



Service Delivery Plan

2023-2026



New Jersey Migrant Education Program

June 2023

This Service Delivery Plan was completed in May 2023 and finalized June 2023 for reporting periods from 2023-24 through 2025-26.

Developed for

New Jersey Department of Education
Migrant Education Program
PO Box 500
Trenton, NJ 08625

By

META Associates
www.metaassociates.com
marty@metaassociates.com
(406) 855-2594

New Jersey Service Delivery Plan Committee Membership

Clare Barrett Planning Associate, Data/Statistics, NJDOE	Emely Olivo-Perez Recruiter, Northern Region
Esther Carela Recruiter, Northern Region	Janette Perez Intervention/Resources Specialist, Southern Region
Kim Cotton Homeless Liaison/Data Specialist, ERESC, North Region	Sandra Rodriguez Recruiter, Southern Region
Cynthia Elkins Data and Evaluation, NJDOE	Isabel Rusi Student Records Manager, Southern Region
Yelina Jimenez Recruiter, Northern Region	Billie Danielle Thomas Director of Special Projects, Southern Region
Maria Mendoza Recruiter, Southern Region	Pheobie Thomas State MEP Coordinator, NJDOE
Lisa Murray McKinney-Vento/MEP Specialist, NJDOE	Marty Jacobson Facilitator, META Associates

Abbreviations

Abbreviations	Meaning
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
ECE	Early Childhood Education
EL	English learner
ELA	English language arts
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FSI	Fidelity of Strategy Implementation
GPRA	Government Performance and Results Act
ID&R	Identification and Recruitment
IMEC	Interstate Migrant Education Council
INA	Individual Needs Assessment
K-12	Kindergarten through Grade 12
LOA	Local Operating Agency
MEP	Migrant Education Program
MPO	Measurable Program Outcome
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
NJDOE	New Jersey Department of Education
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
PD	Professional Development
PFS	Priority for Services
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency
STE(A)M	Science, Technology, Engineering, (Art), and Math

Definitions of Terms Related to the SDP

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 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.

Implementation Question: An evaluation question that addresses the extent to which a strategy is implemented.

Measurable Program Outcomes: Outcomes (i.e., objectives) produced by a state's migrant education program (MEP) to meet the identified unique needs of migratory children and to help these children achieve the state's performance targets.

Management Team: A core group of advisors who may help the state MEP Director to develop the management plan and oversee the CNA process and development of the Service Delivery Plan.

Migratory Child: Per Section 1309(3)(A)–(B) of the of the Elementary and Secondary Education Act, as amended, migratory child means a child or youth, from birth through 21, 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, guardian, 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 (PFS): ESEA Section 1304(d) establishes a PFS requirement. In accordance with this requirement, 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.

Table of Contents

New Jersey Service Delivery Plan Committee Membership	3
Abbreviations.....	4
Definitions of Terms Related to the SDP	5
Introduction	7
Legislative Mandate.....	7
Description of the State Migrant Education Program	7
Description of the Planning Process	8
SDP Report Components	9
General Framework and SDP Alignment	11
State Performance Targets	11
Needs Identified Through the Statewide CNA.....	12
GOAL AREA #1: ELA and Mathematics.....	14
GOAL AREA #2: School Readiness.....	16
GOAL AREA #3: High School Graduation and OSY Achievement.....	17
GOAL AREA #4: Support Services.....	19
Evaluation Plan	20
Plan for Evaluation of Project Implementation and MPO Results	20
Student Assessment and Progress Monitoring Plan.....	23
Project Plan and Logic Model.....	23
Project Plan.....	23
Logic Model.....	28
Migratory Children Identified to Receive PFS	29
Definition of Priority for Services.....	29
Serving Priority for Service (PFS) Children.....	30
Identification and Recruitment and Quality Control Plans	30
Parent and Family Engagement Plan.....	33
Student Records Exchange and MSIX Usage Plan.....	35
Implementation and Accountability in Local Programs.....	37
Local-level Communication and Professional Development.....	37
State Monitoring Process.....	40
Technical Assistance Process	41
Summary and Next Steps.....	43

Introduction

Legislative Mandate

The Migrant Education Program (MEP) is authorized under Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, reauthorized in 2015 by the Every Student Succeeds Act (ESSA). The purpose of the MEP is to meet the unique educational needs of migratory children and their families to ensure that migratory children reach challenging academic standards and graduate high school. Specifically, the goal of state MEPs is to design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors inhibiting migratory children from doing well in school and making the transition to postsecondary education or employment [Title I, Part C, Sec. 1301(5)].

To identify and address these unique educational needs, state education agencies (SEAs) that receive Title I, Part C funds must develop a statewide Service Delivery Plan (SDP) based on a recent Comprehensive Needs Assessment (CNA). Specifically, the SDP addresses the following (pursuant to Title I, Part C, Sec. 1306 and 34 CFR 200.83):

- provides for the integration of services with other ESEA programs;
- ensures that the state and its local operating agencies (LOAs) identify and address the unique educational needs of migratory children;
- reflects collaboration with parents of migratory children;
- provides migratory children with opportunities to meet the same challenging state academic content standards that all children are expected to meet;
- specifies measurable program goals and outcomes;
- encompasses the full range of services that are available for migratory children from appropriate local, state, and federal educational programs; and
- reflects joint planning among local, state, and federal programs.

Section 200.83(b) of the regulations requires the SEA to develop its comprehensive state SDP in consultation with the state migratory parent advisory council (PAC) in a format and language that the parents understand. SDP Committee representatives had close contact with parents and asked for their feedback between SDP meetings one and two. Parents were provided with the draft strategies and measurable program outcomes (MPOs) and provided comments about the extent to which these would help address their needs. The Committee reviewed written feedback and interview notes from parent liaisons and incorporated parent suggestions. Parent needs assessment survey results also were discussed during the meetings.

Description of the State Migrant Education Program

During 2021-22, the New Jersey (NJ) MEP identified 529 eligible migratory children (birth through age 21). Overall, the number of eligible migratory children in New Jersey has decreased over the last decade from a high of 1,452 in 2014-15. 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 2021-22, 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. However, since the end of the pandemic, there continues to be difficulties identifying more children due to changes in administration and recruitment staff.

Twenty percent of New Jersey migratory students were identified as having priority for services (PFS) in 2021-22, 49% were English learners (ELs), and 55% had a qualifying arrival date (QAD) during 2021-22.

