COLORADO
Department of Education

Colorado Migrant Education Program 2021-22 and 2022-23 Evaluation Report

Submitted to:
Office of Migrant Education

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Executive Summary

This report provides data regarding program reach and outcomes from the Colorado Migrant Education Program for the 2021-22 and 2022-23 program years. The Office of Migrant Education at the Colorado Department of Education is federally funded under Title I, Part C of the Elementary and Secondary Education Act (ESEA). The Migrant Education Program (MEP) provides supplemental educational support to ensure that all migrant children/youth are post-secondary and workforce ready and that all families are empowered to succeed.

During the 2022-23 program year, the Colorado MEP served 4,031 eligible migrant students, as compared to 4,346 students in 2021-22. More than 90% of eligible students were served in both years. The largest proportions of eligible students served were in the Northern region of the state. Parent feedback to MEP activities and supplemental services was overwhelmingly positive, and 99% of parents agreed that MEP events have provided them with opportunities to be involved in their children's education and have helped them support their child's learning.

Table 1 displays a summary of the results of State Goals and Measurable Program Outcomes for each program year.

Table 1: Summary of State Goals and Measurable Program Outcomes (MPOs)

Colorado MEP Goals and MPOs	Status 2021-22	Status 2022-23
School Readiness Goal: By the end of the first year of implementation and each year thereafter, enrollment in ECE programs will increase by 5%.	*Baseline Year*	*Met*
School Readiness MPO 1: By the end of the first year of implementation, each regional MEP office will have a list of regional ECE resources and have a protocol to monitor communication between the MEP office and community agencies that provide ECE services.	--	*Met*
School Readiness MPO 2: By the end of the first year of implementation and each year thereafter, there will be an increase in school readiness for children who participated in MEP pre-school services or activities, as measured by the MEP early learning assessment tool, parent evaluations, training evaluations, surveys, and interviews.	--	*Met**
ELA Goal: Migrant students' average mean scale score in this subject area will increase by 1.85 points each year on CMAS or by 3.75 points each year on the SAT.	*Baseline Year*	*Not Met for CMAS and Met for SAT*
ELA MPO 1: By the end of the first year of implementation, 30% of migrant parents will report increased understanding of how to access district resources related to academic content and standards and how to advocate for their children to benefit from such resources. In each year thereafter, 5% more will report increased understanding.	*N/A*	*N/A*
ELA MPO 2: By the end of the first year of implementation, and every year thereafter, 80% of migrant students in elementary and middle school will have received reading support and/or resources from the MEP.	*Not Met*	*Met*
ELA MPO 3: By the end of the first year of implementation, and every year thereafter, 80% of migrant students in high school will participate in at least one activity provided by the MEP related to this goal area.	*Not Met*	*Not Met*

Colorado MEP Goals and MPOs	Status 2021-22	Status 2022-23
Math Goal: Migrant students' average mean scale score in this subject area will increase by 2.0 points each year on CMAS or by 6.8 points each year on the SAT.	*Baseline Year*	*Not Met for CMAS and Met for SAT*
Math MPO 1: By the end of the first year of implementation, and every year thereafter, 80% of migrant parents will report an increased ability to engage with their student's studies and academic performance, including speaking with teachers, connecting with district resources, and supporting their student's use of math supports and/or resources at home.	*N/A*	*N/A*
Math MPO 2: By the end of the first year of implementation, and every year thereafter, 80% of migrant students in elementary and middle school will have received math supports and/or resources from the MEP.	*Not Met*	*Not Met*
Math MPO 3: By the end of the first year of implementation, and every year thereafter, 80% of migrant students in high school will have participated in a workshop, activity, or tutoring program provided/referred by the MEP in this goal area (i.e., STEM workshop, math activities, math tutoring.)	*Not Met*	*Not Met*
High School Graduation/Dropout Prevention Goal: The 4-year graduation rate for migrant students will increase by 1.55% each year and the dropout rate for migrant students will decrease by 0.28% each year.	*Baseline Year*	*Not Met for Grad Rate and Met for Dropout Rate*
High School Graduation/Dropout Prevention MPO: By the end of the first year of implementation, and every year thereafter, 80% of migrant high school students and engaged-OSY will have participated in at least one MEP activity for this Focus Area 4 (i.e., tutoring, career exploration, campus visits, MEP/HSI youth programs, scholarships and financial aid, concurrent/ASCENT/AP enrollment	*Not Met*	*Met*
Health Goal: Increase or strengthen regional health, including mental health, support, and referral systems resulting in migrant families receiving a needed health service.	*N/A*	*N/A*
Health MPO 1: By the end of one-year implementation, MEP staff will report being knowledgeable about regional health services, including physical health and mental health providers, resources, and community support group information.	*Met*	*Met*
Health MPO 2: By the end of one-year implementation, migrant parents will report having received a health service, resource, or training.	*Met*	*Met*

