.

The CNA must be periodically reviewed and revised, as necessary, to reflect changes in the State's strategies and programs provided under NCLB. This update reflects changing migrant student demographics, specifically a decrease in the overall total number of migrant students, substantial decreases in the binational migrant student population, and an increase in the percentage of out-of-school youth.

#### Purpose of the CNA Update

Policy guidance issued by the Office of Migrant Education (OME) in the Title I-C Non-Regulatory Guidance, 2010, states that needs assessments must reflect the best information available and focus on ways to meet migrant student needs, permitting those with Priority for Services (PFS) to participate effectively in school. Because the CNA serves as the blueprint for statewide and local services and provides a basis for the State to allocate funds to local operating agencies (LOAs), it is imperative that it be both comprehensive and up-to-date.

The previous CNA was completed in April 2007 and updated in 2009. While this version of the CNA and the update involved a broad and systematic approach that progressed through a defined series of phases involving key stakeholders to ensure commitment and follow-up, data from the 2007-08 school year needed to be updated. This most recent update report provides the most recent information available (data from the 2011-12 school year).

#### State and Local MEP Perspective



The Colorado Department of Education (CDE) administers the state MEP grant using a sub-granting process funding six MEP Regional Centers with offices located in Alamosa (Southwest), Aurora (Metro), Eagle (Northwest), Grand Junction (West Central), Greeley (Northern), and Pueblo (Southeast). These regional centers provide a comprehensive program of identification and recruitment (ID&R); migrant student enrollment; supplemental instructional, health, and support services; MEP staff professional development, and parent involvement.

The Colorado Department of Education’s MEP Unit is housed within the Office of Language, Culture, and Equity (LCE). The mission of the Office is to: *Support all English language learners, and migrant students, linguistically, socially and academically, by providing educational leadership for teachers, parents/guardians, students and Colorado communities.*

Professional and support staff at CDE assisting the State MEP Director—Liliana Graham—to administer programs, provide technical assistance, and monitor services delivered by the local operating agencies (LOAs) to migrant children and youth in Colorado include:

- Juanita Arias
- Laura Blancas
- Lilian Escobar
- Ricardo López
- Darlene Martínez
- Tomás Mejía
- Brenda Meyer
- María Pérez-De León
- Marti Rodriguez

State MEP staff review, monitor, and evaluate local MEP needs assessments, program applications, the delivery of services to match the State Service Delivery Plan (SDP), and fiscal expenditures. In addition, the State is responsible for ensuring outcomes as identified through student assessment results and other outcome data. In addition to providing oversight of MEPs providing instructional and support services, the Colorado MEP is responsible for ID&R, recruiter professional development, and student eligibility documentation and quality control. The regional centers and local school districts are responsible for fully cooperating with CDE on these activities and complying with all monitoring from the State and from OME.

### **Organization of the CNA Update**

In addition to this introduction (Part 1), there are four main sections contained in the report. The Conducting a Comprehensive Needs Assessment (Part 2) briefly describes the process undertaken for both the comprehensive needs assessment (2007) and this 2013 update.

Part 3 contains the 2012-13 update results reflecting the information from parent and staff focus groups and surveys, and State reading/language arts and mathematics assessments for migrant students. Part 4 provides the findings from the CNA Committee (concerns and solution strategies, and Part 5 offers conclusions about how the data from this update compares with the previous CNA and the possible impact on areas of concern, solutions, and the delivery of services to migrant students in the State of Colorado.



## 2. Conducting a Comprehensive Needs Assessment

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### The CNA Process in Colorado

The State used the OME-recommended 3-phase “gap model” to explore the difference between the present and future state. In Phase 1-Exploring “What Is” we engaged various constituents and convened meetings to review data and explore student outcomes. In Phase 2, Gathering Data and Analysis, we collected needs assessment data, constructed data collection tools, convened management and data teams; and in Phase 3—Decision Making, we re-convened the committee to consider the findings and prepare an action plan for solution implementation, the delivery of services, and the evaluation of the MEP in accordance with the guidelines provided by the Office of Migrant Education in its Migrant CNA Toolkit (2012).

The CNA Committee looked at the MEP Seven Areas of Concern, comparing the areas to the specific needs of migrant students and families in Colorado and aligned with the needs identified in previous needs assessments. In the updated 2013 CNA, we convened a CNA Update Workgroup consisting of two SEA MEP staff, an SEA data specialist, four regional MEP directors/staff, a MEP regional recruiter, the MEP Parent Advisory Council (PAC) President, and an outside facilitator knowledgeable about the Colorado MEP, data analysis, and the MEP CNA process.

### Data Collection and Reporting Procedures

Specific activities conducted during the 2012-13 CNA update are listed below. These activities were begun in the summer of 2012 and continued through spring 2013. State MEP staff:

- Met with the State Data and Research Unit met to discuss data needed for the CNA update.
- Met with MEP directors during a June 2012 MEP Directors’ Meeting in Grand Junction to recommend design elements for the CNA update.
- Discussed the CNA Update logistics with all MEP regional directors during the September 2012 MEP Regional Directors’ Meeting in Denver.
- Met with the CNA consultant to design data collection and reporting formats.
- Developed and implemented staff surveys, parent interview and focus group protocols; and requests for data summaries from the State database and the State MEP’s database, New Generation System (NGS).
- Trained MEP staff on survey instruments and interview/focus group protocols.
- Conducted two CNA Update meetings during 2012 and 2013 to review the data and determine the need for additional data, identify concern statements, solution strategies, and set the stage for the update to the State Service Delivery Plan (SDP).
- Transcribed focus group results, summarized the data, and analyzed the results.
- Summarized and analyze the staff survey data by region and for the state as a whole.
- Worked with the State Data and Research Unit to interpret the scores received on the State assessment in reading/language arts and mathematics.

The data collected are presented in the next section of the report (Results) and form the basis for the conclusions and recommendations provided in the final chapter of this report.