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.

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 crops include 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.

Description of the Planning Process

The New Jersey Migrant Education Director convened a team of key stakeholders to serve on the SDP Committee, including representatives from the New Jersey Department of Education (NJDOE); state MEP staff who coordinate data collection, professional development, educational programming, and parent engagement; regional representatives including administrators, recruiters, and parent liaisons; and personnel who provide direct services to migratory children, preschoolers, and OSY. Many members of the SDP Committee also served previously on the New Jersey MEP Needs Assessment Committee (NAC) to provide continuity to the process. This helped ensure that systems were aligned to meet the unique educational needs of New Jersey’s migratory children. Refer to the [SDP Committee Membership list](#). The table below summarizes the two in-person SDP meetings held in Trenton, NJ to work through SDP development collaboratively and a virtual meeting to finalize SDP components.

Schedule of SDP Meetings

Dates	Objectives	Outcomes
12/1/22	<ol style="list-style-type: none"> Understand how the program planning process interacts with the state SDP. Create strategies for meeting student needs. 	<ul style="list-style-type: none"> Reviewed the findings from the CNA process. Established goal area teams to review solution strategies from the CNA and draft SDP strategies for the New Jersey MEP goal areas: English Language Arts (ELA) and

Dates	Objectives	Outcomes
	<ol style="list-style-type: none"> 3. Create MPOs and align to strategies. 4. Review and decide on next steps toward determining the major components of the SDP. 	<p>math, school readiness, graduation, OSY achievement, and ancillary support services.</p> <ul style="list-style-type: none"> • Drafted strategies and MPOs.
1/24/23	<ol style="list-style-type: none"> 1. Review and revise strategies and MPOs. 2. Identify resources needed to implement the strategies. 3. Develop a logic model for the Continuous Improvement Cycle. 4. Discuss next steps in developing the SDP report and aligning MEP systems. 	<ul style="list-style-type: none"> • Finalized strategies in goal area teams. • Reviewed process (program implementation) and outcome (performance) objectives. • Finalized MPO language for each goal area strategy. • Made decisions about the plan for children with PFS • Discussed components of the SDP related to the parent engagement plan, professional development plan, identification, and recruitment (ID&R) plan, technical assistance and monitoring plan, and student records plan. • Finalized the logic model. • Developed the project plan.
2/27/23 (virtual)	<ol style="list-style-type: none"> 1. Review draft plans for SDP components. 2. Update plans to align with the CNA and new MPOs and strategies. 	<ul style="list-style-type: none"> • Updated plans for parent engagement, professional development, ID&R, technical assistance, and monitoring, and transferring student records

The [General Framework Section](#) contains the strategic planning chart of the SDP decisions that were determined by the [SDP Committee](#). This chart was used throughout the process as an organizer. Prior to the first meeting and as a result of the CNA process, the needs identified included the **concern statements**, **data summary**, and **need indicators**. The SDP Committee aligned strategies and MPOs with the concern statements and goal areas.

SDP Report Components

The SDP Committee focused on the following components in providing guidance for the New Jersey MEP’s updated SDP:

1. **Performance Targets**. The plan specifies the performance targets that the state has adopted for all migratory children for:
 - a. English language arts.
 - b. mathematics.
 - c. high school graduation.
 - d. the number of schools dropouts;

- e. school readiness; and
 - f. other performance targets that the state identifies for migratory children.
2. **Needs Assessment.** The plan includes identification and an assessment of:
 - a. the unique educational needs of migratory children that result from the children’s migratory lifestyle; and
 - b. other needs of migratory children that must be met in order for them to participate effectively in school.
 3. **Measurable Program Outcomes.** The plan includes the 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 should also help achieve the state’s performance targets.
 4. **Service Delivery.** The plan describes the New Jersey MEP’s strategies for achieving the State’s performance targets and MEP MPOs described above. The state’s service delivery strategies must address:
 - a. the unique educational needs of migratory children that result from the children’s migratory lifestyle, and
 - b. other needs of migratory children that must be met for them to participate effectively in school.
 5. **Evaluation.** The plan describes how the state will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes.

The New Jersey MEP SDP also includes the policies and procedures it will implement to address other administrative activities and program functions, such as:

1. Migratory Children Identified to Receive **Priority for Services.** A description of how, on a statewide basis, the MEP will give priority to migratory children who have made a qualifying move within the previous 1-year period **and**
 - a. who are failing, or most at risk of failing, to meet the challenging state academic standards, or
 - b. have dropped out of school.
2. **Parent and Family Engagement.** This section includes strategies that the state will implement to ensure that parents of migratory children are involved in the education of their children. The plan includes information on state and local migratory PACs, supports for migratory parents, and resources.
3. **Identification & Recruitment Plan.** A description of the state’s plan for ID&R activities and its quality control procedures.
4. Exchange of **Student Records.** A description of the state’s plan for requesting and using migratory child records and transferring migratory child records to schools and projects in which migratory children enroll.

General Framework and SDP Alignment

State Performance Targets

This section describes the performance targets that the state has adopted for all migratory children for ELA, mathematics, and high school graduation.

ELA and Mathematics

NJDOE has established long-term goals and measurements of interim progress for all students as outlined in the approved amendment to the ESSA state Plan from August 2017 (<https://www.nj.gov/education/essanj/plan.shtml>). The baseline for the long-term goals and measurements of interim progress uses 2016 New Jersey Student Learning Assessment (NJSLA) results and graduation rates. Though the ESSA state Plan includes differing interim performance measures for some subgroups, migratory students were not included. The tables below show the long-term goal and measures of interim progress for all students. All subgroups have the same long-term goal of 80% achieving proficiency by 2030.

