

# Comprehensive Needs Assessment



## New Jersey Migrant Education Program



**New Jersey Department of Education**

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## Table of Contents

<b>Introduction</b> .....	<b>6</b>
The Comprehensive Needs Assessment Process in New Jersey.....	6
Data Collection Procedures.....	7
Organization of the CNA Report.....	7
<b>Authorizing Statute and Guidance</b> .....	<b>9</b>
Purpose of the CNA.....	9
Planning Phase of the New Jersey CNA.....	9
<b>Exploring “What Is”</b> .....	<b>11</b>
Overview of Exploring “What Is” .....	11
Demographics, Academic Achievement, and MEP Services .....	11
Goals and Factors Related to Migratory Student Success .....	13
The Migrant Education Program Seven Areas of Concern.....	13
New Jersey Concern Statements .....	15
<b>Gathering and Analyzing Data</b> .....	<b>16</b>
New Jersey Migratory Student Profile.....	16
<b>Making Decisions</b> .....	<b>24</b>
Goal Area 1: Reading/ELA and Mathematics Achievement .....	24
Goal Area 2: School Readiness.....	25
Goal Area 3: High School Graduation and OSY Achievement .....	26
Goal Area 4: Support Services .....	27
<b>Summary and Next Steps</b> .....	<b>28</b>

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## Acronyms

CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
DOE	Department of Education
ECE	Early Childhood Education
ELA	English Language Arts
EL	English Learner
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FSI	Fidelity of Strategy Implementation
HS	High School
IDEA	Individuals with Disabilities Education Act
ID&R	Identification and Recruitment
INA	Individual Needs Assessment
K-12	Kindergarten through Grade 12
LEA	Local Education Agency
LOA	Local Operating Agency
MEP	Migrant Education Program
MPO	Measurable Program Outcomes
MSIX	Migratory student Information Exchange
NAC	Needs Assessment Committee
NJ	New Jersey
NJSLA	New Jersey Student Learning Assessment
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PFS	Priority for Services
PK	Pre-Kindergarten
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency

## Definitions of Terms Related to the CNA

**Areas of Concern:** A broad area based on the root causes of the unique characteristics of the target group. The Office of Migrant Education has identified Common Areas of Concern which are educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services.

**Concern Statements:** Clear and consistent interpretations of the points that the Needs Assessment Committee (NAC) discussed that should be used to guide the development of the Comprehensive Needs Assessment (CNA). Concern Statements identify areas that require special attention for migratory children.

**Continuous Improvement Cycle:** An approach to improving processes and increasing efficiency and effectiveness by identifying a problem, collecting relevant data to understand its root causes, developing, and implementing targeted solutions, measuring results, and making recommendations based on the results.

**Expert Work Groups:** Technical experts who provide input on research and evidence-based strategies that support solutions that contribute to closing the gaps identified during the Needs Assessment.

**Management Team:** A core group of advisors who may help the State Migrant Education Program (MEP) Director to develop the management plan and oversee the CNA process and development of the Service Delivery Plan (SDP).

**Migratory Child:** Per Section 1309(3)(A)–(B) of the of the Elementary and Secondary Education Act (ESEA), as amended, migratory child means a child or youth, from birth through 21 who is entitled to a free public education through grade 12, and who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher.

**Need:** The difference between “what is” and “what should be”; may also be referred to as a gap.

**Needs Assessment Committee (NAC):** Broad-based committee of partners (stakeholders) who provide input and direction throughout the CNA process.

**Need Indicator:** A measure that can be used to verify that a particular gap/discrepancy exists for migratory children and that sets a parameter to specify the severity of that gap.

**Priority for Services:** ESEA Section 1304(d) establishes a Priority for Services (PFS) requirement. In accordance with this requirement, Migrant Education Programs (MEPs) must give PFS to migratory children who have made a qualifying move within the previous one-year period and who are failing, or most at risk of failing, to meet the state’s challenging academic standards or who have dropped out of school.

**Service Delivery Plan:** A comprehensive plan for delivering and evaluating MEP-funded services to migratory children. It is based on the results of an up-to-date statewide CNA and is intended to meet the unique needs of migratory children and their families.

**Solution Strategy:** A strategy that addresses an identified need.

# Introduction

## *The Comprehensive Needs Assessment Process in New Jersey*

The primary purpose of the New Jersey Migrant Education Program (MEP) is to help migratory children and youth overcome academic challenges associated with a mobile life, in order that they might succeed in school. In this context, the purpose of the Comprehensive Needs Assessment (CNA) is to describe in detail how the challenges faced by migratory students impact academic success and to reflect their identified needs to the greatest extent possible.

The term 'migratory child' means a child or youth ages birth up to age 21 who made a qualifying move in the preceding 36 months (A) as a migratory agricultural worker or a migratory fisher; or (B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher (Section 1309(3) of the Elementary and Secondary Education Act [ESEA], as amended by the Every Student Succeeds Act of 2015 [ESSA]).

The original CNA for the New Jersey MEP was completed in 2007 using data from 2005-06. The report has been updated periodically since then with this report serving as the most recent update. This CNA report reexamines all sections reflecting guidance from the Office of Migrant Education's (OME) CNA Toolkit published in 2018 and updates concerns and needs based on changes in the migratory student population and seasonal agricultural activities. The CNA takes into account:

- what has been done in the past to conduct a comprehensive assessment of needs in New Jersey as well as the State and local context for assessing and providing comprehensive services to migratory students;
- OME's recommended procedures for conducting a CNA and guidance on successful strategies to incorporate in the New Jersey CNA to move the MEP closer to achieving its state goals as well as those required federally;
- the most recent migratory student achievement data and outcomes as compared with non-migratory students;
- the development and refinement of needs assessment systems and tools for collecting statewide survey data locally; and
- the recommendations made by a broad-based needs assessment committee (NAC) that assisted the State in its CNA decision making.

The CNA serves as the foundation for the design, delivery, and evaluation of MEP services. Over the previous decade, the New Jersey CNA guided programming and policy decisions to ensure that MEP resources were directed at the most needed and most effective services for migratory students.

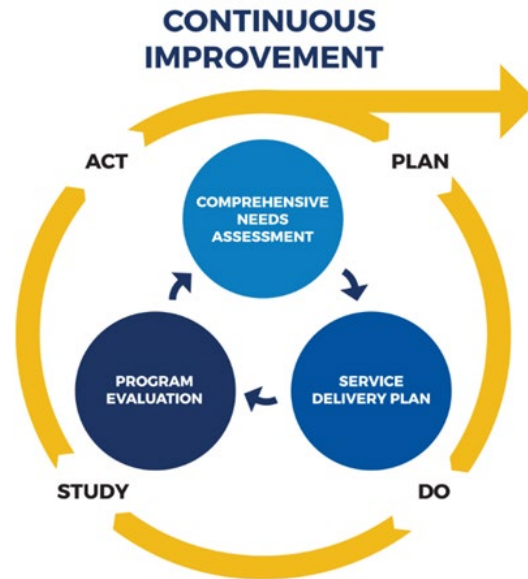
The CNA is part of OME's Continuous Improvement Cycle (as displayed in the continuous improvement graphic). This model illustrates the relationship between the CNA, State plan for the delivery of services through the service delivery plan (SDP) process, and the evaluation of services.

### **Data Collection Procedures**

Various data collection methods were employed by the State to assess migratory student needs and identify solutions to meet those needs.

These methods included the following.

- Surveys conducted with MEP staff, school administrators and staff, and migratory parents.
- Reviews of State assessment results in reading and mathematics with comparisons made between migratory student achievement results and that of their non-migratory peers.
- Implementation and results report from local projects implementing MEPs.
- Demographic data from the most recent and past Consolidated State Performance Reports (CSPR).
- Reports on achievement and English language proficiency.
- Interviews with experts on migratory students and programs in New Jersey as well as discussion groups and anecdotal information.



The New Jersey NAC was involved during the entire CNA process and was instrumental in formulating the recommendations for program improvement contained in this report. This CNA report provides an overview of the processes and procedures used for coming to conclusions as well as an action plan with recommended strategies and interventions that aim to close the gaps between where New Jersey migratory children are now and where the NAC believes they should be.

### **Organization of the CNA Report**

There are seven sections to the CNA report following this introductory section:

1. Authorizing Statute and Guidance for Conducting the CNA provides legal underpinnings on which the New Jersey MEP conducts its CNA activities.
2. Exploring What Is includes discussion about what is known about migratory children in New Jersey and determination of the focus and scope of the needs assessment.