### 3. Results

#### State Demographics

The State of Colorado has identified 4,247 eligible migrant students in 2011-12. The student count has decreased steadily since 2007-08 when the last CNA Update was completed. Over the past three years alone, student counts dropped from 4,882 in 2009-10 to the current count of 4,247. The decrease in the number of migrant students identified in Colorado is a substantial 55% over the last four years.

Table 1 presents the number and percentage of students by last qualifying move (LQM) for the 2007-08 school year and for 2011-12. For the 2011-12 school year, the data show that there are larger percentages of students

**TABLE 1:** Number and Percent of Migrant Students by Last Qualifying Move (LQM) Status

Mobility	# (%) Students 2007-08	# (%) Students 2011-12
LQM within 12 months	2,206 (24%)	1,219 (29%)
LQM in previous 13-24 months	2,246 (24%)	1,054 (25%)
LQM in previous 25-36 months	2,335 (25%)	1,039 (25%)
LQM in previous 37-38 months	2,577 (28%)	935 (22%)
TOTAL	9,364	4,247

having more recent qualifying moves.

Table 2 shows the number of students served in the regular and summer terms for 2007-08 and for 2011-12. During both set of school years, more students were served in the regular school year than in the summer. However, the data show a much lower percentage of migrant students served during the summer during 2011-12 than were served in 2007-08.

During the regular school year, 516 (14%) of the migrant students served were identified as PFS and 72 (21%) were identified as PFS during the summer term.

**TABLE 2:** Number of Migrant Students Served by Grade Level

Grade	Regular 2007-08	Regular 2011-12	Summer 2007-08	Summer 2011-12
Ages 0-2	8	152	141	6
Ages 3-5	280	426	237	37
K	531	228	117	25
1	616	272	177	36
2	537	248	184	16
3	515	240	172	32
4	514	263	145	43
5	458	240	140	29



6	441	224	138	22
7	443	208	115	18
8	414	203	112	21
9	392	204	129	30
10	332	182	105	15
11	259	167	70	10
12	160	197	54	4
OSY	3	296	776	0
<b>Total</b>	<b>5,903</b>	<b>3,748</b>	<b>2,812</b>	<b>344</b>

Table 3 presents the number of total types of services for students receiving instructional and support services during the regular and summer/ intersession terms during 2011-12.

The types of services provided differ during the regular and summer/intersession terms. During the regular term, more math services were provided than reading; however, there were substantially more reading services than math services provided during the summer. Also, more support than instructional services were provided.

**TABLE 3:** Number and Percent of Participating Migrant Students Receiving Instructional Services by Type of Service for 2011-12

Any Type of Service	Regular Term	Summer/Intersession
<b>INSTRUCTIONAL</b>	<b>2,281</b>	<b>341</b>
- Reading Instruction	1,456	238
- Math Instruction	1,568	154
- Secondary Credit Accrual	496	53
- Referred Service	2,030	33
<b>SUPPORT</b>	<b>3,478</b>	<b>100</b>
- Counseling	271	0



An unduplicated count of students receiving instructional services revealed that 61% of migrant students received any type of instructional service during the Regular Term; and 99% received of instructional service during the summer.

- Referrals	2,030	33
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Table 4 on the next page presents the number of migrant students receiving high school accrual services during the current school year. A total of 496 secondary-aged migrant students received services during the regular school year and 53 during the summer term.



**TABLE 4: Number of High School Migrant Students Receiving Credit Accrual Services**

Grade	Regular Year	Summer Term
9	96	28
10	142	13
11	133	9
12	101	3
OSY	24	0
<b>TOTAL</b>	<b>496</b>	<b>53</b>

- 482 migratory students were identified as Homeless.
- 3.5% of migrant students have dropped out of grades 7-12 compared with 2.9% of all students.
- 70% of migrant students move *within* Colorado; the remaining 30% move from Colorado to Kansas (9%); Texas (5%); Arizona (4%); Nebraska (4%); and California, Oregon, South Dakota, and Washington (8% total). About 25% of the students moving to Colorado come from Texas. The top other states sending students to Colorado include Arizona, California, New Mexico, and Kansas.

### State Assessment Results

Academic achievement in reading for students attending public schools in Colorado was assessed through the Colorado Student Assessment Program (CSAP) until the 2011-12 school year when the Transitional Colorado Assessment Program (TCAP) was instituted. Table 6 through Table 9 present the reading assessment results for migrant students and all students who were assessed in the spring of each year for the four year period beginning 2008-09 through 2011-12. Note that the CSAP was used through 2011 and was replaced by the TCAP in 2012.

Over the four year period, Colorado migrant students consistently scored below all students, exhibiting substantial reading needs. The differences between migrant and all students who were proficient or advanced (P/A) ranged from -47% on the 2009 CSAP to -36% in 2012.

Table 5 to the right shows the number of migrant students who also are English language learners. There were 2,116 students who were identified, the vast majority of which are Spanish speakers.

Following are other demographics collected on migrant students in Colorado for 2011-12:

- 216 migrant students also were identified as Children with Disabilities (IDEA).

**TABLE 5: Migrant Students who are English Language Learners**

Grade	Number	Percentage
K	108	5.1%
1	199	9.4%
2	228	10.8%
3	199	9.4%
4	210	9.9%
5	184	8.7%
6	175	8.3%
7	160	7.6%
8	146	6.9%
9	142	6.7%
10	102	4.8%
11	107	5.0%
12	129	6.1%
OSY	27	1.3%
<b>TOTAL</b>	<b>2,116</b>	<b>100.0%</b>

**TABLE 6:** Proficiency Levels for Colorado Migrant Students and All Colorado Students - Reading CSAP 2009

Grade	All Students			Migrant Students			
	Total # Students	# Students P/A	% Students P/A	Total # Students	# Students P/A	% Students P/A	Difference
3	60,064	43,601	73%	365	135	37%	-36%
4	59,833	38,911	65%	333	106	32%	-33%
5	58,995	40,503	69%	349	117	34%	-35%
6	57,882	41,549	72%	330	109	33%	-39%
7	57,746	38,779	67%	287	78	27%	-40%
8	57,567	37,114	64%	323	76	24%	-40%
9	60,218	40,295	67%	288	59	20%	-47%
10	57,458	39,912	69%	245	73	30%	-39%
<b>Total</b>	<b>469,763</b>	<b>320,664</b>	<b>68%</b>	<b>2,520</b>	<b>753</b>	<b>30%</b>	<b>-38%</b>