**School Readiness MPO 2 status is based on data across both 2021-22 and 2022-23.*

Acronyms & Abbreviations

ESEA. Elementary and Secondary Education Act

MEP. Migrant Education Program

PFS. Priority for Service

ECE. Early Child Education

OSY. Out-of-School Youth

CMAS. Colorado Measures of Academic Success

CoAlt. Colorado Alternate

ELA. English Language Arts

SAT. Scholastic Aptitude Test

ML. Multilingual Learner

MPO. Measurable Program Outcomes

Introduction

Program Overview and Purpose

The Office of Migrant Education is federally funded under Title I, Part C of the Elementary and Secondary Education Act (ESEA). The Migrant Education Program (MEP) provides supplemental educational support to eligible migrant children, youth, and their families. Children from birth through age 21 can be eligible. The purpose of the program is to provide comprehensive support for migrant children in order to minimize the impact of interruptions to their educational careers due to the frequent moves associated with migratory work. Program goals include designing and implementing strategies that ensure access to state academic and achievement standards, support successful transition to post-secondary education or the workforce, and help migratory children overcome cultural and language barriers, social isolation, health-related concerns, and other factors that can make it difficult for them to continue in school or gain employment.

Migrant children who have made a qualifying move within the previous 1-year-period and who are most at risk of failing to meet State academic standards, are below MEP school readiness measures, or have dropped out of school are considered Priority for Service (PFS). PFS identified children shall receive priority in the delivery of migrant-funded supplemental instructional and support services.

MEP enrolls and provides services to students during the regular school year, during summer programming, and based on residency. Services are categorized as supplemental instructional services, or supplemental support services. Examples of supplemental instructional services include instruction by provided MEP-funded teachers or paraprofessionals for students on a regular or systematic basis, usually for a predetermined period of time. Instructional services also encompass preschool/school readiness, English for multilingual learners (ML), career

exploration, and others. Supplemental support services are educationally-related services such as health, nutrition, counseling, and social services.

Colorado MEP

The Colorado Department of Education (CDE) administers the state migrant education program by providing subgrants to five regional offices, located in Alamosa (Southwest), Aurora (Metro), Grand Junction (West Central), Greeley (Northern), and Pueblo (Southeast).

Evaluation Background

Purpose of the Evaluation

States that accept Title I, Part C funds are required to conduct an evaluation of the program's effectiveness (34 C.F.R. Section 200.83). In addition to reporting on the required elements, such as State Performance Targets and Measurable Program Outcomes (MPOs), this evaluation report examines implementation fidelity as well as the impact of the supports and services provided to Colorado migrant children and youth. The evaluation effort is an essential component that contributes to the Colorado Department of Education's continuous improvement process.

The main evaluation questions that will be explored by this evaluation are:

- Reach of programs: How many students, children, and youth were identified and served in Colorado? What were the demographics of students served? How many students were prioritized for services? How does the reach of the program compare to prior years (i.e., change in numbers served)?
- Program implementation: Which activities from the Service Delivery Plan were implemented and which were not? To what extent was the program implemented as planned? What challenges were encountered in program implementation?
- Program impact and effectiveness: How did served students, children, and youth perform on specified outcomes?
- Effectiveness of various types of services: Did children, students, or youth prioritized for services have accelerated performance on outcomes in comparison to those not prioritized?
- Impact of specific interventions: Did various services result in better performance?

Based on the evaluation findings, recommendations are made for program planning and design improvements in which migrant students can be better supported. Future evaluations will explore any questions that were not able to be answered in this evaluation.

Methodology

The 2021-22 and 2022-23 service years evaluation of the Colorado Migrant Education Program was conducted by the CDE's Program Effectiveness Office, within the Federal Programs and Supports Unit.

The SMART database utilized by the Colorado MEP provided data on eligible students, such as enrollment type, enrollment date, PFS status, types of service provided, and frequency of services provided. State assessment data, graduation rates, dropout rates, and demographic data from Colorado's Student October Count were used to determine the extent to which state goals and MPOs were met.