3. Gathering and Analyzing Data builds a comprehensive understanding of the gaps between New Jersey migratory children and all other students in the State with a migratory child profile.
4. Making Decisions summarizes needs, solutions, and a research base on which to build the SDP.
5. Summary and Next Steps offers conclusions and discusses the next steps in applying the results of the SDP to planning services for New Jersey migratory children. This section sets the stage for the implementation and evaluation of MEP services.



## Authorizing Statute and Guidance

A Migrant Education Program CNA is required by the U.S. Department of Education under Section 1306 of the ESEA as reauthorized by ESSA. States must address the special educational needs of migratory children in accordance with a comprehensive state plan that:

- is integrated with other programs under the ESEA 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 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 migratory 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 CNA must be periodically reviewed and revised (every 2-3 years), as necessary, to reflect changes in the state's strategies and programs provided under ESEA.

### *Purpose of the CNA*

The state MEP has flexibility in implementing the CNA through its local education agencies (LEAs) or local operating agencies (LOAs), except that funds must be used to meet the identified needs of migratory children that result from their *migratory lifestyle*. The purpose of the CNA is to: 1) focus on ways to permit migratory children with *priority for services* (PFS) to participate effectively in school; and 2) meet migratory student needs not addressed by services available from other federal or non-federal programs.

Policy guidance issued by OME states that needs assessments must be conducted annually and use the best information available. The needs assessment serves as the blueprint for establishing statewide priorities for local procedures and provides a basis for the state to allocate funds to local operating agencies. The CNA should take a systematic approach that progresses through a defined series of phases, involving key stakeholders such as migratory parents and students as appropriate, educators and administrators of programs that serve migratory students, content area experts, and other individuals that are critical to ensuring commitment and follow-up.

### *Planning Phase of the New Jersey CNA*

The New Jersey CNA was designed to develop an understanding of the unique educational needs and other related needs of New Jersey migratory students and their families. Not only

does this analysis of needs provide a foundation for the future direction of the New Jersey MEP through the service delivery planning process, but it also supports the overall continuous improvement and quality assurance processes of the New Jersey MEP and the overall State Plan. The needs analysis was adapted to the resources and structures available in the State of New Jersey.

The Preparation Phase of the New Jersey CNA involved two major objectives:

1. build a sense of commitment to the needs assessment in all levels of the New Jersey MEP; and
2. gain an assurance that decision makers will follow-up by using the findings in an appropriate and timely manner.

META Associates facilitated the update to the CNA under the leadership of the MEP Director at the New Jersey Department of Education (NJDOE). The structure for the NAC was similar to that determined for the previous CNA in which the NAC roles and responsibilities were delineated, a calendar of meeting dates and timelines for tasks to be completed was shared, and the virtual meetings included materials and data review, discussion, decision making, and recommendations made to NJDOE. The New Jersey NAC was charged with:

- guiding the needs assessment process;
- setting priorities; and
- making recommendations on CNA policies and practices for implementation of the State MEP.

NAC members were recommended by State MEP staff and invited to join through an email invitation and a follow-up email request to determine the best possible dates. The NAC reflected a broad range of stakeholders that included State personnel, representation from both MEP regions, recruiters, family liaisons, educators/instructors, district administrators, subject area experts, groups that serve similar populations, and representatives of migratory parents. Further, NAC decisions were shared with parents during local parent meetings including Parent Advisory Council (PAC), and parent feedback was incorporated into concerns and solutions.

After the NAC membership was solidified, the State Director worked with the technical assistance provider to conduct management planning that included a preliminary schedule of meetings, develop the objectives for each meeting, draft agendas and supporting materials for each meeting, make meeting arrangements, and support logistics for NAC members.

## Exploring “What Is”

### *Overview of Exploring “What Is”*

The purpose of this phase of the CNA process was to: 1) investigate what already is known about the unique educational needs of migratory children; 2) determine the focus and scope of the CNA; and 3) gain commitment for all stages of the CNA including the use of the findings for program planning and implementation.

The CNA process:

- includes both needs identification and the assessment of potential solutions;
- addresses all relevant goals established for migratory children;
- identifies the needs of migratory children at a level useful for program design purposes;
- collects data from appropriate target groups; and
- examines need data disaggregated by key subgroups.

To explore “what is,” that is—where New Jersey is with respect to its migratory students and MEP program services, the CNA committee structure was employed. Prior to the first meeting of the NAC, data were compiled on migratory student achievement and outcomes; surveys documenting the perceptions of MEP staff and migratory parents; and demographic and evaluation data. Two sets of virtual meetings (three, 2-hour meetings/set) were conducted in March and May 2022. The objectives of the meetings were to:

- understand the CNA update process;
- review data collected;
- review and revise the CNA concern statements and need statements;
- identify data sources for concerns, need statements, and any additional data needed;
- revise and approve concern statements;
- revise and develop needs statements describing the magnitude of the needs for migratory students;
- draft solutions for concerns; and
- identify resources needed to implement solutions.

### *Demographics, Academic Achievement, and MEP Services*

The context in which the New Jersey MEP operates was an important factor in making decisions for the NAC. The following demographics, language proficiency data, academic achievement results, and description of MEP services served as a starting point for the development of concerns.

#### **Demographics**

During 2020-21, the NJ MEP identified 659 eligible migratory children (birth through age 21). Overall, the number of eligible migratory children in New Jersey has decreased over the last

decade from 1,688 in 2010-11. During the years impacted by pandemic restrictions, the number of children identified dropped precipitously. There were decreases in students identified in almost every district, and the number of out-of-school youth (OSY) identified decreased by 69% from 2018-19 to 2020-21, the largest drop for any age/grade level. The global pandemic that began in March 2020 had an impact on the identification of families and on the number of families moving to New Jersey for agricultural work. Of note is that students with PFS accounted for 23% of those identified.

### **Language Proficiency**

Overall, 49% of migratory students in grades PK-12 and OSY were classified as English learners (ELs). However, it is likely that the actual percentage of migratory students who need EL instruction is much higher. To code a student as EL, there must be a formal assessment score on file, which is not likely for eligible migratory students that do not enroll in a NJ district or are not enrolled long enough to be assessed. In addition, 24% of migratory children are either preschoolers or OSY, not in school, and do not have access to formal language assessments. For children in school, the percentage of ELs ranges from 13% of 11<sup>th</sup> graders to 90% of kindergarteners. Even for this group, mobility may mean that children are not present for language assessments, and the pandemic interrupted assessments for many.

### **Academic Achievement**

The most recent data available for the New Jersey Student Learning Assessment (NJSLA) is from 2018-19. New Jersey received a waiver for the 2020 assessment due to the COVID-19 pandemic, and the 2021 assessment was “to the greatest extent possible” and too few migratory students had results to draw conclusions.

New Jersey migratory students were proficient on NJSLA English language arts (ELA) assessments at a lower rate than non-migratory students (25.1% proficient compared to 57.9%). Migratory students also were 30.8 percentage points below the 2019 interim State Performance Target. Similarly, migratory students met or exceeded standards on NJSLA mathematics assessments at a lower rate than non-migratory students (16.9% proficient compared to 44.5%). Migratory students also were 31.1 percentage points below the 2019 interim State Performance Target.

### **MEP Services**

During the 2020-21 performance period, 93% of migratory children and youth ages 3-21 received instructional and/or support services, with 56% receiving services during the summer. More migratory students received support services than instructional services throughout the year with 22% receiving instructional services and 93% receiving support services. The services provided most often included social work, outreach, and advocacy.

### **MEP Projects**

New Jersey provides sub-grants to two regions serving the northern and southern portions of the State. A regional model ensures that MEP services are available to students no matter where they reside within the State.

## **Agricultural Qualifying Activities**

Most of the farmworkers in New Jersey (90%) are located in South Jersey and are employed at farms that harvest blueberries (New Jersey is the second largest producer of blueberries in the nation). Other crop work includes spinach, kale, cabbage, greens, lettuce, tomatoes, cucumbers, peppers, eggplant, asparagus, squash, apples, peaches, and melons. In recent years, nurseries that grow flowers, herbs, ornamental shrubs, and trees have proliferated, so migrant and seasonal workers have been hired to accommodate the growth. New Jersey also has a few small poultry processing plants. In Northern New Jersey, the farmworkers are primarily engaged in picking fruit such as berries and apples and some vegetables. As in Southern New Jersey, the number of nurseries has increased, and migrant and seasonal workers have been hired to accommodate the growth.