**TABLE 7:** Proficiency Levels for Colorado Migrant Students and All Colorado Students - Reading CSAP 2010

Grade	All Students			Migrant Students			
	Total # Students	# Students P/A	% Students P/A	Total # Students	# Students P/A	% Students P/A	Difference
3	61,095	42,660	70%	258	86	33%	-37%
4	61,548	40,558	66%	293	95	32%	-34%
5	60,246	41,913	70%	270	100	37%	-33%
6	59,381	42,807	72%	254	100	39%	-33%
7	58,421	39,684	68%	249	75	30%	-38%
8	57,983	39,383	68%	227	58	26%	-42%
9	60,434	40,868	68%	247	64	26%	-42%
10	57,261	37,937	66%	187	59	32%	-34%
<b>Total</b>	<b>476,369</b>	<b>325,810</b>	<b>68%</b>	<b>1,985</b>	<b>637</b>	<b>32%</b>	<b>-36%</b>

**TABLE 8:** Proficiency Levels for Colorado Migrant Students and All Colorado Students - Reading CSAP 2011

Grade	All Students			Migrant Students			
	Total # Students	# Students P/A	% Students P/A	Total # Students	# Students P/A	% Students P/A	Difference
3	61,828	45,011	73%	257	104	40%	-33%
4	62,507	40,832	65%	227	65	29%	-36%
5	61,982	42,807	69%	285	100	35%	-34%
6	60,600	43,036	71%	241	92	38%	-33%
7	59,736	40,098	67%	252	76	30%	-37%
8	58,480	39,178	67%	200	68	34%	-33%
9	59,881	39,228	66%	220	54	25%	-41%
10	57,936	37,798	65%	183	26	14%	-51%
<b>Total</b>	<b>482,950</b>	<b>327,988</b>	<b>68%</b>	<b>1,865</b>	<b>585</b>	<b>31%</b>	<b>-37%</b>

**TABLE 9:** Proficiency Levels for Colorado Migrant Students and All Colorado Students - Reading TCAP 2012

Grade	All Students			Migrant Students			
	Total # Students	# Students P/A	% Students P/A	Total # Students	# Students P/A	% Students P/A	Difference
3	63,385	46,843	74%	209	93	44%	-30%
4	63,137	42,299	67%	200	68	34%	-33%
5	62,790	43,571	69%	189	56	30%	-39%
6	62,081	45,365	73%	177	70	40%	-33%
7	60,893	41,563	68%	161	44	27%	-41%
8	59,916	40,175	67%	183	53	29%	-38%
9	60,050	40,462	67%	170	47	28%	-39%
10	57,735	39,383	68%	148	41	28%	-40%
<b>Total</b>	<b>489,987</b>	<b>339,661</b>	<b>69%</b>	<b>1,437</b>	<b>472</b>	<b>33%</b>	<b>-36%</b>



Table 10 through Table 13 present the mathematics assessment results for migrant students and all students who were assessed in the spring of each year for the four year period beginning 2008-09 through 2011-12. Note that the CSAP was used through 2011 and was replaced by the TCAP in 2012.

Over the four year period, Colorado migrant students consistently scored below all students, exhibiting substantial mathematics needs. The differences between migrant and all students who were proficient or advanced (P/A) ranged from -36% on the 2009 CSAP to -27% on the 2012 TCAP.

**TABLE 10:** Proficiency Levels for Colorado Migrant Students and All Colorado Students - Math CSAP 2009

Grade	All Students			Migrant Students			
	Total # Students	# Students P/A	% Students P/A	Total # Students	# Students P/A	% Students P/A	Difference
3	61,443	42,442	69%	385	154	40%	-29%
4	60,019	42,196	70%	343	148	43%	-27%
5	59,015	37,298	63%	350	118	34%	-29%
6	57,889	36,214	63%	331	89	27%	-36%
7	57,757	31,314	54%	287	55	19%	-35%
8	57,565	28,743	50%	321	58	18%	-32%
9	60,218	21,043	35%	289	18	6%	-29%
10	57,457	17,490	30%	252	12	5%	-25%
<b>Total</b>	<b>471,363</b>	<b>256,740</b>	<b>54%</b>	<b>2,558</b>	<b>652</b>	<b>25%</b>	<b>-29%</b>

**TABLE 11:** Proficiency Levels for Colorado Migrant Students and All Colorado Students - Math CSAP 2010

Grade	All Students			Migrant Students			
	Total # Students	# Students P/A	% Students P/A	Total # Students	# Students P/A	% Students P/A	Difference
3	62,400	44,060	71%	281	110	39%	-32%
4	61,677	43,293	70%	299	122	41%	-29%
5	60,257	39,476	66%	270	104	39%	-27%
6	59,372	36,481	61%	253	79	31%	-30%
7	58,455	28,366	49%	247	45	18%	-31%



8	57,991	29,550	51%	226	39	17%	-34%
9	60,424	23,630	39%	246	23	9%	-30%
10	57,253	17,291	30%	185	10	5%	-25%
<b>Total</b>	<b>477,829</b>	<b>262,147</b>	<b>55%</b>	<b>2007</b>	<b>532</b>	<b>27%</b>	<b>-28%</b>

**TABLE 12:** Proficiency Levels for Colorado Migrant Students and All Colorado Students - Math CSAP 2011

Grade	All Students			Migrant Students			
	Total # Students	# Students P/A	% Students P/A	Total # Students	# Students P/A	% Students P/A	Difference
3	63,042	43,850	70%	276	120	43%	-27%
4	62,656	44,496	71%	233	98	42%	-29%
5	61,993	40,952	66%	282	107	38%	-28%
6	60,598	38,082	63%	242	78	32%	-31%
7	59,752	31,592	53%	253	50	20%	-33%
8	58,472	29,990	51%	200	44	22%	-29%
9	59,859	22,595	38%	222	22	10%	-28%
10	57,940	18,356	32%	186	10	5%	-27%
<b>Total</b>	<b>484,312</b>	<b>269,913</b>	<b>56%</b>	<b>1,894</b>	<b>529</b>	<b>28%</b>	<b>-28%</b>