ELA Measures of Interim Progress and Long-Term Goal

Grade	Baseline 2016	Interim 2022	Interim 2023	Interim 2024	Interim 2025	Interim 2026	Interim 2027	Interim 2028	Interim 2029	Goal 2030
3	47.6	58.0	63.2	62.5	64.8	67.0	70.3	73.5	76.8	80.0
4	53.5	62.0	63.8	65.7	67.6	69.4	72.1	74.7	77.4	80.0
5	53.2	61.8	63.7	65.6	67.4	69.3	72.0	74.6	77.3	80.0
6	52.0	61.0	62.9	64.9	66.9	68.8	71.6	74.4	77.2	80.0
7	55.5	63.4	65.1	66.8	68.5	70.2	72.7	75.1	77.6	80.0
8	53.9	62.2	64.1	65.9	67.7	69.6	72.2	74.8	77.4	80.0
9	46.8	57.4	59.8	62.1	64.4	66.7	70.0	73.4	76.7	80.0
10	39.4	52.4	55.2	58.1	60.9	63.8	67.8	71.9	75.9	80.0

Source: ESSA State Plan, Approved as Amended, August 2017

Mathematics Measures of Interim Progress and Long-Term Goal

Grade	Baseline 2016	Interim 2022	Interim 2023	Interim 2024	Interim 2025	Interim 2026	Interim 2027	Interim 2028	Interim 2029	Goal 2030
3	51.7	60.8	62.7	64.7	66.7	68.7	71.5	74.3	77.2	80.0
4	46.6	57.3	59.6	61.9	64.3	66.6	70.0	73.3	76.7	80.0
5	47.2	57.7	60.0	62.3	64.6	66.9	70.2	73.4	76.7	80.0
6	42.8	54.7	57.3	59.9	62.5	65.1	68.8	72.6	76.3	80.0
7	38.1	51.5	54.4	57.4	60.3	63.2	67.4	71.6	75.8	80.0
8	24.5	42.3	46.2	50.0	53.9	57.8	63.4	68.9	74.5	80.0
Alg 1	39.6	52.5	55.4	58.2	61.0	63.8	67.9	71.9	76.0	80.0
Alg 2	21.2	40.0	44.1	48.2	52.4	56.5	62.4	68.2	74.1	80.0
Geo	24.9	42.6	46.4	50.3	54.1	58.0	63.5	69.0	74.5	80.0

Source: ESSA State Plan, Approved as Amended, August 2017

School Readiness

There are no established goals for preschool-age children in the New Jersey ESSA State Plan. However, the MEP has described “how, in planning, implementing, and evaluating programs

and projects assisted under Title I, Part C, the state and its LOAs will ensure that the unique educational needs of migratory children, **including preschool migratory children** and migratory children who have dropped out of school, have been met.” Concerns, strategies, and goals align with the early childhood guidelines established by New Jersey for all children.

High School Graduation

In the approved amendment to the ESSA State Plan, New Jersey set the same long-term goal of 95% for the four-year adjusted cohort graduation rate for all students and for each subgroup of students by the 2029-30 school year. The following table shows the target 4-year cohort graduation rate for all students.

Four-Year Adjusted Cohort Graduate Rate Measures of Interim Progress

Cohort	Baseline 2016	Interim 2022	Interim 2023	Interim 2024	Interim 2025	Interim 2026	Interim 2027	Interim 2028	Interim 2029	Goal 2030
4-year	90.1	91.6	92.0	92.3	92.7	93.0	93.5	94.0	94.5	95.0

Source: ESSA State Plan, Approved as Amended, August 2017

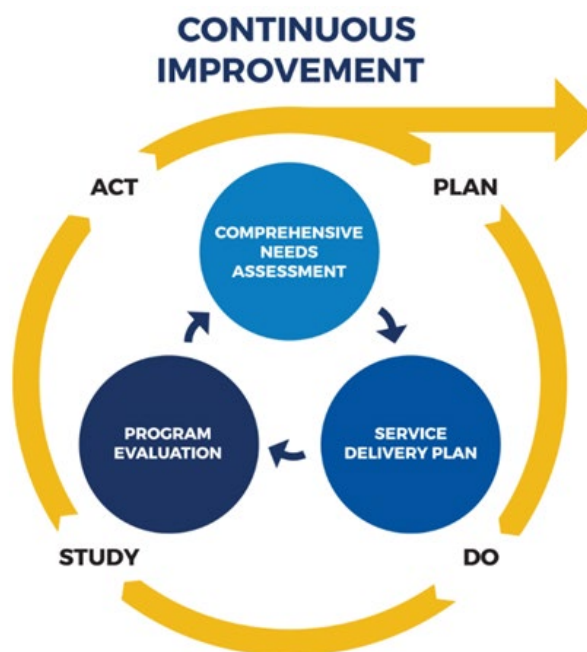
There are no specific targets for reductions in the number of students dropping out of high school.

Support Services

New Jersey has not set targets for support services for all children in the ESSA State Plan. However, the MEP has identified unique needs of migratory children that can only be addressed through support services and established outcomes within the SDP.

Needs Identified Through the Statewide CNA

The New Jersey MEP followed the Office of Migrant Education’s (OME) recommended Continuous Improvement Cycle (U.S. Department of Education, 2018) for the development of the SDP. The SDP process builds on the findings from the recent CNA (completed in 2022 and on file with NJDOE) using the five-step model of conducting preliminary work, exploring what is, gathering and analyzing data, making decisions, and transitioning to SDP development. The CNA serves as the foundation for the SDP process, in which key stakeholders convene to review the CNA findings, develop implementation strategies, and develop MPOs to assess the impact on student progress. The state MEP will implement the strategies and data collection efforts through dissemination and training to local MEP staff prior to and throughout 2023-24. The evaluation measures



developed in the SDP inform a statewide program evaluation to collect data on the MEP's fidelity to implementing its intended strategies and the impact of those evidence-based strategies on student achievement. In addition to the findings from the CNA, the following alignment chart contains these SDP components:

- **Service Delivery Strategies:** The service delivery strategies identified by the SDP Committee took into consideration the needs identified and solution strategies determined during the CNA process. There are five goal areas to which the Committee has developed and aligned strategies: ELA and mathematics, school readiness, high school graduation and OSY achievement, and support services. The strategies will be used as the target for the implementation of the MEP.
- **Measurable Program Outcomes:** The SDP Committee created MPOs that reflect the state performance targets and the needs and solution strategies identified in the CNA. MPOs are the desired outcomes of the strategies that quantify the differences that MEP services make. MPOs provide the foundation for the SDP and can be clearly communicated and evaluated.
- **Evaluation Questions:** The SDP Committee developed an Evaluation Plan for results (that relate to the state performance indicators/targets and MEP MPOs) and for implementation (that relate to the strategies). The charts that follow provide a foundation for the MEP evaluation based on the questions identified during the SDP planning process. Please refer to the [Evaluation Plan](#) of this SDP for a detailed description of the New Jersey MEP Evaluation Plan.

