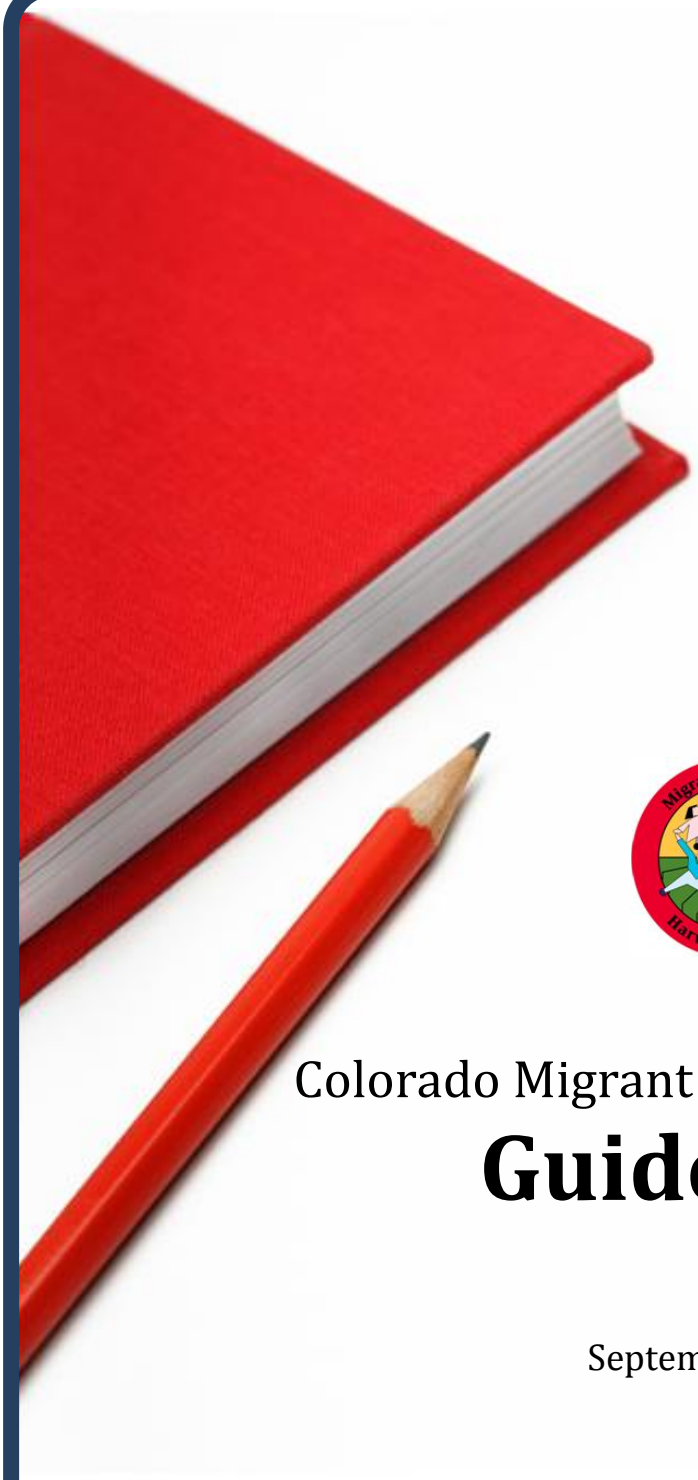

Colorado Migrant Education Program

Guidebook

September 2011

Colorado Department of Education
Colorado Migrant Education Program
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cde Improving Academic Achievement

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Part I

Introduction

Part I - Introduction

Glossary of Acronyms

ATIMEP	Auditing Tool for Improving MEP Services
BMEI	Binational Migrant Education Initiative
BOCES	Board of Cooperative Educational Services
CAMP	College Assistance Migrant Program
CDE	Colorado Department of Education
CELA Pro	Colorado English Language Assessment Program
CEU	Continuing Education Unit
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CPKP	Colorado Pre-Kindergarten Program
CPP	Colorado Preschool Project
CSAP	Colorado Student Assessment Program
CSPR	Consolidated State Performance Report
ECE	Early Childhood Education
EDGAR	Education Department General Administrative Regulations
ELL/EL	English Language Learner (also EL for English Learner)
EOE	End of Eligibility
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
FY	Fiscal Year
GASB	Governmental Accounting Standards Board
GEPA	General Education Provisions Act
H.S.	High School
HEP	High School Equivalency Program
ICAP	Individual Career and Academic Plan
ID&R	Identification and Recruitment
IMEC	Interstate Migrant Education Council
IMS	Information Management System (at CDE)
LEA and LOA	Local Education Agency/Local Operating Agency
LCE	Language, Culture and Equity Unit of the Colorado Department of Education
Learn-2-Succeed	MEP consortium focused on reading
MEES	Migrant Education Even Start
Math Masters	MEP consortium focused on math
MEP	Migrant Education Program
MPAC	Migrant Parent Advisory Council
MPO	Measureable Program Outcomes
MSIX	Migrant Student Records Exchange
MYAC	Migrant Youth Advisory Council
NASDME	National Association of State Directors of Migrant Education
NDO	New Directors Orientation
NGS	New Generation System
NRG	Non-Regulatory Guidance
OMB	Office of Management and Budget
OME	Office of Migrant Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PASS	Portable Assisted Study Sequence
PD	Professional Development
PFS	Priority for Services
PIM	Parent Involvement Meeting
PK	Pre-school/Pre-kindergarten
RDE	Required Data Elements
RIF	Reading is Fundamental
RTI	Response to Intervention
SBR	Scientifically-based Research
SBRR	Scientifically-based Reading Research
SDP	Service Delivery Plan
SEA	State Education Agency (refers to CDE)
SES	Supplemental Education Services
SMYLI	Summer Migrant Youth Leadership Institute
SOSY	MEP Consortium: Solutions for Out-of-School Youth
SWP	School wide program
SY	School Year
TA	Technical Assistance

Director's Letter of Introduction to the Guidebook

Welcome to the Migrant Education Program Guidebook.

The Colorado Department of Education applies for funding for all Federal grants via a unified application. The Title I-C (Migrant Education Program) grant is a State Education Agency grant administered by the Office of Language, Culture, and Equity (LCE). A regional and LEA subgrantee process is in place for school districts and BOCES (Boards of Cooperative Educational Services) to apply for a sub-grant from CDE.

Our intention is to provide this Guidebook as a resource for school districts and BOCES staff applying, implementing, and operating an MEP in the State of Colorado. In addition to the Guidebook, the LCE Unit will provide CD-ROMs with resources, conduct topic-specific webinars, and provide training and technical assistance.

We strive to continually improve our documentation and communication regarding the administration of Title I-C, MEP. Thus, we welcome your feedback on this second edition of the MEP Guidebook.

Dr. Bárbara Medina
State MEP Director

Purpose for the Guidebook

The Guidebook was compiled by the Colorado Department of Education Migrant Education Program to provide users with conveniently packaged tools and resources for understanding the MEP, planning services to migrant children and youth, conducting a local needs assessment, and reporting evaluation results. Internet links and program resources are included to facilitate further exploration of these topics.

Services to migrant students in Colorado are governed by the State Migrant Education Program (MEP) Service Delivery Plan (SDP). The Guidebook is a tool for local MEP directors, coordinators, and staff responsible for designing and implementing programs and for collecting and reporting data on the effectiveness of programs and services designed to meet the needs of migrant students. The Guidebook contains guidance on conducting program evaluations; using data tracking forms to report outcomes to the State; identifying and using student assessment results as well as staff and parent surveys; and offering ideas on how to use data for improving MEP services.

Introduction to the Colorado Model for Planning MEP Services

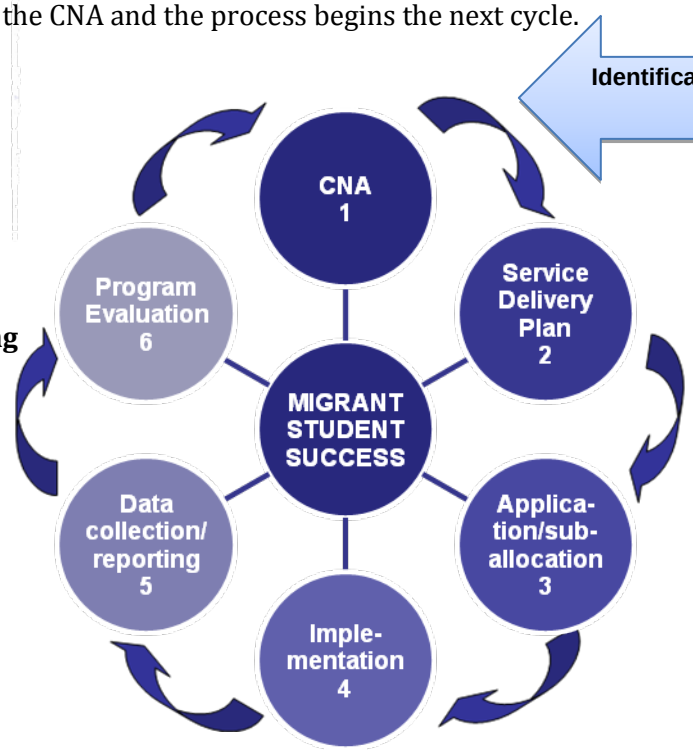
The graphic on the following page represents the continuous planning and improvement process used by the Colorado MEP. The State uses this model as a guide to ensure that services are

strategically planned, delivered, and evaluated. The Migrant Education Program **Comprehensive Needs Assessment** (CNA) identifies student needs after collecting and analyzing achievement data, other outcome data such as graduation information, and parent and staff perceptions. The CNA informs the **Service Delivery Plan** (SDP) where strategies for meeting needs are identified and measurable program outcomes (MPOs) are set.

Once needs have been assessed and services for meeting those needs planned, the region/district uses this information to **apply to the SEA for a local operating agency sub-allocation** to support the **implementation of program services.** Program implementation involves not only the delivery of instructional services but also includes support services, professional development, parent involvement, and inter/intrastate coordination efforts that feed into providing the best services possible to meet migrant children and youth's identified needs. For accountability purposes, it is important to **collect and report data** about the services provided and **evaluate** how the impact of those services are perceived by parents and migrant staff.

Finally, the **program evaluation** aspect of the model measures the effectiveness of the program through the data collected to help inform the improvement of the program. Evaluation data then feeds back into the CNA and the process begins the next cycle.

The Colorado Model for Planning Comprehensive MEP Services



Additional Components:

- professional development
- parent involvement
- alignment with CDE initiatives
- technical assistance and monitoring
- inter/intrastate coordination
- migrant student ID&R
- curriculum, instruction, assessment
- health services

How the Guidebook is Organized

In addition to this brief introduction (Part I), the Guidebook contains sections on Compliance and Accountability (Part II) and the Model for Planning, Implementing, and Evaluating MEP Services. Each of the six areas of the model described on the previous page (CNA, SDP, Application/Sub-allocation, Implementation, Data Collection/Reporting, and Program Evaluation) serves as a section in Part III.

The Planning Cycle contains a reference to the major components of planning and implementing a MEP. The Guidebook is organized to allow the audience to include new materials as they become available and replace pages as materials are updated.

The intended audience for the Guidebook is MEP program directors and coordinators in Colorado. Directors should familiarize themselves with the content and materials on an as-needed basis. The Colorado Department of Education will update the Guidebook annually at the beginning of the school year to provide directors with the most recent materials and resources needed to implement MEPs in the State of Colorado. The State will distribute CD-ROMs containing resource materials for migrant education program implementation to accompany this Guidebook. Technical assistance to support the use of the Guidebook will be provided by CDE.

For further information on the Colorado Migrant Education Program, contact:

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Part II

About the Migrant Education Program: Compliance and Accountability

II

Part II - About the Migrant Education Program: Compliance and Accountability

Purpose of the Migrant Education Program

The Migrant Education Program is a Federally-funded, supplemental educational program for the children of migratory agricultural workers and others who are determined eligible on Certificates of Eligibility (COEs). According to the No Child Left Behind Act of 2001 (NCLB), the purpose of Migrant Education is to:

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

Through local education agencies and local operating agencies, the MEP helps children and youth by providing supplementary services beyond those provided in schools (e.g., develop oral and written language, and communication skills; reading and mathematics; and provides support for migrant students to accrue high school credit or attain a GED).

Authorizing Statute and Non-Regulatory Guidance

The Migrant Education Program is authorized by Part C of Title I of the Elementary and Secondary Education Act (ESEA) reauthorized as the No Child Left Behind Act of 2001 (NCLB). The MEP provides formula grants to State educational agencies (SEAs) to establish or improve education programs for migrant children. These subgrants assist States in improving educational opportunities for migrant children to help them succeed in the regular school program, meet the challenging State academic content and student academic achievement standards that all children are expected to meet, and graduate from high school.

The Office of Migrant Education published non-regulatory guidance (NRG) to aid states and programs in interpreting how the MEP should be operated. The draft guidance is found online: **cde.state.co.us/cde_english/download/Migrant/MIGRANTGUIDANCE2010.pdf**. It follows a

question-and-answer format written in plain language so that it is easy to follow and can be used for training and learning about the program. It is recommended that all program directors become familiar with the NRG.

Upon reauthorization of the statute, it is expected that new guidance also will be published. Directors should watch for changes to the statute and the publication of new guidance. Training in subsequent years will include revisions to the Guidebook pursuant to changes in legislation and guidance.

Identification and Recruitment (ID&R)

The Office of Migrant Education (OME) has identified the need for special initiatives in three programmatic areas of the MEP to help attain the goal of assisting migrant children to achieve challenging academic standards and graduate from high school. One of these areas is the program function of targeting, which includes the following:

1. proper and timely identification and recruitment of eligible students—especially those who are the most mobile;
2. selection of students for services based on priority for service and need; and
3. provision of services at a sufficient level of quality and intensity to give a reasonable promise of meeting the needs of the children being served.

Identifying and recruiting eligible migrant children is a cornerstone of the MEP. Identification means determining the presence and location of migratory children within a State. Recruitment means describing the benefits of the MEP to the child and his or her family and obtaining the necessary information to document the child's eligibility and enroll the child in the program. Identification and recruitment of migrant children are critical 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 the State educational agencies (SEAs) failed to identify and recruit them into the MEP.
- Children cannot receive MEP services without documentation of eligibility.

As each SEA is responsible for the identification and recruitment of all eligible migrant children in the State, Colorado must develop and implement policies and procedures that efficiently and effectively meet their responsibility to correctly identify and recruit all eligible migrant children residing in the State. State MEP funding is based, in part, on the annual count of eligible migratory children.

ID&R Coordinators, migrant recruiters, and other ID&R experts have identified the following needs as being important to ensuring the proper and timely identification and recruitment of eligible migrant children:

1. a communication and dissemination network
2. information on best practices
3. a standard ID&R manual
4. clarification on various types of qualifying moves
5. updated guidance
6. more timely responses from OME to ID&R questions
7. regular and consistent training for recruiters
8. the expanded use of technology to support ID&R efforts
9. documentation of outreach to districts assigned to regional programs or school in a district

Description
In 2000, the Office of Migrant Education launched an ID&R initiative that brings together State ID&R Coordinators, OME staff, and others with expertise in the identification and recruitment of migrant students to improve current knowledge on (1) administrative procedures for effective ID&R systems, and (2) high-quality training materials for recruitment personnel. The primary **objective** of this initiative is to help State Migrant Education Programs conduct timely and proper identification and recruitment of eligible migrant children.

The **components** of the ID&R Initiative support the continued improvement of migrant child identification and recruitment. Specifically, OME's ID&R Initiative works to:

1. establish and sustain a professional network of ID&R coordinators,
2. develop resources that help States strengthen their identification and recruitment practices and quality control systems to ensure effective targeting,
3. disseminate "best practices" for migrant child identification and recruitment and determining migrant child eligibility, and
4. update and improve access to current Federal policy guidance on migrant child eligibility, identification, and recruitment.

MEP ID & R Training Curriculum
The Colorado SEA/MEP adopted The National Identification and Recruitment Curriculum as a mandatory requirement for implementation by recruiters and all MEP staff. The curriculum was prepared by the Migrant Education Resource Center, funded by the U.S Department of Education, Office of Migrant Education. A copy of materials included in the National ID&R Curriculum is available at **http://results.ed.gov/node/143**.

The curriculum design provides a framework for recruiter development and progression along a continuum. Modules have been divided into three levels – basic, intermediate, and advanced. Basic modules are designed primarily to introduce the MEP to new recruiters. Intermediate modules are

most suited for recruiters with one to five years of experience wishing to learn more advanced concepts and skills. Advanced modules are designed to introduce veteran recruiters with more than five years of recruiting experience to more advanced concepts and help prepare them to take on a larger leadership role in the MEP. However, veteran recruiters will also find basic and intermediate modules useful as refresher training.

The SEA will provide training throughout the year with opportunities to participate in the different levels of the modules. The following forms, resources, and tools are available at **www.cde.state.co.us/cde_english/elau_migrant.htm**.

1. ID&R Guidebook 2011 (Fall estimated arrival)
2. MEP Definitions Poster
3. Basic Migrant Child Eligibility Factors Handout
4. Certificate of Eligibility (COE)
5. Recruiter and Data Specialist Worksheet
6. Colorado Agricultural Map
7. Notification of Rights Under FERPA
8. MEP Map
9. Residency Verification

Monitoring by the SEA

The SEA uses the *Auditing Tool for Improving MEP Services* (ATIMEP) when visiting programs to monitor progress toward meeting measurable program outcomes. The tool is a comprehensive rubric covering all aspects of program management and service delivery. Through the use of this tool, the auditor visiting the program will determine the effectiveness of the Migrant Education Program in areas aligned with the strategic planning cycle discussed in the previous section: project management, identification, recruitment, project implementation, and evaluation.

Monitoring visits are conducted annually or as needed and may be completed by the State director or designee. Programs can expect to receive a visit every other year with desk monitoring being completed during the years off program visit schedule. Prior to the monitoring visits or desk monitoring, programs review the ATIMEP and prepare necessary documentation. The major areas of the MEP that will be reviewed by CDE include:

I. Project Management
II. Identification and Recruitment
III. Project Implementation—Alignment to Service Delivery Plan and Comprehensive Needs Assessment

Directors can access a copy of the ATIMEP at **state.co.us/cde_english/elau_migrant.htm**, or by contacting CDE at (303) 866-6963.

With respect to monitoring, migrant education programs should be ready to present evidence of progress made toward meeting the Measureable Program Outcomes. A short checklist to use when preparing for monitoring is included below.

MEP Data Checklist for the Monitoring Tool

Instructions: In preparation for a State onsite or desk monitoring, ensure that the data and documentation listed below are available. Your program may have additional documentation to support progress toward achievement of the Measureable Program Outcomes that should be prepared as well.

Evidence for ATIMEP Rubric

Project Management

- ☐ Staff list with roles and responsibilities
- ☐ Education of Migratory Children Application for the current school year
- ☐ PFS list and methods for targeting services
- ☐ Communications with school districts
- ☐ Equipment inventory
- ☐ List of collaborators
- ☐ Statewide assessment results

Identification and Recruitment

- ☐ Region wide recruitment plan
- ☐ Recruitment time & efforts logs
- ☐ ID&R procedures
- ☐ Recruiter and clerk training records
- ☐ Information on program services that is distributed to families

Project Implementation

- ☐ Local needs assessment records
- ☐ PAC records and members list
- ☐ Parent involvement records
- ☐ Staff development records
- ☐ Documentation of home visits, school visits, and referrals
- ☐ Pupil-tutor ratio
- ☐ Coordination plan for tutors and teachers
- ☐ Secondary credit accrual plan
- ☐ Migrant health needs
- ☐ State initiatives
  - o SMYLI
  - o SOSY
  - o LEARN-2-Succeed
  - o Math MASTERS
  - o Binational

Gathering Evidence to Determine Progress Toward MPOs

Implementation and Outcome Evaluation Forms

Data Collection Form/Instrument	Person Completing	Purpose
☐ Parent Survey	Migrant Parents	MPOs 1a, 2d, 3c & 4d
☐ Preschool Student Tracking Form	Site Directors	MPO 1b
☐ Preschool Outcomes Checklist	Teachers	Preschool student school readiness assessment (used to complete the tracking form)
☐ CSAP Reading, Math, and Writing Results	SEA	MPOs 2a, 2c, 3a
☐ CBLA Results	SEA	MPO 2b
☐ MASTERS Student Roster and Assessment form	MASTERS Site Directors	MPO 3b
☐ Migrant Student Dropout Rate for Grades 7-12	SEA	MPO 4a
☐ Secondary/OSY Tracking Form	Site Directors	MPOs 4b & 4c
☐ Recruiter Survey	Recruiters	Implementation evaluation
☐ Staff Survey	MEP Teachers/ Paraprofessionals	Implementation evaluation

Please ensure that all of the information listed above is collected and submitted to META Associates no later than **June 30** annually. Please call us at any time with questions or concerns.

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Reporting Requirements and Timelines

The following is a list of reports and data that the State requires of each MEP. As appropriate, templates for these reports are included on the CDE website. The SEA reserves the right to add to or delete reports as may be required by CDE or OME.