**TABLE 13:** Proficiency Levels for Colorado Migrant Students and All Colorado Students - Math TCAP 2012

Grade	All Students			Migrant Students			
	Total # Students	# Students P/A	% Students P/A	Total # Students	# Students P/A	% Students P/A	Difference
3	64,578	45,852	71%	218	87	40%	-31%
4	63,236	45,202	71%	201	87	43%	-27%
5	62,776	40,473	64%	190	68	36%	-28%
6	62,080	38,064	61%	178	66	37%	-24%
7	60,909	32,365	53%	161	30	19%	-34%





8	59,914	30,864	52%	183	36	20%	-32%
9	60,058	22,457	37%	170	19	11%	-26%
10	57,735	18,883	33%	149	10	7%	-26%
<b>Total</b>	<b>491,286</b>	<b>274,160</b>	<b>56%</b>	<b>1,450</b>	<b>403</b>	<b>28%</b>	<b>-28%</b>

Table 14 presents the total reading and mathematics assessment results for all migrant students and all students who were assessed in the spring of each year for the four year period beginning 2008-09 through 2011-12. Note that the CSAP was used through 2011 and was replaced by the TCAP in 2012.

Over the four year period, Colorado migrant students consistently were outperformed by all students with the overall average percentage of students scoring P/A in reading ranging from -36 percent to -38 percent and in mathematics from -28 percent to -29 percent.

**TABLE 14:** Proficiency Levels for Colorado Migrant Students and All Colorado Students – Totals in Reading and Mathematics for 2009-12 on the CSAP/TCAP

	Reading				Mathematics			
	2009	2010	2011	2012	2009	2010	2011	2012
<b>All Students</b>	68%	68%	68%	69%	54%	55%	56%	56%
<b>Migrant Students</b>	30%	32%	31%	33%	25%	27%	28%	28%
<b>Difference</b>	-38%	-36%	-37%	-36%	-29%	-28%	-28%	-28%

Tables 15 and 16 show the reading and mathematics summaries for migrant students broken down by grade level for the current and past school years, illustrating the differences between the two years. In reading, migrant students showed a positive difference between the two years in grades 3, 4, 6, 9, and 10. In grades 5 and 8, students showed a negative difference. Overall, migrant students showed a positive difference in reading of two percentage points. In mathematics, migrant students showed a positive difference between the two years in grades 4, 6, 9, and 10. In grades 5 and 8, students showed a negative difference. On average, migrant students did not show a gain (or loss) between the two years.

**TABLE 15:** Two Year Comparison Between Colorado Migrant Students who Scored Proficient/Advanced on the CSAP or TCAP in Reading in 2011-12

Grade	2011 CSAP Reading			2012 TCAP Reading			
	Total # Students	# Students P/A	% Students P/A	Total # Students	# Students P/A	% Students P/A	Difference
3	257	104	40%	209	93	44%	+4%



4	227	65	29%	200	68	34%	+5%
5	285	100	35%	189	56	30%	-5%
6	241	92	38%	177	70	40%	+2%
7	252	76	30%	161	44	27%	-3%
8	200	68	34%	183	53	29%	-5%
9	220	54	25%	170	47	28%	+3%
10	183	26	14%	148	41	28%	+14%
<b>Total</b>	<b>1,865</b>	<b>585</b>	<b>31%</b>	<b>1,437</b>	<b>472</b>	<b>33%</b>	<b>+2%</b>

**TABLE 16:** Two Year Comparison Between Colorado Migrant Students who Scored Proficient/Advanced on the CSAP or TCAP in Mathematics in 2011-12

2011 CSAP Math				2012 TCAP Math			
Grade	Total # Students	# Students P/A	% Students P/A	Total # Students	# Students P/A	% Students P/A	Difference
3	276	120	43%	218	87	40%	-3%
4	233	98	42%	201	87	43%	+1%
5	282	107	38%	190	68	36%	-2%
6	242	78	32%	178	66	37%	+5%
7	253	50	20%	161	30	19%	-1%
8	200	44	22%	183	36	20%	-2%
9	222	22	10%	170	19	11%	+1%
10	186	10	5%	149	10	7%	+2%
<b>Total</b>	<b>1,894</b>	<b>529</b>	<b>28%</b>	<b>1,450</b>	<b>403</b>	<b>28%</b>	<b>0%</b>

Source: Colorado Department of Education Website accessed on 1/18/13  
<http://www.cde.state.co.us/assessment/CoAssess-DataAndResults.asp>



## Needs Assessment Results - Staff

Sixty MEP staff members responded to a needs assessment survey asking them to identify services and training topics that were most needed by their project to improve the education of migrant children. Over 50% of staff identified a need for reading/literacy and math instruction, preschool services, ESL instruction, and summer school/summer literacy programs. Kindergarten through grade 8 services identified by staff as being of greatest need included in-school tutoring; and summer school supplementary reading, math, and ESL instruction.

Programs for secondary-aged and out-of-school youth were identified as a high need including dropout prevention, PASS, online courses, GED programs, tutoring in content areas, and summer school services. Survey respondents also identified the support services needed most by their project. The highest ranking needs (identified by more than 50% of the respondents) included transportation, health services (medical/dental), counseling, advocacy, student leadership training, parenting education, interpreting/translating, and career counseling.

Staff respondents also identified books/materials/supplies, clothing, locating resources, and staff professional development as activities or services needed. The topics that were identified by most staff responding were parent involvement (70%) and high school graduation strategies (60%). Many staff also recommended instructional strategies-reading/literacy (48%), health/medical/dental issues (48%), instructional strategies for ESL (47%), and technology as an instructional tool (47%).