SDP Alignment Chart

GOAL AREA #1: ELA and Mathematics

State Performance Target, Long Term Goal: By 2030, 80% of all students and subgroups will achieve proficiency in ELA and mathematics.

Need statements: Migratory student proficiency on the NJSLA in ELA needs to increase 33 percentage points and mathematics proficiency needs to increase 28 percentage points. The percentage of migratory students demonstrating growth on the WIDA needs to increase 13 percentage points.

Concern Statements:

- We are concerned that migratory students' growth in English language development is lower than expected, especially in upper elementary through high school.
- We are concerned that migratory students score proficient at a lower rate than non-migratory students on the NJSLA in ELA and mathematics.

ELA and Math Strategies, MPOs, and Evaluation Questions

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions
<p>1.1) To ensure grade level advancement, provide supplemental tutoring and instruction during the regular school year aligned to the Individual Needs Assessment (INA), which includes identifying yearly goals and quarterly progress monitoring.</p> <p>1.2) Provide a stipend to bilingual school-based staff to act as a migratory student liaison to assist in completing the INA, building relationships with families and students, assisting families in navigating the school system, meeting regularly to discuss needs, collaborating with the regional programs, and advocating for migratory students to receive educational interventions available at the school.</p>	<p>1A) By the end of the 2023-24 program year, 90% of migratory students in grades K-12 who receive regular term supplemental tutoring or support services will be promoted to the next grade level in 2024-25 or graduate.</p>	<p>Implementation: How was supplemental tutoring provided? What needs were identified on INAs? How did staff receiving stipends connect students to educational interventions, and how many students received this support?</p> <p>Results: What percentage of migratory students who received supplemental tutoring or support were promoted to the next grade level or graduated?</p>

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions
<p>1.3) Provide summer school instruction focused on alleviating summer learning loss and increasing ELA and math skills using evidence-based strategies.</p>	<p>1B) By the end of 2024 summer program, 80% of migratory students in grades K-8 will increase achievement results by 5% as measured by a locally administered ELA pre- and post-assessment.</p> <p>1C) By the end of 2024 summer program, 80% of migratory students in grades K-8 will increase achievement results by 5% as measured by a locally administered mathematics pre- and post-assessment.</p>	<p>Implementation: How was summer instruction provided? What strategies, materials, and assessments did the projects use? How many students participated and how many were assessed?</p> <p>Results: What percentage of migratory students participating in summer programs demonstrated a score on a locally administered mathematics and ELA post-test that was 5% greater than their score on the pre-test? What was the statistical significance of the difference between pre-test and post-test on performance-based ELA and mathematics assessments?</p>
<p>1.4) Collaborate with schools to ensure migratory students receive supplemental English language instruction and/or home language development appropriate to their needs.</p>	<p>1D) By the end of 2023-24 program year, 65% of migratory students in grades K-8 will receive MEP instructional services.</p>	<p>Implementation: What supplemental English language instruction and/or home language development did projects provide? What strategies, materials, and assessments did the project use? How many students participated and how many were assessed?</p> <p>Results: What percentage of identified migratory children (grades K-8) participated in an MEP instructional service during the reporting period?</p>

GOAL AREA #2: School Readiness

State Performance Target: The delivery of school readiness services to migratory preschool children is a provision under Title IC. There is no specific New Jersey State performance target for school readiness.

Need Statements: The percentage of migratory preschool children mastering skills necessary for kindergarten needs to increase. Migratory preschool child participation in instructional services/programs should be increased to improve readiness for kindergarten.

Concern Statements:

- 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).
- We are concerned that migratory families have limited knowledge of and/or difficulty accessing instructional services available to their preschool children.

School Readiness Strategies, MPOs, and Evaluation Questions

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions
<p>2.1) Establish agreements and/or coordinate with Head Start and similar early childhood program providers to facilitate access to preschool learning experiences for migratory children that will lead to kindergarten readiness.</p>	<p>2A) By the end of the 2023-24 program year, migratory children ages 3-5 that are not attending kindergarten will participate in an early childhood education program (baseline to be set in 2023-24 and targets set for years thereafter).</p>	<p>Implementation: With which agencies did the project collaborate? What systems were implemented to provide access to preschool programs? Results: What percentage of migratory children ages 3-5 participated in instructional services provided by the MEP or other preschool programs?</p>
<p>2.2) Provide migratory preschoolers with age-appropriate, developmentally appropriate, and culturally inclusive summer instruction. Provide reading materials in their homes during the regular school year.</p>	<p>2B) By the end of the 2023-24 program year, 80% of migratory children enrolled in migrant-funded early childhood education during the summer will achieve measurable growth in two or more skill areas as measured by an appropriate developmental skills assessment.</p>	<p>Implementation: What supplemental summer instruction did the project provide? How did the project incorporate culturally and linguistically inclusive opportunities? What materials were provided to support reading at home? Results: What percent of migratory preschool children with valid pre- and post-test results demonstrated growth in two or more skill areas on the NJ MEP developmental skills checklist?</p>
<p>2.3) 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.</p>	<p>2C) By the end of the 2023-24 school year, 80% of parents of 3-5-year-old migratory children who participated in parent involvement activities will report on a parent survey that these activities increased their awareness of early childhood services.</p>	<p>Implementation: What parent activities did the project provide? What systems were implemented to provide access to information? Results: What percentage of migratory parents participating in parent involvement activities related to early childhood topics reported that they increased their awareness of early childhood services?</p>

GOAL AREA #3: High School Graduation and OSY Achievement

State Performance Target, Long Term Goal: In the approved amendment to the ESSA State Plan, New Jersey set the same long-term goal of 95% for the four-year adjusted cohort graduation rate for all students and for each subgroup of students by the 2029-30 school year.

Need Statements: Secondary migratory student proficiency on the NJSLA in ELA needs to increase 38 percentage points and mathematics proficiency needs to increase 31 percentage points. Awareness and participation in college and career readiness activities need to increase. Access to and engagement in instructional services for OSY needs to increase. OSY proficiency in English needs to increase.

Concern Statements:

- 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.
- 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.
- 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.
- We are concerned that migratory OSY lack the English language skills necessary for functioning in an educational setting, career, and/or community.