Required Activity	Deadline	Requirement	Comments
Active/Inactive Filing	Ongoing	Each program is required to keep on file, COEs for seven years from the date of eligibility on both active and inactive COE's	All COE information must be kept secure and locked to protect student's identity
Age Appropriate to Grade	Ongoing	Grade level must be appropriate to age	Unless authorized by the school district
Agricultural Survey	New School Enrollment	New School Enrollment Packet	Monthly contact with schools for new agricultural survey
Attending Withdrawals	Within 5 business days after notification for early withdrawal or end of school year	Withdraw all students prior to adding a new enrollment line. Regular year withdrawals must be completed by 6/10, current year	All withdrawals must be completed by the end of term (regular, summer)
Colorado Security Agreement	Upon request of initial access to NGS	Each user is required to sign the Colorado Security Agreement Form prior to being given access to NGS	Required for all NGS users
Consolidated State Performance Report (CSPR)	October 31, current year	The CSPR is a federal reporting tool on all migrant children recruited, counted and served, current year	All MEP programs are to report required student information on all children recruited, counted and served; current year for their program
Continuation of Services	Upon receipt, end of eligibility	The "continuation of services": (1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; (2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and (3) secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.	Continuation of Service students should not be counted as eligible in Category 1 or Category 2; these students participate in the MEP but do not generate MEP funds.
Drop Out Indicator	Within 5 business days of notification	Students who have been identified by the district as being dropped out	A drop out indicator must be checked in the students enrollment line
Enrollment Type	Within 5 business days of enrollment	R= Regular Year enrollment S=Summer Year enrollment P=Residency Only enrollment	
Existing COEs	Ongoing	Families in their 2nd and 3rd year of eligibility. Enrollments entered by 8/31, current year	Active COEs,

Required Activity	Deadline	Requirement	Comments
Facility Updates Contact Information	Within 5 business days of notification	Each program is required to update their facility contact information upon receipt or annually, current year	Contact information is a required data element
High School Credit Accrual/Secondary Credit	Within 5 business days of notification	Students in grades 9-12 must have high school credit accrual and/or secondary credit entered for regular year by June 10, current year	Request from school district the student's cum file showing the grade/credit given, along with name of course and term
Immunization Record	Within 5 business days of initial enrollment	A students immunization record must be placed in a student's file for future reference	An indicator must be checked in a student's record; immunizations record is on file
Informal Assessment Proficiency	Within 5 business days of notification	An informal assessment is a district assessment used to measure a student's proficiency. The informal proficiency must be entered in a student's record upon receipt from the district	Any local assessment or body of evidence (MAPS, ITBS, Terra Nova, ACT, SDRT, or other district assessment)
Language Proficiency Designation	Within 30 days of initial enrollment	Students who have been identified by the school district as being Limited English Proficient	An LEP designation must be entered for each academic school year
Medical Alert Indicator	Within 5 business days of notification	Students who have been identified by the district as having a medical alert	A medical alert indicator must be entered in the students record
Move Notification	Within 5 business days of notification	Each program is required to complete a move notification form when a families moves from their program to another state, region	A move notification is to be completed locally and nationally on MSIX
New COE's	Ongoing	Newly identified and re-qualifying families. Enrollments entered by 10/31, current year	Includes student's ages 0-22
New Facility Request	Within 5 business days of notification or by December 31, current year	Upon request, a program must complete an NGS school registration request for new campuses, or MEPs	Submit your request to the SEA for final approval. New SSID's are issued by the SEA.
NGS Termination User Request	Ongoing; upon request	Request to terminate a user's access from NGS must be submitted to the SEA by the MEP program director/coordinator	The SEA may terminate a user's access to NGS as it deems necessary
NGS Training	Initial, Annually	Each user is required to receive training upon initial access and annually based upon users role and access	All users must complete the NGS training upon initial access. Each user will receive access and certification upon completion
NGS User Request	Ongoing; upon request	New NGS User request must be submitted to the SEA by the MEP program director/coordinator	Each new user must first complete the required NGS training prior to being given access to NGS
Priority for Services	Within 30 days of initial enrollment	Students who have a new Qualifying Arrival Date between Sept 1- June 30 **and** either; has missed 10 days or more of school time , or has changed schools during the regular school year due to the child's migrant lifestyle and who is failing or at risk of failing	A PFS designation must be entered for each enrollment line
Quality Control	Ongoing	Each program is required to review each COE submitted by their recruiter for eligibility prior to submitting to the SEA	All required data elements must be documented accurately

Required Activity	Deadline	Requirement	Comments
Regular Year Enrollments	Within 5 business days of enrollment	Enroll all attending students for the current school year. Regular year enrollments must be completed by 6/10, current year	Verify student's attendance by completing a school roster
Reports	Ongoing	Each program is required to run reports for quality control purposes and as it deems necessary to retrieve student enrollment, count and demographic data	Access to reports is based on user role and access
Residency Enrollments	Within 5 business days of verification	All non-attending students must have an enrollment date of 9/1 or after but no later than 8/31 current year	Enrollments must be 9/1 -8/31, current year for students who are in their 2nd and 3rd year of eligibility
Residency Verification Date	Within 5 business days of parent's signature	All students must have a residency verification date attached to their current enrollment line	All RV forms must be completed for all eligible non-attending students
Residency Verifications	By December 31st, current year	Verify all non-attending students ages P3-22 residency within the academic year 9/1 -8/31, current year	All forms require a parent's signature. Verification must be made prior to the student's end of eligibility.
Residency Withdrawals	Same day as enrollment	Withdrawal date must be the same date as the enrollment date	
Special Needs Designation	Within 30 days of initial enrollment	Students who have been identified by the school district to have special needs	An SPE D designation must be entered for each academic school year
State Assessment Proficiency	Within 5 business days of notification	The State assessment proficiency must be entered in a student's record upon receipt from the district	Students grades 3-10
State Student ID Number	Within 5 business days of enrollment	A state id must be entered in NGS for each attending student	Students who are not attending may or may not have a state id
Summer Enrollments	Within 5 business days of enrollment	Enroll all students attending a district held summer school or MEP Literacy Program. Summer enrollments must be completed by 8/31, current year	Required documentation for summer enrollments are school roster and/or MEP Literacy Program sign-in sheet
Supplemental Services Instructional/Support	Within 5 business days from when services were provided	A service must be entered for each enrollment line	The same service can only be documented once per term in NGS
Supporting Documentation	Within 2 days of enrollment entered in NGS	Regular Year = New COE or School Roster, Summer Year = School Roster or Sign-in Sheet Residency Only = Residency Verification Form	Enrollments entered in NGS that have no supporting documentation to approve enrollment will be deleted within 7 business days of entry
Termination Reason	Within 5 business days of notification	For all students attending and non-attending (See NGS for terminations designations)	Students who have received their GED or Graduated must have a termination reason entered on their student record

Model for Planning MEP Services

Colorado MEP Guidebook | September 2011

Conducting a Comprehensive Needs Assessment

Purpose for Conducting a Needs Assessment

A Migrant Education Program 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;
- 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;
- encompasses the full range of services that are available for migrant children from appropriate local, State, and Federal educational programs; and
- provides for the integration of available MEP services with other Federal-, State-, or locally-operated programs.

The CDE submits the CNA; however, collaboration and support from districts and regional programs is required. Local programs play an integral role in the CNA through ensuring collaboration with local programs, collecting data on local needs, and integrating MEP services with existing services.

How and When to Conduct a Local Needs Assessment

The needs assessment forms the basis of the comprehensive state plan for service delivery which describes how gaps in the education and academic progress of migrant children will be addressed and how the services in the plan will be evaluated. It is the first step in planning and implementing an MEP.

How and when to collect evaluation data for determining progress toward meeting outcomes and for determining needs is discussed in the section of this Guidebook titled *Collecting and Reporting Data to Improve Migrant Student Achievement*. Programs will use parent, student, and staff surveys and focus group protocols for gathering data on parent and staff perceived needs.

Local MEPs conduct individual needs assessments to:

- determine the needs of migrant students and how those needs relate to the priorities established by the State as listed in the Colorado MEP Service Delivery Plan;
- design local services; and
- select students to receive those services.

Tools for conducting local needs assessment (surveys and focus group questions) are included in this Guidebook. Student needs indicated on surveys, through evaluation results, assessment results, and interviews with stakeholders (e.g. parents, students, and MEP staff) should be reviewed regularly to determine the nature and extent of changes.

The following chart lists needs assessment forms and data that each program is responsible for collecting.

Needs Assessment Form/ Data Needed	Location of Form	Timeline
Needs Assessment Survey: Staff	Guidebook	Last business day in June
Needs Assessment Survey: Parents	Guidebook	Last business day in June
Out-of-School Youth (OSY) Profile	CDE Website	Last business day in June
Out-of School Youth Tracking Form	CDE website	Last business day in June
Demographics	Collected in NGS	When COE is completed
Last Qualifying Move	Collected in NGS	When COE is completed
Students Served by Grade	Collected in NGS	When COE is completed
Instructional Services	Collected in NGS	When service is provided
Support Services	Collected in NGS	When service is provided
Credit Accrual	Collected in NGS	When service is provided
Most Recent and Available State Assessment Results	Collected in NGS	For the program application in June

Colorado makes 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. The narrative on the following page describes the criteria categories.

Educational Interruption

In the preceding 12 months, students have a QAD (Qualifying Arrival Date) between September 1 and June 30 **and** either:

a) The student has missed 10 or more days of school; **or**
b) The student has changed schools in the same school district related to the child's migrant lifestyle.

- **Failing or At-Risk of Failing**

    1. Student has scored Unsatisfactory or Partially Proficient in reading or math
    2. Student has been identified as non-English proficient (NEP), limited English proficient (LEP), or fluent English proficient (FEP and being monitored during the first year (FEPM1) or during the second year (FEP M2)—See the ELL Guidebook available online at the CDE website at **http://www.cde.state.co.us/cde_english/download/Resources-Links/Guidebook09-10_Final.pdf**
    3. No recent CSAP and scored below proficient on local assessment instruments
    4. Grades 3-10 with no recent CSAP results
    5. Student has repeated a grade level or course
    6. Student is over age for grade level
    7. Student is an out-of-school youth

- Academic profile that demonstrates any local assessment or body of evidence (e.g., MAPS, ITBS, Terra Nova, ACT, SDRT, or other district assessment) See ELL Guidebook for more on body of evidence

Other at-risk factors such as over the age for grade level, drop out status, repetition of grade level, expulsion, multiple suspensions, homelessness, or alternative programs.

Needs Assessment Data Collection Tools

The **needs assessment surveys** for staff and parents provide a snapshot of perceived needs from the stakeholders most directly involved in the education of migrant children. These surveys should be given annually to determine the unique needs of migrant students at the local project sites.

The **Priority for Services (PFS) form** is available provided following the needs assessment surveys. It is available in both English and Spanish and is required documentation for children to be considered a priority for services.

Parent Needs Assessment Survey

Survey Item	Not at All	Some-what	A Lot	N/A
1. Have you been able to participate at your child's school by attending parent meetings, speaking with your child's teacher, or visiting his/her classroom?				
2. Can teachers in your child's school speak to you in your native language?				
3. Does your child have an opportunity to ask questions and participate in class?				
4. Does your child need additional help in reading?				
5. Does your child need additional help in learning English?				
6. Does your child need additional help in mathematics?				
7. Are you able to help your child with homework?				
8. Does your pre-kindergarten child have access to appropriate programs/services?				
9. Does your high school aged child have the credits needed to graduate on time with his/her class?				
10. Does your child have a need to work with a counselor to plan his/her high school courses or make a transition plan to postsecondary (college, military, work)?				
11. Are you aware of school-based programs in your area such as parenting centers, libraries, and adult education programs?				
12. Are you aware of supportive services in your community such as food banks, clothing banks, and utility bill assistance programs?				

Directions: Please check (☑) the areas that you feel are needed MOST to help your children be more successful in school.

INSTRUCTIONAL SERVICES *(Check all that apply)*

☐ summer programs	☐ H.S. credit programs	☐ more reading/literacy helps
☐ pre-school programs	☐ drop-out prevention programs	☐ more mathematics help
☐ in-school tutoring	☐ GED/programs for out-of-school youth	☐ English language proficiency
☐ before/after school tutoring	☐ graduation/career activities	☐ other_____

SUPPORT SERVICES *(Check all that apply)*

☐ interpreting/translating	☐ parenting education (ex., nutrition)	☐ information for out-of-school youth
☐ locating resources	☐ counseling for students	☐ career/postsecondary information
☐ books/materials/supplies	☐ health referrals (medical/dental/vision)	☐ information on 0-4 yr old services
☐ transportation	☐ referrals to community agencies	☐ other_____

What can we do to help your child and your family?

_____

_____

_____

_____

Encuesta Para Los Padres

Pregunta	No de Nada	Algo	Mucho	N/A
1. ¿Ha participado en la escuela de su hijo asistiendo reuniones para los padres, hablando con el maestro de su hijo, o visitando su sala de clase?				
2. ¿Saben los profesores en la escuela de su niño hablarle en su lengua materna?				
3. ¿Su niño tiene la oportunidad de hacer preguntas y de participar en clase?				
4. ¿Su niño necesita ayuda adicional en la lectura?				
5. ¿Su niño necesita ayuda adicional en el aprendizaje de inglés?				
6. ¿Su niño necesita ayuda adicional en matemáticas?				
7. ¿Puede usted ayudar a su niño con su tarea?				
8. ¿Su niño de pre-escolar tiene acceso a los programas o servicios apropiados?				
9. ¿Su niño de la High School tiene los créditos que necesita para graduar a tiempo con sus compañeros?				
10. ¿Su niño tiene necesidad de trabajar con un consejero para planear sus cursos de la High School o para hacer un plan de la transición a postsecundaria (universidad, el militar, o trabajo)?				
11. ¿Es usted consciente de programas en su área tal como centros para padres, bibliotecas, y programas educativos para adultos?				
12. ¿Es usted consciente de servicios de apoyo en su comunidad tal como bancos de alimento, bancos de vestir, y programas de ayuda en pagar los servicios públicos?				

N/A = No se aplica a mí.

Instrucciones: Por favor marque (☑) los áreas que se necesitan más para ayudar a sus hijos a tener éxito en la escuela.

Servicios Académicos *(Marque todos que se aplican)*

☐ programas de verano	☐ programas para crédito de H.S.	☐ más ayuda con la lectura
☐ programas pre-escolar	☐ programas para prevenir el abandono escolar	☐ más ayuda con matemáticas
☐ tutoría en clase	☐ programas de GED para jóvenes fuera de la escuela	☐ inglés
☐ tutoría antes/después de clase	☐ actividades de carrera o graduación	☐ otro_____

Servicios de Apoyo *(Marque todos que se aplican)*

☐ interpretación/traducción	☐ educación sobre crianza de niños (ej., nutrición)	☐ información para jóvenes fuera de la escuela
☐ encontrar recursos	☐ asesoramiento para los estudiantes	☐ Información sobre carreras o universidades
☐ libros y materiales	☐ remisiones de la salud (medico /dental/visión)	☐ Información sobre servicio para niños menores de 4 años
☐ transporte	☐ remisiones a agencias comunitarias	☐ otro_____

¿Qué podemos hacer para ayudar a su niño y a su familia?

_____

_____

Staff Needs Assessment Survey
Colorado Migrant Education Program

Migrant Program/District _____

Director ☐ **Teacher** ☐ **Advocate/Liaison** ☐ **Recruiter** ☐ **Other** _____

INSTRUCTIONAL SERVICES

In your opinion, what instructional services for <u>preschoolers</u> are needed *most* by your project?

Rank services **1-7** with 1 being the most needed.

☐ summer school	☐ reading/literacy instruction	☐ school readiness
☐ extended day program	☐ math instruction	☐ other_____
☐ family literacy	☐ ESL instruction	☐ other_____

In your opinion, what instructional services for students in grades <u>K-8</u> are needed *most* by your project?

Rank services **1-7** with 1 being the most needed.

☐ summer school	☐ Reading is Fundamental (RIF)	☐ supplemental ESL instruction
☐ in-school tutoring	☐ supplemental reading instruction	☐ other_____
☐ extended day program	☐ supplemental math instruction	☐ other_____

In your opinion, what instructional services for <u>secondary</u> students are needed *most* by your project?

Rank services **1-13** with 1 being the most needed.

☐ summer school	☐ supplemental reading/literacy instruction	☐ drop-out prevention
☐ in-school tutoring	☐ supplemental math instruction	☐ supplemental ESL instruction
☐ online courses	☐ GED preparation	☐ financial literacy
☐ extended day program	☐ Reading is Fundamental (RIF) distribution	☐ other_____
☐ credit accrual/recovery	☐ PWR (workforce readiness)	☐ other_____

In your opinion, what instructional services for <u>out-of-school youth (OSY)</u> are needed *most* by your project?

Rank services **1-11** with 1 being the most needed.

☐ summer school	☐ supplemental reading/literacy instruction	☐ drop-out recovery
☐ online courses	☐ supplemental math instruction	☐ supplemental ESL instruction
☐ credit accrual/recovery	☐ Reading is Fundamental (RIF) distribution	☐ financial literacy
☐ GED preparation	☐ PWR (workforce readiness)	☐ other_____

Are there any <u>other instructional</u> services needed for migrant students in your area?

SUPPORT SERVICES

In your opinion, what support services are needed *most* by your project?
Rank services **1-12** with 1 being the most needed.

☐ interpreting/translating	☐ parenting education (i.e., nutrition)	☐ professional development for MEP staff
☐ advocacy	☐ counseling for students	☐ student leadership training
☐ books/materials/supplies	☐ health services (medical/dental)	☐ other_____
☐ clothing distribution	☐ career counseling	☐ other_____
☐ Transportation	☐ locating resources	☐ other_____

PROFESSIONAL DEVELOPMENT

What topics would you recommend for your professional development?
Rank services **1-15** with 1 being the most needed.

☐ program planning	☐ technology as an instructional tool	☐ H.S. graduation strategies
☐ program evaluation	☐ instructional strategies-ESL	☐ parent involvement
☐ migrant staff mentoring	☐ Instructional strategies-school readiness	☐ health/medical/dental issues
☐ student assessment	☐ instructional strategies-reading/literacy	☐ other_____
☐ identification & recruitment	☐ instructional strategies-math	☐ other_____
☐ summer school	☐ use of migrant funds	☐ other_____

What other professional development do you need to better serve migrant students?

PARENT TRAINING

What topics would you recommend for parent training?
Rank services **1-13** with 1 being the most needed.

☐ ESL	☐ helping your child with reading/literacy	☐ accessing community resources
☐ discipline	☐ helping your child with math	☐ technology literacy
☐ getting involved at school	☐ helping your child graduate H.S.	☐ motivating students
☐ drugs/school safety	☐ helping your child with school readiness	☐ other_____
☐ civic literacy	☐ financial literacy	☐ other_____

Is there any other parenting training needed for migrant parents in your area?

SUGGESTIONS TO IMPROVE SERVICES

Besides those discussed above, what recommendations do you have to improve services for migrant students?

Priority for Service (PFS)
for the Colorado Migrant Education Program

Required by law per Sections 1301, 1302, 1303, 1304(dl, 1305, 1306(a) of Title I, Part C; Section 9302 of Title IX; Section 421(b) of GEPA

Mandatory
FORM # ELA-427
EDAC APPROVED
Approved 2/4/2011 for 2011-2012

First Name	Middle Name	Paternal Last Name	Maternal Last Name
School Name		QAD	Grade
SASID		NGS Family ID	

A. Education Interrupted

In the preceding 12 months, student has a QAD between September 1- June 30 and either

☐ has missed 10 or more days of school related to the child's migrant lifestyle	☐ has changed schools due to the child's migrant lifestyle

B. Failing or at-risk of failing

Migrant children who are failing or are most at risk of failing to meet Colorado's academic content standards and student achievement standards

☐ **CSAP Year**	☐ Math	☐ Reading	☐ Lectura
☐ **CSAP A Year**	☐ Math	☐ Reading	☐ No State Academic Assessment Data

English Language Proficiency

☐ Non-English Speaking	☐ Limited English Proficient
☐ Fluent English Proficient Monitor Year 1 – FEP 1	☐ Fluent English Proficient Monitor Year 2– FEP 2 ☐ Date of Re-designation
☐ No Language Proficiency Data	☐ CELA State Assessment Data

Local Assessment Data
(ITBS, Terra Nova, ACT, SDRT, NWEA, MAPS, Other District Assessments)

Multiple Risk Factors

☐ Not on Track for Graduation	☐ Credit Accrual	☐ Multiple Suspensions	☐ Homeless
☐ Binational Student (Enrolled in a district outside the U.S. within the last 36 months)	☐ Expelled Expulsion Date	☐ Drop Out of School Drop Out Date ☐ Previously a Drop Out	☐ Alternative Program
☐ Repeated a Grade Level	☐ Over Age for Grade	☐ Attempted a GED Course	☐ Other

Designated as a Priority for Service student	☐ **Yes**	☐ **No**

Signature of MEP or School Educational Representative **Date Completed**

cde Improving Academic Achievement

Priority for Services (PFS)

Prioridad para Recibir los Servicios del Programa de Educación Migrante de Colorado

Requerido por ley según las Secciones 1301, 1302, 1303, 1304(dl, 1305, 1306(a) del Título I, Parte C; Sección 9302 del Título IX; Sección 421(b) del GEPA

Mandatory
FORM # ELA-427
EDAC APPROVED
Approved 2/4/2011 for 2011-2012

Nombre	2º. Nombre	Apellido Paterno	Apellido Materno

Escuela	QAD	Grado
SASID	NGS ID	

Educación Interrumpida

¿Ha tenido el estudiante un QAD en los últimos 12 meses, entre septiembre 1 y junio 30?

☐ ¿Ha perdido 10 o más días de escuela debido a su vida de migrante?	**O**	☐ ¿Ha cambiado escuelas debido a su vida de migrante?

Fallando o a riesgo de fallar

Los niños migrantes que están fallando o que corren más riesgo de fallar con el cumplimiento del logro estudiantil y académico requeridos por el estado de Colorado

☐ CSAP Año	☐ Matemáticas	☐ Lectura	
☐ CSAP A Año	☐ Matemáticas	☐ Lectura	☐ Ningún reporte académico de evaluación en el estado

Dominio del idioma inglés

☐ No Habla Inglés	☐ Habla Limitado Inglés
☐ Fluente Inglés - Proficiencia Monitorizada por 1 Año – FEP 1	☐ Fluente Inglés - Proficiencia Monitorizada Por 2 Años – FEP 2 ☐ Fecha de Re-Asignación
☐ No hay reportes de proficiencia en el lenguaje	☐ CELA evaluación de datos del estado

Evaluación local de Datos (ITBS, Terra Nova, ACT, SDRT, NWEA, MAPS, Evaluaciones de otros distritos)

Factores de Riesgo Múltiple

☐ No cumple con los requisitos para graduarse	☐ Créditos Acumulados	☐ Múltiple Suspensiones	☐ Sin Hogar
☐ Estudiante Bi-nacional (Inscrito en un distrito fuera de Estados Unidos en los últimos 36 meses)	☐ Expulsado Fecha De Expulsión	☐ Abandono De La Escuela Fecha De Abandono ☐ Abandono previo	☐ Programa Alterno
☐ Repetidor De Grados	☐ Mayor De La Edad Para Su Grado	☐ Tratado de tomar Clases de GED	☐ Otro

Designado como Candidato-Prioridad Para recibir los Servicios de Estudiantes	☐ **SI**	☐ **NO**
Firma del representante MEP o Representante de Educación de la Escuela	**Forma completada en la Fecha**	

Planning for Service Delivery

Service Delivery Plan (SDP) Process Overview

After identifying the needs of migrant children through the CNA, the SDP defines the strategies and resources to meet student needs and provides measureable program outcomes (MPOs) to determine progress.

The SDP describes how gaps in the education and academic progress of migrant children will be addressed and how the services in the plan will be evaluated. The specific components required for the SDP are listed below.

- *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; 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 outcomes that the MEP will produce statewide through specific educational or educationally-related services. (Section 1306(a)(1)(D) of the statute.) Measurable outcomes 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).)

The Colorado Statewide MEP Service Delivery Plan resulted from a systematic process that involved a broad-based representation of stakeholders whose experience lent authenticity and whose expertise directed the strategies for which migrant programs must implement. The SDP Committee

was composed of individuals representing migrant parents; MEP administrators from the various MEP regions; the CDE; and individuals with expertise in reading, mathematics, school readiness, secondary migrant student graduation and dropout prevention, professional development, and ID&R. Further, there were five members of the Colorado MEP CNA Committee who were named to the SDP Committee to provide continuity to the overall processes to ensure that systems are aligned to meet migrant students' unique educational needs. The CNA may be updated annually at the discretion of the State Director.