MEP staff focus groups were conducted in September 2012 to augment surveys administered. The needs identified by staff can be clustered into five areas: Student achievement and academic needs, staff development and awareness needs, parent involvement needs, support services needs, and collaboration needs as discussed below.

The needs listed below can be clustered into several categories: Content areas of (1) Reading, mathematics, and other subject area needs; (2) Graduation from high school and services to OSY needs; (3) Data collection and management needs; (4) Staff development needs; (5) Parent development and involvement needs; (6) Support service needs; (7) Binational migrant students; and (8) Collaboration needs.

### (1) Content areas of reading, mathematics, and other subject areas needs

- There is a need for migrant students to increase their vocabulary.
- There is a concern that migrant student academic achievement is low compared to non-migrant counterparts.
- There are disproportionately fewer migrant secondary students in gatekeeper courses which results in reduced post-secondary education choices.
- There is a need to increase access for migrant students to technology literacy as a literacy tool.
- There is a concern that migrant students are not reading at a rate commensurate with their non-migrant peers.
- There is a need for statewide literacy resources/services, and technology to support migrant students.
- There is a need to help students build up their self-confidence to be able to learn better—especially those children who are limited in English proficiency. This will help students become more motivated.
- There is a lack of resources on providing gifted and talented services to migrant students—especially those who are English learners.



## (2) Graduation from high school and services to OSY needs

- There is a need for increased literacy among high school migrant children.
- There is a need for students to understand the criteria/requirements for high school graduation including credit accrual.
- There is a concern that students do not have knowledge about their academic standing which results in not graduating on time.
- There is a concern that migrant students are over age for grade and that secondary migrant students are credit deficient to be on track for graduation.
- There is a need for students to understand their options for post-secondary education and careers, regardless of the documentation status that the student may have.
- There is a need for secondary-aged migrant students who are English learners to be supported with tutoring and resource materials to help make content comprehensible.
- There is a need for GED opportunities for out-of-school youth.

## (3) Data collection and management needs

- There is a concern that migrant students' baseline data are not available to school staff resulting in misplacements or delays in proper placements.
- There is a need for resources to help migrant students with interrupted schooling to meaningfully participate in the State assessment.

## (4) Staff development needs

- There is a need for school staff to understand how to review and apply credits from Mexico.
- There is a need for school staff to understand the MEP to be able to appropriately refer migrant students to services and resources.
- There is a need for professional development for general classroom teachers and migrant staff on issues related to migrant education and cultural sensitivity (e.g., migrancy and the culture of mobility, strategies for working with students who are characterized by interrupted schooling, differentiation, multicultural education, 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).
- There is a concern that school staff are not aware of students' academic standing to be able to determine PFS.
- There is a need to educate school district and school staff on changing demographics of migrant students.
- There is a need for school staff to make relevant connections to help them understand the cultural and linguistic needs of migrant students and families.
- There is a need for school staff to listen to parent voices and set up systems for meaningful parent involvement.
- There is a need for school staff to expand their understanding of the meaning of parent involvement to include parents as teachers, learners, leaders, problem solvers, etc.

## (5) Parent development and involvement needs



- Need to build trust with migrant families to promote understanding and address students' academic and support service needs.
- Need for school staff to intersect with parents.
- There is a need for parents to understand their options for post-secondary education and careers, regardless of the documentation status that the student may have.
- There is a need for parents to understand the criteria/requirements for high school graduation including credit accrual.
- There is a concern that parents do not have knowledge about their children's academic standing which results in students not graduating on time.
- There is a need to provide access to technology and help parents to learn about computers so that they can help their children be successful in school.

#### (6) Support services needs

- There is a need for translation and interpreting services for parents.
- There is a need for transportation for parents to be involved in school activities.
- There is a need for transportation for students to be able to participate in extracurricular activities and after school tutoring.
- There is a need for migrant students to receive dental services.
- There is a need for vision services.
- There is a need for adequate health care to support migrant student success.
- There is a need for mental health services to support migrant student success.
- There is need for school supplies and materials to support migrant students to participate with their peers in classroom activities and assignments.
- There is a need for clothing and shelter for new migrant families who arrive.
- There is a need for affordable day care for out-of-school and high school youth who may be parents themselves.

#### (7) Binational student needs

- There is a need to identify and recruit binational migrant children and youth.
- There is a need to provide community resource support to binational migrant students and their families coming from Mexico.
- There is a need for school staff to understand the unique needs of binational migrant students.
- There is a need to provide migrant staff with information unique to binational migrant students including the Transfer Document, Apostille, and how to read transcripts of students coming from Mexico, etc.
- There is a need to provide academic and graduation support to binational migrant students.

#### (8) Collaboration needs

- There is a need to collaborate with pre-school providers to meet the needs of young migrant children.
- There is a need to build relationships with counselors and other school personnel who interact with migrant students and families. This includes communicating regularly with information and resources.
- There is a need for migrant staff to network with other child care providers.

### Needs Assessment Results - Parents



To augment a recent needs assessment survey administered to parents, their opinions about student and parent needs were collected at the State PAC meeting held in September of 2012 and during discussion groups held in October 2012. Focus questions addressed need areas and activities parents recommended to address the need. Parent feedback is presented below.

(1) Reading and mathematics needs

- Tutoring in reading and mathematics.
- Examples for children that help them meet their goals.
- More books, computers, and software.
- Ideas on how parents can motivate their children to read more (i.e., the 100 Books program) and emphasize the importance of reading to become more involved in their child's reading development.
- Games and incentives to help increase student attention to learn reading and math.