Findings: Program Reach and Implementation

Students Served in 2021-2022

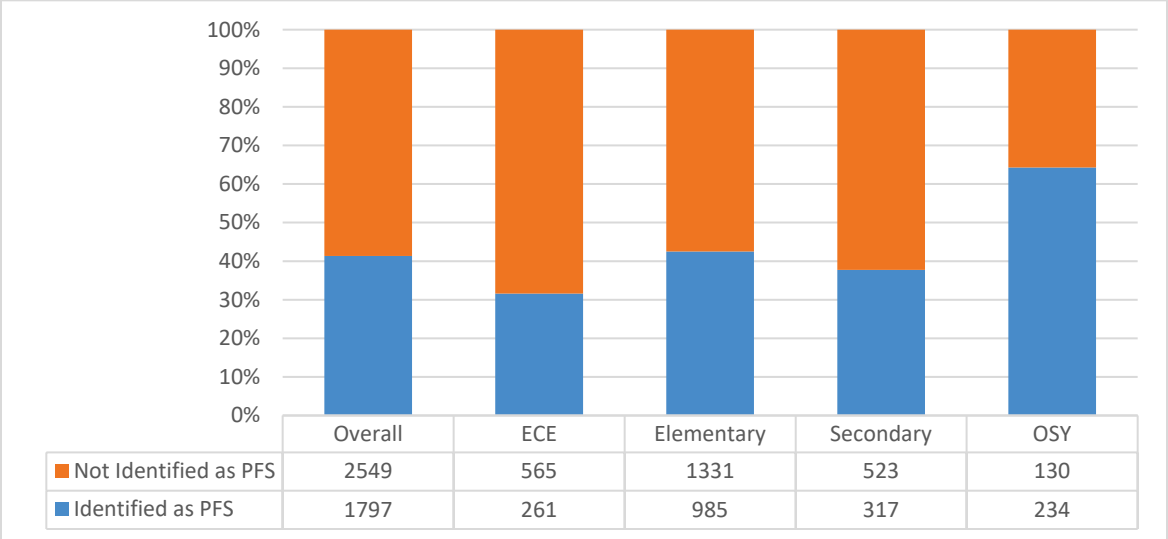
In the 2021-22 program year, 4,729 students, youths, and families were identified as eligible for MEP services. Of this population, 92% (n = 4,346) received services. Table 1 shows eligible students served by the MEP program by their grade level cohort for 2021-22.

Table 2: Eligible Students Served by MEP (2021-22)

Grade Cohort	Number of Eligible Students	Number of Eligible Students Served	Percent of Eligible Students Served
ECE	919	826	90%
Elementary	2,499	2,316	93%
Secondary	907	840	93%
OSY	404	364	90%
Total	**4,729**	**4,346**	**92%**

Of the 4,346 students, youths, and families who received MEP services, 41% (n = 1,797) were classified as Priority for Service (PFS). Students identified for priority services are shown by their grade cohorts in Chart 1. Out-of-School Youth have the largest percentage of students classified for priority services, with 64%.

Chart 2: MEP Students Served by Priority for Service Status (2021-22)



Five regional MEP offices serve the entire migrant student population across the state. The largest proportions of eligible served students in the state were in the Northern 51% (n = 2,207) and Metro 23% (n = 1,000) regions, while the other regions had less than 26% combined.

Students Served in 2022-2023

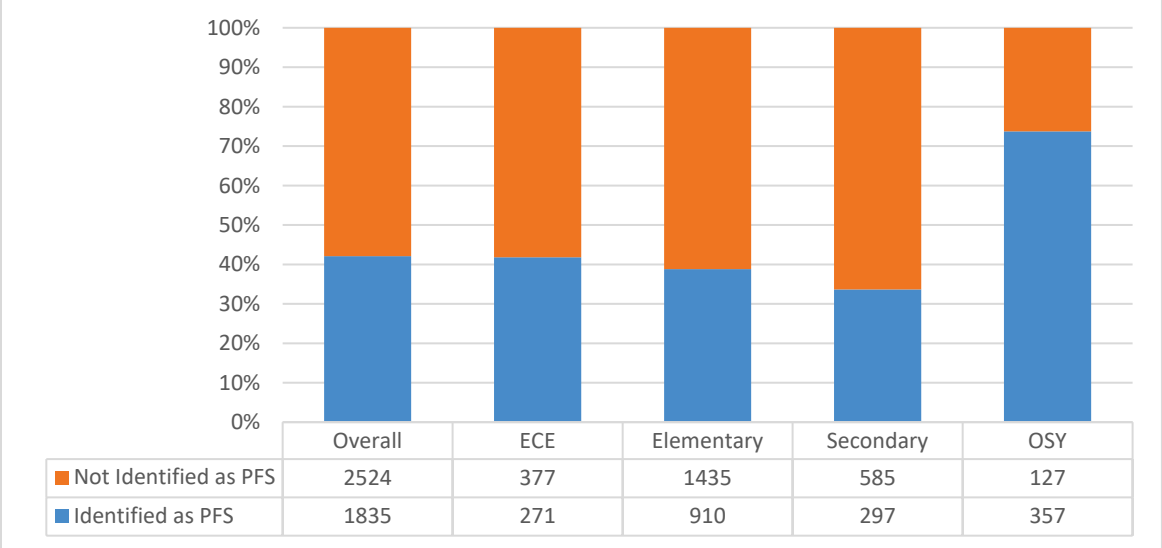
In the 2022-23 program year, 4,359 students, youths, and families were identified as eligible for MEP funding. Of the eligible population, 92% (n = 4,031) received services. An additional 238 students received MEP services but were not eligible for funding (all students under the age of 3 years), resulting in a total of 4,269 students receiving services. Students eligible and served by grade cohort are shown in Table 3.