## ***Goals and Factors Related to Migratory Student Success***

The following goals for migratory children determined by the NAC are based on initial needs identified and aligned to Government Performance and Results Act (GPRA) indicators, State goals and priorities, and MEP service priorities:

**Goal Area 1: ELA and Mathematics**

**Goal Area 2: School Readiness**

**Goal Area 3: Graduation from High School and OSY Achievement**

**Goal Area 4: Support Services**

Upon agreement on these broad goals for improving New Jersey migratory student achievement and outcomes, each goal area was explored in depth by identifying key factors that either hinder or help migratory children attain each goal. The NAC explored the categories of key factors related to the influence exerted on migratory student success, including student-related factors, home/parent-related factors, peer-related factors, social-emotional learning, learning loss during the pandemic, and community-related factors.

## ***The Migrant Education Program Seven Areas of Concern***

There are seven common areas of concern that emerged from a CNA initiative undertaken by OME from 2002-2005 in four states. The areas were considered throughout the CNA process.

The seven areas of concerns helped guide the New Jersey NAC toward specific areas that define populations whose migratory lifestyles result in significant challenges to success in school. The Seven Areas of Concern served as a focus around which the New Jersey NAC developed concern statements. These concern statements, in turn, were used by the NAC to propose appropriate solutions to meet the unique educational needs of migratory students.

1. *Educational Continuity*—Because migratory students often are forced to move during the regular school year and experience interruptions due to absences, students tend to

encounter a lack of educational continuity. New Jersey migratory students move from state to state and within the State and experience differences in curriculum, expectations, articulation of skills, and other differences in school settings. The cumulative impact of educational discontinuity is daunting. Efforts to overcome this pattern of incoherence are needed to strengthen educational continuity.

2. *Time for Instruction*—Mobility impacts the amount of time students spend in class and their attendance patterns. Such decreases in the time students spend engaged in learning leads to lower levels of achievement. Identifying methods for ameliorating the impact of family mobility and delays in enrollment procedures is essential.
3. *School Engagement*—Various factors relating to migrancy negatively impact student engagement in school. Students may have difficulty relating the school experience to the experience of day-to-day living in agricultural areas. Those moving into New Jersey may encounter cultural misunderstandings and bias because of moving into a community where many do not share their background.
4. *English Language Development*—English language development is critical for academic success. Even if students learn basic interpersonal communication skills, academic language can be underdeveloped without intentional focus developing English vocabulary. The MEP must find avenues to supplement the difficulties faced by migratory students in the process of learning English due to their unique lifestyle, while not supplanting Title III activities.
5. *Education Support in the Home*—Home environment often is associated with a child's success in school, reflecting exposure to reading materials, a broad vocabulary, and educational games and puzzles. Such resources reflect parent educational background and socio-economic status. While many migratory parents value education for their children, they may not always know how to support their children in a manner consistent with school expectations nor have the means to offer an educationally rich home environment.
6. *Health*—Good health is a basic need that migratory students often do not possess. The compromised dental and nutritional status of migratory children is well documented. They have higher proportions of acute and chronic health problems and exhibit higher childhood and infant mortality rates than those experienced by their non-migrant peers. Migratory children are at greater risk than other children due to injuries at agricultural work sites, lack of access to health care facilities, and poverty. Families often need assistance in addressing health problems that interfere with the student's ability to learn.
7. *Access to Services*—When families are new to an area and/or are unable to speak the language of community services providers, accessing services for when they are eligible

may be difficult. Migrant families often need information about available programs, transportation, interpretation/translation, and help understanding qualifications in order to access services.

### **New Jersey Concern Statements**

The development of the concern statements followed an eight-step protocol that included data analysis and specific criteria on how to write the statements. At each meeting, the NAC refined concerns based on additional data and input. The final concern statements, in order of importance as ranked by the committee, are listed below.

#### **Exhibit 2: New Jersey Concern Statements**

<b>Goal 1: ELA and Mathematics Achievement</b>	<b>Data Source</b>
1.1) We are concerned that migratory students' growth in English language development is lower than expected, especially in upper elementary through high school.	2018-19 WIDA results
1.2) We are concerned that migratory students score proficient at a lower rate than non-migratory students on the NJSLA in ELA and mathematics.	2018-19 NJSLA proficiency rates
<b>Goal 2: School Readiness</b>	<b>Data Source</b>
2.1) We are concerned that migratory preschoolers are unprepared for kindergarten due to gaps in their preschool learning experiences and language development (both in English and the home language).	Splash into PreK Preschool Skills Assessment Pre-test (Summer 2019)
2.2) We are concerned that migratory families have limited knowledge of and/or difficulty accessing instructional services available to their preschool children.	Parent surveys Consolidated State Performance Report
<b>Goal 3: High School Graduation and OSY Achievement</b>	<b>Data Source</b>
3.1) We are concerned that secondary migratory students are scoring at a lower proficiency rate than non-migratory students on the NJSLA in ELA and math, especially following virtual learning during the pandemic where MEP staff observed less engagement from migratory students compared to non-migratory peers.	2018-19 NJSLA proficiency rates  NAC expert observations
3.2) We are concerned that migratory students are not participating in college and career readiness activities due to a lack of awareness and lack of identification with a post-secondary path.	Parent survey  NAC expert observations
3.3) We are concerned that migratory OSY lack the knowledge of basic life skills and access to instruction appropriate for their circumstances due to limited and/or interrupted schooling	OSY Student Profile (2015 through 2018 retrospective)
3.4) We are concerned that migratory OSY lack the English language skills necessary for functioning in an educational setting, career, and/or community.	OSY Student Profile
<b>Goal 4: Support Services</b>	<b>Data Source</b>
4.1) We are concerned that migratory families lack equitable access to developmentally appropriate reading and math materials and learning tools.	Parent surveys
4.2) We are concerned that migratory families lack the skills, literacy, and strategies to navigate the school system successfully.	Parent surveys

<b>4.3)</b> We are concerned that parents (and other family members) of migratory children lack the skills, literacy, and strategies to provide educational support and enriching experiences in the home.	Parent Survey
<b>4.4)</b> We are concerned that OSY lack awareness of and access to health and related services and educational programs that fit their schedules and needs.	OSY Profile (2018)

## Gathering and Analyzing Data

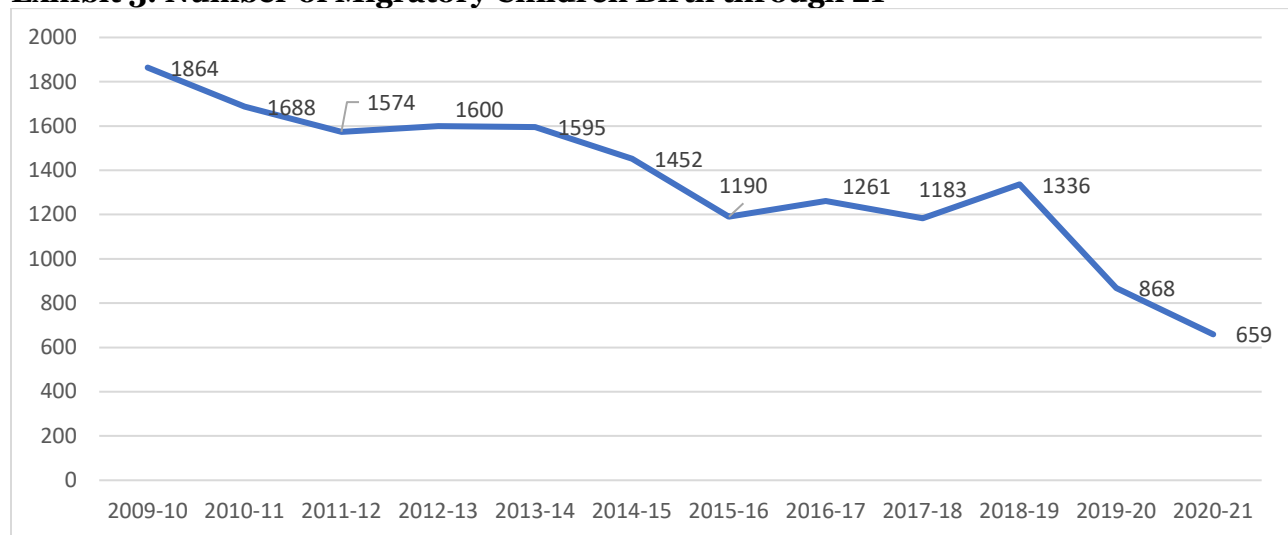
In this phase of the CNA process, the key objectives were to build a comprehensive understanding of the gaps between New Jersey migratory students and all other students in the State and propose solutions based on achievement and perceptual data. Three broad categories of New Jersey migratory student data were targeted: 1) demographic data; 2) achievement data; and 3) stakeholder perception data.