(2) Parent training needs

- Parent training on new technologies, computing, and information to help them help their children with technology and computing.
- Ways to encourage parents to volunteer in the schools to become better informed.
- Parent training on how to train other parents.
- How parents can help their children learn better in the migrant program.
- How to distinguish children experiencing depression or need help with emotional issues.
- How to deal with school personnel when problems come up with their child in school.
- Learning what children's rights are in the schools.
- Helping parents to increase their self-esteem, to initiate conversations with school personnel, and to navigate the school system.
- Parents should be trained on how to establish and maintain good communication with their children. Children ought to know who they can count and what their options are in school and in the community. Children need to know their options on how to speak with adults and who to confide in.
- Improved information on how the MEP Works: parent rights, laws and foundations that govern the MEP

(3) General areas and miscellaneous needs

- How to prevent bullying and resources for managing the situation when children are involved in bullying issues.
- How to initiate conversions with school staff when suffering psychological, emotional, or physical abuse in the home.
- How to initiate a conversation with teachers and administrators to improve the school climate and ensure that children are safe in school.
- How to find the origin of the problems that children have (e.g., reasons teachers/school personnel have low expectations for student success, bullying, depression and suicide risk). How to create an atmosphere that children feel safe and that they belong in school.
- How to be informed about maintaining healthy children. The school needs to make time to promote child health; for example, give them healthy choices in the home/school.
- Help children maintain pride in being bilingual, having two cultures, and being able to develop two languages.



- The migrant program needs to guarantee that school personnel receive training on how to work with students that are culturally and linguistically diverse.
- Provide professional development to staff that allows schools to offer strategies on how to work with culturally and linguistically diverse children.
- Utilize other community programs that provide services that the school needs.

(4) Support services needs

- Transportation to allow children to participate in before and after school programs.
- Activities designed exclusively to promote migrant student success in school.
- Regional after school activities that include children and parents.
- Programs that help parents and children to determine if professional help is needed in order to be able to attend to the emotional needs of children.
- Programs that train parents to be successful in technology, computing, and to be well informed.
- Programs that provide parents with strategies on how to avoid situations where children are involved in bullying and cyber bullying.
- Programs that educate parents on how to maintain a physically and emotionally healthy family (programs both for children and parents).
- Access by children to resources to be successful in school (e.g., books, teachers that are prepared, school environments that are well maintained).

### Colorado MEP Data Profile (2012-13)

The exhibit that follows contains a data profile of migrant children and youth students in Colorado. These data represent the most recent data available.

**TABLE 17:** Colorado MEP Data Profile

MEP subgrantees	The CDE Migrant Education Program funds six local MEPs statewide: Aurora Public Schools (Metro), Eagle SD (Northwest), Grand Junction (West Central), Centennial BOCES (Northern), San Luis Valley BOCES (Southwest), South Central BOCES (Southeast)
Qualifying activities	Meat packing, dairy, green houses/nurseries, field work, feed lots, temporary work
Qualifying moves	Qualifying moves are 70% within Colorado vs. 30% outside the State
Sending states	Texas, Arizona, California, New Mexico, Kansas
Sending countries	Mexico, Guatemala, Somalia, Burma, Thailand, Kenya, Congo, Honduras, Ethiopia, Nepal, El Salvador
Student ethnicity	Predominantly Hispanic/Latino, Asian/Pacific Islander, East African
Support services provided	Transportation, clothing bank, medical and dental screenings, vision, mental health, emergency medical, support to the family, housing, counseling, translation/interpretation, advocacy (e.g., domestic violence)
Eligible migrant children student and youth	4,247 eligible migrant students in 2011-12. This represents a decrease of 55% over the last four years.
Last qualifying move	Within the last 12 months: 1,219 (29%); previous 13-14 months 1,054 (25%); 25-26 months 1,039 (25%); 37-38 months 935 (22%)
Migrant children students and youth served	3,751 (regular year) and 344 (summer program)
PFS risk factors	1) Educational interruption (In the preceding 12 months changed schools during the regular school year or missed 10 or more days due to the migrant lifestyle)



	and 2) failing, or at-risk of failing (scoring unsatisfactory/partially proficient in reading or math on the State assessment; or if none available for grades K-5, on local assessments or below grade level on report card; or for grades 6-12, a teacher referral based on GPA of 2.0 or below; repeated a grade level or course; over age for grade; student is an out-of-school youth)
PFS served regular school year	516 (14%)
PFS served summer	72 (21%)
Migrant English language learners	2,116
Migrant students with disabilities	216
Homeless migrant students	482
Binational migrant students	Identified= 1,178; Served= 509
Migrant dropouts	3.5% vs. 2.9% for all students
Migrant Graduation rate	53.8% vs. 72.4% for all students
Migrant Reading proficiency	33% proficient/advanced vs. 69% for all Colorado students
Migrant Mathematics proficiency	28% proficient/advanced vs. 56% for all Colorado students

## 4. Concerns and Solution Strategies

### Planning to Address Comprehensive Needs

After reviewing the longitudinal and most recent needs data and assessment results, the CNA Update Committee divided into teams to develop concern statements. To arrive at their concerns, they worked together to ensure that their statements were data-driven based on identified needs. Next, they reviewed research-based and promising practices to arrive at possible solution strategies. Each concern statement was cross-checked against the Seven Areas of Concern to ensure alignment with the concern area.

The CNA Decisions and Planning Chart for the Colorado MEP is found on the next page. This planning chart is divided into the four goal areas identified by the State. These areas include: 1) School readiness, 2) content areas of reading and mathematics, 3) high school graduation, and 4) non-instructional support services.

The CNA Update Committee reviewed and fine-tuned the draft information contained in the CNA Decisions and Planning Chart. Each concern statement was considered in light of its specificity, fidelity to the trends in the identified needs, and usability within the context of the Colorado Migrant Education Program.

Per the guidance found in the CNA Toolkit developed by the Office for Migrant Education, the solution strategies will be carried through to the State Service Delivery Plan and measured as part of the annual evaluation of MEP services.

On the pages that follow, the CNA Decisions and Planning Chart contains the information for each goal area for the following organizers:

- Concern statements (rank ordered with the highest priority needs ranked first);
- Data source;
- Need indicator;





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- Need statement;
  - Possible solution; and
  - Area of concern based on OME's Seven Areas of Concern.