Table 3: Eligible Students Served by MEP (2022-23)

Grade Cohort	Number of Eligible Students	Number of Eligible Students Served	Percent of Eligible Students Served
ECE	648	614	95%
Elementary	2,345	2,155	92%
Secondary	882	805	91%
OSY	484	457	94%
Total	**4,359**	**4,031**	**92%**

The number of students classified as Priority for Service (PFS) represented 42% (n = 1,835) of the eligible population. Table 4 presents students identified for PFS by grade level cohort. Similar to the previous program year, Out-of-School Youth have the largest percentage of students classified for priority services (74%).

Chart 2: MEP Students Served by Priority for Service Status (2022-23)



In 2022-23, the largest proportions of eligible students served were in the Northern 48% (n = 1,942) and Metro 23% (n = 926) regions, while the other regions combined served approximately 29% of students eligible for MEP services.

Findings: Outcomes

About the Outcomes

The following sections examine the extent to which the Colorado MEP has met the state adopted performance targets for migrant students in school readiness, reading and mathematics achievement, graduation and dropout prevention, and health.

School Readiness Outcomes

State Performance Target for School Readiness: *By the end of the three-year MEP-SDP cycle, 15% more migrant children aged 3-5 years will be enrolled in ECE programs. For children who are not enrolled in ECE, 80% will have an early learning assessment score that indicates school readiness.*

State MEP Goal and MPOs for School Readiness:

- **School Readiness Goal**: By the end of the first year of implementation and each year thereafter, enrollment in ECE programs will increase by 5%.
    - **Status of School Readiness Goal in 2021-22 – Baseline Year**: 179 migrant children aged 3-5 were enrolled in a district run ECE program.
    - **Status of School Readiness Goal in 2022-23 – Met**: 210 migrant children aged 3-5 were enrolled in a district run ECE program, a 17% increase from the previous year.
- **School Readiness MPO 1**: By the end of the first year of implementation, each regional MEP office will have a list of regional ECE resources and have a protocol to monitor communication between the MEP office and community agencies that provide ECE services.
    - **Status of School Readiness MPO 1 in 2021-22 and 2022-23 – Met:** Interviews with regional directors regarding ECE programs (conducted during spring 2023).
- **School Readiness MPO 2**: By the end of the first year of implementation and each year thereafter, there will be an increase in school readiness for children who participated in MEP pre-school services or activities, as measured by the MEP early learning assessment tool, parent evaluations, training evaluations, surveys, and interviews.
    - **Status of School Readiness MPO 2 in 2021-22 and 2022-23 – Met:** 73% of ECE children who received at least two school readiness observational visits from MEP staff across the 2021-22 and 2022-23 school years showed an increase in the total points earned on the earliest observation compared to the most recent observation (45 out of 62 students). *Note: Data from the Southwest region was unavailable.*

English Language Arts Outcomes

Each Spring, students across Colorado in grades 3-8 are assessed in English Language Arts (ELA) using the Colorado Measures of Academic Success (CMAS). **In the 2021-22 school year, 13.7% of Colorado migrant students met or exceeded expectations** on the ELA portion of the CMAS, as compared to 43.3% of non-migrant students. **In the 2022-23 school year, 13.3% of Colorado migrant students met or exceeded expectations** on the ELA CMAS, as compared to 43.8% of non-migrant students, indicating that there was little change in the percentage of students meeting the benchmark.

Students in grades 9, 10, and 11 were assessed with the PSAT/SAT suite of exams. **In the 2021-22 school year, 28.4% of Colorado migrant students met or exceeded the benchmark** on the Evidence-Based Reading and Writing (EBRW) portion of the PSAT/SAT, as compared to 63.1% of non-migrant students. **In the 2022-23 school year, 25.7% of Colorado migrant students met or exceeded the benchmark** on the EBRW portion of the PSAT/SAT, as compared to 62.5% of non-migrant students, indicating slight drops in the percentage of students meeting the benchmark.

Table 4 provides results for migrant students receiving services, disaggregated by PFS status. For results by grade level and PFS status, please refer to the appendix. Students with the most significant cognitive disabilities were eligible to take the Colorado Alternate Assessment (CoAlt). Results from the CoAlt assessment are incorporated into the CMAS and SAT tables.