Demographic and achievement data were drawn from MIS2000 (the State MEP student database), the State Report Card, the CSPR, and achievement records from MEP summer and regular term programs. Perception data were collected from migrant staff and parents via surveys and structured interviews. A summary of the data collected is found below in the student profile. Data are from the 2020-21 reporting period unless otherwise specified.

### *New Jersey Migratory Student Profile*

Exhibit 3 provides a longitudinal snapshot of the total number of migratory children/youths identified from birth to age 21 over the past 11 years. Statewide, 659 migratory children were eligible for MEP services (ages 0 to 21) during 2020-21, which is a 24% decrease from 2019-20; and a 61% decrease from 2010-11.

**Exhibit 3: Number of Migratory Children Birth through 21**



Source: New Jersey CSPRs (2009-10 through 2020-21)



Of the 627 eligible migratory students/youth ages 3-21, 23% were categorized as PFS and 49% were identified as being ELs. In addition, of all eligible migratory students (659 students), 35% were identified as having a disability through the Individuals with Disabilities Education Act (IDEA) and 45% had a qualifying arrival date (QAD) occurring within 12 months from the last day of the reporting period (8/31/21).

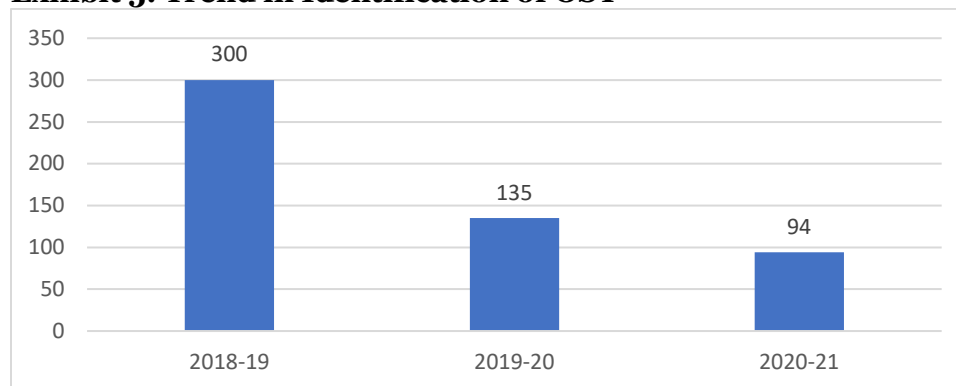
**Exhibit 4: 2020-21 Demographics of Migratory Children by Grade Level**

Age/ Grade	# Eligible Students	PFS		EL		IDEA		QAD in 2020-21	
		#	%	#	%	#	%	#	%
0-2yrs	32	--	--	--	--	1	3%	26	81%
3-5yrs	57	0	0%	36	63%	1	2%	40	70%
K	39	21	54%	35	90%	19	49%	19	49%
1	47	20	43%	31	66%	22	47%	22	47%
2	59	30	51%	43	73%	29	49%	29	49%
3	48	16	33%	29	60%	16	33%	16	33%
4	50	12	24%	24	48%	15	30%	15	30%
5	46	17	37%	31	67%	21	46%	21	46%
6	42	12	29%	20	48%	18	43%	18	43%
7	36	6	17%	19	53%	12	33%	12	33%
8	32	2	6%	13	41%	7	22%	7	22%
9	35	2	6%	10	29%	12	34%	12	34%
10	25	3	12%	13	52%	8	32%	8	32%
11	15	1	7%	2	13%	7	47%	7	47%
12	2	0	0%	1	50%	0	0%	0	0%
OSY	94	0	0%	1	1%	44	47%	44	47%
<b>Total</b>	<b>659</b>	<b>142</b>	<b>23%*</b>	<b>308</b>	<b>49%*</b>	<b>232</b>	<b>35%</b>	<b>296</b>	<b>45%</b>

Source: New Jersey 2020-21 CSPR  
 \*Percentage of eligible students ages 3-21 (n=627)

The NAC examined the ways in which the number of identified children had decreased in the previous three years and found that one of the largest reductions was in the number of OSY identified. The number of OSY identified in 2020-21 decreased 69% from 2018-19, 18 percentage points more than the 51% decline for all students.

**Exhibit 5: Trend in Identification of OSY**



Source: CSPR

Exhibit 6 shows the unduplicated number of participating migratory children who received MEP-funded instructional or support services at any time during the 2020-21 performance period by grade level. Results show that 93% of the 627 eligible migratory students (ages 3-21) were served during 2020-21. Eighty-eight percent (88%) identified PFS students received services. During the summer, 56% of identified migratory students received services.

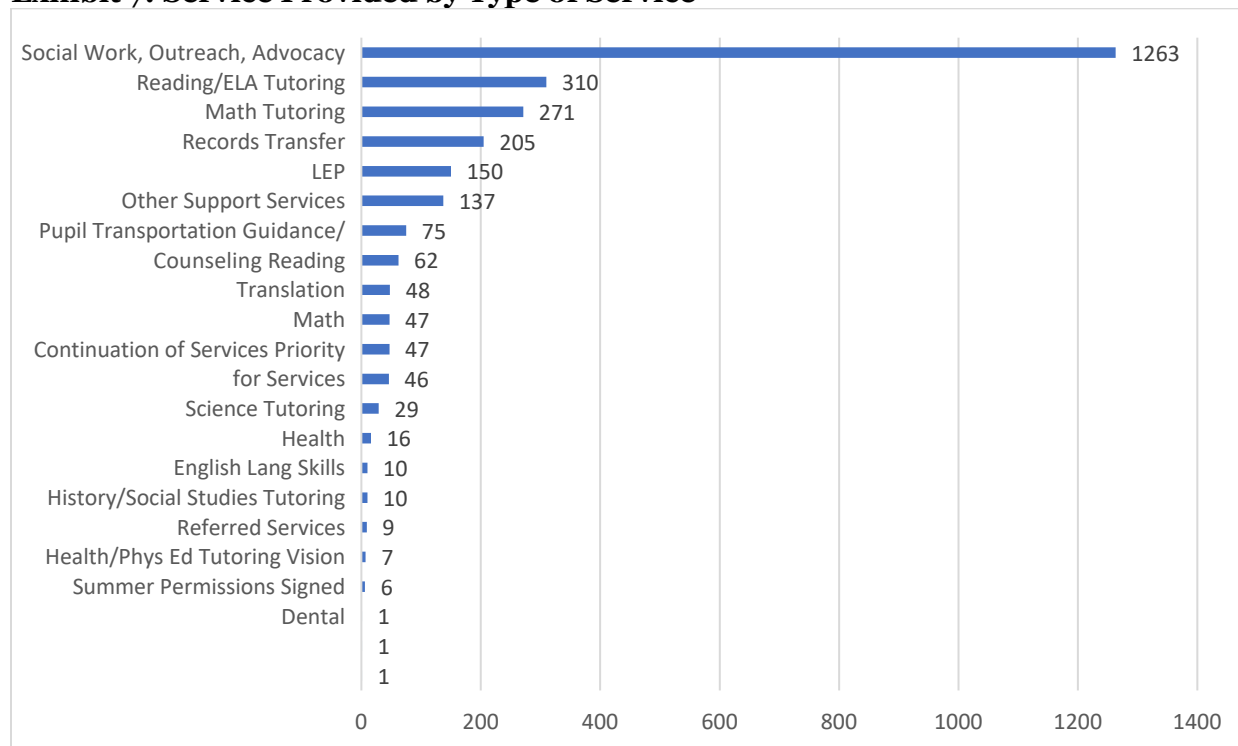
**Exhibit 6: Migratory Students/Youth Served during 2020-21**

Grade	All Eligible	Served During Performance Period		Served During the Summer 2021		PFS Identified	PFS Served	
		N	%	N	%		N	%
Age 3-5	57	49	86%	45	79%	0	--	--
K	39	35	90%	31	79%	21	17	81%
1	47	46	98%	33	70%	20	19	95%
2	59	56	95%	39	66%	30	26	87%
3	48	46	96%	26	54%	16	13	81%
4	50	50	100%	23	46%	12	10	83%
5	46	45	98%	29	63%	17	14	82%
6	42	42	100%	21	50%	12	12	100%
7	36	36	100%	18	50%	6	6	100%
8	32	31	97%	10	31%	2	2	100%
9	35	34	97%	15	43%	2	2	100%
10	25	24	96%	9	36%	3	3	100%
11	15	15	100%	7	47%	1	1	100%
12	2	2	100%	0	0%	0	--	--
OSY	94	71	76%	42	45%	0	--	--
<b>Total</b>	<b>627</b>	<b>582</b>	<b>93%</b>	<b>348</b>	<b>56%</b>	<b>142</b>	<b>125</b>	<b>88%</b>

Source: New Jersey 2020-21 CSPR

Exhibit 7 shows the number of instances per enrollment that an MEP service was provided. This represents a duplicated count of children as they often have more than one enrollment during the reporting period and may receive services counted in each enrollment. The largest number of times a service was provided was for social work, outreach, and advocacy.