**CNA Decisions and Planning Chart – Colorado MEP CNA Update**

Concerns in Rank Order	Data Source	Need Indicator	Need Statement	Possible Solution	Area of Concern
<b>GOAL AREA 1: SCHOOL READINESS We are concerned that as a result of the migrant lifestyle...</b>					
1.1 ...migrant parents lack access to information and/or training regarding evidence-based early literacy strategies for use in the home.	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.	Educational support in the home  Access to services
1.2 ...migrant students attending preschool programs are not mastering skills necessary for success in school.	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 guidelines	Access to services  Instructional time
1.3... migrant school readiness support services are not accessible to all eligible migrant children and their families.	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 on topics identified on the CNA.	Access to services;  Educational support in the home



Concerns in Rank Order	Data Source	Need Indicator	Need Statement	Possible Solution	Area of Concern
<b>GOAL AREA 2: READING AND MATHEMATICS We are concerned that as a result of the migrant lifestyle...</b>					
2.1 ... migrant students in grades 3-10 have a lower proficiency rate on state academic content assessments in <b>reading</b> than non-migrant students.	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 <b>reading</b> . 2b) Provide research-based academic interventions in <b>reading</b> with appropriate progress monitoring and instructional adjustments for migrant students who score below proficient on State assessments.	Educational continuity Instructional time
2.2 ... migrant students in grades 3-10 have a lower proficiency rate on state academic content assessments in <b>math</b> than non-migrant students.	CSAP Data (2009-2011); TCAP 2012; CSPR 2012; CDE SchoolView 2012	In 2012, 28% of migrant students scored at the proficient/advanced level on the State assessment in math compared to 56% of non-migrant students.	The percent of migrant students scoring proficient/advanced on the CSAP in math needs to increase by 28%.	2c) Provide supplemental needs-based <b>math</b> instruction to migrant students that is aligned with district curricula in mathematics. 2d) Provide research-based academic interventions in <b>math</b> with appropriate progress monitoring and instructional adjustments for migrant students who score below proficient on State assessments. 2e) Provide supplemental content-based instructional programs designed for migrant students during the school day, summer, and through extended day programs. 2f) Conduct local MEP comprehensive needs assessments that reflect the continuous improvement cycle.	Educational continuity Instructional time
2.3 ... many migrant students in grades K-2 score below non-migrant students on district reading assessments.	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.	Educational continuity Instructional time



Concerns in Rank Order	Data Source	Need Indicator	Need Statement	Possible Solution	Area of Concern
<b>GOAL AREA 3: HIGH SCHOOL GRADUATION We are concerned that as a result of the migrant lifestyle...</b>					
3.1 ...migrant students are dropping out of school at a rate that is higher than non-migrant students.	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.	Educational continuity Instructional time School engagement
3.2 ...many migrant students are not on track for graduation.	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%.	3c) Provide tutorials to increase proficiency in reading.	Educational continuity Instructional time School engagement
3.3 ... 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.	SOSY Coordinators' Survey 2012	11% of the 441 migrant OSY received services that led to re-engagement in high school or a GED.	The percent of OSY receiving services leading to re-engagement in high school, GED, or other educational offerings needs to increase to at least 20%.	3d) Provide educational opportunities and PWR development. 3e) Provide referrals to community agencies and social services as needed.	Access to services  Instructional time
3.4 ... migrant parents lack awareness of secondary and postsecondary options for their youth.	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	3f) Provide resources, materials, and professional development for parents on secondary and postsecondary options.	Access to services  School engagement  Health



<p>3.5 . . . binational migrant students are trailing all migrant students and all Colorado students in scoring proficient or above on State reading and math assessments.</p>	<p>InET Binational Coordinators' Survey- Form 1</p>	<p>In <u>reading</u>, only 32% of elementary and 21% of middle school binational migrant students met or exceeded the proficient level on the State assessment.</p> <p>In <u>math</u>, only 41% of elementary and 32% of middle school binational migrant students met or exceeded the proficient level on the State assessment.</p>	<p>The percentage of binational migrant students proficient in <u>reading</u> needs to increase.</p> <p>The percentage of binational migrant students proficient in <u>math</u> needs to increase.</p>	<p>3g) Provide academic support in reading and math through binational services and programs.</p> <p>3h) Utilize the materials developed through the InET consortium to develop and improve services to binational migrant children and youth.</p>	<p>Access to services</p> <p>School engagement</p> <p>Educational continuity</p>
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Concerns in Rank Order	Data Source	Need Indicator	Need Statement	Possible Solution	Area of Concern
<b>GOAL AREA 4: NON-INSTRUCTIONAL SUPPORT SERVICES We are concerned that as a result of the migrant lifestyle...</b>					
<p>4.1... migrant parents lack access to knowledge and skills needed to create an academically-supportive home environment and to help migrant students with their homework.</p>	<p>Parent surveys</p> <p>Staff surveys</p>	<p>66% of parents indicated they needed more strategies for helping migrant students with homework.</p> <p>47% of staff indicated parents needed strategies to help migrant students with homework.</p>	<p>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%.</p>	<p>4a) Provide programs and services to increase migrant parents' knowledge and skills related to home-based strategies for helping children successfully complete their homework.</p>	<p>Education support in the home</p> <p>Access to services</p>
<p>4.2...migrant families have limited access to extra-curricular and after school activities due to a lack of transportation.</p>	<p>NGS database (November 2012)</p> <p>Staff surveys</p> <p>Parent surveys</p>	<p>Only 119 students out of 5,000 eligible were provided transportation. Anecdotal agreement of members of the CNA Committee. Findings from State and Regional PAC meetings and surveys indicate transportation barriers impede families' participation in educational activities.</p>	<p>The number of migrant families indicating access to adequate educational and extra-curricular activities needs to increase by 25% over baseline.</p>	<p>4b) Provide supportive services as determined by student need.</p> <p>4c) Collaborate with other programs (funding sources) to address transportation barriers and improve access to educational activities and services for migrant families.</p>	<p>Access to services</p>
<p>4.3... migrant students lack access to health services (medical, dental, mental</p>	<p>NGS database (Accessed Nov. 2012)</p>	<p>The Committee observed that many migrant students in their district/region lack access to a variety</p>	<p>The number of migrant students with access to needed health services to</p>	<p>4d) Provide health education, supplies, referrals, coordination and follow up for migrant students who have identified</p>	<p>Health</p> <p>Access to</p>