Table 4: MEP-Served Students Meeting ELA Assessment Benchmarks by PFS Status and Year

Assessment	Non-PFS MEP Students Meeting/Exceeding Benchmark (2021-22)	PFS MEP Students Meeting/Exceeding Benchmark (2021-22)	Non-PFS MEP Students Meeting/Exceeding Benchmark (2022-23)	PFS MEP Students Meeting/Exceeding Benchmark (2022-23)
CMAS ELA	14.6%	10.1%	14.7%	10.0%
PSAT/SAT EBRW	23.4%	23.1%	26.2%	17.3%

State Performance Target for ELA: *By the end of the first year of implementation, and every year thereafter, migrant elementary and middle school students' average mean scale score on CMAS ELA assessments will increase by 1.85 points. By the end of the first year of implementation, and every year thereafter, migrant high school students' average state assessment PSAT and SAT Evidence-Based Reading and Writing (EBRW) scores will increase by 3.75 points.*

State MEP Goal and MPOs for ELA:

- **ELA Goal:** For elementary and middle school students, a score of 750 on the CMAS ELA assessment demonstrates proficiency. Under ESSA's current State Plan, students scoring below 750 on the CMAS ELA assessments are expected to close the gap to 750 by 25% within five years. The 2022 CMAS ELA average mean scale score for migrant students in grades 3-8 was 713. In order to reach the state-designated proficiency benchmark over 20 years, *migrant students' average score must increase by 1.85 points each year*. For high school students, a score of 480 on the SAT EBRW demonstrates proficiency. In 2022, migrant students in grade 11 had an average mean scale score of 405 on the SAT evidence-based reading and writing section. In order to close the achievement gap over 20 years, *migrant students' average score must increase by 3.75 points each year*.
    - **Status of ELA Goal in 2021-22 – Baseline Year**: The 2021-22 CMAS ELA average mean scale score for migrant students in grades 3-8 was 713. The 2021-22 SAT EBRW average mean scale score for migrant students in grade 11 was 405.
    - **Status of ELA Goal in 2022-23 – Not Met for CMAS and Met for SAT**: The 2022-23 CMAS ELA average mean scale score for migrant students in grades 3-8 was 712, *corresponding to a decrease of 1 point from 2021-22*. The 2022-23 SAT EBRW average mean scale score for migrant students in grade 11 was 429, *corresponding to an increase of 24 points from 2021-22.*

- **ELA MPO 1:** By the end of the first year of implementation, 30% of migrant parents will report increased understanding of how to access district resources related to academic content and standards and how to advocate for their children to benefit from such resources. In each year thereafter, 5% more migrant parents will report increased understanding.
    - **Status of ELA MPO 1 in 2021-22 and 2022-23 – N/A:** Parent surveys did not capture this MPO.
- **ELA MPO 2:** By the end of the first year of implementation, and every year thereafter, 80% of migrant students in elementary and middle school will have received reading support and/or resources from the MEP. Please see the appendix for a list of services that students could receive.
    - **Status of ELA MPO 2 in 2021-22 – Not Met:** 25% of students served in grades K-8 received services related to reading instruction and support (576 out of 2,316 students).
    - **Status of ELA MPO 2 in 2022-23 – Met:** 82% of students served in grades K-8 received services related to reading instruction and support (1,758 out of 2,155 students), which was a 57 percentage point increase from the prior year and shifted the MPO status from "Not Met" to "Met."
- **ELA MPO 3:** By the end of the first year of implementation, and every year thereafter, 80% of migrant students in high school will participate in at least one activity provided by the MEP related to this goal area. Please see the appendix for a list of services that students could receive.
    - **Status of ELA MPO 3 in 2021-22 – Not Met:** 18% of students served in grades 9-12 received services related to reading instruction and support (149 out of 840 students).
    - **Status of ELA MPO 3 in 2022-23 – Not Met:** 74% of students served in grades 9-12 received services related to reading instruction and support (593 out of 805 students), which was a 56 percentage point increase from the prior year.

Mathematics Outcomes

Each Spring, students across Colorado in grades 3-8 are assessed in Mathematics using the Colorado Measures of Academic Success (CMAS). **In the 2021-22 school year, 8.7% of Colorado migrant students met or exceeded expectations** on the Math portion of the CMAS, as compared to 31.5% of non-migrant students. **In the 2022-23 school year, 8.8% of Colorado migrant students met or exceeded expectations** on the CMAS Math, as compared to 32.9% of non-migrant students, indicating that there was little change in the percentage of students meeting the benchmark.

Students in grades 9, 10, and 11 were assessed with the PSAT/SAT suite of exams. **In the 2021-22 school year, 10.4% of Colorado migrant students met or exceeded the benchmark** on the Math portion of the PSAT/SAT, as compared to 38.5% of non-migrant students. **In the 2022-23 school year, 11.7% of Colorado migrant students met or exceeded the benchmark** on the Math portion of the PSAT/SAT, as compared to 40.0% of non-migrant students, indicating a slight increase in the percentage of students meeting the benchmark.