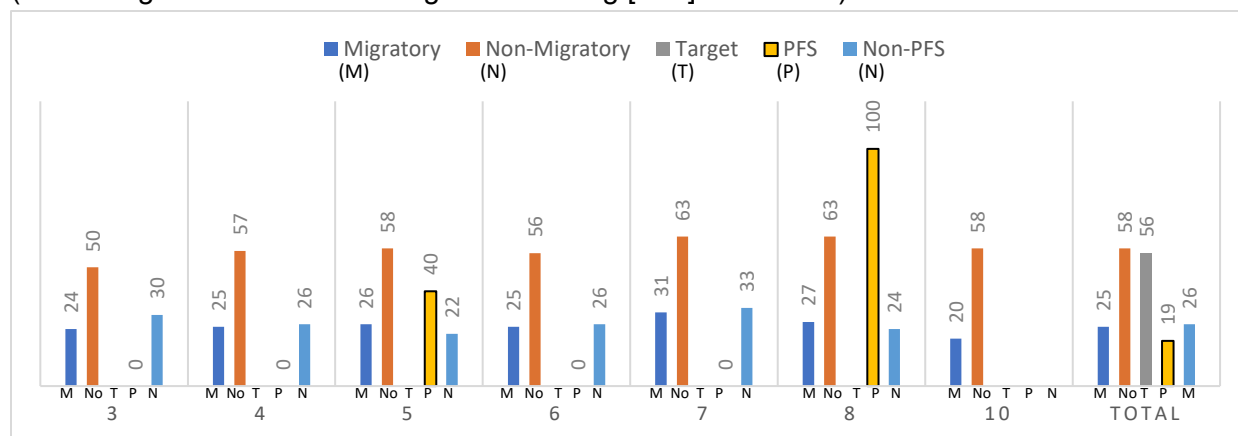
### Exhibit 7: Service Provided by Type of Service



Source: MIS2000

Exhibit 8 shows that the gap between migratory and non-migratory students on the NJSLA in ELA was 33 percentage points. The gap for secondary students was 38 percentage points.

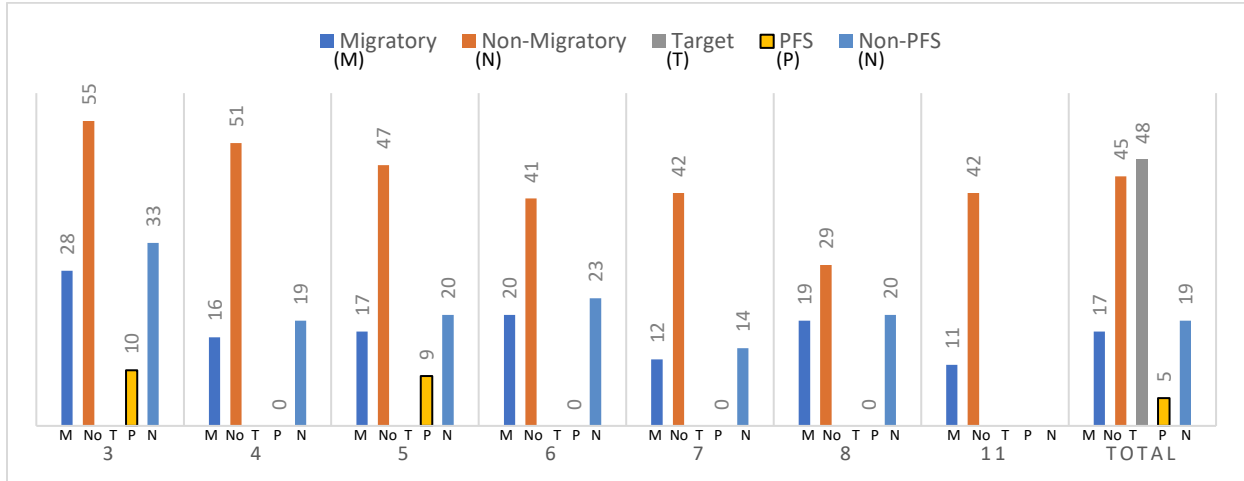
### Exhibit 8: Graphic Display of NJSLA ELA Results for 2018-19 (Percentage of Students Meeting or Exceeding [M/E] Standards)



Source: CSPR

Exhibit 9 shows that the gap between migratory and non-migratory students on the NJSLA in mathematics was 28 percentage points. The gap for secondary students was 31 percentage points.

**Exhibit 9: Graphic Display of NJSLA Math Results for 2018-19**  
(Percentage of Students Scoring at M/E)



Source: CSPR

Exhibit 10 shows that the New Jersey MEP identified 264 migratory students in grades K-11 that were ELs in 2018-19. Of the 161 students that had WIDA assessment results in two consecutive years, 37% either improved by one level or exited the program. Note that WIDA results for two consecutive years were only available from 2017-18 to 2018-19 due to assessment cancellations in the spring of 2020 during the pandemic.

**Exhibit 10: 2018-19 Migratory EL Students' WIDA Gains**

Grade	# Migratory ELs 2018-19	# with WIDA Result in 2018-19 and 2017-18	# Improved by One Level in 2018-19	# Who Exited the Program	% Exiting or Increasing by One Level
K	40	8	6	0	75%
1	40	31	14	1	48%
2	27	18	8	0	44%
3	26	18	3	7	56%
4	27	20	6	3	45%
5	25	16	2	0	13%
6	21	13	0	0	0%
7	15	9	1	1	22%
8	13	8	3	0	38%
9	14	8	3	0	38%
10	9	6	0	0	0%
11	7	6	1	0	17%
<b>Total</b>	<b>264</b>	<b>161</b>	<b>47</b>	<b>12</b>	<b>37%</b>

Source: State records

The most recent data available for summer assessments for preschool children was the summer 2019. On the summer preschool pretest, no children mastered all of the skills assessed. By domain, the percent of children mastering one or more of the skills assessed ranged from 13% for math skills to 77% for physical development.

### Exhibit 11: Developmental Skills Pre-Assessment Results by Domain Summer 2019

Domain	# Assessed	Average Number Skills Mastered	# Possible	% Mastering One or More Skills	% Mastering All Skills
Language/Literacy Skills	31	0.9	15	42%	0%
Math Skills	31	0.3	11	13%	3%
Physical Development	31	2.6	17	77%	13%
Social-Emotional Development	31	0.9	12	26%	3%
Composite	31	4.7	55		0%

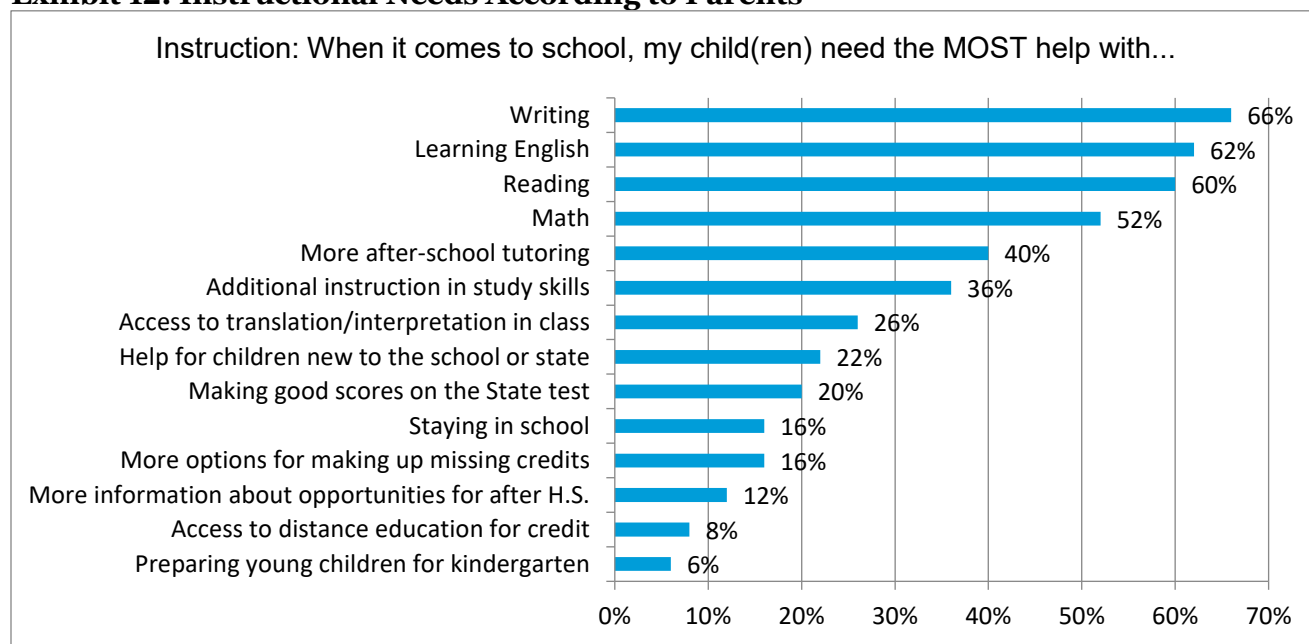
Source: Splash Into PreK, Preschool Skills Assessment

### Needs Assessment Survey Results

Through the surveys that were conducted for the CNA process, the NAC had access to detailed input from a wide variety of stakeholders that helped to inform their decision-making. The key stakeholders that were queried about their opinions and ideas regarding the most critical needs of migratory students and families included State MEP staff, regional MEP staff, recruiters, and migratory parents.