Concerns in Rank Order	Data Source	Need Indicator	Need Statement	Possible Solution	Area of Concern
<b>GOAL AREA 4: NON-INSTRUCTIONAL SUPPORT SERVICES We are concerned that as a result of the migrant lifestyle...</b>					
health) needed to resolve problems that negatively impact students' potential for academic success.	CNA Committee observations	of needed health services. NGS data show that of 5,000 eligible students, only 7 were identified as having received health services.	resolve health problems that negatively impact learning needs to increase by 25% over baseline.	health needs. 4e) Collaborate and coordinate service delivery with community health care providers.	services
4.4...migrant parents lack access to meaningful opportunities to learn new parenting skills and parental involvement strategies that support student academic success.	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 educational 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.	Education support in the home
4.5...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.	Parent surveys	68% of parents reported that they did not increase their ability to help their children prepare for graduation or increased it only a very little.	The percentage of migrant parents reporting having the capacity to help their children and youth prepare for graduation needs to increase.	4h) Provide transportation, increase awareness through providing or collaborating to provide parent awareness and involvement activities, communicate with migrant parents about available educational services, and facilitate communication between the school, community, and migrant families.	Education support in the home  Access to services



## 5. Conclusions

### Summary and Conclusions

The Colorado CNA has been updated from the 2009 update to reflect recent data and demographic shifts. Similar to many other states, Colorado has undergone a downward trend in the number of migrant students identified and served. Many factors have been identified by the State to account for this trend including:

- **Economic forces** with decreased opportunities for new workers, decreased jobs available, less workers moving into the area compared with historical patterns of prior years;
- **Immigration issues** result in fewer families traveling together and single men and older out-of-school youth performing the work that previously was done by parents with children;
- **Drought** has caused decreased crop production with decreased workers being needed for harvesting;
- **Greater mechanization** within agriculture requires fewer laborers;
- End of eligibility is occurring for high numbers of families in Colorado who are staying in the area instead of moving on as was the case in the past. Parents who were formerly migrant are being hired for jobs that traditionally were filled by newly arrived migrant families;
- **Recent guidance** surrounding the identification and recruitment of agricultural work within processing plants has meant decreased numbers of families identified; and
- **Decreased housing** has resulted from the closing of labor camps. Also, apartment landlords are unwilling to rent to groups of workers per housing regulations.

In spite of the demographic shifts including changes in the ethnic composition of migrant-eligible families, there are some clear trends that have emerged from the needs data concerning migrant students. 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.

- 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 out-of-school youth. In addition, increasing parent involvement, communication, and data sharing to improve program services also were identified as a need.
- State assessment results in reading and mathematics show that migrant students perform significantly below state are consistently outperformed by all students. 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.



<b>Academic Needs in Reading and Math</b>	<p>There were 67% of the migrant students that did not score proficient/ advanced on the TCAP (reading) and 72% that did not on the TCAP (math). The MEP should provide intensive supplemental reading and math instruction during the regular school year and summer months to increase migrant student academic achievement. Academic and support services should be provided to binational migrant children and youth who score substantially lower than all migrant students and all Colorado students in these two areas.</p>
<b>Staff Professional Development Needs</b>	<p>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 Identification and recruitment; completing the sub-grantee application; services, systems, and data reporting for out-of-school youth; 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.</p>
<b>Supportive Services Needs</b>	<p>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; affordable day care for out-of-school and high school youth who are parents themselves.</p>
<b>High School Graduation Needs</b>	<p>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 attitudes about school, school attendance, career awareness and education, computer literacy, and self-advocacy should be provided.</p>
<b>Parent Involvement/ Education Needs</b>	<p>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 to distinguish and help children experiencing depression emotional issues; ways to work with school personnel on problems their child may have in school; learning about children’s and parents’ rights; ways to increase self-esteem; navigating the school system; establishing and maintaining good communication with their children; how the MEP operates and the laws and foundations that govern it</p>





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

As part of the comprehensive service delivery planning process, CDE collaborates with the State PAC and all regional migrant directors to update its MPOs each year after determining progress made. The MPOs are aligned with statewide performance targets, revised MPOs, and research-based strategies and promising practices to meet the MPOs.

The Colorado MEP has identified Federal, State, and local resources to help sub-grantees conduct local needs assessments, delivery of appropriate services, and monitor the progress of student outcomes. Using the data as a guide, CDE will continue to work with all sub-grantees, especially those that have not made substantial progress toward meeting the MPOs, to identify options and institute research- and evidence-based improvements, as appropriate.

## Plan for Communication and Broad Dissemination and Use of the Updated CNA

Colorado MEP regional directors and the CNA committee discussed ways to widely communicate the CNA Update to ensure its understanding and use. Groups that were mentioned as being important for communication include the State Title I Committee of Practitioners, the State PAC, local regional PACs, regional directors and local operators groups, and the Colorado Association of School Executives (CASE) administrators group.

With respect to communication, the important question to ask is: Who needs to know what? Another important question is: How are we going to best implement what we discovered is the need in the CNA update? The Committee suggested sharing the CNA Decisions and Planning Chart and asking recipients to focus on the solutions and how they will implement them. In addition to Colorado educators, administrators, and parents, the CNA update will be shared with OME to fulfill a requirement that the CNA be updated. Communication strategies for the updated Colorado MEP CNA include:

- Submitting the whole report to the SEA and OME;
- Widely disseminating the CNA Decisions and Planning Chart;
- Developing a PowerPoint presentation that lays out changes from the last CNA;
- Translating all documents into Spanish for parents and community members;
- Developing a 1-pager on the CNA update, but begin at the basics (i.e., “What is the MEP?”) and add graphics on the continuous improvement process; and
- Making presentations to key audiences (e.g., CASE, State Conference, Counselors’ Conference, State Migrant Youth Leadership Institute (SMYLI), and PAC meetings).



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