Graduation and OSY Strategies, MPOs, and Evaluation Questions

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions
<p>3.1) During the school year, provide supplemental tutoring in reading and math with English language support appropriate for secondary student needs and aligned with their INA.</p> <p>3.2) Provide instructional support during the summer through site-based summer school, virtual instruction, or home-based instruction.</p>	<p>3A) By the end of the 2023-24 program year, 50% of migratory secondary students with an INA will make measurable progress toward their goals as measured on the INA rubric.</p>	<p>Implementation: What supplemental tutoring did the project provide for secondary students? How many students participated in the regular term and summer? How did the project provide summer instruction?</p> <p>Results: What percentage of migratory students (grades 9-12) demonstrated progress on the INA after participating for a sufficient time to show progress?</p>

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions
<p>3.3) Provide information and facilitate access to vocational, career readiness, and college programs as appropriate for student needs and interest.</p>	<p>3B) By the end of the 2023-24 program year, 80% of secondary students and OSY participating in college and career readiness activities will complete an interest inventory and accompanying learning plan.</p>	<p>Implementation: What college and career readiness support did the project provide? How did the project align support and activities to student needs and interests?</p> <p>Results: What percentage of secondary students and OSY who participated in college and career readiness activities completed and interest inventory?</p>
<p>3.4) Provide English language and life skills instruction for OSY focused on language and skills needed in the community, the youth’s chosen career path, or educational goals, as well as referrals to agencies that provide services listed above. Ensure access to instruction through transportation, mobile tutors, technology, and other supports appropriate for OSY needs.</p>	<p>3C) By the end of the 2023-24 program year, 80% of migratory OSY enrolled in MEP life skills instruction or English instruction will increase their score on a curriculum-based assessment by 5%.</p>	<p>Implementation: What learning opportunities did the project provide for OSY? How many OSY participated?</p> <p>Results: What percent of migratory OSY with valid pre/post results on a curriculum-based assessment demonstrated a 5% gain?</p>

GOAL AREA #4: Support Services

State Performance Target, Long Term Goal: The delivery of support services to migratory students is a provision under Title IC. There is no specific New Jersey State Performance Target for support services.

Need Statements: Migratory children need school supplies, assistance locating school and community resources, and transportation. Migratory parent access to language and culturally appropriate assistance in navigating the school system needs to increase. Migratory families need support for providing educationally enriching experiences in the home. OSY need assistance and advocacy in accessing needed health services and health-related instruction.

Concern Statements:

- We are concerned that migratory families lack equitable access to developmentally appropriate reading and math materials and learning tools.
- We are concerned that migratory families lack the skills, literacy, and strategies to navigate the school system successfully.
- 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.
- 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 Strategies, MPOs, and Evaluation Questions

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions
<p>4.1) 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.</p> <p>4.2) Coordinate with health services providers to facilitate access to vision, dental, medical, and mental health care aligned to children’s needs.</p>	<p>4A) By the end of the 2023-24 program year, 80% of students with identified support services needs will receive MEP support aligned to their needs.</p>	<p>Implementation: With which organizations did the project coordinate and collaborate to provide needed support services? How did the project support access to needed services? What support services did the project provide?</p> <p>Results: What percent of migratory children and youth (ages 3-21) received support services during the reporting period?</p>
<p>4.3) 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., school communication classes for parents, math games/activities, literacy/math nights).</p>	<p>4B) By the end of 2023-24 program year, 80% of parents participating in MEP parent involvement activities will report on a parent survey that activities provided useful ideas for supporting their children’s learning at home.</p>	<p>Implementation: What parent engagement activities did the project provide? How did the project communicate and engage with migratory families?</p> <p>Results: What percent of migratory parents reported that activities provided useful ideas for supporting their children’s learning at home?</p>

Evaluation Plan

Plan for Evaluation of Project Implementation and MPO Results

The evaluation of the New Jersey MEP will be completed by the state with the assistance of an external evaluator knowledgeable about migrant education, evaluation design, federal reporting requirements and OME guidelines, the context, and the operation of the New Jersey MEP. The evaluation will systematically collect information to improve the program and to help the state make decisions about program improvement and success.

The evaluation will report both **implementation** and **outcome** data to determine the extent to which the MPOs for the MEP in ELA, mathematics, school readiness, high school graduation, OSY achievement, and support services have been addressed and met. Questions answered by implementation and outcome data are included in the alignment chart.

Data on migratory children and services are collected by the state from each of its LOAs. Data sources include migratory parents, recruiters, migrant program administrators, and other staff as appropriate. In addition, the state will work with the MEP evaluator to develop a Fidelity of Strategy Implementation (FSI) rubric to rate the extent to which local implementation of strategies aligns to the strategy descriptions in the SDP. LOAs will use the form to document methods of strategy implementation and evidence maintained locally regarding participation. Each project will complete the FSI at least once each year.

Information used to complete the FSI will include data from surveys, focus groups, structured interviews, and records reviews (including assessment results reported through the state data collection and reporting system). Data analysis procedures at the conclusion of projects annually will include descriptive statistics based on New Jersey migratory child demographics, program implementation, and student and program outcomes. Means and frequencies will be calculated. Tests of statistical significance will be completed, and trend analyses conducted on open-ended responses from stakeholders.

To comply with federal guidelines, the New Jersey MEP will prepare an annual performance results evaluation to inform SEA decision-making. The evaluation will include performance results data on state performance targets related to Performance Goals 1 and 5, any additional performance targets identified by the state, MEP Government Performance and Results Act (GPRA) indicators, and the MEP MPOs; implementation results; and implications and recommendations for improvement of services based upon implementation results and performance results data.