Table 5 provides results for migrant students receiving services, disaggregated by PFS status. For results by grade level and PFS status, please refer to the appendix. Students with the most significant cognitive disabilities were eligible to take the Colorado Alternate Assessment (CoAlt). Results from the CoAlt assessment are incorporated into the CMAS and SAT tables.

Table 5: MEP-Served Students Meeting Math Assessment Benchmarks by PFS Status and Year

Assessment	Non-PFS MEP Students Meeting/Exceeding Benchmark (2021-22)	PFS MEP Students Meeting/Exceeding Benchmark (2021-22)	Non-PFS MEP Students Meeting/Exceeding Benchmark (2022-23)	PFS MEP Students Meeting/Exceeding Benchmark (2022-23)
CMAS Math	8.7%	6.1%	9.7%	7.2%
PSAT/SAT Math	7.8%	10.3%	12.8%	9.9%

State Performance Target for Math: *By the end of the first year of implementation, and every year thereafter, migrant elementary and middle school students' average mean scale score on CMAS math assessments will increase by 2.0 points. By the end of the first year of implementation, and every year thereafter, migrant high school students' average SAT math scores will increase by 6.8 points.*

State MEP Goal and MPOs for Math:

- **Math Goal:** For elementary and middle school students, a score of 750 on the CMAS Math assessment demonstrates proficiency. Under ESSA's current State Plan, students scoring below 750 on the CMAS Math assessments are expected to close the gap to 750 by 25% within five years. The 2022 CMAS Math average mean scale score for migrant students in grades 3-8 was 710. In order to reach the state-designated proficiency benchmark over 20 years, *migrant students' average score must increase by 2.0 points each year*. For high school students, a score of 530 on the SAT Math assessment demonstrates proficiency. In 2022, migrant students in grade 11 had an average mean scale score of 394 on the SAT math section. In order to close the achievement gap over 20 years, *migrant students' average score must increase by 6.8 points each year*.
    - **Status of Math Goal in 2021-22 – Baseline Year**: The 2021-22 CMAS Math average mean scale score for migrant students in grades 3-8 was 710. The 2021-22 SAT Math average mean scale score for migrant students in grade 11 was 394.
    - **Status of Math Goal in 2022-23 – Not Met for CMAS and Met for SAT**: The 2022-23 CMAS Math average mean scale score for migrant students in grades 3-8 was 709, *corresponding to a decrease of 1 point from 2021-22*. The 2022-23 SAT Math average mean scale score for migrant students in grade 11 was 403, *corresponding to an increase of 9 points from 2021-22.*
- **Math MPO 1:** By the end of the first year of implementation, and every year thereafter, 80% of migrant parents will report increased ability to engage with their student's studies and academic performance, including speaking with teachers, connecting with district resources, and supporting their student's use of math supports and/or resources at home.
    - **Status of Math MPO 1 in 2021-22 and 2022-23 – N/A:** Parent surveys did not capture this MPO.
- **Math MPO 2:** By the end of the first year of implementation, and every year thereafter, 80% of migrant students in elementary and middle school will have received math supports and/or resources from the MEP. Please see the appendix for a list of services that students could receive.
    - **Status of Math MPO 2 in 2021-22 – Not Met:** 23% of students served in grades K-8 received services related to math instruction and support (532 out of 2,316 students).

- **Status of Math MPO 2 in 2022-23 – Not Met:** 64% of students served in grades K-8 received services related to math instruction and support (1,379 out of 2,155 students), which was a 41 percentage point increase from the prior year.

- **Math MPO 3:** By the end of the first year of implementation, and every year thereafter, 80% of migrant students in high school will have participated in a workshop, activity, or tutoring program provided/referred by the MEP in this goal area (i.e., STEM workshop, math activities, math tutoring.) Please see the appendix for a list of services that students could receive.

  - **Status of Math MPO 3 in 2021-22 – Not Met:** 17% of students served in grades 9-12 received services related to math instruction and support (139 students out of 840).

  - **Status of Math MPO 3 in 2022-23 – Not Met:** 59% of students served in grades 9-12 received services related to math instruction and support (472 students out of 805), which was a 42 percentage point increase from the prior year.

High School Graduation/Dropout Prevention Outcomes

State Performance Target for High School Graduation/Dropout Prevention: *By the end of the first year of implementation, and every year thereafter, the 4-year graduation rate for migrant students will increase by 1.55%. By the end of the first year of implementation, and every year thereafter, the dropout rate for migrant students will decrease by 0.28%.*

State MEP Goal and MPO for High School Graduation/Dropout Prevention:

- **High School Graduation/Dropout Prevention Goal:** Under Colorado's current ESSA State Plan, student groups whose graduation rates are below the state average are expected to close the gap to a 100% graduation rate by 25% within five years. For migrant students, the four-year graduation rate in 2022 was 69.0%. In alignment with the ESSA State Plan, the *four-year graduation rate for migrant students must increase by 1.55% each year*. The long-term goal for the dropout rate is 0% for migrant students. In 2022, migrant students had a dropout rate of 5.6%. To meet the dropout rate target, *the dropout rate for migrant students must decrease by 0.28% each year*.