Fifty parents responded to the parent needs assessment conducted in the summer of 2021. When asked what their children needed most help with, parents indicated that writing, learning English, reading, and math were the top areas of concern.

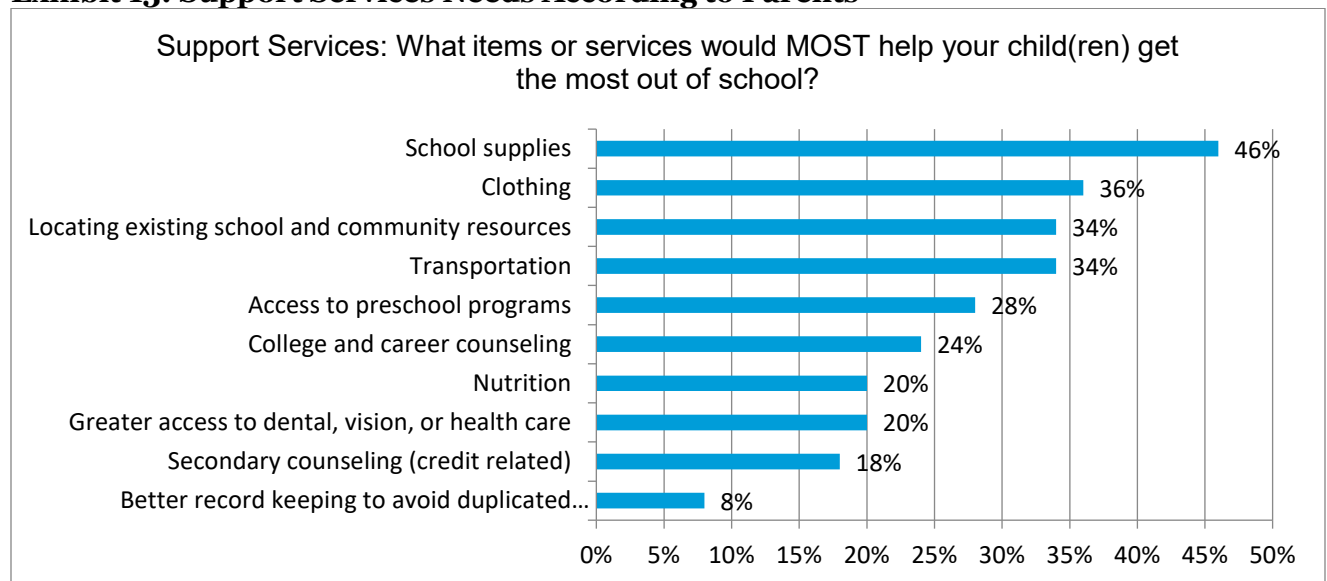
### Exhibit 12: Instructional Needs According to Parents



Source: New Jersey MEP Parent Needs Assessment Surveys

For support services, parents indicated that school supplies, clothing, locating existing school and community resources, and transportation were the services that would most help their children.

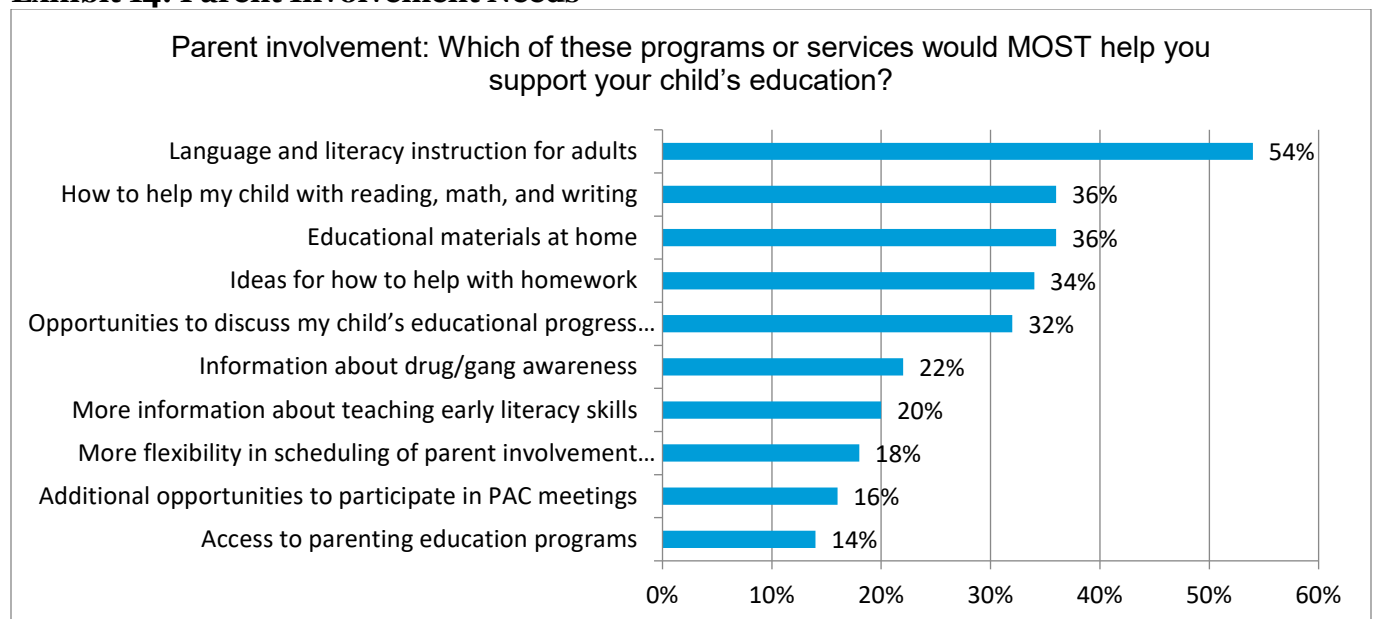
### Exhibit 13: Support Services Needs According to Parents



Source: New Jersey MEP Parent Needs Assessment Surveys

When asked what type of parent involvement would most their them support their children education, parents listed language and literacy instruction for adults; ideas for helping their children with reading, math, and writing; and educational materials at home.

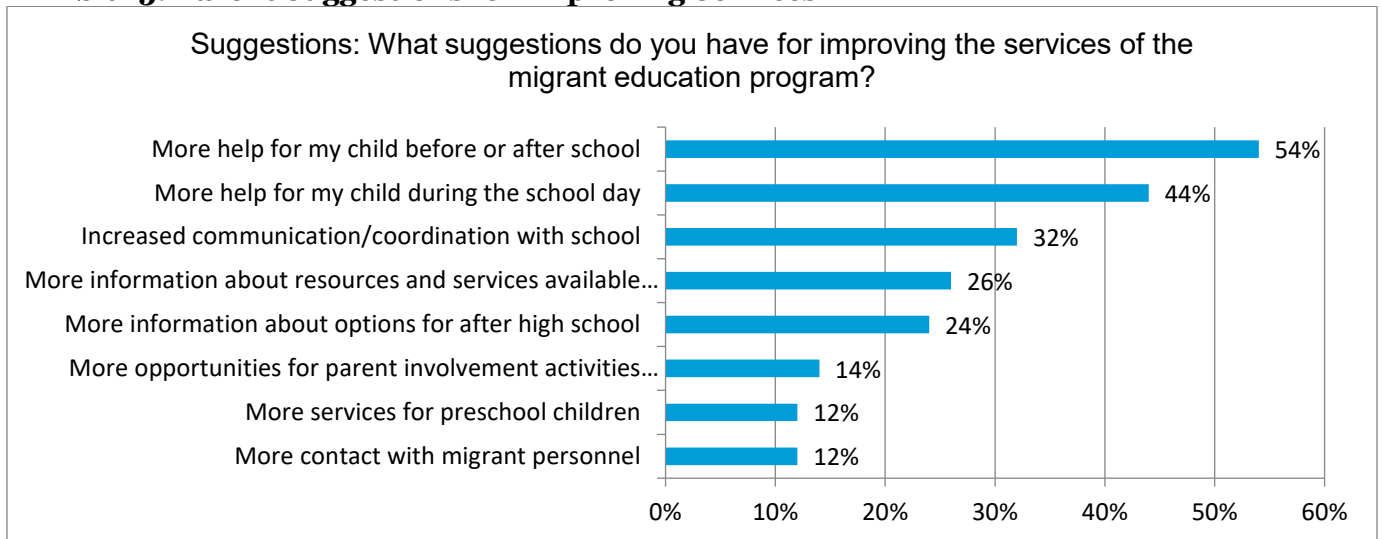
### Exhibit 14: Parent Involvement Needs