Evaluation Planning Chart

MPO	How collected	Who collects	Timeline
English Language Arts and Mathematics			
1A) By the end of the 2023-24 program year, 90% of migratory students in grades K-12 who receive regular term supplemental tutoring or support services will be promoted to the next grade level in 2024-25 or graduate.	MIS2000 enrollment records	Regional data administrators	Beginning of term annually
1B) By the end of 2024 summer program, 80% of migratory students in grades K-8 will increase achievement results by 5% as measured by a locally administered ELA pre- and post-assessment.	Spreadsheet	Program Coordinators	End of summer projects annually
1C) By the end of 2024 summer program, 80% of migratory students in grades K-8 will increase achievement results by 5% as measured by a locally administered mathematics pre- and post-assessment.	Spreadsheet	Program Coordinators	End of summer projects annually
1D) By the end of 2023-24 program year, 65% of migratory students in grades K-8 will receive MEP instructional services.	MIS2000	Coordinators and regional data administrators	End of project year annually
School Readiness			
2A) By the end of the 2023-24 program year, migratory children ages 3-5 that are not attending kindergarten will participate in an early childhood education program (baseline to be set in 2023-24 and targets set for years thereafter).	Regional Coordinator Report	Coordinators and parent liaisons	End of project year annually
2B) By the end of the 2023-24 program year, 80% of migratory children enrolled in migrant-funded early childhood education during the summer will achieve measurable growth in two or more skill areas as measured by an appropriate developmental skills assessment.	Preschool Assessment Checklist Summary Sheet	Preschool teachers	End of summer project annually
2C) By the end of the 2023-24 school year, 80% of parents of 3-5-year-old migratory children who participated in parent involvement activities will report on a parent survey that these activities increased their awareness of early childhood services.	Parent Survey	Program Coordinators	End of project year annually

MPO	How collected	Who collects	Timeline
High School Graduation and OSY Achievement			
3A) By the end of the 2023-24 program year, 50% of migratory secondary students with an INA will make measurable progress toward their goals as measured on the INA rubric.	Regional Coordinator Report summary of INA Rubric	Regional Coordinators and secondary educators	End of project year annually
3B) By the end of the 2023-24 program year, 80% of secondary students and OSY participating in college and career readiness activities will complete an interest inventory and accompanying learning plan.	Regional Coordinator Report summary of inventories and learning plans	Regional Coordinators and secondary educators	End of project year annually
3C) By the end of the 2023-24 program year, 80% of migratory OSY enrolled in MEP life skills instruction or English instruction will increase their score on a curriculum-based assessment by 5%.	Spreadsheet	Secondary educators	End of project year annually
Support Services			
4A) By the end of the 2023-24 program year, 80% of students with identified support services needs will receive MEP support aligned to their needs.	MIS2000	Regional Coordinators and services providers	End of project year annually
4B) By the end of 2023-24 program year, 80% of parents participating in MEP parent involvement activities will report on a parent survey that activities provided useful ideas for supporting their children’s learning at home.	Parent Survey	Program Coordinators	End of project year annually
GPRA Results			
Proficiency on NJSLA ELA and mathematics assessments (percentage of migratory students proficient compared to performance targets)	state report card	state interconnection with MIS2000	On completion of state report card
Algebra I completion (percentage of migratory students entering the 11 th grade who have completed credit for Algebra I)	Flag in MIS2000	Data administrators	End of each regular term semester
Grade level promotion or graduation (percentage of migratory students in grades 7-12 promoted to the next grade level or graduating)	MIS2000 enrollments	Data administrators	Annual MIS2000 enrollments

Student Assessment and Progress Monitoring Plan

For **program improvement** purposes and in accordance with the **evaluation requirements** provided in 34 CRF 200.83(a)(4), the evaluation data and demographic information described in the preceding alignment chart and evaluation planning chart will be collected, compiled, analyzed, and summarized for the New Jersey MEP. These activities will help the state determine the degree to which the MEP is on target to reach the state performance targets and effective based on progress toward the MPOs. Data collection will occur through standard data reporting to the migrant-specific data system (MIS2000) and an annual program evaluation data collection (assessment results spreadsheets, surveys, and summary of records forms).

Project Plan and Logic Model

Project Plan

The SDP Committee developed a **project plan** to flesh out activities and identify the resources needed for each strategy. All activities are for the local level, and the state is required to ensure that its local projects comply with the comprehensive state plan. Local projects have flexibility to determine which activities to implement based on migratory children’s needs from within the options provided and to achieve the MPOs. The Committee considered the following key questions in developing the project plan.

- What options do LOAs have for implementing the strategies?
- What other programs and agencies will be involved in the implementation of the SDP?
- What resources are needed for each activity—staffing, funding, or materials?
- What documentation should projects keep onsite about strategy implementation?

Following the project plans for each goal area is the **MEP logic model**. A logic model is a visual representation of the assumptions and theory of action that underlie the structure of an education program. The main components of the New Jersey MEP logic model include inputs, activities, outputs, and outcomes (separated into short, medium, and long term). It answers the three guiding questions to follow.

- Where are you going?
- How will you get there?
- What will show that you have arrived?

ELA and Mathematics Project Plan

Strategy	Examples of strategy implementation	Use of MEP funds	Information projects should keep about strategy implementation
<p>1.1) To ensure grade level advancement, provide supplemental tutoring and instruction during the regular school year aligned to the INA, which includes identifying yearly goals and quarterly progress monitoring.</p>	<ul style="list-style-type: none"> • After school tutoring • Staff professional development (PD) • In-school tutoring • Project-based learning • Grade reviews • Attendance reviews 	<ul style="list-style-type: none"> • Teachers and aides for tutoring • Curriculum materials and supplies • Book distributions • Local PD • Stipends • MOUs 	<ul style="list-style-type: none"> • Tutor logs • INAs • Learning plans • Assessment results
<p>1.2) Provide a stipend to bilingual school-based staff to act as a migratory student liaison to assist in completing the INA, build relationships with families and students, assist families in navigating the school system, meet regularly to discuss needs, collaborate with the regional programs, and advocate for migratory students to receive educational interventions available at the school.</p>	<ul style="list-style-type: none"> • Migrant student liaisons • Regular liaison meetings • Parent meetings • Advocacy meetings • Training for migrant liaisons 	<ul style="list-style-type: none"> • Stipends for bilingual liaisons • Curriculum materials and supplies • Local PD • Travel for training and meetings 	<ul style="list-style-type: none"> • Surveys • Agendas • Notes • Evaluations • Tutor logs • INAs • Learning plans • Assessment results
<p>1.3) Provide summer school instruction focused on alleviating summer learning loss and increasing ELA and math skills using evidence-based strategies.</p>	<ul style="list-style-type: none"> • Incorporation of art instruction • Technology instruction and projects • Theme-based educational field trips • Hands-on STEM/STEAM activities • Health and safety education • Site-based summer school • Home-based instruction • Remote instruction 	<ul style="list-style-type: none"> • Educational materials and supplies • STEM materials • Transportation for field trips • Admission fees for field trips • Print flyers that promote program • Curriculum materials • Teachers for summer programs 	<ul style="list-style-type: none"> • Surveys • Agendas • Notes • Evaluations • Tutor logs • INAs • Learning plans • Assessment results
<p>1.4) Collaborate with schools to ensure migratory students receive supplemental English language instruction and/or home language development appropriate to their needs.</p>	<ul style="list-style-type: none"> • Tutors • Meetings with school districts or programs • Provide MEP overviews • Advocacy • Participate in 504 meetings • Meetings with migrant liaisons • Virtual tutoring 	<ul style="list-style-type: none"> • Staff time • Materials to assist with access such as hot spots • Transportation after tutoring • MOUs with schools 	<ul style="list-style-type: none"> • Surveys • Agendas • Notes • Evaluations • Tutor logs • MOUs • Communication logs