How and When to Plan Services

Local services are planned during the application process (discussed in *Section 3*). The State has identified strategies consistent with the needs of Colorado migrant students in the Statewide SDP. After reviewing local needs (see the previous section on Local Needs Assessment), programs identify the strategies that fit the local population, integrate with available services without supplanting existing or available services, and meet the needs of students with PFS.

Local MEPs are responsible to identify strategies to be implemented locally and document them on the MEP Application (provided annually by CDE) under the four goal/MPO areas of the SDP:

- School Readiness
- Reading and Literacy
- Mathematics
- Graduation

The Strategic Planning Chart that is included in the State SDP is found on the next page. This chart was designed to assist programs in aligning local needs with strategies. In addition, the Guide can help local MEPs identify the resources needed to implement strategies. Included in the Strategic Planning Chart are the MPOs (updated June 4, 2010 and to be revised during the 2011-12 school year). Progress toward meeting the measurable outcomes is collected during the evaluation phase of project implementation (discussed in *Section 6*). When choosing strategies, programs should keep in mind the extent to which they are able to implement the strategy with fidelity as well as collect data and report on the progress made that is associated with the MPOs. MPOs were established via consensus of all programs and through recommendations made by a task force during the 2008-09 school year.

Strategic Planning Chart of Measurable Program Outcomes (MPOs)

1.0 – School Readiness

Developed 2008-09, Revised 2010

Solution Identified in the CNA[1]	Performance Target[2] (Goal)	MEP Measurable Program Outcome[3] (Objective)	Strategy[3]	Resources[4] Needed (TA, PD)
1.1 Offer skill-based family literacy programs through regional MEPs that emphasize language development and literacy readiness. **1.2** Provide family literacy programs to help parents acquire skills to better support their child's learning. **1.3** Coordinate with pre-kdg programs, transition-to-kindergarten programs, Child Find, advocacy programs, and services offered by other agencies. **1.4** Provide health coord-ination services including screening, nutrition, and preven-tive maintenance.	By 2014, all students will demonstrate **readiness for school** including proficiency in oral communication, developmental motor and perceptual skills, and print knowledge.	**1a** After participating in parent involvement training, 80% of migrant parents whose young children are enrolled in the MEP will report positive growth in their ability to help their child be ready for school. **1b** Migrant children ages 3-5 (not in kindergarten), who are receiving MEP services, will increase school readiness.	**1-1** Utilize virtual resources in school readiness for migrant students that are available through a State MEP website	SEA – Existing State page, web master, computer lab
			1-2 Utilize the services, when available, of a half-time State-level coordinator with knowledge of ECE and migrant education and who is bilingual in Spanish	Search for SEA staff person, computer, office equipment, space
			1-3* Work with SEA staff to explore funding opportunities through initiatives (e.g., Statewide MEES)	SEA – Responsibility given to 1-2 staff
			1-4* Collaborate with agencies (e.g., the Colorado Preschool Program) to help broker services to migrant children	SEA – Responsibility for brokering svcs and creating a PowerPoint presentation to share w/preschools
			1-5* Collaborate with, and disseminate information about the MEP to: Head Start, CPKP, Even Start, CPP, or other ECE community-based organizations/providers	The SDP Committee assists with the creation of a State Plan (ongoing study group meets 4 times per year on ECE issues)
			1-6 Utilize RIF book grants directed at migrant students	Regional programs seek RIF books (¼ to ½ FTE)
			1-7 Utilize & disseminate materials including a handbook of best practices for early literacy/ language development including issues of ELL and migrant family literacy	SEA – Responsibility given to 1-2 staff (.25 of current staff or contractor) to develop the handbook
			1-8* Disseminate information and programs for reading and literacy development aimed at migrant parents	Regional PAC. Relates to Strategy 1-1, dissemination activity. MotherRead (.25 or .50 staff time)
			1-9 Create a community resource directory for new families	Regional – Immigrant Integration Project and Head Start
			1-10 Invite & include parents of children ages 0-3 to participate in MPACs and PIMs	Also is SEA and Regional responsibility
			1-11 Collaborate with PACs, schools, ECE programs, and community-based agencies to share early literacy strategies with parents	SEA and Regional responsibility (.25 FTE)

Solution Identified in the CNA[1]	Performance Target[2] (Goal)	MEP Measurable Program Outcome[3] (Objective)	Strategy[3]	Resources[4] Needed (TA, PD)
			1-12* Collaborate with Child Find, Community Health Screenings, and agencies whose mission is to identify students who may have special needs/disabilities	Regional and LEA responsibility. Need a meeting to identify what's happening and share info; training at the Statewide MEP meeting; study group responsible for best practices. Link to Strategy 1-5.
			1-13 Utilize the services of a Colorado Migrant Resource Center, when available, to access BMEP books and other materials on school readiness instruction, parenting and parent involvement, and professional development on school readiness	Regional and LEA responsibility. Link to OME's RESULTS project.
			1-14* Utilize school readiness checklists for measuring parent interaction with their children as they transition between home and school	SEA. Relates to 1-2, 1-8, 1-10, 1-11; CELA observation protocol
			1-15* Where programs are available and appropriate, offer primary language development support for migrant students who are ELLs	Regional and LEA responsibility, resources, qualified staff, materials. SEA collaborates with IHE (HELDE). Collaborate on professional development related to primary language development support.
			1-16* Provide parent involvement activities to help parents increase their knowledge and support their children's education through participation in State and/or local/regional PAC meetings, parent/teacher conferences, workshops, and other events	Meeting materials, refreshments, child care, transportation, presenters for meetings, interpreters

[1] As identified by the CNA Committee; [2] As identified by the State Education Agency; [3] As identified by the Service Delivery Plan (SDP) Committee; [4] As identified by the SDP Committee Workgroups and/or the Management Team

NOTE: The asterisk (*) denotes the highest priority items

The following is the Colorado Department of Education's recommendation for the school readiness description as required by Senate Bill 08-212.

School Readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschool or kindergarten. School Readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

2.0 – Proficiency in Reading

Developed 2008-09, Revised 2010

Solution Identified in the CNA[1]	Performance Target[2] (Goal)	MEP Measurable Program Outcome[3] (Objective)	Strategy[3]	Resources[4] Needed (TA, PD)
2.1 Provide intensive supplemental literacy instruction during the regular school year and summer months to increase migrant student proficiency. **2.2** Provide and document assessment accommodations for migrant students to support literacy instruction. **2.3** Provide professional development to support instruction and assessment in reading. **2.4** Provide supportive services to ensure that barriers to school success are eliminated for migrant students. **2.5** Provide parents with materials, resources, and info to assist them in improving their literacy skills to better support their child's learning and achievement in reading and writing. **2.6** Coordinate with reading programs and services offered by other agencies. **2.7** Prepare individualized, needs-based reading/writing instructional plans.	By 2014, 100% of elementary school students in grades K-12 will score "proficient" or "advanced" in reading. By 2014, 100% of elementary school students in grades 3-10 will score "proficient" or "advanced" in writing. The Colorado Basic Literacy Act (CBLA) was enacted in 1997 by the Colorado General Assembly to ensure that all students by the third grade have the literacy skills essential for success in school and life. CBLA calls for local school districts to identify students who are reading below grade level and give them the necessary reading interventions.	**2a** Each year at least 3% more students in grades 3-10 will attain "proficient" or show more than one year growth on the CSAP Reading assessment. **2b** Each year there will be an increase in reading skills for students in grades K-2 as measured on the CBLA. **2c** Each year at least 3% more students in grades 3-10 will attain "proficient" or show more than one year growth on the CSAP Writing assessment. **2d** Each year 80% of parents of migrant students grades K-12 will report being involved in supporting their children's reading development as reported on parent surveys.	**2-1*** Provide professional development for school staff on cultural proficiency related to migrancy/mobility	SEA, regional, and LEA responsibility (SEA: training and experts) Dissemination plan (Statewide MEP Training
			2-2 Utilize reading strategy resource packets for professional development that include information on migrancy/mobility and cultural proficiency for regular and migrant educators	SEA responsibility to develop (.25 FTE staff); Migrant Reading Net; Collaborate with Literacy Square and Reading First.
			2-3 Utilize LEARN-2-Succeed materials which contain reading lessons and formats for developing migrant student success plans	LEARN-2-Succeed curricula and training
			2-4 Utilize PASS, Mini-PASS, NovaNet and other reading materials to help migrant students accrue credits at the secondary and middle school levels	SEA to work on curriculum alignment; collaborate with ELAU and Learning & Results. PD for middle and high school staff; SC BOCES to convene 1st PASS mtg
			2-5* Enrich reading curriculum with textbooks from Mexico offered through the BMEP	SEA and regional responsibility; SEA collaborate with BUENO, teachers from Puebla, Mexican Consulate re: *ficheros*; activity for BMEP to integrate into the curriculum
			2-6 Provide before- and after-school and extended day/year tutoring in reading and writing	Regional and LEA responsibility; minimum expectations discussed and approved by Regional MEP Directors (Link to 2-2)
			2-7 Utilize virtual resources in reading through the State MEP website	Link to 2-2 and 2-3; Need ELA staff time
			2-8 Encourage schools to open their libraries in evening hours to enable parents to participate in literacy-rich activities and materials	LEA responsibility linked with regional staff for support
			2-9 Utilize the services of the Colorado Migrant Resource Center, when available, to access BMEP books other materials to use in literacy instruction and professional development	Regional and/or State responsibility
			2-10 Utilize checklists for measuring migrant student reading skills	Identify and utilize existing tools (i.e., CBLA, CRF, DRA, EDL). Link to 1-15 as well as local data sources that demonstrate growth and

Solution Identified in the CNA[1]	Performance Target[2] (Goal)	MEP Measurable Program Outcome[3] (Objective)	Strategy[3]	Resources[4] Needed (TA, PD)
				proficiency in literacy. Provide professional development.
			2-11 When instruction is offered to migrant students in English and Spanish, ensure that assessment also is conducted in both languages	Regional and LEA responsibility; Link to 2-6. Provide professional development.
			2-12 Participate in CDE-sponsored training (offering CEUs) that focuses on best practices in reading instruction (i.e., migrant spring training institute, fall MEP training)	SEA and Regional responsibility; NCTM collaboration; relates to 3-1, 3-5; *Summer Reading Institute planning group; collaborate with IHEs
			2-13* Provide parent involvement activities to help parents increase their knowledge and support their children's education through participation in State and/or local/regional PAC meetings, parent/teacher conferences, workshops, and other events	Meeting materials, refreshments, child care, transportation, presenters for meetings, interpreters
			2-14 Utilize Learn-2-Succeed materials and participate in pilot testing to enhance supplemental reading instruction	LEARN-2-Succeed materials and training, access to online materials and student tracking software for teachers

State reading performance targets for all students: 1) By 2010, 88% of elementary students will meet AYP goals in reading; 2) By 2010, 87% of middle school students will meet AYP goals in reading; 3) By 2010, 90% of high school students will meet AYP goals in reading

NOTE: The asterisk (*) denotes the highest priority items

3.0 – Proficiency in Mathematics

Developed 2008-09, Revised 2010

Solution identified in the CNA[1]	Performance Target[2] (Goal)	MEP Measurable Program Outcome[3] (Objective)	Strategy[3]		Resources[4] Needed (TA, PD)
3.1 Provide intensive supplemental math instruction during the regular school year and summer months to increase migrant students' math proficiency. **3.2** Provide professional development to support instruction and assessment in math. Provide supportive services to ensure that barriers to school success are eliminated for migrant students. **3.3** Provide parents with materials, resources, and info to assist them in improving their math skills to better support their child's learning and achievement in math. **3.4** Coordinate with math programs and services offered by other programs and agencies	By 2014, 100% of elementary school students in **grades 3-5** will score "proficient" or "advanced" in mathematics. By 2014, 100% of middle school students in **grades 6-8** will score "proficient" or "advanced" in mathematics. By 2014, 100% of high school students in **grades 9-12** will score "proficient" or "advanced" in mathematics.	**3a** Each year at least 3% more students in grades 3-10 will attain "proficient" or show more than one year growth on the CSAP Math assessment. **3b** Each year there will be an increase in math skills for students in grades K-2 as measured by a reliable math assessment. **3c** Each year 80% of parents of migrant students grades K-12 will report being involved in supporting their children's development of math skills as reported on parent surveys.	**3-1**	Utilize math strategy resource packets for professional development that include information on migrancy/mobility and cultural proficiency for regular and migrant educators	SEA and regional responsibility; 4 regional trainings ($5K for curriculum development; $20K for training Relates to 2-1, 2-2, 3-3
			3-2*	Utilize PASS, Mini-PASS, NovaNET and other math materials to help migrant students accrue credits at the secondary and middle school levels	SEA works on curriculum alignment; collaborate w/Office of Learning Results; Relates to 2-4
			3-3	Provide a culturally-relevant math curriculum that connects math to real-life experiences in the community	See 3-1 resources
			3-4	Participate in professional development targeted at meeting migrant student needs for effective implementation of math curriculum/instruction	Relates to 3-1
			3-5	Utilize research-based math strategies (i.e., *Math Focal Points)* as a tool to support math curriculum	SEA and SC BOCES to provide training; collaborate with NCTM
			3-6	Offer family math activities and family math nights to involve parents	Regional and LEA responsibility; build into program (review allocation); linked to PIMs
			3-7	Enrich math curriculum with textbooks from Mexico offered through the BMEP	SEA responsibility; relates to 2-5
			3-8	Provide before- and after-school and extended day/year tutoring in math	Regional and LEA responsibility; build into program; utilize strategy kit in 3-1; Regional Directors' mtg—review
			3-9	Utilize virtual resources in math through a State MEP website	Relates to 1-1, 2-7
			3-10	Utilize the services of the Colorado Migrant Resource Center, when available, to access BMEP books and other math materials to use in professional development	Relates to 1-12, 2-9
			3-11	Encourage schools to open their libraries in evening hours to enable parents to participate in math-rich activities and materials	Relates to 2-8
			3-12	Utilize checklists for measuring migrant student math skills	Relates to 1-14, 2-11

Solution identified in the CNA[1]	Performance Target[2] (Goal)	MEP Measurable Program Outcome[3] (Objective)	Strategy[3]	Resources[4] Needed (TA, PD)
			3-13* Provide enrichment programs such as the Migrant Youth Council and the Binational Migrant Education Program	SEA and Regional responsibility
			3-14 Participate in CDE-sponsored training (offering CEUs) that focuses on best practices in math instruction (i.e., migrant spring training institute, fall MEP training)	SEA and Regional responsibility; NCTM collaboration; relates to 3-1, 3-5; *Summer Math Institute planning group; collaborate with IHEs
			3-15* Provide parent involvement activities to help parents increase their knowledge and support their children's education through participation in State and/or local/regional PAC meetings, parent/teacher conferences, workshops, and other events	Meeting materials, refreshments, child care, transportation, presenters for meetings, interpreters
			3-16 Utilize Math MASTERS curriculum and video instruction materials during summer programs to enhance the math skills of migrant students	Math MASTERS curriculum, video lessons, teacher training, access to computers and the Internet for technology integration

State math performance targets for all students: 1) By 2010, 89% of elementary students will meet AYP goals in math; 2) By 2010, 79% of middle school students will meet AYP goals in math; 3) By 2010, 73% of high school students will meet AYP goals in math

NOTE: The asterisk (*) denotes the highest priority items

4.0 – Graduation from High School

Developed 2008-09, Revised 2010

Solution identified in the CNA[1]	Performance Target[2] (Goal)	MEP Measurable Program Outcome[3] (Objective)	Strategy[3]		Resources[4] Needed (TA, PD)
4.1 Provide supportive services to ensure that barriers to school success described in the CNA are eliminated for migrant youth. **4.2** Provide services to enhance secondary student attitudes about school, school attendance, career awareness and education, computer literacy and self-advocacy. Offer parent training on types of coursework their child needs to get into, and succeed in post secondary opportunities. **4.3** Provide skills tutoring, distance learning programs, and enrichment programs leading to graduation and postsecondary education choices. **4.4** Provide guidance counseling and access to information about public services. **4.5** Provide resources, info, materials, and professional development on the migrant programs and services for guidance counselors.	By 2014, 100% of students will graduate from high school.	**4a** Each year there will be a decrease in the dropout rate for migrant students. **4b** Each year there will be an increase of 5% in migrant secondary youth (9-12) in MEP summer or extended day programs that accrue credits toward graduation. **4c** Each year there will be an increase of 5% in out-of-school migrant youth recovered from dropout status and accruing credits toward graduation (reengaged) and/or meeting their education or career goals. **4d** Each year 80% of parents of migrant students grades K-12 will report being involved with their children's education as reported on parent surveys.	**4-1***	Assist parents to understand school requirements for high school graduation and to encourage their children to understand that language is not a barrier for their children to continue in school	SEA and Regional responsibility; relates to 4-1 and 4-2; train at Statewide MEP mtg; mock orientation; shadowing; buddy system; former MYC members
			4-2	Provide training for parents in self advocacy: a) being properly informed about graduation requirements; b) access to education; and c) advocacy/ assertiveness to gain confidence	See 4-1
			4-3*	Participate in training for school counselors on migrant student needs, Mexico's educational system and coursework, how to transfer and accrue credits, and migrant culture and mobility	SEA and Regional responsibility; network the State Counselor profession-al association; professional development
			4-4	Ensure that parents and students are receiving information on graduation requirements, timely progress reports, early detection of secondary students at risk of not graduating, and focused plans for intervention	SEA, Regional, and LEA responsibility; relates to 4-1, 4-2, and 4-4.; assist students/parents to organize study groups; seek corporate sponsorship (LULAC, Latino chambers, Migrant Coalition, etc.)
			4-5	Utilize the services of the Colorado Migrant Resource Center, when available, to access BMEP books, and other materials to use for content instruction and professional development focusing on graduation	Regional responsibility; build into program
			4-6	At the middle school and H.S. levels, provide info for parents/students on scholarships and post-secondary opportunities (Paths to Scholarship)	Regional responsibility; link to MPACs and PIMs; SEA-sponsored Migrant Youth Institute in July
			4-7*	Deliver MPAC/MYC student leadership skills development at elementary, middle, and high schools	SEA, Regional, LEA, and IHE responsibility; elementary leadership camps; motivational speakers; leadership conference/ training

Solution identified in the CNA[1]	Performance Target[2] (Goal)	MEP Measurable Program Outcome[3] (Objective)	Strategy[3]		Resources[4] Needed (TA, PD)
			4-8*	Sponsor visits to CAMP grant sites to allow secondary migrant students to interact with other migrant students to serve as successful student role models	Regional, LEA, and IHE responsibility; collaborate with CAMP recruiters at all sites
			4-9*	Provide college campus field trips and "jump start" experiences for migrant students to make them aware of postsecondary opportunities	Regional, LEA, and IHE responsibility; Latino fraternities with colleges (shadowing program); contact: Aurora Public Schools
			4-10	Offer *College in Colorado* opportunities for migrant youth	See 4-6
			4-11	Utilize virtual resources in graduation through a State MEP website	Relates to 1-1, 2-7, 3-9
			4-12	Provide information/resource materials for migrant students wanting to pursue a job/career after graduation	Relates to 4-6; develop mentorship and shadowing; investigate Arrupe H.S. project; build relationship with community agencies, family and consumer education (H.S. level)
			4-13*	Utilize checklists for measuring migrant student progress toward graduation	SEA, Regional, and LEA responsibility
			4-14*	Provide parent involvement activities to help parents increase their knowledge and support their children's education through participation in State and/or local/regional PAC meetings, parent/teacher conferences, workshops, and other events	Meeting materials, refreshments, child care, transportation, presenters for meetings, interpreters
			4-15	Utilize SOSY materials and strategies to improve services for OSY and increase graduation	SOSY materials (e.g. Living in America lessons, MP3 audio lessons, etc.), training in SOSY strategies

State math performance targets for all students: 1) By 2010, 89% of elementary students will meet AYP goals in math; 2) By 2010, 79% of middle school students will meet AYP goals in math; 3) By 2010, 73% of high school students will meet AYP goals in math NOTE: The asterisk (*) denotes the highest priority items

3 Applying for Funding as a Subgrantee of CDE

How to Apply

1. The State's Responsibility

As indicated by the Federal statute for the Migrant Education Program, the State is required to:

- **Request and review Regional and LEA applications** that require evidence of the provider's instructional methods and program content are aligned with the state's academic standards (Colorado's Core Curriculum Content Standards and ELD Standards), high quality research-based instructional delivery methods by qualified instructors, and programs designed to raise student achievement. ESEA contains additional provisions of the law that include the state's responsibility to develop and apply objective criteria for identifying, monitoring, and evaluating an array of migrant service providers.

- **Monitor and evaluate provider performance** via auditing. The Colorado Department of Education annually assesses implementation of Supplemental Education Services (SES) through the following:
  - Evaluation results regarding the success of the provider's program in raising student achievement and meeting the State's Measurable Program Outcomes.
  - Desk audits and onsite monitoring visits initiated by CDE
  - Report results of regional/LEA program effectiveness

2. The Region/LEA Responsibility

CDE requires that all operating agencies, regardless of type, provide centralized services such as administration; staff development; NGS, MSIX, CSPR data reporting; health resources; parent participation; and local approved programs. The administrative responsibilities are to:

- Identify eligible migrant families—canvas all districts/communities within assigned geographic area;
- Serve as the administering agency for the participating school districts and/or counties that enter into service agreements/assurances to form such regions;
- Provide services in compliance with applicable state and Federal laws and regulations;
- Provide a program consistent with the basic objectives of project requirements regarding, supplementing of non-Federal assistance, comparability of services, and meeting the intent of Title I, Part C;
- Have the necessary legal authority to initiate and negotiate service agreements or other contracts;

- Initiate and implement the necessary interagency agreements with other state and/or local agencies for the provisions of health, social, and other services for migratory children;
- Develop administrative policies for the operating agency to facilitate implementation of the program. These policies cannot conflict with other state or federal laws, regulations, and policies;
- Ensure services are provided for children determined to have the greatest need (PFS);
- Employ the appropriate staff to carry-out all the central services and administrative functions, and implement staff development plans and practices to meet the needs of students as defined in the state and local needs assessments;
- Provide support to staff (e.g., professional development training and materials);
- Provide oversight and technical assistance to agencies operating under service agreements (e.g., budgets, staffing, health resources, MSIX and parent involvement);
- Promote continuity of program services through staff participation in state MEP meetings and professional development activities;
- Ensure interagency collaboration to improve the services available to participating students (e.g., Migrant Health, HEP, CAMP, and OSY);
- Promote and plan for effective involvement of PACs at the regional and district level;
- Provide specific requested data to SEA for monitoring purposes; and
- Comprehensive State Performance Report reporting twice a year.