Source: New Jersey MEP Parent Needs Assessment Surveys

When asked for suggestions for improving services, parents suggested more help for children before or after school and during the school day.

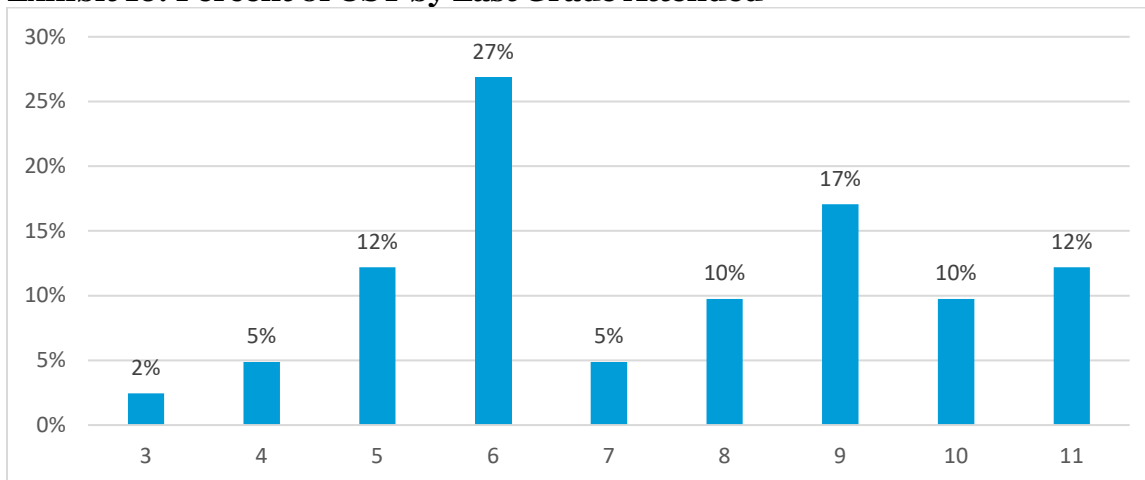
### Exhibit 15: Parent Suggestions for Improving Services



Source: New Jersey MEP Parent Needs Assessment Surveys

Regional staff and recruiters completed OSY profiles in 2021 regarding the needs of OSY in the State. Profiles were completed with 41 OSY with all but one last attending a school in a country other than the United States. For 78% of OSY, the last grade attended was the ninth grade or below.

### Exhibit 16: Percent of OSY by Last Grade Attended



Source: OSY Profile 2021

Ninety-five percent of OSY reported no English oral proficiency, and 73% speak Spanish, 17% speak Mam, and 10% speak other languages. In addition, the NAC reviewed the three-year summary of OSY needs created when New Jersey was a member of the GOSOSY Consortium Incentive Grant. That summary showed 50% of OSY had dental needs, 31% vision care needs, and 29% medical needs that were not met.

# Making Decisions

In this phase of the CNA process, the key objective was to review data and develop viable conclusions and recommendations that will be used to set criteria for the development of the SDP.

The following section offers the final recommendations for concerns, data sources for the concerns, needs indicators and statements, and the solutions made by the NAC. Concerns are listed in rank order. The NAC used the following criteria to rank concerns.

- Magnitude in the gaps between “what is” and “what should be”.
- Critical nature of the need.
- Special needs of PFS students.
- Degree of difficulty in addressing the need.
- Risks/consequences of ignoring the need.
- External factors such as state and district priorities and goals.

The committee identified possible solutions that the SDP Committee will consider for the development of strategies during the SDP planning process. The solutions proposed are services the regions will implement using MEP funds and based on the examination of migratory student needs. The development of solutions was guided by the following questions.

- What does the research say about effective strategies, programs, or interventions?
- Where has this solution been implemented and was it successful?
- What are the challenges?
- How can solutions be customized for New Jersey?

## Goal Area 1: ELA and Mathematics Achievement

Concern	Data Source	Need Indicator & Need Statements	Possible Solution
1.1) We are concerned that migratory students’ growth in English language development is lower than expected, especially in upper elementary through high school.	2018-19 WIDA results	<u>Indicator:</u> 37% of migratory students with WIDA results gained one level or exited the program in 2018-19 (short of the 50% target). <u>Statement:</u> The percentage of migratory students demonstrating growth on the WIDA needs to increase 13 percentage points.	<b>1.1a)</b> Provide supplemental tutoring and instruction. <b>1.1b)</b> Provide summer school instruction focused on addressing gaps in knowledge using evidence-based strategies. <b>1.1c)</b> Collaborate with schools to ensure migratory students receive supplemental English language instruction and/or home language development appropriate to their needs.



Concern	Data Source	Need Indicator & Need Statements	Possible Solution
<b>1.2)</b> We are concerned that migratory students score proficient at a lower rate than non-migratory students on the NJSLA in ELA and mathematics.	2018-19 NJSLA proficiency rates	<u>Indicator:</u> 25% of migratory students scored proficient on the ELA NJSLA compared to 58% of non-migratory students and 17% scored proficient in mathematics compared to 45% of non-migratory students. <u>Statement:</u> Migratory student proficiency on the NJSLA in ELA needs to increase 33 percentage points and mathematics proficiency needs to increase 28 percentage points.	<b>1.2a)</b> Implement Individual Needs Assessments (INA) for all enrolled migratory students; set yearly goals for improving individual student educational needs, quarterly; assess INA; revise INA, as needed. <b>1.2b)</b> Facilitate access to ELA and math support that already exists in the schools and provide instruction for parents and students in navigating the local school system.

**Goal Area 2: School Readiness**

Concern	Data Source	Need Indicator & Need Statement	Possible Solution
<b>2.1)</b> We are concerned that migratory preschoolers are unprepared for kindergarten due to gaps in their preschool learning experiences and language development (both in English and the home language).	Splash into PreK Preschool Skills Assessment Pre-test (Summer 2019)	<u>Indicator:</u> No migratory preschool children had mastered all skills assessed on the Preschool Skills Assessment Pre-test. <u>Statement:</u> The percentage of migratory preschool children mastering skills necessary for kindergarten needs to increase.	<b>2.1a)</b> Establish agreements with Early Head Start and similar early childhood program providers to facilitate access to preschool learning experiences that will lead to kindergarten readiness. <b>2.1b)</b> Provide migratory preschoolers with age and developmentally appropriate and culturally inclusive summer instruction and reading materials in their homes during the regular school year.

Concern	Data Source	Need Indicator & Need Statement	Possible Solution
<b>2.2)</b> We are concerned that migratory families have limited knowledge of and/or difficulty accessing instructional services available to their preschool children.	Parent surveys  Consolidated State Performance Report	<u>Indicator:</u> No migratory preschool children received MEP instruction in 2020-21. 28% of all parents surveyed indicated a need for access to preschool programs. <u>Statement:</u> Migratory preschool child participation in instructional services/ programs should be increased to improve readiness for kindergarten.	<b>2.2a)</b> Provide parent activities to disseminate information about preschool learning opportunities and include user-friendly (easy to read, colorful, well-labeled, simplified) resource manuals listing instructional and related supports. Ensure that information is distributed in a manner accessible to parents including technology such as WhatsApp. <b>2.2b)</b> Create a listing of preschool/ early childhood programs for MEP team awareness and distribute to parents/guardians (based upon geographic proximity to where they reside).