  - **Status of High School Graduation/Dropout Prevention Goal in 2021-22 – Baseline Year:** The four-year graduation rate for migrant students in 2021-22 was 69.0%. The dropout rate for migrant students in 2021-22 was 5.6%.

  - **Status of High School Graduation/Dropout Prevention Goal in 2022-23 – Not Met for Graduation Rate and Met for Dropout Rate:** The four-year graduation rate for migrant students in 2022-23 was 67.2%, corresponding to *decrease of 1.8%* from 2021-22. The dropout rate for migrant students in 2022-23 was 4.6%, corresponding to a *decrease of 1.0% from 2021-22*.

- **High School Graduation/Dropout Prevention MPO:** By the end of the first year of implementation, and every year thereafter, 80% of migrant high school students and engaged-OSY will have participated in at least one MEP activity for this Focus Area 4 (i.e., tutoring, career exploration, campus visits, MEP/HSI youth programs, scholarships and financial aid, concurrent/ASCENT/AP enrollment). Please see the appendix for a list of services that students could receive.

  - **Status of High School Graduation/Dropout Prevention MPO in 2021-22 – Not Met:** 47% of high school students and out-of-school youth served received services related to high school

graduation support, dropout prevention, career exploration, life skills support (561 out of 1,204 youth).

- **Status of High School Graduation/Dropout Prevention MPO in 2022-23 – Met:** 99.9% of high school students and out-of-school youth served received services related to high school graduation support, dropout prevention, career exploration, life skills support (1,261 out of 1,262 youth), which was a 52.9 percentage point increase from the prior year and shifted the MPO status from "Not Met" to "Met."

Health Outcomes

State Performance Target for Health: *By the end of the first year of implementation, MEP staff surveyed will report being knowledgeable of their regional health care systems, including physical health and mental health providers, resources, and community support group information. The MEP will build a referral system that results in migrant families receiving needed health services.*

State MEP Goal and MPOs for Health:

- **Health Goal:** Increase or strengthen regional health, including mental health, support and referral systems resulting migrant families receiving a needed health service.
  - **Status of Health Goal in 2021-22 and 2022-23 – N/A**: Data was unavailable
- **Health MPO 1:** By the end of one-year implementation, MEP staff will report being knowledgeable about regional health services, including physical health and mental health providers, resources, and community support group information.
  - **Status of Health MPO 1 in 2021-22 and 2022-23 – Met:** Regional self-report
- **Health MPO 2:** By the end of one-year implementation, migrant parents will report having received a health service, resource, or training. Please see the appendix for a list of services that students could receive.
  - **Status of Health MPO 2 in 2021-22 – Met:** 8% of students, youths, and families served received health-related services and supports (339 out of 4,346 youth). *Note: This data is not self-reported from parent surveys or interviews, rather, numbers are compiled from service data per revised MPO.*
  - **Status of Health MPO 2 in 2022-23 – Met:** 23% of students, youths, and families served received health-related services and supports (910 out of 4,031 youth). *Note: This data is not self-reported from parent surveys or interviews, rather, numbers are compiled from service data per revised MPO.*

Conclusion

The Colorado MEP has consistently served a majority of eligible migrant students, serving 92% of eligible students in both 2021-22 and 2022-23. During both program years, about 40% of students were identified as priority for services.

Notably, outcome targets were met for increasing school readiness, increasing SAT scale scores in reading and math, and decreasing the dropout rate. Although not all of the service targets were met, there were positive increases in the percentage of students receiving at least one service in each focus area from 2021-22 to 2022-23.

In addition to the services that Colorado MEP provides to migrant students, the program also provides services to parents and families. These include a variety of regional activities such as reading and math workshops, civics days, and parent institutes. Surveys administered to parents in 2021-22 and 2022-23 showed overwhelmingly positive responses to MEP activities and supplemental services. In both years, 99% of parents[1] agreed that MEP events have provided them with opportunities to be involved in their children's education and have helped them support their child's learning. Additionally, 100% of parents[2] responded that they were satisfied with the supplemental services (nutrition, health, transportation, counseling) that MEP provides to their children.

Future evaluations of the Colorado MEP could include additional qualitative data around program implementation, such as the extent to which program activities were implemented as planned and the challenges that were encountered. Additionally, it is recommended that the Colorado Office of Migrant Education consider improvements to the current data collection processes. This could include tracking the duration and frequency of student and parent participation in activities, as well as revisions to the administered surveys so that there is alignment between the survey questions and MPOs.