See the MEP application for a full description of required elements. In general, for a program to be considered for funding, **the provider must agree to:**

- Sign and comply with the Colorado Statement of Assurances contained within the annual MEP application;
- Comply with policies as described by CDE ;
- Review and keep as a desk reference, the NRG for Supplemental Educational Services;
- Offer clear, accurate and complete details regarding the capacity to deliver proposed scope of services;
- Provide high quality services, designed to enable students to attain their specific achievement goals adhering to the timetable collaboratively developed in the CNA;
- Ensure that the program content, pedagogy and all other aspects of instructional delivery are consistent with the instruction provided and content used by the district and state. The content must be aligned with the Colorado's Core Curriculum Content Standards, English Language Development Standards and assessment measures, as well as the MEP SDP;
- Provide evidence of communication with parents, such as the PAC agendas. Communication with parents must align to the solutions strategies in the CNA and SDP; and
- Ensure the privacy of the student and adhere to FERPA guidelines.

The MEP **sub-allocation application** is provided yearly by CDE.

4 Implementing Services to Improve Migrant Student Achievement

Overview of Programs and Resources

Services are a subset of allowable activities that the MEP can provide through its programs and projects. Services are those educational and educationally-related activities that:

- Directly benefit a migrant child;
- Address a need of a migrant child consistent with the SEA's Comprehensive Needs Assessment (CNA) and Service Delivery Plan (SDP);
- Are grounded in evidence-based research or, in the case of support services, are a generally accepted practice; and
- Are designed to enable the program to meet its measurable program outcomes and contribute to the achievement of the States performance targets.

Instructional and Support Services

The Colorado MEP offers supplemental **instructional services** which may be provided to students at any time during the program year. The definition of instructional services is: *Instruction in a subject area provided for students on a regular or systematic basis, usually for a predetermined period of time.* It can include instruction provided by teachers or paraprofessionals or online or correspondence courses taken by a student. The one-time act of providing instructional packets to a child or family does not constitute an instructional service.

MEP-funded **support services** include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies; and transportation. Some regions employ graduation advocates to provide educational support and assistance.

Examples of **support services** include:

- **Counseling Service** – Services to help a student better identify and enhance his or her educational, personal or occupational potential; relate his or her abilities, emotions and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis's resulting from the culture of migrancy.

- **Referred Service** – Educational or educationally related services provided from the non-MEP programs or organizations that otherwise would not have been obtained by migrant children, but are obtained for migrant children through the efforts of MEP funded personnel.
- **Collaboration with College Assistance Migrant Program (CAMP)** – The CAMP program offers migrant students financial and academic aid to attend a participating University. Students receive individual guidance and support from CAMP staff during their first year on campus.
- **Health Services** – The Colorado MEP provides health referrals and information to students and families though a number of health care partnerships.
- **The National Migrant Education Hotline** (800) 234-8848 – The National Migrant Education Hotline is a toll free number for migrant farm workers and their families anywhere in the United States. Calls made to the Hotline for Colorado are routed to the CDE's, Language, Culture and Equity Office which is staffed on Monday through Friday from 8:00 a.m. to 5:00 p.m. and to the ESCORT call center (after hours and weekends). Migrant farm workers call the Hotline for help with enrolling their children in school and for support services such as health and dental clinics. The Colorado Migrant Emergency Fund was established to assist with financial aid to migrant farm workers and their families in Colorado who have no other resources. For more information on this project, visit the Harvest of Hope at **http://harvestofhope.net/financial-funds.php**.

Pre-kindergarten (PK)

Preschool Programs – Staff may work with families of preschool children ages 3 to 5 to place migrant children in early childhood programs like Head Start, Early Intervention, day care facilities or pre-K programs. If a preschool migrant child is not able to attend a program, school readiness learning programs can be provided in the home to parent and child. School readiness has been identified in Colorado's CNA as one of the top priorities.

Overview

The Migrant Education Program is committed to supporting Early Childhood Education (ECE) opportunities for migrant families. The SEA encourages Regional/LEA programs to support families in accessing community services as well as migrant-funded ECE programs.

The Colorado Migrant Education Program has set measurable program outcomes (MPOs) in the area of School Readiness that sub-grantees are required to meet. They are:

1a After participating in parent involvement training, 80% of migrant parents whose young children are enrolled in the MEP will report positive growth in their ability to help their child be ready for school.

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

The SEA provides guidance in this area through ECE strategies at local PAC conferences. Research has demonstrated the value of parent involvement in school readiness activities in achieving child outcomes. According to the AED/Migrant and Seasonal Head Start Technical Assistance Center, "Typically, three year old children have mastered much of the sound system of their first language, are competent in its basic grammar, use a vocabulary of hundreds of words, and often demonstrate sophisticated understandings of the social rules that govern language use in their communities and cultures." Therefore, support provided to MEP families to build their capacity to help in the growth and development of young children is very important.

A recent study by the Pre-K Now Foundation noted, "Research on early education has shown that the most disadvantaged children tend to make the greatest gains as a result of pre-K participation. While no extensive study of Latino pre-K participation exists, other studies have found that all young children who attend pre-K learn language, social skills, and practical skills that enhance their chances for future achievement" (U.S. Census Bureau, "Income, Poverty, and Health Insurance Coverage in the United States: 2004," Report P60, No. 229, Table B-2, 52-7 (2004)). The Migrant Education Program plays a pivotal role in supporting the academic achievement of young children.

Resources

- **Early Childhood Colorado**

http://www.earlychildhoodcolorado.org/

Welcome to the Early Childhood Colorado Information Clearinghouse--your gateway to services for young children and their families, and the professionals who serve them.

If you are interested in finding early childhood resources or services, or you are just interested in learning more about early childhood in Colorado - this is the right place to start your search.

- **Colorado Child Find**

http://www.cde.state.co.us/early/childfind.htm

Every school district or Board of Cooperative Educational Services (BOCES) have professionals who are trained to evaluate children in a variety of areas, including cognitive functioning, physical functioning, hearing and vision, speech and language and social and emotional development. This service is referred to as Child Find. Evaluations are conducted by the Child Find team at no cost to parents. Once the Child Find evaluation team, which includes the parents, has gathered sufficient information to determine a child's eligibility for early intervention or preschool special education services, an Individual Family Service Plan (IFSP; birth to three years of age) or an Individual Education Plan (IEP; three to five years of age) is developed and services begin shortly.

- **School Readiness Project—Colorado Department of Human Services**

http://www.cdhs.state.co.us/childcare/School_Readiness.htm

The program is designed to improve the school readiness of children five years of age or younger who are cared for at child care sites that feed into low-performing elementary schools. A low-performing elementary school is defined as one that received an overall academic performance rating of "low" or "unsatisfactory" on their 2005 School Accountability Reports.

- **Head Start State Collaboration Office**

http://www.colorado.gov/cs/Satellite?c=Page&cid=1190796329301&pagename=LeftLtGov%2FLLGLayout

The purpose of the Head Start-State Collaboration grants is to create a visible partnership at the state level to support the development of multi-agency and public/private partnerships. These partnerships are intended to:

- Assist in building early childhood systems and access to comprehensive services and support for all low-income children;
- Encourage widespread collaboration between Head Start and other appropriate programs, services, and initiatives, augmenting Head Start's capacity to be a partner in state initiatives on behalf of children and their families; and
- Facilitate the involvement of Head Start in state policies, plans, processes, and decisions affecting the Head Start target population and other low-income families.

- **Expanding Quality in Infant Toddler Care Initiative**

http://www.cde.state.co.us/early/downloads/EQIT_RegistrationList_AttachmentN.pdf

The individuals noted below are the Community Contacts and Teachers for the EQIT 48-hour course of training. They provide general information regarding upcoming EQIT courses in the area. They also make referrals to the EQ Community Teachers for more in-depth information. For additional questions or concerns, contact Jo Koehn, EQ Statewide Director by phone at (303) 866-6706, or email at [koehn_j@cde.state.co.us]

Elementary

Summer School Programs – Summer programs for migrant students (Preschool through grade 12*) can be provided for students not served by district/state programs. Programs with an emphasis on reading, writing, speaking and listening in support of district standards are examples. (*Unless the twelfth grader has graduated)

After School/Extended Day Programs – These programs may be provided to migrant students in districts: 21st Century, or other district programs to get the assistance they need. The students can be provided with homework, ESL/reading/math tutoring and graduation assistance. Additional programs can be developed with community agencies and educational institutions.

In-Home Support Programs – These services can be provided to students who cannot attend summer programs or are not able to participate in other district/agency programs. Some In-home support examples are math and reading academic support, Reading is Fundamental (RIF) materials and parent involvement activities.

Secondary

Graduation Advocacy – Migrant youth need strong and supportive graduation advocates within the school community. They will guide, mentor and support migrant students' efforts to graduate. Positive, supportive, and ongoing relationships between students and graduation advocates are very important to establish a productive and healthy support system. Also, Migrant students need to receive personalized attention and experience a school environment where they are respected and feel safe. Graduation advocates may provide the main link between student and families with schools and community agencies.

Secondary Initiatives (Migrant Student Leadership Activities) – Motivate and continue to enrich migrant students' skills so they will become leaders and/or maintain their leadership in their schools and communities. Inspire students to achieve their educational goals and prepare them for post-secondary objectives.

In addition, Migrant regional programs should provide a range of instructional and support services for secondary services and OSY through a variety of service delivery models based on the state's CNA and SDP. In addition, consortium incentive grants such as Solutions for Out-of-School Youth (SOSY), provide resources and promising practices that programs can use to improve services. SOSY services and resources can be accessed at **http://www.osymigrant.org/**.

The following are recommended components for a well-rounded secondary program.

1. **In-school Tutoring and Instructional Services**
   - Provide access to **bilingual resources** to help facilitate understanding of the content. Students who are literate in their primary language will readily transfer those skills to English with appropriate instruction. It is critical that schools consider proficiency in both the first language and second language when placing students in classes.
   - Provide students the **opportunity to earn credit** from day one. Make sure that at least one teacher in every content area per grade level has either an ESL endorsement or appropriate training. If concerns arise, work with your school RTI team to take appropriate steps.
   - Provide additional support and include **individualized tutoring**. Secondary migrant support programs should provide additional support early on for students who manifest academic difficulties or signs of falling behind in their first language or in their oral English development to ensure early success.
   - Provide access to **literacy classes** in either the first or second language as appropriate.

2. **Credit Accrual Toward Graduation**
   - Help the student develop a continuous relationship with school counselors
   - Counselors need to create a graduation plan for proper placement into classes
   - Support the student with the Individual and Career Academic Plan (ICAP)
   - Organize the master schedule around what is best for migrant students.
   - Create the master schedule with special populations in mind first.
   - Enroll students in an alternative credit accrual/credit recovery program
   - Provide access to a Graduation Advocate
   - Provide access to alternative credit accrual options such as PASS courses

3. **Student Engagement**
   - Provide opportunities for or ensure access to student leadership activities such as the Migrant Youth Leadership institutes and *La Raza* Conference
   - Encourage students to take part in character and community building exercises such as Social Challenges and Sense of Self

- Provide a staff with whom students feel comfortable sharing their challenges and who can act to help students overcome obstacles

4. **Inter-and Intrastate Agency Coordination**
   - Ensure **educational continuity** between districts and states. Provide both adult and peer support to help them navigate the new school and new schedules. For migrant students who have moved through many districts and programs, conduct thorough assessments at intake to identify student needs and design their program accordingly. Contact previous districts and programs for educational information.
   - Refer students to and assist participation in community and school resources such as:
     - ☐ English Language Development (ELD) Classes
     - ☐ Alternative/Adult Options
     - ☐ Native Language Content Classes
     - ☐ Newcomer Centers

5. **Access to Postsecondary Education and Funding Opportunities**
   - Design and implement supplemental educational services that prepare migrant students postsecondary education through
     - ☐ University Visits
     - ☐ College Invest
     - ☐ College in Colorado "Career Cluster Model"
     - ☐ Path to Scholarships
   - Provide postsecondary information to parents. Educate parents on college admissions, preparation and financing processes, so they can understand how to manage the transition from high school into college education for their children.

6. **Parent Involvement**
   - Coordinate with parents and leaders within the community to support participation in programs through a **Regional PAC**
   - Help all migrant families understand the **U.S. education system** and the value that is placed on a high school diploma
   - **Communicate with parents** early and often to assist them in understanding what the school's programs will provide and how they may be different from and/or similar to what their child received in the past.

ASCENT Program

Beginning in the 2010-11 school year, districts can participate in the ASCENT (Accelerating Students through Concurrent Enrollment) program. The ASCENT program permits eligible students to participate in a "5th year" of high school while enrolled concurrently in a higher education institution. Districts with ASCENT students will receive a fixed amount of per-pupil operating revenue. ASCENT program participants shall not be considered high school graduates until they have completed their participation in the ASCENT program and any remaining graduation requirements. To participate in the ASCENT program, districts must:

- Submit annually to CDE a list of current 12th graders eligible for the ASCENT program during the upcoming school year, i.e., current seniors who plan to remain enrolled at the high school in order to participate in a dual degree or 5th year program. Districts submit a separate list of current 12th grade students in their 5th year which should not be included in the same list for next year's 5th year students.
- Indicate how many of the current 5th year students are part-time and full- time.
- Enter into a cooperative agreement with a qualified institution of higher education.
- Ensure that all college credit hours earned concurrently apply toward the students' high school graduation requirements as defined in the students' academic plan. To participate in the program, students must meet the following qualifications:
    - Have completed or is on schedule to complete at least 12 credit hours (semester hours or equivalent) of postsecondary course work prior to the completion of his or her 12th grade year;
    - Is not in need of basic skills coursework as defined by the Colorado Commission on Higher Education's (CCHE) remedial education policy;
    - Have been selected for participation in the ASCENT program by his or her high school principal or equivalent school administrator;
    - Have satisfied the minimum prerequisites for the course before his or her enrollment in the course;
    - Have not participated in the ASCENT program in previous years.

For additional information, contact Charles Dukes, senior consultant, at (303) 866-6142 or at **dukes_c@cde.state.co.us .**

Graduation Advocate Principles and Practices

Migrant youth need strong and supportive graduation advocates within the school community. Youth advocates will guide, mentor, and support migrant students' efforts to accomplishing a successful path to high school graduation. Positive, supportive ongoing relationships between students and graduation advocates are very important in order to establish a productive and healthy support system. Also, Migrant students need to receive personalized attention, and experience a school environment where they are respected and feel safe. Students must feel that they have access to caring, responsible graduation advocates when needed.

Graduation advocates need to be aware of new migrant students and the school's policies; likewise, schools should ensure that new migrant students have access to the graduation advocate. Mobility places enormous obstacles in students' path to high school graduation. Migrant students must be made to feel welcome when enrolling in a new school. They might experience social anxiety as one of the greatest obstacles when entering a new school. Graduation advocates should have access to the resources needed to refer students to professional care within or outside the school system should migrant students experience emotional challenges.

It is very important that graduation advocates develop an individualized approach to supporting migrant students. It is essential that graduation advocates collaborate with the migrant student to develop a plan to mentor and monitor their academic progress at all levels to promote early identification of academic difficulties and to determine unmet needs. Graduation advocates will

need to familiarize themselves with the Colorado Student Individual Career and Academic Plan (ICAP), a Colorado statewide initiative.

Effective collaboration and ongoing communication between graduation advocates and school counselors is vital for the success of ICAP for migrant students. Each student should be monitored continually by an adult who also conducts periodic reviews with the student and parents. The following resources are available on the Migrant Education pages on the CDE website:

- Graduation Advocate Guide
- Graduation Advocate Planner
- Graduation Advocate Self-Reflection
- Graduation Advocate Secondary Student Performance Form

Summer Migrant Youth Leadership Institute (SMYLI)

Graduation Advocates need to participate in the planning and implementation stages of the regional SMYLI program. The mission of SMYLI is to support all eligible migrant students, linguistically, socially, and academically by providing educational leadership and postsecondary education readiness. The goals of SMYLI are to: a) motivate and enrich migrant students' skills for them to become leaders or maintain their leadership in their schools and communities; and b) inspire students to achieve their educational goals and prepare them for post-secondary objectives.

Funding for SMYLI comes through Title I-Part C. One or two graduation advocates may be accompanying the youth as they travel to participate in the Institute. To fulfill the mission of this event, representatives from the Language, Culture, and Equity office and members of the Secondary Student Council identify and develop all the activities that take place during the event. Eligible migrant students' applications are reviewed and accepted at the State level and all students are directly notified by the SEA. Each region is responsible for providing transportation to and from each event's location.

- **Short Term Outcomes of SMYLI**
  - Expand the harvesting of cultural wealth, which can help migrant students utilize their values and experiences to build awareness, knowledge, and leadership skills within their communities;
  - Develop a peer support network (or enhance existing support structures) for migrant students to be able to build resilience in the many different environments they might be experiencing;
  - Expand mentorship programs for high school students;
  - Increase meaningful social connections, school connections and school involvement;
  - Increase understanding of school policies, procedures and how to navigate the educational system;
  - Address mediation, conflict resolution, integration concerns, diversity and equity issues that migrant students face in their communities; and
  - Increase post-secondary options and pathways.

Out-of-school Youth (OSY)

Historically, the majority of migrant education program services have been provided to students at the elementary grade level and in preschool. The secondary years, however, also are a particularly important period in which to provide carefully designed services to help students succeed academically. Some important statistics about secondary students from the 2009-10 Colorado Annual Performance Report (APR) include the following:

- Of the nearly 5,000 migrant students in Colorado that were determined to be eligible for services, approximately 33% were secondary-aged (grades 7-12) students.
- Out-of-school youth accounted for about 10% of the total eligible migrant children identified; however, the number and percentage of OSY is steadily increasing.
- Although currently there is no totally reliable estimate of the dropout rate for migrant students, the working estimate is roughly about 5.2% compared to a statewide graduation rate of about 3.6%.

Over 10 years ago, OME launched a secondary student initiative in recognition of the need to increase the high school graduation rate of migrant students. The goal of the initiative was to assist large numbers of migrant secondary students are at risk of dropping out to remain in and graduate from school. This initiative is described on the Government's website found at: **http://www2.ed.gov/admins/lead/account/secondarystudent.html**. Programs for secondary students are described below.

- **Out-of-School-Youth (OSY) Programs** – Programming to meet the needs of migrant OSY—currently the fastest growing group of migrant students, nationally—is in high demand as demographics across the states are shifting from migration of families to migration of single males and females. OSY are youth that currently are not enrolled in high school. There are a number of reasons why OSY have dropped out of school (e.g., deficient in credits, poor academic performance or attendance, feelings of social or academic isolation, limited in English proficiency). Out-of-school youth who return to high school are referred to as **"Recovery Youth"**. A second group of OSY is the **"here-to-work"** OSY. These youth are primarily from Mexico and Central America and many are unschooled in the United States and English Learners (ELs).

Estimates of the farm worker population vary, but each year a huge group of workers and their families (between three and five million) leave their homes to follow the crops. The migrant population is diverse, and its composition varies from region to region. However, it is estimated that 85% of all migrant workers are minorities, of whom most are Hispanic (including Mexican-Americans as well as Mexicans, Puerto Ricans, Cubans, and workers from Central and South America). The migrant population also includes Black/African Americans, Jamaicans, Haitians, Laotians, Thai, and other racial and ethnic minorities. Source: The National Center Farm worker Health (NCFH), **http://www.ncfh.org/index.php**.

Drop-Out Prevention Programs – The Colorado Department of Education recently created the Office of Dropout Prevention and Student Re-engagement to expand efforts in reducing the dropout rate. The office was created with State Fiscal Stabilization Funds through the American Recovery and Reinvestment Act of 2009. This effort is authorized by Colorado Revised Statute 22-14-1011

and builds on the state's commitment to ensure graduation and school success for all students and the re-engagement of out-of-school youth. The new work on dropout prevention and student engagement will expand efforts at State and district levels and will leverage existing resources to implement plans and recommendations. For more information, please contact the Colorado Department of Education, Office of Dropout Prevention and Student Engagement. The website for this initiative is found at **http://www.cde.state.co.us/cdeprevention/DropoutPrevention1.htm**

Out of School Youth (OSY) Program Components

The Colorado MEP has identified OSY as a program services priority. A goal for the State is to develop an effective ID&R strategy for recruiting OSY, recognizing that:

- Recruiting OSY requires year-round effort and flexibility;
- Recruiting is a year-round activity because OSY are highly mobile; and
- Recruiters who work with OSY need flexible working hours.

A second goal is to establish relationships and develop strong networks with different agencies, organizations, and businesses within the community. Staff development and technical assistance is available from OME to school districts regarding the three sub-groups of OSY:

Youth not enrolled in high school:

- Deficient in one or two credits
- Missing one or more state exit-level exams

Recovery Youth:

- Poor academic performance
- Sporadic attendance in HS
- Made decision to drop out

Here-to-work youth:

- From Mexico and Central America
- Little or no schooling in the United States
- May be limited English proficient

Strategies for serving OSY follow.

- Develop three different service delivery plans that will address the specific needs of each of the OSY groups (Youth not enrolled in H.S., recovery youth and here-to-work).
- Tap community GED, ESL and HEP classes and community colleges to serve OSY who are over the age of 16.
- Hold classes for OSY in non-traditional settings and create a convenient schedule for this population.
- Assist school districts to develop strategies for serving OSY and find resources to educate them, especially ESL, GED, life skills and career options. Provide additional funding at the high school level for OSY services.
- Help districts investigate other federal resources and explore nontraditional strategies to meet the educational needs of this population.

- Coordinate with parents and leaders within the community to support participation in programs.
- Use state agencies linkages to facilitate the delivery of services to OSY, to assure that services are not duplicated, and to ensure that OSY receive appropriate services from all possible sources.
- Explore linkages with agencies that serve the same population, such as:
  - Department of Labor
  - Migrant Head Start
  - Migrant Health
  - Workforce Sites
  - Homeless Shelters
  - Churches
  - HEP
  - CAMP
  - Alternative Schools
- Provide research-based service delivery models that MEP projects can replicate/adapt.
- Provide a range of instructional and support services and a variety of service delivery models for OSY based on the State's CNA and State Consortia Grant.
- Design curriculum components that can be modified in length from short mini-lessons, taught quickly without interfering with OSYs' employment, to hour–long sessions.
- Include OSY into the statewide migrant-specific comprehensive needs assessment.

Out of School Youth Resources

Basic Skill Development for OSY

For youth that have left school prior to graduation, as needed by many migrant students in general, career education counseling must be accompanied by programs that provide training in basic literacy, ESL (when needed), and content area studies. Following is a brief description of some existing programs.

- **Adult Basic Education** (ABE) is for those who have left school and need basic literacy, second-language training, and/or basic mathematical skills.
- **General Equivalency Diploma** (GED) programs are for those who have the basic skills but lack a high school diploma.
- **Giving Rural Adults a Study Program** (GRASP) is a method by which adults who cannot participate in a traditional daytime schedule of studies may still be able to participate in an ABE or GED program. GRASP programs may use the rural library or the post office system to deliver units of study which the student completes at home. Friends or neighbors may be used as tutors. (For further information, contact Andrea May at the New Paltz Migrant Tutorial Outreach Program, P.O. Box 2509, New Paltz, NY 12561.)
- **Portable Assisted Study Sequence** (PASS) programs began in California as an option for the migrant student who did not wish to leave school but who encountered severe difficulties in completing the course credits due to frequent moves. PASS provides units which may be completed independently or with the help of a tutor. Upon completion of a given course of study, high school credit is issued by the PASS sponsoring school. (For more information, contact the Coordinator, PASS Program, Fresno County Department of Education, 2314 Mariposa Street, Fresno, CA 93721 or the National PASS Center at BOCES Geneseo Migrant Center. The National PASS Center website is found at www.migrant.net).