School Readiness Project Plan

Strategy	Examples of strategy implementation	Use of MEP funds	Information sites should keep about strategy implementation
<p>2.1) Establish agreements and/or coordinate with Early Head Start and similar early childhood program providers to facilitate access to preschool learning experiences for migratory children that will lead to kindergarten readiness.</p>	<ul style="list-style-type: none"> • Bi-annual meetings with partner agencies providing educational services for migratory children • Support for registration including transportation, interpretation, and advocacy • Agreements to share referrals • Preschool transition assistance for parents and children 	<ul style="list-style-type: none"> • Interventionists, liaisons, advocates • Meetings with preschool service providers • Supplemental educational materials • Transportation 	<ul style="list-style-type: none"> • Agreements with ECE providers • Attendance or enrollment records • Communication logs • Meeting notes • Parent meeting agendas
<p>2.2) Provide migratory preschoolers with age-appropriate, developmentally appropriate, and culturally inclusive summer instruction. Provide reading materials in their homes during the regular school year.</p>	<ul style="list-style-type: none"> • Direct instruction (site-based) • Direct instruction (home-based) • Provide reading materials for the home during the school year • Enrichment and field trips 	<ul style="list-style-type: none"> • Teachers and aides • Local PD • Early math resources; e.g., manipulatives and access to technology • Field trip expenses • Reading materials 	<ul style="list-style-type: none"> • Attendance records • MEP ECE Assessment
<p>2.3) 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.</p>	<ul style="list-style-type: none"> • Offer large and small group parent workshops and PAC meetings • Home visitor protocol for effective parent interactions • Bi-annual meetings with partner agencies providing educational services for migratory children • Use technology to create instructional videos for parents that model instructional strategies • Use the MEP website to compile/share parent resources • 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). 	<ul style="list-style-type: none"> • Teachers and aides • Local PD • Educational materials and supplies • Parent workshop expenses • Flash drives, SD cards, etc. loaded with instructional resources 	<ul style="list-style-type: none"> • Sign-in sheets • Workshop agendas • Parent evaluations • Collaboration meeting records and notes

High School Graduation and OSY Achievement Project Plan

Strategy	Examples of strategy implementation	Use of MEP funds	Information sites should keep about strategy implementation
<p>3.1) During the school year, provide supplemental tutoring in reading and math with English language support appropriate for secondary student needs and aligned with their INA.</p>	<ul style="list-style-type: none"> • In-school tutoring • After-school or weekend tutoring • Virtual or remote tutoring • Computer-assisted learning • Needs assessment with review of assessment results and discussions with teachers 	<ul style="list-style-type: none"> • Staff training • Staff time • Equipment and connectivity support • Instructional materials • Software or licenses for learning platforms 	<ul style="list-style-type: none"> • INAs • Writing rubrics • Tutoring logs • Learning plans
<p>3.2) Provide instructional support during the summer through site-based summer school, virtual instruction, or home-based instruction.</p>	<ul style="list-style-type: none"> • High school equivalency, motivational strategies • Enrichment and engagement activities • Site-based summer program • Curriculum materials • Middle school course • High school credit accrual • Academic skill building • Assessment preparation • Post-secondary preparation • Career awareness • Life skills • STEAM 	<ul style="list-style-type: none"> • Staff training • Staff time • Credit accrual cost • College visits/enrichment and engagement activities • Field trip expenses 	<ul style="list-style-type: none"> • Pre and post tests • INAs • Learning plans • Interest inventories • Credit accrual forms • Student surveys • Agendas • Student participation (attendance)
<p>3.3) Provide information and facilitate access to vocational, career readiness, and college programs as appropriate for student needs and interest.</p>	<ul style="list-style-type: none"> • In-school visits with students • Monitoring progress on credit accrual • Coordination with high school counselors and teachers to ensure migratory students have the opportunity to visit with college recruiters • Needs and interest inventories • Support for scholarship and other financial support applications • Support for college applications 	<ul style="list-style-type: none"> • Staff time • Materials for needs and interest inventories • Transportation 	<ul style="list-style-type: none"> • INAs • Interest inventories • Logs and progress monitoring • Student participation in college visits • Communication logs • Tutor logs
<p>3.4) Provide English language and life skills instruction for OSY focused on language and skills needed in the community, the youth's chosen career path, or educational goals, as well as referrals to agencies that provide services listed above. Ensure access to instruction through transportation, mobile tutors, technology, and other supports appropriate for OSY needs.</p>	<ul style="list-style-type: none"> • Academic skill building • Bilingual support/EL Instruction (mini English lessons) • Life skills instruction • Motivational strategies • Enrichment and engagement activities • OSYmigrant.org lessons • Learning plans 	<ul style="list-style-type: none"> • Staff training • Staff time • Enrichment and engagement activities • Materials, books, technology, etc. • Transportation 	<ul style="list-style-type: none"> • Pre and post tests • English Language Screeners • Life skill lessons • OSYmigrant.org lesson assessments • Student surveys • INAs • Learning plans • Agendas • Student participation (attendance)