**Goal Area 3: High School Graduation and OSY Achievement**

Concern	Data Source	Need Indicator & Need Statement	Possible Solution
<b>3.1)</b> We are concerned that secondary migratory students are scoring at a lower proficiency rate than non-migratory students on the NJSLA in ELA and math, especially following virtual learning during the pandemic where MEP staff observed less engagement from migratory students compared to their non-migratory peers.	2018-19 NJSLA proficiency rates  NAC expert observations	<u>Indicator:</u> 20% of migratory secondary students scored proficient on the ELA NJSLA compared to 58% of non-migratory students and 11% were proficient in mathematics compared to 42% of non-migratory students. <u>Statement:</u> Secondary migratory student proficiency on the NJSLA in ELA needs to increase 38 percentage points and mathematics proficiency needs to increase 31 percentage points.	<b>3.1a)</b> Provide supplemental tutoring in reading and math appropriate for secondary student needs during the school year.
<b>3.2)</b> We are concerned that migratory students are not participating in college and career readiness activities due to a lack of awareness and lack of identification with a post-secondary path.	Parent survey  NAC expert observations	<u>Indicator:</u> 24% of migratory parents reported that their children needed college and career counseling and information about options after high school. <u>Statement:</u> Awareness and participation in college and career readiness activities need to increase.	<b>3.2a)</b> Provide information and facilitate access to vocational, career advancement, and college programs as appropriate for student needs and interest.

Concern	Data Source	Need Indicator & Need Statement	Possible Solution
<b>3.3)</b> We are concerned that migratory OSY lack the knowledge of basic life skills and access to instruction appropriate for their circumstances due to limited and/or interrupted schooling	2021 OSY Student Profile	<u>Indicator:</u> 78% of migratory OSY have the equivalent of a 9th grade or less education. <u>Statement:</u> Access to and engagement in instructional services for OSY needs to increase.	<b>3.3a)</b> Ensure access to instruction through transportation, mobile tutors, technology, and other supports appropriate for OSY needs.
<b>3.4)</b> We are concerned that migratory OSY lack the English language skills necessary for functioning in an educational setting, career, and/or community.	OSY Student Profile	<u>Indicator:</u> 95% of OSY reported that they have little or no English oral proficiency (73% speak Spanish and 17% speak Mam). <u>Statement:</u> OSY proficiency in English needs to increase.	<b>3.4a)</b> Provide English language instruction focused on language needed in the community, the youth's chosen career path, or educational goals, as well as referrals to agencies that provide services listed above.

**Goal Area 4: Support Services**

Concern	Data Source	Need Indicator & Need Statement	Possible Solution
<b>4.1)</b> We are concerned that migratory families lack equitable access to developmentally appropriate reading and math materials and learning tools.	Parent needs assessment surveys  NAC expert observations	<u>Indicator:</u> 46% of migratory parents surveyed indicated a need for school supplies and 34% a need for locating school and community resources and transportation. <u>Statement:</u> Migratory children need school supplies, assistance locating school and community resources, and transportation.	<b>4.1a)</b> Provide reading and math materials for migratory children including bilingual books, math activities, technology tools and assistance, and other learning tools, as appropriate for the child's needs and levels.
<b>4.2)</b> We are concerned that migratory families lack the skills, literacy, and strategies to navigate the school system successfully.	Parent needs assessment surveys	<u>Indicator:</u> 54% of parents surveyed reported needing language and literacy instruction and additional help for children before or after school. <u>Statement:</u> Migratory parent access to language and culturally appropriate assistance in navigating the school system needs to increase.	<b>4.1b)</b> Provide support for access to school activities and assistance to parents and students in navigating the local school system.

Concern	Data Source	Need Indicator & Need Statement	Possible Solution
<p><b>4.3)</b> We are concerned that parents (and other family members) of migratory children lack the skills, literacy, and strategies to provide educational support and enriching experiences in the home.</p>	<p>Parent needs assessment surveys</p>	<p><u>Indicator:</u> 36% of parents surveyed reported needing ideas for how to help their child(ren) with reading, math, and writing and more educational materials for the home.  <u>Statement:</u> Migratory families need support for providing educationally enriching experiences in the home.</p>	<p><b>4.1c)</b> Provide parents and family members with opportunities for training, resources, activities/events that increase their skills for supporting their children's learning in the home (e.g., ELA classes for parents, math games/activities, literacy/math nights).</p>
<p><b>4.4)</b> We are concerned that OSY lack awareness of and access to health and related services and educational programs that fit their schedules and needs.</p>	<p>OSY Profile (2018)</p>	<p><u>Indicator:</u> 50% of OSY had dental needs, 31% vision care needs, and 29% medical needs that were not met.  <u>Statement:</u> OSY need assistance and advocacy in accessing needed health services and health-related instruction.</p>	<p><b>4.4a)</b> Provide information/pamphlets on local health centers in the community and coordinate with services providers to facilitate OSY access to care.</p>

## Summary and Next Steps

The New Jersey MEP plan for the delivery of services to meet the unique educational needs of migratory students, that is built on the results of this CNA, will serve as the basis for the use of all MEP funds in the State. The SDP is essential to help the New Jersey MEP develop and articulate a clear vision of the needs of migratory children on a statewide basis; the MEP’s measurable outcomes and how they help achieve the State’s performance targets; the services the MEP will provide on a statewide basis; and how to evaluate whether and to what degree the program is effective.

The New Jersey MEP will include the following components in its comprehensive State SDP:

1. *Performance Targets.* The plan will specify the performance targets that the State has adopted for all children for: 1) reading; 2) math; 3) high school graduation; 4) the number of school dropouts; 5) school readiness; and 6) any other performance target that the State identifies for migratory children.
  
2. *Needs Assessment.* The plan will include a summary of this CNA including identification and an assessment of: (1) the unique educational needs of migratory children that result

from the children's migrant lifestyle; and (2) other needs of migratory students that must be met in order for them to participate effectively in school.

3. *Measurable Program Outcomes.* The plan will include the measurable program outcomes (MPOs) that the MEP will produce statewide through specific educational or educationally related services. MPOs allow the MEP to determine whether and to what degree the program has met the unique educational needs of migratory children that were identified through the CNA. The MPOs will also help achieve the State's performance targets.
4. *Service Delivery.* The plan will describe the MEP's strategies for achieving the performance targets and MPOs. The State's service delivery strategies will address: (1) the unique educational needs of migratory children that result from the children's migrant lifestyle, and (2) other needs of migratory children that must be met in order for them to participate effectively in school.
5. *Evaluation.* The plan will describe how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and MPOs.

The New Jersey MEP also will include the policies and procedures it will implement to address other administrative activities and program functions, such as the following.

- *Migratory Children Identified to Receive Priority for Services.* A description of the State's process for identifying those migratory children most in need of services, including the criteria New Jersey has established for prioritizing these students for services that builds on the ESSA definition: children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school.
- *Identification and Recruitment Plan.* A description of the State's plan for identification and recruitment activities and its quality control procedures.
- *Parent Involvement Plan.* A description of New Jersey' consultation with the State PAC and whether the consultation occurred in a format and language that the parents understand as well as the strategies the State will implement to ensure that parents of migratory children are involved in the education of their children.
- *Exchange of Student Records.* A description of how the MEP will review policies and procedures for sending and receiving records for migratory children through inter/intrastate transfer, Migrant Student Information Exchange (MSIX) policies and procedures, strategies for providing training and information on MSIX, and ways NGS can assist with record transfer.

- *Implementation and Accountability in Local Programs.* A description of the ways the MEP will communicate with local programs to keep them informed about the SDP and to solicit feedback; a technical assistance plan to build the capacity of districts to plan and implement their programs; strategies for ensuring that the local granting process requires applicants to implement the SDP; and a plan for local monitoring, including specific indicators for which local operating agencies will be held accountable.
- *SDP Update Plan.* A description of the State's provisions responsive to OME's guidance for updates whenever the State: 1) updates the CNA; 2) changes the State performance targets and/or MPOs; 3) significantly changes the services that the MEP will provide statewide; or 4) significantly changes the evaluation design.

In addition, New Jersey will: 1) update the CNA as needed to reflect changing demographics and needs; 2) change performance targets and/or MPOs to reflect changing needs; and 3) use evaluation data to change services that the MEP will provide statewide and the evaluation design to reflect changes in needs.

As part of the New Jersey MEP Continuous Improvement Cycle, the next step for the New Jersey MEP is to use the information contained in this CNA report to inform the comprehensive State service delivery planning process. The State has begun planning for this activity and will use the OME toolkit, [Migrant Education Service Delivery Plan Toolkit: A Tool for State Migrant Directors](#) (September 2018) to guide this process.