Career Education Counseling for OSY

Programs that promote self-awareness, provide job and role information, and encourage the development of decision making skills beginning as early as kindergarten prove beneficial for

migrant youth. As they progress through high school, career-oriented interviewing, shadowing, and work experience programs can be added to their schedules. Often these activities demonstrate the usefulness of remaining in high school to prepare for productive roles in the world of work.

Because of continuing mobility, migrant youth often do not participate in such community activities as scouting, church, and city-sponsored youth groups. Therefore, the advantages provided by such groups should be included in a migrant career education counseling program. Also, both ABE and GED programs must be made available in a non-traditional and creative manner to accommodate the transient lifestyle of migrant youth. Career education must be approached through short units which can be completed in limited periods of time. The alternative programs described above and others are valuable to mediate the effect of the high dropout rate among migrant students.

MEP Staff Responsible for Career Education Counseling

All MEP staff is responsible for migrant career education. MEP staff that might have direct contact with OSY is graduation advocates, counselors, tutors, teachers, or recruiters. The MEP staff that are most often in contact with the migrant in-school youth must be prepared to support such students with career information and guidance, preferably incorporated into language arts and content area studies.

The teacher, tutor, and/or student can benefit from the support of a trained career education counselor, who should be responsible for reviewing currently available programs and training the tutor and teacher to work with the student. Counseling of secondary school students and those no longer in school is also an important part of the counselor's role.

Community professionals and workers can help by speaking to groups of students. They also can bring reality to career education by participating directly in interviewing, shadowing, and work experience projects. This community support has the side effect of promoting greater community understanding of the unique qualities and attributes of migrant youth and families.

Recruiting Out-of-School Youth

Identifying and recruiting eligible migrant children is a cornerstone of the MEP. Identification means determining the presence and location of migratory children within a State. Recruitment means describing the benefits of the MEP to the child and his or her family and obtaining the necessary information to document the child's eligibility and enroll the child in the program. Identification and recruitment of migrant children are critical 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 the State educational agencies (SEAs) failed to identify and recruit them into the MEP.
- Children cannot receive MEP services without a record of eligibility.

As each SEA is responsible for the ID&R of all eligible migrant children in the State, it is important for Colorado to develop and implement policies and procedures that efficiently and effectively meet their responsibility to correctly identify and recruit all eligible migrant children residing in their State. State MEP funding is based, in part, on the annual count of eligible migratory children. Relevant information: **http://www2.ed.gov/admins/lead/account/identification.html** and on the SOSY Consortium website at **http://www.OSYmigrant.org** .

Approaches that states and districts have found to be effective in recruiting OSY are:

- Connecting with youth where they are; going to those places where young people are most likely to be found, such as parks, recreation centers, shopping malls, health clinics, clubs, movie theatres, community-based and faith-based organizations, day labor agencies, unemployment offices, emergency food programs and homeless
- Canvass homes door-to-door, stores, and community centers, particularly in neighborhoods where youth are most likely to be eligible for services. Utilize strategies such as walking through the neighborhood, engaging youth and others in conversation about the program, distributing brief, easy-to-read, colorful flyers or brochures.
- Use a "sector approach", dividing the community geographically into areas and assign recruitment teams to each one. In some organizations, staff has posted a large map of their target area highlighted and post flags or post-it notes to remind them of what is targeted, what is not, and what needs to be done in the many neighborhoods and communities.
- Schedule recruitment activities during evening and weekend hours to target those youth who may have been missed during the day.
- Ask youth to serve as recruiters. Actively involve youth program participants on the outreach and recruitment team. Encourage them to speak positively and honestly about their experience. In addition to serving as an effective recruiting strategy, engaging participants in outreach and recruitment promotes youth development. Recruitment serves as "work experience" and youth recruiters learn a sense of responsibility and increase their communication skills. Some organizations include youth recruiters as paid staff.
- Always carry identification when recruiting.
- Collaborate with partner agencies, community and faith-based organizations, local government and non-government entities, and schools to recruit the hardest-to-reach youth. Actively involve community partners on the outreach and recruitment team.

Recruiting In-School Youth

Recruitment of in-school youth should target those youth at-risk of dropping out. A significant portion of the eligible youth attending high school will not be at risk of dropping out; however, those who may be at risk could benefit from intensive case management to help them stay in school, improve academically, and attain a high school diploma.

Despite counseling and other school services, many of these youth have not made connections to any support programs on their own. For them, the training program should offer a mix of activities that meet their needs, such as community service, tutoring, alternative secondary school options, mentoring, guidance and counseling, summer employment, occupational learning, career and college-bound events, internships, job shadowing, and job placement.

Having one or more onsite case managers stationed at high schools for all or part of each week is a particularly effective recruitment strategy. This onsite case manager can be responsible for managing a range of activities to identify in-school youth who are eligible for participation and to follow up with eligible youth who show interest in the program.

The case manager can talk regularly with school counselors, guidance counselors, or dropout prevention staff asking them to identify youth who are at risk of dropping out (e.g., students who are behind one or more grade levels, chronically absent, or are involved with gang-related activities may benefit from participation in the program. The case manager may then contact these students while they are at school or at their homes. Recruiting youth in alternative education programs, such as in vocational or technical schools, or schools that offer a non-traditional learning environment, is an additional strategy to reach eligible youth. Youth in group homes and detention centers can be recruited as well as youth on probation or in the foster care system.

Assessment

Assessment of migrant youth is the foundation of good planning and overall good MEP programming. It is an ongoing extension of the development the OSY service plan as well as subsequent updates to evaluate effectiveness of MEP services. It is not a one-shot, up-front activity.

Some key principles to guide the development of the assessment process are as follows:

- Develop an assessment strategy based on an understanding of the decision to be made and the person(s) being assessed.
- Utilize a comprehensive and exploratory approach.
- Make assessment an ongoing process of academic or support services. Once a baseline is identified, measurable objectives can be established, and progress can be measured. Services can be revised and updated depending on progress results in a program activity.
- Use assessment procedures and instruments that are valid and reliable for the program's participants and related decision-making.
- Administer assessment instruments under conditions that do not adversely affect performance.
- Seek opportunities to embed research-based assessments within program activities.

An effective, comprehensive assessment process will include both informal and formal assessments. It will also be an ongoing process with assessments during the intake process, embedded in activities and instruction, and administered after delivery of services to determine progress, results, and direction. The chart that follows lists possible assessments, by outcome measure, for secondary and out-of-school youth.

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS (U.S. Department of Education)

Outcome Measure Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH -AS-A-SECOND LANGUAGE LEVELS			
Literacy Level Basic	**Reading and Writing**	**Numeracy Skills**	**Functional and Workplace Skills**
Beginning ABE Literacy Test Benchmark: TABE (7-8 and 9-10) scale scores (grade level0-1.9): Reading 367 and below Total Math 313 and below Language 392 and below CASAS: 200 and below ABLE scale scores (grade level 0-1.9): Reading 524 and below Math 529 and below	Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read and write letters and numbers, but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.	Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	Individual has little or no ability to read basic signs or maps, can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.
Beginning Basic Education Test Benchmark: TABE (7-8 and 9-10): scale scores (grade level 2-3.9): Reading: 368-460 Total Math: 314-441 Language: 393-490 CASAS: 201-210 ABLE scale scores (grade level 2-3.9): Reading: 525-612 Math: 530-592	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).	Individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations.	Individual is able to read simple directions, signs and maps, fill out simple forms requiring basic personal information, write phone messages and make simple change. There is minimal knowledge of, and experience with, using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts, e.g. understands logos related to worker safety before using a piece of machinery; can read want ads and complete simple job applications.

Outcome Measure Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH -AS-A-SECOND LANGUAGE LEVELS			
Literacy Level Basic	**Reading and Writing**	**Numeracy Skills**	**Functional and Workplace Skills**
Low Intermediate Basic Education Test benchmark: TABE (7-8 and 9-10) scale scores (grade level 4-5.9):	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in	Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits; can identify and use all basic mathematical symbols.	Individual is able to handle basic reading, writing and computational tasks related to life roles, such as completing medical forms, order forms or job applications; can read simple charts, graphs labels and payroll stubs and

Reading: 461-517 Total Math: 442-505 Language: 491-523 CASAS: 211-220 ABLE scale scores (grade level 4-5.9): Reading: 613-645 Math: 593-642	specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.		simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; can read simple dials and scales and take routine measurements.
High Intermediate Basic Education Test benchmark: TABE (7-8 and 9-10) scale scores (grade level 6-8.9): Reading: 518-566 Total Math: 506-565 Language: 524-559 CASAS: 221-235 ABLE scale score (grade level 6-8.9): Reading: 646-681 Math: 643-693 WorkKeys scale scores: Reading for Information: 75 – 78 Writing: 75 – 77 Applied Mathematics: 75 – 77	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics; has consistent use of basic punctuation, but makes grammatical errors with complex structures.	Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; can perform basic operations on fractions.	Individual is able to handle basic life skills tasks such as graphs, charts and labels, and can follow multi-step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. Can learn or work with most basic computer software, such as using a word processor to produce own texts; can follow simple instructions for using technology.

Outcome Measure Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH -AS-A-SECOND LANGUAGE LEVELS			
Literacy Level Basic	**Reading and Writing**	**Numeracy Skills**	**Functional and Workplace Skills**
Low Adult Secondary Education Test benchmark: TABE (7-8 and 9-10): scale scores (grade level 9-10.9): Reading: 567-595 Total Math: 566-59 Language: 560-585 CASAS: 236-245	Can comprehend expository writing and identify spelling, punctuation and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and	Individual can perform all basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables and graphs and can develop own tables and graphs; can use math in business transactions.	Individual is able or can learn to follow simple multi-step directions, and read common legal forms and manuals; can integrate information from texts, charts and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to

ABLE scale scores (grade level 9-10.9): Reading: 682-698 Math: 694-716 WorkKeys scale scores: Reading for Information: 79 – 81 Writing: 78 – 85 Applied Mathematics: 78 – 81	write an accurate synthesis of them; can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure.		other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; can interpret the appropriate use of new software and technology.
High Adult Secondary Education Test benchmark: TABE (7-8 and 9-10): scale scores (grade level 11-12): Reading: 596 and above Total Math: 595 and above Language: 586 and above CASAS: 246 and higher ABLE scale scores (grade level 11-12): Reading: 699 and above Math: 717 and above WorkKeys scale scores: Reading for Information: 82 – 90 Writing: 86 – 90 Applied Mathematics: 82 – 90	Individual can comprehend, explain and analyze information from a variety of literacy works, including primary source materials and professional journals; can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail; can use varied and complex sentence structures with few mechanical errors.	Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces; can also apply trigonometric functions.	Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes, can work productively and collaboratively in groups and serve as facilitator and reporter of group work. Able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations and can instruct others, in written or oral form on software and technology use.

Outcome Measure Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH -AS-A-SECOND LANGUAGE LEVELS			
Literacy Level	**Speaking and Listening**	**Basic Reading and Writing**	**Functional and Workplace Skills**
Beginning ESL Literacy Test benchmark: CASAS (all): 180 and below SPL (Speaking) 0-1 SPL (Reading and Writing) 0-1 Oral BEST: 0-15 BEST Plus: 400 and below Literacy BEST: 0-7	Individual cannot speak or understand English, or understands only isolated words or phrases	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require communication in English. No knowledge or use of computers or technology.
Beginning ESL Test benchmark: CASAS (all): 181-200 SPL (Speaking) 2-3	Individual can understand frequently used words in context and very simple phrases spoken slowly and with some repetition; there is little communicative	Individual can recognize, read and write numbers and letters, but has a limited understanding of connected prose and may need frequent re-reading; can write a limited	Individual functions with difficulty in situations related to immediate needs and in limited social situations; has some simple oral communication abilities using learned

SPL (Reading and Writing) 2-4 Oral BEST 16-41 BEST Plus: 401-438 Literacy BEST: 8-46	output and only in the most routine situations; little or no control over basic grammar; survival needs can be communicated simply, and there is some understanding of simple questions.	number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.	and repeated phrases; may need repetition; can provide personal information; can recognize common forms of print found in the home and environment, such as labels and product names; can handle routine entry level jobs that require only the most basic written or oral English communication and in which job tasks can be demonstrated. Minimal knowledge of using computers or technology.
Low Intermediate ESL Test benchmark: CASAS (all): 201-210 SPL (Speaking) 4 SPL (Reading and Writing) 5 Oral BEST: 42-50 BEST Plus: 439-472 Literacy BEST: 47-53	Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).	Individual can interpret simple directions and schedules, signs and maps; can fill out simple forms, but needs support on some documents that are not simplified; can handle routine entry level jobs that involve some written or oral English communication, but in which job tasks can be demonstrated. Can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).

Outcome Measure Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH -AS-A-SECOND LANGUAGE LEVELS			
Literacy Level	**Speaking and Listening**	**Basic Reading and Writing**	**Functional and Workplace Skills**
High Intermediate ESL Test benchmark: CASAS (all): 211-220 SPL (Speaking) 5 SPL (Reading and Writing) 6 Oral BEST: 51-57 BEST Plus: 473-506 Literacy BEST: 54-65	Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.	Individual can meet basic survival and social needs, can follow simple oral and written instruction and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; complete basic medical forms and job applications; can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Can work with or learn basic computer software; can follow simple instructions.
Low Advanced ESL Test benchmark: CASAS (All): 221-235 SPL (Speaking) 6 SPL (Reading and Writing) 7	Individual can converse on many everyday subjects and some subjects with unfamiliar vocabulary, but may need repetition, rewording or slower speech; can speak creatively, but with hesitation; can clarify general meaning by rewording	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not	Individual can function independently to meet most survival needs and can communicate on the telephone on familiar topics; can interpret simple charts and graphics; can handle jobs that require simple oral and written instructions, multi-step

Oral BEST 58-64 BEST Plus: 507-540 Literacy BEST: 66 and above	and has control of basic grammar; understands descriptive and spoken narrative and can comprehend abstract concepts in familiar contexts	consistently. Can write narrative descriptions and short essays on familiar topics, such as native country; has consistent use of basic punctuation, but makes grammatical errors with complex structures.	diagrams and limited public interaction. The individual can use all basic software applications, understand the impact of technology and select the correct technology in a new situation.
High Advanced ESL Test benchmark: CASAS (All): 236-245 SPL (Speaking) 7 SPL (Reading and Writing) 8 Oral BEST 65 and above BEST Plus: 541-598 Exit Criteria: SPL 8 (BEST Plus 599 and higher)	Individual can understand and participate effectively in face-to-face conversations on everyday subjects spoken at normal speed; can converse and understand independently in survival, work and social situations; can expand on basic ideas in conversation, but with some hesitation; can clarify general meaning and control basic grammar, although still lacks total control over complex structures.	Individual can read materials on everyday subjects and can handle most reading related to life roles; can consistently interpret descriptive narratives on familiar topics and gain meaning from unfamiliar topics; uses increased control of language and meaning-making strategies to gain meaning of unfamiliar texts. The individual can write essays with a clear introduction and development of ideas; writing contains well-formed sentences, appropriate mechanics and spelling, and few grammatical errors.	Individual has a general ability to use English effectively to meet most routine social and work situations; can interpret routine charts, graphs and tables; has high ability to communicate on the telephone and understand radio and television; can meet work demands that require reading and writing and can interact with the public. The individual can use common software; can define the purpose of software and select new applications appropriately; can instruct others.

Organizations that provide resources to support migrant/seasonal farm worker youth:

The Association of Farm worker Opportunity Programs (AFOP) works to improve the quality of life for migrant and seasonal farm workers and their families by providing advocacy for the member organizations that serve them. The AFOP promotes awareness of child labor issues, and also coordinates programs on safety and general farm worker issues.

There are links on their web site to other child labor and general information sites. For more information, visit: **http://www.afop.org/**

Programs to Meet the Needs of Migrant Students

Following is a list of some current migrant career education programs:

- **High School Equivalency Program**. Office of Elementary and Secondary Education U.S. Department of Education 400 Maryland Avenue, S.W., Washington, DC 20202. **http://www.ericdigests.org/pre-924/migrant.htm**
- **The Bert Corona Leadership Institute (BCLI)** is a leadership institute for migrant and immigrant populations across the United States, and in the Americas. BCLI promotes civic participation, education, and economic advancement through education and direct participation in the political process. To learn more, visit: **http://www.bcli.info**
- **The Child Labor Coalition (CLC)** exists to serve as a national network for the exchange of information about child labor; provide a forum and a unified voice on protecting working minors and ending child labor exploitation; and develop public education to combat child labor abuses and promote progressive initiatives. For information, visit: **http://stopchildlabor.org/**
- **The Congressional Hispanic Caucus Institute (CHCI)** exists to develop the next generation of Latino leaders. The CHCI provides resources to high school and college students, including fellowships, internships, and scholarships. CHCI also provides information to educators and parents. For information, visit: **http://www.chci.org**
- **The Geneseo Migrant Center** is an organization which provides opportunities for migrant farm workers and their families to achieve their full potential. The Center provides information and resources, including extensive links regarding migrant education, health & safety, housing, legal and other migrant farm worker issues. To access, visit: **www.migrant.net/sites.htm**
- **The Harvest of Hope Foundation** supports migrant farm workers and their families with emergency aid, issues small grants to programs that assist migrant families, provides financial aid to migrant students attending college via the Paths to Scholarships Fund, heightens awareness of the plight of migrant farm workers in the country, and coordinates with agencies assisting migrant families and their children with education, immunizations and medical needs, and social services. For information, visit: **http://www.harvestofhope.net/** or **http://64.143.41.20/index.htm**
- **The Office of Migrant Education, an office within the U.S. Department of Education's Office of Elementary and Secondary Education (OESE)**—OME administers four grant programs, including CAMP (College Assistance Migrant Program) and HEP (High School Equivalency Program). The programs are designed to help migrant children, who are uniquely affected by the combined effects of poverty, language and cultural barriers, and the migratory lifestyle, to meet the same challenging academic content and student academic achievement standards that are expected of all children. For information, visit: **http://www.ed.gov/about/offices/list/oese/ome/index.html**

- **The National Center for Farm worker Health (NCFH)** is dedicated to improving the health status of farm worker families by providing information services and products to a network of migrant health center service sites in the U.S. as well as other organizations and individuals serving the farm worker population. This website includes links to educational resources for educators and others who serve children and youth of farm worker families. For information, visit: **http://www.ncfh.org/index.php**

Other Tools/ Resources:

1. **General Education Publications and Products**—The U.S. Department of Education publishes a wealth of information for teachers, administrators, policymakers, researchers, parents, students, and others with a stake in education. To learn more about publications available through the Department, visit: **http://www.ed.gov/about/pubs/intro/index.html**
2. **The National Migrant Education Hotline** is a toll free number (800-234-8848) for migrant farm workers and their families to call anywhere in the country to help enroll their children in school and for migrant education program services. It is funded by the U.S. Department of Education's Office of Migrant Education and administered by ESCORT (**http://www.escort.org/**) a national resource center dedicated to improving the educational opportunities for migrant children.
3. **The National Farm worker Jobs Program (NFJP)** is a nationally directed program of the U.S. Department of Labor's Employment and Training Administration. It provides job training and employment assistance for migrant and seasonal farm workers through the One-Stop Career Centers of the workforce investment system. The NFJP was established by Congress in the Workforce Investment Act (WIA) to counter the impact of the chronic unemployment and underemployment experienced by migrant and seasonal farm workers who primarily depend on jobs in agricultural labor. For information about the NFJP, contact: **www.doleta.gov/MSFW/html/NFJP.cfm** .

Inter and Intrastate Coordination

Colorado is involved in interstate coordination efforts including the Binational Program and the MEP Consortium Incentive Grants (CIGs). Colorado also works closely with MEP staff and schools in the sending states of Nebraska, Kansas, and Texas. This participation helps migrant staff and service providers learn more and better strategies to serve migrant children and coordinate efforts for those students who Colorado shares with other states. We encourage regional/LEA participation and support in SEA Interstate collaborations including the consortium activities listed below:

- **Mathematics Achievement and Success Through Engagement in Resources for Migrant Students (MASTERS)** – MASTERS is a Migrant Education Program Consortium Incentive Grant (CIG) designed in response to substantial needs identified in migrant students in the lead state of Texas and the consortium receiving states of Arkansas, Colorado, Hawaii, Illinois, Missouri, Montana, New York, and Wisconsin. The goal of MASTERS is to increase migrant student achievement in mathematics through a multi-state consortium that provides high-quality K-12 curriculum, instruction, assessment, innovative uses of technology, professional development, and parent involvement through interstate

and intrastate collaboration. Colorado MEPs participating will be expected to submit evaluation data on lessons, website and student assessments.

- ☐ **Data collection for MASTERS**: Visit projectsmart.esc20.net for the most recent data collection forms.

- **LEARN-2-Succeed** – LEARN-2-Succeed is designed to address the comprehensive literacy needs of migrant students by creating online student tutorials, screening instruments, and individual student success plans on the Consortium website (www.migrantliteracynet.com). LEARN-2-Succeed will develop: (1) evidence- and scientifically-based **online student tutorials** to support instruction to remediate skill deficiencies that are aligned with the Migrant Literacy NET Reading Lessons; (2) **online screening instruments** to identify student reading needs; and (3) **electronic student success plans** that follow students from school to school to guide instruction; and (4) a **cadre of trainers** that can provide professional development to MEP staff in their respective states on providing literacy instruction and using the online student tutorials.
- **Solutions for Out-of-School Youth (SOSY)** – This consortium of 21 states focuses on materials, strategies, and resources of migrant youth who are either here-to-work or recovered from dropout status and participating in school- or community-based programs. The SOSY consortium includes regional meetings for OSY service providers, technology-based solutions that can be used for providing instruction, and a toolkit that contains research-based strategies for educators and service providers. Colorado MEPs participating will be expected to submit evaluation data on lessons, website and student assessments as well as use the tracking and student profile forms.

  - ☐ **Data collection for SOSY**: Programs participating in SOSY are required to complete documentation related to the services provided through the grant. Visit osymigrant.org for the most current data collection forms.

- The **Binational Migrant Education Initiative (BMEI)** was developed to enable those migrant students from Mexico who arrive in the U.S. to have access to the same free, appropriate public school education that is provided to all children. There are four components of the BMEI: 1) Transfer Document; 2) Binational Teacher Exchange; 3) Dissemination of Information; and 4) Free Textbook Distribution Program. Colorado reports data on its binational efforts to contribute to the annual report prepared for the U.S. In addition, the SEA provides transfer documents on migrant students, as requested, and coordinates with the *Secretaria de Educación Pública* in Mexico. The BMEI objectives are:

  - Ensure that all binational migrant students have continued access to education in the U.S. and in Mexico.
  - Advocate for and ensure that all binational migrant students have equitable opportunities to learn and meet the high educational standards expected of all students.
  - Provide educators with training, which will allow them to better serve the educational needs of binational migrant students.
  - Provide support to parents and families of binational migrant students.