[1] 92 survey responses that measured this area were collected in 21-22 and 170 survey responses were collected in 22-23.
[2] 45 survey responses that measured this area were collected in 21-22 and 59 survey responses were collected in 22-23.

Appendices

Appendix A: List of MEP Services and Activities

English Language Arts (K-8): English for ML Children/Student/Youth, Family Literacy, Literacy (K-12), Materials and Resources, Parent Education, Reading Instruction by Teacher, School Supplies
English Language Arts (High School): English for ML Children/Student/Youth, Family Literacy, Literacy (K-12), Leadership Academy/Migrant Club, Parent Education, School Supplies, Tutorial Secondary
Mathematics (K-8): Materials and Resources, Math Instruction by Teacher, Parent Education, School Supplies
Mathematics (High School): Parent Education, School Supplies, Tutorial Secondary
High School Graduation/Dropout Prevention: Career Exploration, Clothing, Counseling Service, English for ML Children/Student/Youth, Family Literacy, Family Literacy (0-5 with adults), Health and Safety Education, Health/Dental/Eye Care, Language Interpretation, Leadership Academy/Migrant Club, Life Skills, Literacy (K-12), Nutrition, Parent Education, Post-Secondary Preparation, Pre-GED, School Supplies, Social Studies, Social Work, Outreach, or Advocacy, Technology Instruction, Transportation, Tutorial Secondary, Work Study, Other Credit Accrual (MEP Funded), Other
Health: Health and Safety Education, Health/Dental/Eye Care, Nutrition

Appendix B: CMAS and PSAT/SAT Grade-Level Data Tables

Appendix Table 1: MEP-Served Students Meeting CMAS ELA Benchmarks by PFS Status and Year

Grade Level	Non-PFS MEP Students Meeting/Exceeding Benchmark (2021-22)	PFS MEP Students Meeting/Exceeding Benchmark (2021-22)	Non-PFS MEP Students Meeting/Exceeding Benchmark (2022-23)	PFS MEP Students Meeting/Exceeding Benchmark (2022-23)
3	15.1%	10.4%	16.2%	13.2%
4	6.3%	13.3%	16.4%	9.5%
5	16.8%	4.6%	13.3%	10.0%
6	16.0%	15.2%	14.4%	6.3%
7	15.3%	4.3%	14.4%	11.9%
8	18.1%	12.5%	13.4%	8.0%

Appendix Table 2: MEP-Served Students Meeting PSAT/SAT EBRW Benchmarks by PFS Status and Year

Grade Level	Non-PFS MEP Students Meeting/Exceeding Benchmark (2021-22)	PFS MEP Students Meeting/Exceeding Benchmark (2021-22)	Non-PFS MEP Students Meeting/Exceeding Benchmark (2022-23)	PFS MEP Students Meeting/Exceeding Benchmark (2022-23)
9 (PSAT)	27.8%	26.5%	14.7%	18.8%
10 (PSAT)	30.6%	27.5%	28.9%	18.5%
11 (SAT)	9.8%	13.6%	21.1%	12.8%

Appendix Table 3: MEP-Served Students Meeting CMAS Math Benchmarks by PFS Status and Year

Grade Level	Non-PFS MEP Students Meeting/Exceeding Benchmark (2021-22)	PFS MEP Students Meeting/Exceeding Benchmark (2021-22)	Non-PFS MEP Students Meeting/Exceeding Benchmark (2022-23)	PFS MEP Students Meeting/Exceeding Benchmark (2022-23)
3	17.1%	9.0%	11.7%	13.5%
4	4.8%	7.9%	12.6%	8.8%
5	10.9%	9.6%	10.6%	N/A
6	5.9%	N/A	8.4%	9.1%
7	4.2%	N/A	6.1%	N/A
8	7.9%	4.5%	8.2%	N/A

Note: *N/A indicates the value for this field is not displayed to protect student privacy.*

Appendix Table 4: MEP-Served Students Meeting PSAT/SAT Math Benchmarks by PFS Status and Year

Grade Level	Non-PFS MEP Students Meeting/Exceeding Benchmark (2021-22)	PFS MEP Students Meeting/Exceeding Benchmark (2021-22)	Non-PFS MEP Students Meeting/Exceeding Benchmark (2022-23)	PFS MEP Students Meeting/Exceeding Benchmark (2022-23)
9 (PSAT)	10.4%	12.5%	16.8%	13.0%
10 (PSAT)	7.1%	N/A	13.2%	N/A
11 (SAT)	4.9%	N/A	5.6%	N/A

Note: *N/A indicates the value for this field is not displayed to protect student privacy.*