Understanding the Mexican School System

In order to understand the context for binational migrant youth's educational needs, it is important to understand the Mexican school system. It is organized into Basic Education, Secondary Education and Higher Education components as follows:

- Basic Education comprises preschool, primary school, and lower secondary school. Preschool covers children aged three through five and is generally provided in three grades. Preschool is free.

- Primary Education provides at least six years of schooling and is compulsory upon the states to provide free education from age six. There are several educational pathways for specific population groups, including general education, bilingual-bicultural education, community education for children in the isolated regions of the country, and adult education.

- Higher-Secondary Education (3 years) is considered part of basic education and is compulsory for states. For entry, students are required to have successfully completed six years of primary education.

- Upper-Secondary Education is separate from Basic Education. This stage is non-compulsory upon the states and has three pathways: general upper-secondary, technical professional education, and technological upper-secondary. Not all Mexican states have compulsory school attendance laws, and "compulsory education" generally means the states must provide it. It is important to understand that Mexico comprises 31 states and a Federal district, and states' jurisdictions pass their own laws so long as they do not conflict with Federal laws. For example, compulsory school attendance in the State of Sonora recently went into effect providing 12 years of free public education for Sonora's children and youth. However, not all Mexican states provide free education for 12 years.

- Higher Education is comprised of four pathways in Mexico: (1) universities (4-5 year colleges and universities, called the *licenciatura*), (2) technical institutes (3-year programs in engineering and management), (3) teacher-training colleges, offering bachelor's degrees in the fields of education, and (4) technological universities, offering 2-year programs to prepare students as higher university technicians.

Professional Development and Technical Assistance

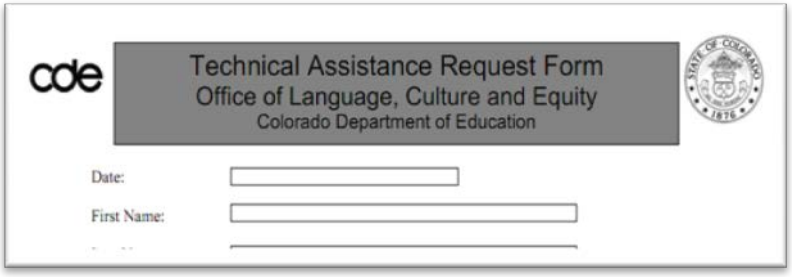
For all MEP staff in Colorado, a statewide conference or informational meeting is held annually. For administrators, professional development also occurs during the MEP director meetings and/or conference calls that are convened monthly by CDE. During the phone conferences and meetings, MEP staff learn about new strategies and instructional and program practices that were successful in Colorado MEPs and nationally.

For MEP recruiters, there are four ID&R trainings held throughout the year. The calendar below displays meetings and professional development opportunities and the months in which they typically occur. Additional communication and collaboration will occur as appropriate via e-mail and broadcast messages.

National migrant education professional development in which Colorado participates includes the National Association of State Directors of Migrant Education (NASDME) Conference, the OME Conference, the Binational Migrant Education Forum, and Interstate Migrant Education Council (IMEC) meetings. During a June work session, the calendar for the next fiscal year is set as illustrated below.

Month	Meeting or Professional Development Activity	Who Should Participate
January	Face-to-Face Meeting	Directors/Coordinators
February	Phone Conference	Directors/Coordinators
March	Face-to-Face Meeting	Directors/Coordinators
April	Phone Conference	Directors/Coordinators
May	Face-to-Face Meeting, NASDME conference	Directors/Coordinators
June	Work Session	Directors/Coordinators
August	Phone Conference	Directors/Coordinators
September	Statewide Training	All MEP Staff
October	Phone Conference	Directors/Coordinators
November	Face-to-Face Meeting,	Directors/Coordinators
December	Phone Conference	Directors/Coordinators

Sites may request **technical assistance** from the SEA by completing the LCE technical assistance form. The form can be accessed on the State website at cde.state.co.us/cde_english/elau_pubsresources.htm.


cde

Technical Assistance Request Form
Office of Language, Culture and Equity
Colorado Department of Education

Date:

First Name:

Parent Involvement

Parental involvement is an integral part of all Title I programs, including Part C—the MEP. Research shows that parents play a significant role in the academic achievement of their children. Therefore, it is important for parents and schools to develop partnerships and build ongoing dialogues to improve student achievement.

Title I supports parental involvement by enlisting individual parents to help their children do well in school. In order to receive MEP funds, SEAs and the local operating agencies must implement programs, activities, and procedures that effectively involve migrant parents. An SEA must: 1)

develop its comprehensive State plan in consultation with parents; 2) consult with parent advisory councils (PACs) regarding programs that are one school year in duration; and 3) plan and operate the MEP in a manner that provides for the same parental involvement as is required in Section 1118 of the Regulations.

Parent Advisory Councils (PACs)

PAC Overview

The Colorado Migrant Education Program has a long history of including parents in the planning, implementation, and evaluation of its services. Through the Parent Advisory Council, parents are guided in the rights and responsibilities for their children to receive an education. They are encouraged to participate in parent meetings and other opportunities at their child's school. Each funded Region/LEA must maintain a local PAC.

The PAC seeks to provide parents with a variety of educational resources and information about other resources in their communities. In addition to developing parents into leaders, the PAC teaches parents how to be more involved in their child's education, their child's educational rights, and how to access community resources that can help families cope with special needs.

PAC meetings are designed to achieve three objectives: (1) to develop leadership among migrant parents, (2) to educate parents about topics they express interest in or topics determined by the State Migrant Education office to benefit migrant parents, and (3) to receive input on the CNA, SDP, and evaluation of services.

PAC Structure and Activities

PACs exist at both the State and local levels. Each year, local sites elect a minimum of three officers—president, vice-president, and secretary—to their local PACs. The local council can be larger depending on the size of the project area and the level of parent involvement. All migrant parents are notified about PAC meetings and any eligible parent can be elected as an officer.

Local PACs are responsible for electing two representatives from their area to attend the state PAC meeting. At the state PAC meeting, representatives from the local areas elect the state PAC officers, which include a president, vice-president, parliamentarian (if elected), and secretary. The president may hold office for one year beyond his/her term to assist the new president with his/her duties.

State and local PAC meetings occur at least three times per year; in more local active sites, meetings may occur more frequently. In some cases, PAC meetings are conducted in conjunction with other local community organizations to give non-migrant parents the opportunity to attend.

In addition to State and local PACs that meet regularly, MEP sites work with parents to inform them of their rights under NCLB, the parent involvement planning process, and ways to advocate for their

children. Recruiters, home-school liaisons, and other school personnel communicate with migrant parents in a language that they understand to help them meaningfully advocate for their child.

Parents as Partners in the Education of Their Children

Migrant parents' role as supporters of their children's learning and achievement is viewed as an important role. This role includes such activities as helping children with schoolwork; setting boundaries (e.g., get plenty of rest, make healthy choices); supporting family values about learning and education; sharing their knowledge and opinions related to progress in school with their child's teacher; and helping the school to develop policies, procedures, and plans to improve school programs. School district and MEP-funded school-community liaisons, interpreters (as needed), and cultural liaisons are available to enhance the quality of the communications between parents and school staff.

Below is an example of the Parent Membership form.

Colorado Department of Education

Parent Membership Form

Name: _____

Region: _____

PAC member since_____

State PAC role:
_____

Occupation: _____

Local PAC role: _____

Name and age of child(ren):
Name: **Age:**

_____

Colorado Department of Education

Membrecía de Padres

Nombre: _____

Región: _____

Miembro del PAC desde: _____

Rol en PAC Estatal:
_____

Ocupación: _____

Rol en el PAC local:
_____

Nombre y edades de Niño(s) o Niña(s):
Nombre: **Edad:**

State PAC Membership Responsibilities

State PAC Members have an important role in the development of MEP services. Members provide input and guidance for the continued improvement of the MEP Service Delivery Plan. State PAC members are expected to be leaders in their regional PAC activities, including sharing information obtained by attending Regional and State PAC events and any other informational meetings. These requirements comply with the Title I, Part C law [Section 1118 of Title I, Part A and sections 1304(c)(3) and 1306(a)(1)(B)(ii) and 34 CFR 200.83(b)]

General Expectations of State PAC members and listed below. The State PAC by-laws follow.

Actively participate in State PAC meetings and activities

- Share information from State PAC meetings and events with local PAC members
- Develop and present regional updates on local PAC activities and meetings at State meetings (with local program support)
- Inform the local program if attendance at State PAC meetings is not possible
- Understand that children (of all ages) who accompany PAC member are expected to participate in planned activities
- Follow agreed upon norms such as acting in a respectful manner and respecting the opinions of others
- Understand their role as a State PAC member

State Migrant PAC Bylaws (Spanish)

ESTATUTOS DEL CONCILIO ESTATAL DE PADRES MIGRANTES DE COLORADO

Artículo I

Sección 1: Nombre
El Concilio Estatal De Padres de Colorado será llamado Concilio, la Unidad de Adquisición del Idioma Inglés del Departamento de Colorado será llamada CDE/ELAU.

Sección 2: Oficina de Educación para Estudiantes Migrantes
La Oficina es parte de CDE/ELAU y está situada en:

201 E. Colfax Ave., Rm. 401
Denver, CO 80203
Phone: 303-866-6963 Fax: 303-866-6892

Artículo II
Propósito

El Concilio se establece de acuerdo con la ley NCLB, Sección 1118, para dar orientación a la Sección Migrante del Departamento De Educación e impulsar los programas para niños, jóvenes y adultos migrantes en Colorado. Sus objetivos, aunque no limitados, son los siguientes:

1) Establecer metas, objetivos y prioridades para Programa De Educación Migrante.
2) Diseminar información acerca del Programa De Educación Migrante y otros programas educativos.
3) El Concilio cooperará con cualquier organización o grupo que trabaje para el mejoramiento de programas de educación para la comunidad migrante.

Artículo III
Miembros

Sección 1: Miembros
- **a.** El grupo estará compuesto de padres de estudiantes migrantes y personas de la comunidad conocedores de las necesidades de los niños y entendidos en la función del Programa de Educación para estudiantes migrantes.
- **b.** Los miembros serán electos para servir por dos años y podrán ser reelectos por dos años más. Cada período comenzará el primero de agosto.
- **c.** El Concilio Estatal tendrá dos representantes por región. La mayoría de estos miembros serán padres de estudiantes migrantes servidos por un proyecto migrante.
- **d.** Los miembros serán electos por votación de los ocho grupos regionales del Concilio.

Sección 2: Despedida de Miembros
- **a.** Los miembros serán despedidos irrevocablemente de su afiliación al Concilio, por el Departamento de Educación de Colorado:

    1. El Departamento de Educación de Colorado (CDE) se compromete a seguir las reglas de no-discriminación respecto a raza, color, género sexual, orientación sexual, religión, origen nacional, ascendencia, edad, estado civil o discapacidades en todos los programas educativos y las actividades que opera.
    2. Si no asisten por lo menos a dos de las cuatro juntas programadas durante el año. La posición quedará vacante hasta las próximas elecciones en la junta del mes de julio.

Sección 3: Votación (por escrito)

- **a.** Cada miembro tendrá derecho a un voto
- **b.** No se admitirán votos en ausencia

Artículo III
Oficiales

Sección 1: Oficiales

- **a.** El Concilio elegirá un presidente, un vicepresidente, y un secretario.

Sección 2: Elección y Término de Oficiales

- **a.** Oficiales del Concilio serán elegidos por un término de dos años en la junta regular de Julio.
- **b.** Miembros podrán ser reelectos por sólo un término adicional de 2 años en la misma posición.
- **c.** Nominaciones serán hechas en la reunión trimestral previa a la junta de junio.

Sección 3: Deberes y Responsabilidades de Oficiales

a. Presidente

1. Dirigirá las juntas del Concilio juntamente con un representante de CDE/ELAU
2. Firmará correspondencia, reportes y otros documentos del Concilio
3. Ejecutará apropiadamente las necesidades y obligaciones que el puesto requiera.

b. Vicepresidente:

1. Cumplirá con todos los deberes del Presidente durante su ausencia.
2. Cumplirá con otras responsabilidades que le sean asignadas por el Presidente o el Concilio.

c. Secretario:

1. Tomará notas y archivará las actas de todas las juntas del Concilio.
   Notas:
   i. **Formato:** Las notas llevarán un formato simple indicando un resumen de lo sucedido en la reunión, especialmente el tema y decisiones.
   ii. **Aprobación:** las notas serán revisadas primero por el presidente o vicepresidente y después por el estado antes de enviar las notas al resto del Concilio.
   iii. **Distribución:** las notas se enviarán por correo electrónico a los miembros que proporcionen una dirección electrónica y por correo regular a los demás, dos semanas antes de la siguiente reunión.

2. Cumplirá con otras responsabilidades que le sean asignadas por el Presidente o el Concilio.

3. Los tres oficiales desempeñarán sus funciones en cooperación con CDE/ELAU.

Artículo V
Juntas

Sección 1: Juntas Regulares

- **a.** El Concilio se reunirá el primer fin de semana de los meses de febrero, mayo, agosto y noviembre.
- **b.** Notificación y agenda de la reunión será enviada a los miembros por lo menos dos semanas antes de la junta.
- c. Las juntas del Concilio y de los subcomités estarán abiertas al público.

Colorado Department of Education

Aplicación Para Nominación De Miembro Estatal Del Consejo Consultivo De Padres Para La Educación Migrante

I. INFORMACIÓN DEL CANDIDATO

1. Nombre: _____
2. Dirección: _____ Ciudad: _____ Código Postal: _____
3. Teléfono (Casa): ( ) _____ Trabajo: ( ) _____
4. Educación: _____

_____

5. Trabajo y/o experiencia concerniente a servicio prestado a este grupo consultivo:

_____

_____

_____

_____

_____

II. EMPLEADOR

6. Nombre: _____
7. Dirección: _____ Ciudad: _____ Código Postal: _____
8. Teléfono: ( ) _____

III. INFORMACIÓN DE LA ESCUELA

9. Nombre: _____ Contacto de MEP _____
10. Dirección: _____ Ciudad: _____ Código Postal: _____
11. Teléfono: ( ) _____ Fax: ( ) _____
12. *# de hijos del Nominado inscritos en: PK _____ K-6 _____ JH _____ HS _____

NOMBRE IMPRESO Y FIRMA DEL DIRECTOR REGIONAL *

NOMBRE	FIRMA

(PARA INSTRUCCIONES VÉASE LA PÁGINA SIGUIENTE)

INSTRUCCIONES

SECCIONES I-III:

Complete CADA línea en blanco con la información indicada. Para los puntos que no están muy claros lea la siguiente información:

5. Explique por favor cualquier tipo de experiencia que el candidato tenga que le sería de beneficio en el desempeño de esta posición; por ejemplo, trabajo voluntario o alguna otra experiencia en este consejo o civil.

   (Puede incluir páginas adicionales)

9-11. Agregue el nombre, dirección, número de teléfono y fax del distrito escolar en el que los niños del candidato están inscritos; y el nombre de la persona encargada del programa de Migrantes (MEP)

12. Escriba cuántos de los niños del candidato están inscritos en cada uno de los niveles de grado indicados.

SECCIÓN IV

Por favor escriba el nombre del director regional y su firma porque son requeridos

(*Por favor llene una forma por cada candidato)

Si necesita más explicación, contacte …

PARA CADA PADRE NOMINADO, POR FAVOR INCLUYA CON LA APLICACIÓN UNA COPIA DEL MAS VIGENTE COE Y DE LA FORMA SUPLEMENTAL DE COE

Parent Involvement Resources

The Parent Involvement Non-Regulatory Guidance [Draft 10/23/03] can be found on the OME website at http://www.cde.state.co.us/cde_english/elau_migrant.htm . The format for the NRG is questions and answers covering all relevant parent involvement topics such as parent involvement in MEP planning and operation, parent advisory councils, and parent/school partnerships.

Parent Consultation in MEP Planning and Operation

A1. Are SEAs and local operating agencies required to consult with parents in planning the MEP?

Yes. Pursuant to section 1304(c)(3), SEAs and local operating agencies must consult with parent advisory councils in planning and operating the MEP if they operate programs of one school year in duration. The statute also requires the MEP provide for the same parental involvement as is required in section 1118, unless extraordinary circumstances make such provision impractical.

This provision requires SEAs and local operating agencies to involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the MEP. (See section 1118(c)(3) of the statute.) In addition, section 200.83(b) of the regulations requires SEAs to develop the comprehensive State plan in consultation with the State parent advisory council if the program is one school year in duration. If the program is less than one school year in duration, the SEA must consult with migrant parents.

A2. Why is parental consultation in planning the MEP important at the State and local level?

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 weaknesses. As such, migrant parents can play a pivotal role in planning the educational programs and projects 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, parental 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.

Parent Advisory Councils

B1. When is an SEA and local operating agency required to establish a parent advisory council (PAC)?

Section 1304(c)(3) of the statute requires SEAs and local operating agencies to establish and consult with PACs in planning and operating MEP programs and projects of one school year in duration.

B2. What is the function of a PAC?

A PAC advises the SEA and its local operating agency on concerns of migrant parents that relate to the planning, operation, and evaluation of MEP programs and projects in which their children participate. In particular, the SEA and local operating agency must consult with the PAC about: (1) the comprehensive assessment of the needs of migratory children to be served; and (2) the design of the comprehensive service delivery plan.

B3. Section 1304(c)(3) of Title I requires that PACs must be established only for "programs extending for one school year of duration." What does this mean?

The Department interprets this phrase to mean a program or project that provides instructional or support services to migrant children and their families *throughout* the regular school year (i.e., generally, September through June or as otherwise defined by the State). This requirement applies to both SEAs and local operating agencies.

B4. Must a project that operates only in the summer and fall establish a PAC?

No. While such a project operates *during* the regular school year, it does not operate *throughout* the regular school year. Therefore, the project is not required to have a PAC.

B5. Who is eligible to be a member of a PAC?

Parents or guardians of eligible migrant children and individuals who represent the interests of such parents are eligible to serve as PAC members.

B6. How may an SEA and local operating agency select PAC members?

SEAs and local operating agencies should try to select PAC members that are a representative sample of migrant parents. Although there are a number of ways to select PAC members, to the extent feasible, parents of eligible migrant children should elect members of the PAC. The SEA might arrange for local PACs to elect members to the State PAC. In some instances, elections may not be possible because migrant families are very mobile. If elections are not possible, the SEA or local operating agency may select members by appointing volunteers or those nominated by other parents, teachers, or administrators. In any event, the method the SEA or local operating agency selects should provide for maximum parental participation.

B7. Are there any "formal" procedures or scheduling requirements that govern PAC meetings?

No. However, the SEA and local operating agency should establish appropriate procedures and schedules that support effective consultation with the PAC in the planning, operation, and evaluation of each MEP program or local project.

B8. How may SEAs and local operating agencies facilitate effective participation of PAC members at meetings?

Agencies should provide parents the meeting location, time, and agenda well in advance. Meeting times should be convenient for parents and accommodate their work schedules. The SEA or local operating agency may provide transportation, childcare, or other reasonable and necessary costs to facilitate attendance. Meeting agendas, minutes, and other materials should be in a language and format that parents understand. Meeting rules should support open discussion.

B9. Must the MEP comprehensive State plan include names of parents specifically involved in the planning, design, and implementation of the project?

No. Although section 200.83(b) of the regulations requires SEAs to develop the comprehensive State plan in consultation with the State PAC (or migrant parents, if the program is less than one school year in duration), SEAs do not have to include the names of parents who were involved in this process.

B10. What are the SEA and local operating agency's responsibilities if they are unable, after diligent efforts, to maintain a functioning PAC due to lack of participation?

Agencies should pursue all reasonable avenues of obtaining and reviving PAC participation before deciding that maintaining a functioning PAC is not possible. The State and local operating agency should maintain records of their ongoing efforts to maintain or establish a PAC.

B11. May MEP funds be used to pay the reasonable and necessary expenses that PAC members incur to attend PAC meetings?

Yes.

B12. May MEP funds be used to compensate PAC parent members for *lost wages* incurred to attend PAC meetings?

Yes. If necessary, MEP funds may be used to reimburse PAC *parents or guardians of eligible migrant children* (but not other members of the PAC) for lost wages incurred in attending a PAC meeting.

B13. May MEP funds be used to pay *expenses* of PAC members who are not the parents or guardians of eligible migrant children?

Yes. All participating members of the PAC, including teachers and other State operating agency personnel who have been chosen by the parents of migrant children, may receive reimbursement for their expenses.

B14. Does having a PAC meet all the requirements of Section 1118?

No. However, *an active* PAC may be an appropriate focal point of an agency's parental involvement efforts. For example, these PACs may be used to:

- Ensure full parental participation in MEP project planning, design, and implementation;
- Convene an annual meeting of parents, at which school officials explain the MEP projects; and
- Provide opportunities for regular parent meetings to gather input.

To the extent that the SEA or local operating agency relies on a PAC to assist in meeting some of its responsibilities for parental involvement, it must also ensure the participation of individual parents through the policy involvement, shared responsibility, and capacity-building activities under section 1118.

B15. Are there any parental involvement requirements under section 1118 that cannot be implemented through a PAC?

Yes. For example, section 1118 requires school officials to provide parents with reports on their children's progress and to make teachers and other staff available to them for regular meetings. SEAs and local operating agencies cannot accomplish this through PAC meetings or other group sessions. These activities require contact with individual parents.

Parental Involvement Activities under Section 1118

C1. What does the statute require regarding parental involvement?

Section 1304(c)(3)(a) requires an SEA and local operating agency to conduct parental involvement activities "in a manner that provides for the same parental involvement as is required for programs and projects under section 1118, unless extraordinary circumstances make such provision impractical." The statute also requires parental involvement activities to be conducted in a format and language understandable to parents.

C2. Is this requirement different than before?

Yes. The parental involvement requirement in 1304(c)(3)(a) is stricter than in past years. Before, an SEA and local operating agency only had to carry out the MEP "in a manner consistent with" section 1118 "to the extent feasible." The current language of the statute creates a higher standard for complying with parental involvement requirements. Now, absent extraordinary circumstances, an SEA and local operating agency must follow the requirements of section 1118 to be in compliance with section 1304(c)(3)(a).

C3. What does section 1118 require?

In general, section 1118 requires:

- A written parental involvement policy;

- Policy involvement of parents in an organized, ongoing, and timely way in the implementation of the MEP;
- Development of a school-parent compact in order to share the responsibility for high student academic achievement;
- Capacity building of parents and school staff for strong parental involvement; and
- Effective access to parental involvement activities.

C4. May MEP funds be used to support parental involvement activities required by section 1118?

Yes. MEP funds may be used to pay the cost of parental involvement activities, such as: parent conferences; resource centers; training programs (including expenditures associated with attending such programs); reporting to parents on children's progress; hiring, training, and use of parental involvement liaison workers; training personnel, including pupil services personnel; providing school-to-home complementary curricula and materials in implementing home-based educational activities; providing timely information on the MEP and responses to parent recommendations; and soliciting parents' suggestions in the planning, development, and operation of MEP projects.

C5. May MEP funds be used to support parents' attendance at workshops and conferences?

Yes. An SEA and local operating agency may use MEP funds for costs that are reasonable and necessary to support the attendance of migrant parents at workshops and conferences that enable them to participate more effectively in the local program or to conduct home-based educational activities. The SEA and local operating agency should develop criteria, in consultation with parents, to determine the reasonable number of parents who may attend national meetings. Upon return, attendees should provide information and, if possible, training on the conference topics to other migrant parents.

C6. May parents be paid a wage or stipend to attend parental involvement activities or meetings?

No. The statute does not authorize a local operating agency to pay wages to a parent to attend a meeting or training session, or to reimburse a parent for salary lost due to attendance at general parental involvement activities. Parental involvement expenditures are limited to actual expenses that a parent may incur. (Note: The rules differ for members of parent advisory councils. See Question B12 of this chapter.)

C7. May MEP funds be spent for food and refreshments provided during parent meetings or training?

Yes. Reasonable expenditures for refreshments or food, particularly when such meetings extend through mealtime, are allowable.

C8. May parents serve as classroom aides and tutors?

Yes. However, parents with instructional duties who are paid to work in a schoolwide school or who are paid with Title I, Part A funds to work in Title I targeted assistance program must meet the paraprofessional education qualification requirements of section 1119. These requirements do not apply to parents who volunteer for such duties. (See Title I, Part A guidance on paraprofessionals available on the Department's website at http://www.ed.gov/policy/elsec/guid/paraguidance.pdf.)

Colorado Department of Education

Regional Liaison Responsibilities

State Parent Advisory Council

State Parent Advisory Committee (PAC) Members have an important role in the development of Migrant Education Program (MEP) services. Therefore Regional Liaisons* play a vital supportive role. Liaisons provide critical information to State PAC members so that these individuals have the necessary background information to provide input and guidance for the continued improvement of the MEP Service Delivery Plan. Regional Liaisons are expected to support and enhance the leadership skills and capacity of State PAC members including the sharing of information obtained while attending Regional or State PAC events and any other informational meetings.

General Expectations:

- Collaborate with the SEA for State PAC planning purposes
- Actively support the participation of State PAC members during meetings and activities
- Provide opportunities for State PAC members to share information with local PAC members upon return from events and State PAC meetings
- Support the region's State PAC member in the development and presentation of regional updates concerning local PAC activities and meetings at State PAC meetings
- Inform the SEA if attendance at State PAC meetings is not possible
- Ensure PAC members understand that children (of all ages) who accompany PAC members are expected to participate in planned activities
- Follow agreed upon meeting norms (i.e., acting in a respectful and professional manner and respecting the opinions of others)
- Understand their role as support to State PAC members

*Regional or LEA or other MEP program staff who accompany parents to State PAC meetings

Colorado Department of Education

Regional Update Form

Region: _____

Parent Representative:_____

Regional Activity Summary:

_____
_____
_____
_____
_____
_____
_____

Local PAC Meeting Summary*

_____
_____
_____
_____

Future/Planned PAC Activities:

_____
_____
_____
_____

Colorado Department of Education

*Please submit a copy of your local PAC meeting agenda

Reporte Regional

Región: _____

Representante:_____

Resumen de la actividad local o de la reunión de PAC:

_____
_____
_____
_____
_____
_____
_____

Actividades futuras/previstas de PAC:

_____
_____
_____
_____

*Por favor haga una copia de su agenda local de la reunión del PAC

5 Collecting and Reporting Data to Improve Migrant Student Achievement

Student Assessment

MEPs in Colorado use various formal and information assessments to measure the progress of students. The results of these assessments are recorded in NGS to track progress and inform districts into which students migrate about what skills migrant students have or need.

Programs should use the assessments required at the district. If additional assessment is needed, programs should contact other directors or ask the State for technical assistance. The following assessments are a partial list of local assessments used in MEPs in Colorado.

Assessments in Colorado

Assessment	Used for…	Measures progress in…
MASTERS curriculum-based assessment	Grades K-8 in Summer Programs Implementing MASTERS	Elementary and middle school math learned during the summer
LEARN-2 Succeed assessments	Grades K-12 and OSY in programs Implementing LEARN-2 Succeed	Reading and study skills
PASS End-of-course assessments	Secondary students in MEPs providing secondary credit accrual with PASS	High school courses taken via the PASS self-paced curriculum
Curriculum-based assessments	Identifying specific gaps in student knowledge	Achievement on local standards and curriculum
Screenings	Determining placement in classes or for identifying learning disabilities	Reading, writing, language, etc.
Formative assessments	Providing feedback to the teacher to improve instruction	Across the curriculum
Normed assessments	Determining how much students know compared to their peers	Content knowledge based on the curriculum (allows comparisons across groups)
Colorado Student Assessment Program (CSAP) & Alternate	State standards-based assessment	Reading, writing, math, and science
Home Language Survey (HLS)	Determining if a student should take the language proficiency placement test	English language development
Colorado English Language Acquisition Proficiency Assessment (CELAplace)	English learner placement for students identified through the Home Language Survey (HLS)	English language development
CELApro	Statewide language proficiency assessment required for all NEP and LEP	English language development
Colorado American Collect Test (CO ACT)	College entrance exam	Reading and math
National Assessment of Educational Progress	Grades 4, 8 and 11 for comparison of achievement across states	Student achievement over time in multiple subjects

Recording Data in the New Generation System (NGS)

The collection of data for the purposes of reporting about the MEP and about the transfer of educational information is accomplished through NGS. NGS maintains data for the Comprehensive State Performance Report (CSPR), the Required Data Elements (RDEs), and the Migrant Student Information Exchange (MSIX). The information that follows will help directors understand the discrete data elements and definitions required for Federal data reporting.

Required Data Elements

#	Data Element Name	Definition
1	USID	Unique Student Identification—the migrant student identification number in NGS
2	State Student Identifier	A unique identification number assigned to a child by a State (see also USID)
3	First Name	A name given to a child at birth, baptism, or during another naming ceremony, or through legal change.
4	Middle Name	A secondary name given to a child at birth, baptism, or during another naming ceremony, or through legal change.
5	Last Name 1	Student's legal last name (paternal). If child has hyphenated last name, contains the first part.
6	Last Name 2	If appropriate, child's legal last name (maternal). If child has hyphenated last name, contains the second part.
7	Suffix	An appendage, if any, used to denote a child's generation in his family (e.g., Jr., Sr., III, 3rd).
8	Race	The single category used to classify the child's race. This designation is based on the race and ethnicity information provided by the district, child (or his or her parent/guardian) or staff member.
9	Gender	The concept describing the biological traits that distinguish the males and females of a species.
10	Birth Date	The month, day, and year on which a child was born.
11	Multiple Birth Flag	Indicates if child is a twin, triplet, etc.
12	Birth City	The name of the city in which the child was born.
13	Birth State	The ISO abbreviation code for a State (within the United States, Mexico and Canada), Outlying Area, or State (in another country) in which a child was born.
14	Birth Country	The standard abbreviation code of the country in which a child was born.
15	Birth Date Verification	The evidence by which a child's date of birth is confirmed.
16	Male Parent First Name	The first name of the male parent. The term 'parent' includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).
17	Male Parent Last Name	The last name of the male parent. The term 'parent' includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).
18	Female Parent First Name	The first name of the female parent. The term 'parent' includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child)

#	Data Element Name	Definition
19	Female Parent Last Name	The last name of the female parent. The term 'parent' includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).
20	Qualifying Arrival Date	In general, the qualifying arrival date (QAD) is the month, day, and year that the child completed a move with his or her parent to enable the parent to find qualifying employment. (See exceptions in NCLB Sec.1309 (2)). In some cases, the child and worker who has already moved, or the date when the worker joins the child who has already moved. The QAD is the date that the child's eligibility for the migrant program begins
21	Qualifying Move From City	The name of the city in which the child resided prior to the qualifying move.
22	Qualifying Move From State	The postal abbreviation code for a State (within the United States) or Outlying Area in which the child resided prior to the qualifying move.
23	Qualifying Move From Country	The abbreviation code for a country (other than the US) area in which the child resided prior to the qualifying move.
24	Qualifying Move To City	The name of the city in which the child resides following the qualifying move.
25	Qualifying Move To State	The postal abbreviation code for a State (within the United States) or Outlying Area in which the child's residence in the new school district is located when the child made the last qualifying move.
26	Eligibility Expiration Date	The month, day, and year on which the child is no longer eligible for the Migrant Education Program. This date should initially be a date equal to 36 months from the Qualifying Arrival Date to indicate the end of MEP eligibility or the date the student reaches 22 years of age whichever comes first.
27	Enrollment Date	The month, day, and year on which a student is enrolled in a school/MEP project.
28	Withdraw Date	The month, day, year on which a student withdrew from a school or MEP project. Withdrawal reasons: *End of Project* *Moved cannot locate* *Dropped out of school* *Dropped out of MEP project* *End of school year*
29	Enrollment Type	The type of school/migrant education project in which instruction and/or support services are provided.
30	Migrant Regional Program Code	The code assigned by the SEA for each migrant regional program
31	School or Project Name	The full legally or popularly accepted name of a school (or MEP project providing educational and/or educationally-related services) in which the student was enrolled.
32	School Identification Code	A unique national code assigned by the National Center of Education Statistics (NCES) to each school providing educational and/or educationally-related services. This data element is only applicable to school enrollments or school-based MEP projects.
33	School District	The four digit code assigned by CDE to each district or local operating agency).
34	Grade Level	The grade level in which a school/MEP project enrolls a student.
35	LEP Indicator	Child meets the State's definition of Limited English Proficient that is based on Section 9101(25) of ESEA.
36	IEP Indicator*	Child has an individualized education program (IEP) because the child meets the definition of Children with Disabilities in P.L. 108-446, Section 602(3), 34 C.F.R. Part 300.8(a)(1).

#	Data Element Name	Definition
37	Continuation of Services Reason	Reason why student is being served under the continuation of services provision of the MEP.
38	PFS Flag	Indicates whether the child is eligible to be Priority for Service for the duration of the enrollment period.
39	Academic Year	Academic year in which the student last attended (e.g. 2004-2005)
40	Date and time stamp	Date and time in which the record was approved by the SEA
41	Instructional Services	These are MEP funded Instructional Services. Instruction in a subject area provided for students on a regular or systematic basis, usually for a predetermined period of time. It can include instruction provided by teachers or paraprofessionals. Include correspondence courses taken by a student.
42	Support Services	These are MEP-Funded support services. The one time act of providing instructional or informational packets to a child or family does not constitute a support service.
43	Type of MEP Project	Indicate the type of MEP project that is funded in whole or in part with MEP funds. An MEP project is an entity that receives MEP funds by a subgrant from the State or through an intermediate entity that receives the subgrant and provides services directly to the migrant child.

*Collected at the State level

The following charts provide the definitions of services included in NGS and how they align with the terms used in the CSPR. Questions about what constitutes a service should be referred to the State and technical assistance will be provided.

CSPR Data Elements

CSPR Term	Definition
Counseling Service	Services to help a student to better identify and enhance his or her potential related abilities, emotions, and aptitudes to educational and career opportunities. These activities take place between one or more counselors and one or more students as counselees.
High School Credit Accrual	Instruction in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis. Includes correspondence courses taken by a student under the supervision of a teacher.
Instructional Service	Instruction in a subject area provided for students on a regular or systematic basis, usually for a predetermined period of time. It can include instruction provided by teachers or paraprofessionals. Includes correspondence courses taken by a student. The one-time act of providing instructional packets to a child or family does not constitute an instructional service.
Math Instruction	Instruction in mathematics provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher.
Reading Instruction	Instruction in reading provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher.
Referral Services	Educationally related service funded by another non-MEP program/organization that they would not otherwise received without efforts supported by MEP funds.

CSPR Term	Definition
Support Service	Health, nutrition, counseling, and social services for migrant families; necessary educational supplies, transportation. The one-time act of providing instructional or informational packets to a child or family does not constitute a support service.

Instructional Services Definitions

Instructional Services Values	Alignment to CSPR	Definition
Adult Literacy	**Instructional Service**	High school students or adults taking ESL, Computer, GED, and ABE classes.
Distance Learning	**Instructional Service**	Courses presented via satellite. May also be videotaped and presented to students later.
English for LEP children (ESL)	**Instructional Service**	English Language Learners (ELL/LEP) receives extra help in learning to speak English.
GED/HEP	**Instructional Service**	GED (General Educational Development Diploma) includes preparation and testing. HEP (High School Equivalency Program) includes preparation for GED.
Math Instruction by Teacher	**Math Instruction**	Instruction in arithmetic, general math, algebra, geometry, trigonometry, calculus, etc.
Other Language Arts	**Instructional Service**	Instruction in language skills (except reading), linguistics, literature, composition, speech, dramatic arts, communication skills, understanding language systems, appreciation of a variety of literary forms, and proficiency and correct use of the English language.
PASS	**High School Credit Accrual**	(Portable Assisted Study Sequence) – An instructional correspondence or semi-independent program to help students make up partial or full credits of course work for grade promotion or high school graduation.
Preschool/School Readiness	**Instructional Service**	Any instructional activities a child has received in the infant, toddler program (ages birth-4).
Reading Instruction by Teacher	**Reading Instruction**	Instruction in reading readiness, beginning reading, developmental reading, etc.
Science	**Instructional Service**	Instruction in Biology, Chemistry, etc.
Social Studies	**Instructional Service**	Instruction in World History, History, Geography, Civics, etc.
Technology Instruction	**High School Credit Accrual**	Instruction in technology to enhance a student's learning by applying basic technology skills to increase student achievement.
Tutorial Elementary	**Instructional Service**	General tutorial services, in addition to regular classroom instruction, provided for individuals or small groups of elementary students.
Tutorial Secondary	**Instructional Service**	General tutorial services, in addition to regular classroom instruction, provided for individuals or small groups of secondary students.

Instructional Services Values	Alignment to CSPR	Definition
Vocational/Career Education	**High School Credit Accrual**	Instruction in typing, small engine repair, electronics, auto mechanics, home economics, hands-on job experience, such as shadowing or visiting different employment sites, school-to-career activities/courses.
Work Study	**Instructional Service**	Instructional activities related to do with on-the-job training. Students work part time and attend school part time.
Other 1-2	**Instructional Service**	To be determined by the Local Education Agency. Must be consistent for all students.

Support Services Definitions

Support Services Values	Alignment to CSPR	Definition
Clothing	**Support Service**	Providing students with school uniforms that are required to attend school is allowable when not available from another source. (Uniforms do not include sport or extracurricular uniforms)
Counseling Service	**Counseling Service**	Providing students with appropriate services and support regarding their academic, social, emotional, and behavioral development.
Health, Dental and Eye Care	**Support Service**	Providing screenings, immunizations, sealants and/or referrals to other health care providers.
Nutrition	**Support Service**	The preparation and serving of regular and incidental meals, lunches, or snacks in connection with school activities.
Parent Education	**Support Service**	Child development, literacy with children and coping skills.
Referred Service	**Referred Service**	Educationally related services funded by another non-MEP program/ organization that families would not otherwise receive without MEP efforts.
School Supplies	**Support Service**	School supplies MEP funded personnel provide to migrant children that they would not otherwise have been able to obtain.
Social Work, Outreach or Advocacy	**Support Service**	Activities which help families find the community resources they may need, such as housing, clothing, food, child care, health providers, jobs, job training, adult education, legal help, etc.
Pupil Transportation	**Support Service**	Transporting pupils between home and school and/or on trips related to school activities; or transporting students to the doctor, dentist or hospital.
Other 1-3	**Support Service**	To be determined by the Local Education Agency. Must be consistent for all students.

Migrant Student Information Exchange (MSIX)

The Migrant Student Information Exchange (MSIX) is the technology-based system that allows States to share educational and health information on migrant children who travel from State to State and have student records in multiple States' information systems. MSIX works in concert with NGS to manage

migrant data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migrant children nationwide.

The Department 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, Section 1308 (b)(2)(A) of the statute ensures the linkage of migrant student record systems.

The MSIX student record exchange initiative is a compilation of several projects, studies, and initiatives focused on determining and creating the most effective records transfer system. Authorized representatives of State and local educational agencies use MSIX to assist with school enrollment, grade placement, and accrual of course credits for migrant children nationwide. In doing so, MSIX works in concert with the existing migrant student information systems that states currently use to manage their migrant student data.

Colorado is operational on MSIX and works closely with the U.S. Department of Education to test its data. The use of MSIX will help to improve the timeliness of school enrollments, improve the appropriateness of grade and course placements, and reduce incidences of unnecessary immunizations of migrant children. Further, MSIX facilitates the accrual of course credits for migrant children in secondary school by providing accurate academic information on each student's course history and academic progress.

States are able to notify each other when a migrant student is moving to a different State. OME has developed the user and system requirements to implement the records transfer system and is responsible for overall system administration, maintenance and monitoring. Discussion of goals and the impact of MSIX on local school districts can be found in MSIX manual found at **cde.state.co.us/cde_english/elau_migrant.htm**.

Evaluation Data Reporting Forms and Forms Checklist

The checklist on the following page is for surveys and other information needed for the State MEP Evaluation. In addition to the surveys, results data (e.g., State assessment scores for migrant and non-migrant students) will be collected and included for measurement of progress toward meeting the MPOs. All surveys should be collected during the school year and submitted to the contracted evaluator's address listed on the checklist.

Data Collection and Tracking Tools

Data Collection Form/Instrument	Person Completing	Purpose
☐ Parent Survey	Migrant Parents	MPOs 1a, 2d, 3c & 4d
☐ Preschool Student Tracking Form	Site Directors	MPO 1b
☐ Preschool Outcomes Checklist	Teachers	Preschool student school readiness assessment (used to complete the tracking form)
☐ CSAP Reading, Math, and Writing Results	SEA	MPOs 2a, 2c, 3a
☐ CBLA Results	SEA	MPO 2b
☐ MASTERS Student Roster and Assessment form	MASTERS Site Directors	MPO 3b
☐ Migrant Student Dropout Rate for Grades 7-12	SEA	MPO 4a
☐ Secondary/OSY Tracking Form	Site Directors	MPOs 4b & 4c
☐ Recruiter Survey	Recruiters	Implementation evaluation
☐ Staff Survey	MEP Teachers/ Paraprofessionals	Implementation evaluation

Please ensure that all of the information listed above is collected and submitted to META Associates no later than **June 30** annually. Please call us at any time with questions or concerns.

META Associates
518 Old Santa Fe Trail, Suite #1-208
Santa Fe, NM 87505
(303) 550-3333 Phone
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duron1@aol.com
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Parent Survey
Colorado Migrant Education Program

Grade level(s) of your child(ren): ☐ Preschool ☐ K-8 ☐ 9-12

Place an "X" in the appropriate location.

1. How much were you involved in helping your child improve in **reading/literacy**?
   ☐ My children do not attend school (they are too young or have dropped out).

Not at all	Very little	Somewhat	A lot

2. How much were you involved in helping your child improve in **mathematics**?
   ☐ Children don't attend school (they are too young or have dropped out).

Not at all	Very little	Somewhat	A lot

3. If you have **pre-kindergarten children (3-5 years old)**, did you learn about ways to help them be ready for school?

   ☐ I do not have children ages 3-5 years.

Not at all	Very little	Somewhat	A lot

4. If you have **children in high school**, how involved in their education were you through contact with their teachers and/or activities at home?
   ☐ I do not have children in high school.

Not at all	Very little	Somewhat	A lot

5. How do you rate the **overall quality** of the Colorado Migrant Education Program?

Poor	Fair	Good	Very good

How has the Colorado Migrant Education program helped your children?

How would you change the Colorado Migrant Education Program to make it better?

Encuesta Para Los Padres
Programa de Educación Migrante de Colorado

Indique los grados que sus hijos atienden: | Pre-escolar | K-8 | 9-12 |

Indique con X su respuesta a las siguientes preguntas.

1. ¿Qué tanto ha estado usted involucrado(a) con la escuela en ayudar a su hijo(a) a mejorarse en **lectura o escritura**?
   ☐ Mis hijos no atienden a la escuela porque están muy chicos o la han dejado.

No de nada	Muy poco	Algo	Muchisimo

2. ¿Qué tanto ha estado usted involucrado(a) con la escuela en ayudar a su hijo(a) a mejorarse en **matemáticas**?
   ☐ Mis hijos no atienden a la escuela porque están muy chicos o la han dejado.

No de nada	Muy poco	Algo	Muchisimo

3. ¿Si tiene niños de **3-5 años de edad**, aprendió nuevas maneras para prepararlos para el kínder?
   ☐ No tengo niños de 3-5 años de edad.

No de nada	Muy poco	Algo	Muchisimo

4. ¿Si tiene niños **en los grados 9 a 12 (high school)**, que tanto está involucrado(a) en su educación ayudándoles con actividades en la casa o comunicándose con sus maestros?
   ☐ No tengo niños en los grados 9-12.

No de nada	Muy poco	Algo	Muchisimo

5. Evalúe la calidad del Programa de Educación Migrante en su totalidad.

Malo	Mas o menos	Bueno	Muy bueno

¿Cómo les ha ayudado el Programa de Educación Migrante de Colorado a sus hijos?

¿Cómo cambiaría usted el Programa de Educación Migrante de Colorado para mejorarlo?

Preschool Student Tracking Form

Site:		Person Completing:	
Date:		Phone:	
Total Assessed:		Total Proficient:	

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

Preschool Student Name*	Migrant ID	Age	Total Points	Proficient? (Y/N) 60 points for 3-4 80 points for 5-6

Migrant Pre-school Outcomes Checklist

These outcomes are designed for 3- to 6-year-old children. The boldface print highlights objectives that are more typical for 5- to 6-year-olds.

Reading, Writing, and Communicating (RWC)

Frequency (1-3)	Item
	Identify and sort common objects, events, pictures, words, colors, shapes, and textures into various classifications.
	Demonstrate use of vocabulary in oral language to express ideas and events.
	Begin to understand that everyday words such as "cold" relate to extended vocabulary words such as "chilly".
	Knows the names of people in the community, friends, and relatives.
	Recognize rhyming words and alliterations
	Hold books in upright position, turn pages sequentially, recognize correct orientation (top to bottom, left to right)
	Use language to express ideas in complete sentences (with support of sentence stems as needed).
	Recognize that printed material conveys meaning and connects to the reader's world
	Listen with comprehension, and follow two-step directions .
	Retells a simple story sequentially, with a beginning, middle, and end, using play, pictures, and/or illustrations.
	Recites or sings the alphabet.
	Orally describe or tell about a picture **.**
	Write and recognize letters in own name.
	Seek and generate alternative approaches to solving problems
	Draw pictures to generate, represent, and express ideas or share information
	Total Points for RWC (45 possible)

Mathematics (M)

Frequency (1-3)	Item
	Count and represent objects including coins to 10
	Match a quantity with a numeral
	Use vocabulary of same, different, more, and less to express number relationships
	Solve problems answering the question "how many" to 10
	Group objects according to their size using standard and non-standard forms (height, weight, length, or color brightness) of measurement.
	Contribute to class display of information (charts, graphs).
	Use words to describe attributes of objects
	Follow directions to arrange, order, or position objects
	Total Points for M (24 possible)

All prompts and responses should be in English.

Science (S)

Frequency (1-3)	Item
	Use senses to gather information about objects
	Collect, describe, and record information through discussion, drawings, and charts
	Use senses to gather information about living things
	Identify the common needs such as food, air, and water of familiar living things
	Identify, predict, and extend patterns based on observations and representations of objects in the sky, daily weather, and seasonal changes
	Total Points for S (15 possible)

Social Studies (SS)

Frequency (1-3)	Item
	Use words and phrases correctly related to chronology and time. Words to include but not limited to past, present future, before, now, and later
	Sequence a simple set of activities or events
	Describe surroundings
	Discuss that money is used to buy items that the student or family wants
	Recognize coins and currency as money
	Total Points for SS (15 possible)

BODY PARTS (BP)
3 = Student has mastered this skill most of the time
2 = Student is still developing this skill, infrequently able to perform
1 = Not able to perform at all

DIRECTIONS FOR SCORING: Fill in the totals from pages 1 and 2 in the chart below. Add all the points from page 1 in the Page 1 Total box. Add Page 1 Total to Page 2 Total for the Grand Total.

Page 1

RWC		M	Subtotal		**Page 1 Total**
	+			+ 1	

70 possible

Page 2

S		SS	**Page 2 Total**
	+		

30 possible

Grand Total (Page 1 + Page 2)	
	60 is proficient for ages 3-4 **80 is proficient for ages 5-6**

Student Roster and Assessment Scores (Excel)
Math MASTERS 2011

State: _____

Site Name: _____

Note to Site Coordinators:

A&B *Last and first name columns are provided for your reference. Delete names prior to submitting.*

E *Please record raw scores (number correct) below for each student completing MAS pre, mid, and post assessments*

This form should be submitted electronically to the state coordinator by August 19, 2011.

	A	B	C	D	E		
#	Last Name	First Name	NGS # (Migrant #)	Grade	Pre-test	Mid-test	Post-test
1							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							

META Associates (303) 550-3333

E-mail to state coordinator 8/19/11 - Form 5

Solutions for Out-of-School Youth (SOSY) SERVICE TRACKING FORM Date: _____

Migrant Education Program: **Completed by:**

Out-of-School Youth Name:

Needs Analysis for Instructional Service/s (Explain how you are tailoring program options to student needs based on student profile or pre-service interviews)**:**

Recovery ☐ **Alternative High School Diploma** ☐ **GED** ☐ **Received Instructional Service:** ☐ **Yes** ☐ **No** ☐ **Referral only**

Life Skills ☐ **Graduation Enhancement** ☐ **Technical Education Support** ☐ **Individual Carrier and Academic plan (ICAP)** ☐ **other** __

If student was provided with an instructional service please utilize the table below.

Service/Activity Description (Provide program location and best learning environment for student based on needs analysis)	**Frequency or Duration**	**Would this program's objectives overlap with a current program?**	**What school or community Programs or Organizations are you currently collaborating with?**	**Which MEP staff members would be best to oversee the program/activity? Why?**	**Individualized or small group setting?**
EXAMPLE: *Provide after-school (small group) tutoring at the local library*	*3x per week/2.5 hours each session*	*No, there are no other programs that provide structured tutoring in a small- group setting.*	*Local Library will be providing meeting space*	• *Migrant Education Graduation Advocates* • *MEGAs have been assigned by MEP Director to oversee this activity*	*Small group*
Recovery Plan (provide both qualitative and quantitative data tied to specific recovery strategies utilized)					
Progress Monitoring (Describe method/process used to assess the student's academic achievement and the method that you will utilize to evaluate the effectiveness of services provided)					

Solutions for Out-of-School Youth (SOSY) SERVICE TRACKING FORM

Date: _____

Migrant Education Program: **Completed by:**

Out-of-School Youth Name:

Needs Analysis for Support Service/s (Explain how you are tailoring program options to student needs based on student profile or pre-service interviews)**:**

Drop out ☐ **Here to Work** ☐ **Received Support Services:** ☐ **Yes** ☐ **No** ☐ **Referral only**

Transportation ☐ **Health/Nutrition** ☐ **Social Emotional Support** ☐ **Materials** ☐ **Other** _____

If student was provided with a support service please utilize the table below.

Service/Activity Description (Provide program location and best learning environment for student based on needs analysis)	**Frequency or Duration**	**Would this program's objectives overlap with a current program?**	**What school or community Programs or Organizations are you currently collaborating with?**	**Which MEP staff members would be best to oversee the program/activity? Why?**	**Individualized or small group setting?**
EXAMPLE: *Home visit to provide materials and health referral information*	*1 time for 1.5hr*	*Yes, we will be collaborating with the local clinic that is currently providing health related information to OSY in the area*	*The community clinic provided materials to distribute to OSY*	• *Migrant Education Graduation Advocates and Recruiters* • *MEGAs & Recruiters have been assigned by MEP Director to oversee this activity*	*Individual*
Goals and/or Aspirations (as stated by the OSY)					
Progress Monitoring (Describe method/process used to assess/evaluate the effectiveness of services provided)	**Assessment: SOLOM** ☐ **Other** ☐ _____				

COLORADO OSY STUDENT PROFILE/SURVEY

MEP Program/Region/LEA: _____ Date: _____ COE# or MEP ID: _____

Name Address	Age	Home Language: ☐ English ☐Spanish ☐ Somali ☐ Karen ☐ Q'anjob'al ☐ Other	Cell Phone #
Where did you last attend school? ☐ USA ☐ Mexico ☐ Guatemala ☐ Other		**☐ Alternative School**	**☐ Did not attend school**

English Proficiency Assessment Data		Last grade you attended: (☑ check one below)			
CELApro Overall Score	English Proficiency				
☐ (1) ~ Level 1 ☐ (2) ~ Level 2 ☐ (3) ~ Level 3 ☐ (4) ~ Level 4 ☐ (5) ~ Level 5 ☐ Date	☐ NEP ☐ LEP ☐ FEP	☐ 1st grade ☐ *Primer grado de primaria*	☐ 2nd grade ☐ *Segundo grado de primaria*	☐ 3rd grade ☐ *Tercer grado de primaria*	☐ 4th grade ☐ *Cuarto grado de primaria*
		☐ 5th grade ☐ *Quinto grado de primaria*	☐ 6th grade ☐ *Sexto grado de primaria*	☐ 7th grade ☐ *Primer grado de secundaria*	☐ 8th grade ☐ *Segundo grado de secundaria*
		☐ 9th grade ☐ *Tercer grado de secundaria*	☐ 10th grade ☐ *Primer y Segundo semestres de Preparatoria (Bachillerato)*	☐ 11th grade ☐ *Tercer y Cuarto semestres de Preparatoria (Bachillerato)*	☐ 12th grade ☐ *Quinto y Sexto semestres de Preparatoria (Bachillerato)*
Last year you attended School? ☐19____ ☐20____ ☐ Never attended		Do you have any health issues or concerns? ☐ Medical ☐ Emotional/Psychological ☐ Dental ☐ Vision ☐ Urgent ☐ Other (Please explain)			

Interested in	☐ Learning English	☐ Job Training	☐ Earning a diploma	☐ Educational program in youth's first language	☐ Homework help
Support Services	☐ Information on Community Services	☐ Driver's License	Referral to ☐ medical ☐ dental ☐ nutrition services		☐ Other
Availability (day/time) ☐ AM _____ ☐ PM_____ ☐ Weekends _____			How long is he/she planning on staying in the area? ____yrs ____months ___wks		
Needs Transportation ☐ Yes ☐ No	Has US driver's license? ☐ Yes ☐ No		Housing – Youth lives.... (☑ check all that apply) ☐ w/ a Work Crew ☐ w/ Friends/Family ☐ w/ his/her Parents ☐ w/Spouse ☐ Alone ☐ Other		

Based on the information collected above, the youth is		**☐ HERE-TO-WORK**		**☐ RECOVERY**		
At interview, youth received.... (State specifics in comments below)	☐ Educational Materials	☐ Support Services	☐ OSY Welcome Bag	☐ Educational Referrals		
Reason for Leaving School?	☐ Lacking Credits	☐ Needed to Work	☐ School Environment	☐ Over Age for Grade		
Youth is a candidate for.....	☐ HS Diploma US	☐ GED/pre GED Studies	☐HEP	☐ ESL/ELL	☐ Mini-Lessons _____	
	☐ Education	☐ HS Diploma Mexico	☐Job Training	☐ Life Skills	☐ PASS	☐ MP3 Player w/lessons
COMMENTS						

3/23/2011 Original/electronic – Colorado Department of Education Yellow/electronic – Migrant Education Program Office Pink/electronic – Tutor/Mentor/Graduation Advocate/Recruiter

COLORADO OSY STUDENT PROFILE/SURVEY

MEP Program/Region/LEA: _____ Date: _____ COE# or MEP ID: _____

Nombre **Dirección**		**Edad**	**Qué idioma se habla en casa:** ☐ Inglés ☐Español ☐ Somalia ☐ Karen ☐ Q'anjob'al ☐ Otro		**Tel celular**
Lugar dónde fue a la escuela ☐ USA ☐ México ☐ Guatemala ☐ Otro lugar			☐ Escuela Alternativa	☐ No fue a la escuela	
Nivel del Conocimiento en Inglés		**¿Hasta Qué Grado Estudió?**			
CELApro Grado	**Nivel de Ingles**				
☐ (1) ~ Nivel 1	☐ NEP	☐ 1er grado	☐ 2°. grado	☐ 3er grado	☐ 4°. grado
☐ (2) ~ Nivel 2	☐ LEP	☐ 5° grado	☐ 6° grado	☐ 7° grado	☐ 8° grado
☐ (3) ~ Nivel 3	☐ FEP	☐ 9° grado	☐ 10° grado	☐ 11° grado	☐ 12° grado
☐ (4) ~ Nivel 4					
☐ (5) ~ Nivel 5	Fecha				
Cuál fue su último año en la escuela? 19_____ 20_____ ☐ No fue a la escuela		**Padece de algún problema de salud o enfermedad?** Sí ☐ No ☐ Si marcó Sí, ¿de qué clase? ☐ Física ☐Emocional ☐Dental ☐Visual ☐Urgente ☐¿Otra enfermedad? Explique por favor			
¿En que está interesado(a)? ☐ Aprender Inglés ☐ Entrenamiento de Trabajo ☐ Adquirir un Diploma ☐ Educación en Idioma Natal ☐ Ayuda en las Tareas					
Servicios de Apoyo ☐ Información de Servicios Comunitarios ☐ Licencia de Manejar		Referencias de: ☐ Médicos ☐ Dentistas ☐ Servicios de Nutrición ☐ Otros Servicios			
Disponibilidad ☐ AM ☐ PM ☐ Fines de Semana		**Por cuánto tiempo planea estar en esta área** ___Años ___Meses ___Semanas			
¿Necesita Transporte? ☐ Sí ☐ No	**¿Tiene Licencia de Manejar?** ☐ Sí ☐ No	**¿Con quién vive el interesado?** (*Marque todo lo aplicable*) ☐ Con el grupo de trabajo ☐ Con amigos/familia ☐ Con sus Padres ☐ Con su conyugue ☐ Solo ☐ Otro			
De Acuerdo a la Anterior Información, el Interesado Está Aquí Para:		☐ **Trabajar**		☐ **En Recuperación**	
El Interesado recibió los Siguientes Materiales: **(Explique detalles abajo en COMENTARIOS)**	☐ Materiales Educacionales	☐ Servicios de Apoyo	☐ La Bolsa de Bienvenida de OSY	☐ Referencias Educacionales	
Razones por las que Dejó la Escuela:	☐ Insuficiente Créditos	☐ Necesitaba Trabajar	☐ Ambiente Escolar	☐ -Mayor de Edad	
El Interesado es candidato para:	☐ Diploma de High School	☐ GED/Pre Estudios para GED	☐ HEP ☐ ESL/ELL	☐ -Mini-Lecciones	
	☐ Educación	☐ HS Diploma México	☐ Entrenamiento de trabajo ☐ Entrenamiento para sobrevivir	☐ Lecciones y MP3	
COMENTARIOS:					

3/23/2011 Original/electronic – Colorado Department of Education Yellow/electronic – Migrant Education Program Office Pink/electronic – Tutor/Mentor/Graduation Advocate/Recruiter

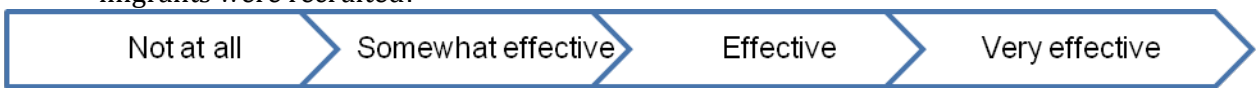
Recruiter Survey
Colorado Migrant Education Program

Directions: Plan an "X" in the appropriate location on the arrows.

1. To what extent do you feel you were able to identify all eligible migrant students in your area over the last year?

2. Overall, how much did training received through the MEP help you become more knowledgeable about identification and recruitment?

3. To what extent do you feel that quality control procedures were effective in ensuring only eligible migrants were recruited?



4. To what extent did you have the tools and resources you needed to identify and recruit migrant students (such as maps, forms, questionnaires, etc.)?

What aspects of identification and recruitment in Colorado should be recognized as outstanding?

What recommendations do you have to improve identification and recruitment in Colorado?

Staff Survey

Colorado Migrant Education Program

Site:_____

1. In your opinion, how much did MEP-sponsored **professional development** help you more effectively deliver MEP instructional services?
   Place an "X" in the appropriate location.
   ☐ I did not receive MEP-sponsored professional development.

Not at all	Very little	A sufficient amount	Exceeded expectations

2. In your opinion, how much did migrant students improve their **reading** skills in the past year?
   Place an "X" in the appropriate location.
   ☐ I did not work with migrant students on their reading skills.

Not at all	Very little	A sufficient amount	Exceeded expectations

3. In your opinion, how much did migrant students improve their **math** skills in the past year?
   Place an "X" in the appropriate location.
   ☐ I did not work with migrant students on their math skills.

Not at all	Very little	A sufficient amount	Exceeded expectations

4. In your opinion, how much did MEP-sponsored professional development help you learn **instructional strategies** that will help **secondary students** graduate?
   Place an "X" in the appropriate location.
   ☐ I do not teach secondary students.
   ☐ I did not receive MEP-sponsored professional development.

Not at all	Very little	A sufficient amount	Exceeded expectations

5. In your opinion, how much did MEP-sponsored professional development help you learn **instructional strategies** that can help **preschool children** become ready for school?
   Place an "X" in the appropriate location.
   ☐ I do not teach preschool students.
   ☐ I did not receive MEP-sponsored professional development.

Not at all	Very little	A sufficient amount	Exceeded expectations

(OVER)

In your opinion, how much did the following **support services** contribute to success in school for migrant students:

School Supplies — Not at all | Very little | A sufficient amount | Exceeded expectations

Coordination to qualify for free school meals — Not at all | Very little | A sufficient amount | Exceeded expectations

RIF books distribution — Not at all | Very little | A sufficient amount | Exceeded expectations

Health/Medical/ Dental/Vision — Not at all | Very little | A sufficient amount | Exceeded expectations

Secondary Programs: SMYLI, PASS — Not at all | Very little | A sufficient amount | Exceeded expectations

From your experience, give an example in the area(s) that apply to you of how the Colorado MEP has been **successful** or has **improved the academic success** of migrant children.

Early Childhood Education	Secondary Education
Reading Instruction	**Mathematics Instruction**

In what ways would you change the Colorado Migrant Education Program to make it better?

6 Using Evaluation Results for Program Improvement

Evaluation Overview

The State of Colorado has established high academic standards for all students and holds the Colorado public education system accountable for providing all students with a high quality education that enables them to achieve to their full potential. The Colorado standards support Title I, Part C, section 1301 of NCLB to ensure that migrant students have the opportunity to meet the same challenging State **content standards** and challenging State **student performance standards** that all children are expected to meet. See **http://www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html**.

CDE has updated its standards and has a new state assessment system that reflects the expectations of the updated standards and the requirements of CAP4K (Colorado Achievement Plan for Kids). For updates on this new system, consult **http://www.cde.state.co.us/index_home.htm**.

States are required to evaluate the effectiveness of the MEP and to provide guidance to their local projects on how to conduct local evaluations. In its *NRG,* OME indicates that evaluations allow SEAs and local migrant programs to:

- determine whether the program is effective and document its impact on migrant children;
- improve program planning by comparing the effectiveness of different types of interventions;
- determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation; and
- identify areas in which children may need different MEP services.

To achieve these results, OME requires that states conduct an evaluation that examines both program implementation and results. In evaluating program implementation, the State should answer:

- What worked? Was the project implemented as described in the approved project application? If not, what changes were made?
- What problems did the project encounter?
- What improvements should be made?

When reviewing program results, OME requires that program performance be compared to "measurable outcomes established by the MEP, and the State's performance targets, particularly for those students who have priority for services."

Action Plan for MEP Improvement

To help programs use the evaluation results, findings, and recommendations for the improvement of MEPs and services, Colorado has developed an Action Plan to identify data indicating a need for improvement, solutions to meet needs, and resources or collaborators to implement the solutions.

Action Plan for MEP Improvement-- School Readiness			
Focus Area **School Readiness**	The Colorado MEP aims to assist young migrant students demonstrate readiness for school. In keeping with the Colorado State Department of Education goals, all students will demonstrate readiness skills including proficiency in oral communication, developmental, motor, and perceptual skills, and print knowledge.		
Measurable Program Outcome 1a	After participating in parent involvement training, 80% of migrant parents whose young children are enrolled MEP will report positive growth in their ability to help their child be ready for school.		
Measurable Program Outcome 1b	Migrant children ages 3-5 (not in kindergarten), who are receiving MEP services, will increase school readiness.		
Strategies (include timelines)	**People Responsible & Collaborative Partnerships**	**Resources (Human and financial)**	**Progress Monitoring/Evaluation (What evidence of effectiveness will you collect? How frequently will you collect this data?)**
Rationale that supports your strategies (research and data)			

Action Plan for MEP Improvement-- Literacy			
Focus Area Literacy	The Colorado MEP provides instructional services and support programs in reading/literacy to ensure that the unique educational needs of migrant children are identified and addressed through high quality supplemental services. The program's goal is for migrant students to perform at the Proficient or Advanced level in reading on the Colorado State Assessment Program (CSAP).		
Measurable Program Outcome 2a	Each year at least 3% more students in grades 3-10 will attain "proficient" or show more than one year growth on the CSAP Reading assessment.		
Measurable Program Outcome 2b	Each year there will be an increase in reading skills for students in grades K-2 as measured on the CBLA.		
Measurable Program Outcome 2c	Each year at least 3% more students in grades 3-10 will attain "proficient" or show more than one year growth on the CSAP Writing assessment		
Measurable Program Outcome 2d	Each year 80% of parents of migrant students grades K-12 will report being involved in supporting their children's reading development as reported on parent surveys.		
Strategies (include timelines)	**People Responsible & Collaborative Partnerships**	**Resources (Human and financial)**	**Progress Monitoring/Evaluation (What evidence of effectiveness will you collect? How frequently will you collect this data?)**
Rationale that supports your strategies (research and data)			

Action Plan for MEP Improvement—Math			
Focus Area Mathematics	The Colorado MEP will provide instructional programs and support in mathematics to ensure that the unique educational needs of migrant children are identified and addressed through high quality supplemental services. The program's goal is for migrant students to perform at the Proficient level or above on the CSAP		
Measurable Program Outcome 3a	Each year at least 3% more students in grades 3-10 will attain "proficient" or show more than one year growth on the CSAP Math assessment.		
Measurable Program Outcome 3b	Each year there will be an increase in math skills for students in grades K-2 as measured by a reliable math assessment.		
Measurable Program Outcome 3c	Each year 80% of parents of migrant students grades K-12 will report being involved in supporting their children's development of math skills as reported on parent surveys.		
Strategies (include timelines)	**People Responsible & Collaborative Partnerships**	**Resources (Human and financial)**	**Progress Monitoring/Evaluation (What evidence of effectiveness will you collect? How frequently will you collect this data?)**
Rationale (research and data) that supports your strategies			

Action Plan for MEP Improvement—Graduation			
Focus Areas Graduation	The Colorado MEP will offer counseling, graduation enhancement and leadership programs, and advocacy services to high school-aged migrant students to enable them to graduate from high school. The Colorado MEP secondary student initiative's goal is to increase the high school graduation rate of migrant students.		
Measurable Program Outcome 4b	Each year there will be an increase of 5% in migrant secondary youth (9-12) in MEP summer or extended day programs that accrue credits toward graduation.		
Measurable Program Outcome 4d	Each year 80% of parents of migrant students grades K-12 will report being involved with their children's education as reported on parent surveys		
Strategy Description (include important dates)	**People Responsible & Collaborative Partnerships**	**Resources (Human and financial)**	**Progress Monitoring/Evaluation (What evidence of effectiveness will you collect? How frequently will you collect this data?)**
Rationale that supports your strategies (research and data)			

Action Plan for MEP Improvement—Graduation			
Focus Area Student Re-engagement	The Colorado MEP launched an Out of School Youth initiative in recognition of the need to decrease the dropout rate of migrant students. The goal of Opportunities for Success for Out-of-School Youth (OSY) initiative is to develop quality programming that meets the needs of migrant out-of-school youth, who are currently the fastest growing group of migrant student population. The OSY initiative's goals are to develop and disseminate a system to identify and recruit, assess, deliver and evaluate services to migrant out-of-school youth, provide professional development to support these activities, and institutionalize OSY services into regional/district plans to elevate the quantity and quality of services.		
Measurable Program Outcome 4a	Each year there will be a decrease in the dropout rate for migrant students.		
Measurable Program Outcome 4c	Each year there will be an increase of 5% in out-of-school migrant youth recovered from dropout status and accruing credits toward graduation (reengaged) and/or meeting their education or career goals.		
Strategy Description (include important dates)	**People Responsible & Collaborative Partnerships**	**Resources (Human and financial)**	**Progress Monitoring/Evaluation (What evidence of effectiveness will you collect? How frequently will you collect this data?)**
Rationale that supports your strategies (research and data)			