Support Services Project Plan

Strategy	Examples of strategy implementation	Use of MEP funds	Information sites should keep about strategy implementation
<p>4.1) 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.</p>	<ul style="list-style-type: none"> • Referrals services fair • Partnership with local service providers • Family workshop to disseminate information and provide enrollment/application support • Referrals and agreements for sharing referral information • Distribution of necessary instructional supplies • Review supply lists for schools in which students are enrolled and provide assistance for obtaining supplies 	<ul style="list-style-type: none"> • Calendar of services • Staff time • Distribution costs • Informational materials • Family event costs • Books, instructional materials • Technology, devices, connectivity support 	<ul style="list-style-type: none"> • Needs assessments • Agendas • Notes • Evaluations • Distribution logs • Supply lists from students’ schools/teachers
<p>4.2) Coordinate with health services providers to facilitate access to vision, dental, medical, and mental health care aligned to children’s needs.</p>	<ul style="list-style-type: none"> • Provide information/pamphlets on local health centers in the community and coordinate with service providers to facilitate family and OSY access to care. • Family events with wellness components • Nutrition • Immunization records and referrals 	<ul style="list-style-type: none"> • Dental and health screenings • Supplemental nutrition costs • Advocacy and coordination with services providers 	<ul style="list-style-type: none"> • Needs assessments • Agendas • Notes • Family participation records • Parent surveys
<p>4.3) 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., school communication classes for parents, math games/activities, literacy/math nights).</p>	<ul style="list-style-type: none"> • Home visits • Materials and school supplies • Parent meetings • Parent workshops • School staff meetings • Parent liaisons • Follow up for request • Multiple methods of parent communication (online, flyers, calls, etc.) 	<ul style="list-style-type: none"> • Staff time, • Educational materials and school supplies • Family event costs • Collaboration with partners 	<ul style="list-style-type: none"> • Sign-in sheets • Parent surveys • Agendas • Notes • Evaluations • Fiscal records • Needs and services summary and log

Logic Model

Input	Activities	Output	Short-term Outcome	Mid-term Outcome	Long-term Outcome
<p>Systems:</p> <ul style="list-style-type: none"> -MEP funding -MEP staff (coordinators, recruiters, MEP advocates, parent liaisons, data entry clerks, instructors) -State CNA, SDP -Intrastate coordination -Interstate coordination <p>Information:</p> <ul style="list-style-type: none"> -PFS determinations -Student records -Demographic data -Assessment data (NJSLA, SAT, EL, 504, IDEA, etc.) -Graduation rates -MIS2000 data -MSIX data -Family needs assessments <p>Resources:</p> <ul style="list-style-type: none"> -Technology -Evidence-based curriculum -Consortium materials -OSY welcome bags -Consulate services -Consortium English lessons -College awareness and HSE/GED materials -Family engagement events 	<p>Student services:</p> <ul style="list-style-type: none"> -Instructional services (reading and math tutoring, summer programs, home- or site-based services) -Book distribution -Credit accrual/recovery -College and career readiness activities -Goal setting sessions -Discovery programs/ enrichment activities (field trips, extracurricular programs) -STEAM project-based learning -Technology support at home and school -Dental/health screenings and other support services <p>Family services:</p> <ul style="list-style-type: none"> -Family engagement (e.g., family literacy events) -Parent education activities -PAC <p>Training:</p> <ul style="list-style-type: none"> -Staff/tutor training and development including academic and technology integration strategies 	<p>Student outputs:</p> <ul style="list-style-type: none"> -Participation in MEP programming and instruction -PFS students served -Assessments provided and results recorded -Participation in credit-bearing courses, advising, and college and career readiness activities -Secondary Student Services Plans completed -Enrollment in pre-K programs -Provision of needed educational materials -Health screenings completed <p>Family outputs:</p> <ul style="list-style-type: none"> -Participation in family engagement events, PAC, and workshops <p>Training outputs:</p> <ul style="list-style-type: none"> -Staff participation in training -Use of evidence-based curriculum -Technology integration in lessons 	<p>Student outcomes:</p> <ul style="list-style-type: none"> -Increased participation in ELA and math instruction -Gains on curriculum-based assessments in ELA and math -Increased participation in support services -Mastery or gains on OSY consortium assessments -Services aligned to INAs or learning plans -Preschool children enroll in ECE programs -Students increase English language skills <p>Family outcomes:</p> <ul style="list-style-type: none"> -Parents understand and access the services available -Parents can identify the needs and strengths of their children and support their learning -Parents increase understanding of ECE programs and procedures <p>Training outcomes:</p> <ul style="list-style-type: none"> -Increased staff knowledge and use of strategies 	<ul style="list-style-type: none"> -Interim performance targets met on the state assessment for ELA and math -Increased use of community resources and self-advocacy -Increased engagement at MEP events, school functions, and the educational environment -Increased percentage of students on track for graduation 	<ul style="list-style-type: none"> -Increased percentage of migratory students scoring proficient or above on the state assessment in ELA and math -Advocacy and self-efficiency in the educational environment -Increased percentage of students with a long-term plan for post-graduation careers or schooling -Increased percentage of students entering at the kindergarten-ready level

Migratory Children Identified to Receive PFS

Definition of Priority for Services

In accordance with the ESSA—Section 1304(d), MEPs must give PFS to migratory children who meet the following definition:

Each recipient of MEP funds shall give priority to migratory 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.

The New Jersey MEP has established an account of how these criteria are met. A migratory student, child, or youth must fit criterion 1 and criterion 2 to receive PFS.

1) Recent qualifying move

- The student has a QAD between September 1 of the previous year and August 31 of the current reporting period

2) Failing, or most at risk of failing, to meet state academic standards

- Failed to meet state standards on state reading, science, and/or math assessments (including students who were enrolled during the test window but were absent, exempt, not tested, or not scored);
- English learner;
- Over-age for grade (i.e., student is older--2+ years--than a typical student in that grade);
- Retained in grade;
- Failed one or more core high school courses;
- Not at grade level in a core subject area;
- Dropped out of school
- Out-of-school youth;
- Special education student; or
- Homeless (qualifies for McKinney Vento).

Timelines

- New PFS data is to be entered within the first 10 days of a student's eligibility for the MEP and is calculated by the state data system.

The PFS plan includes:

- professional development on identification and services for PFS students locally;
- activities to ensure that eligibility and services for PFS students are documented properly; and
- progress monitoring of the MPO and state performance results for students with PFS.

The New Jersey MEP application requires local grantees to assess the needs of this at-risk population and target services specifically to PFS students. The NAC examined PFS student data (20% of the New Jersey migratory student population in 2021-22) to assess the unique educational needs of PFS students and create solutions to address the needs.

The New Jersey MEP evaluation plan includes a focus on PFS student achievement to ensure that the needs of this most at-risk subpopulation are being addressed. The New Jersey MEP examines PFS student performance in its evaluation and uses the results to inform the process for strengthening services.

Serving Priority for Service (PFS) Children

New Jersey LOAs receiving Title I-C, MEP funds must target funds to provide services to migratory children. Regions may serve children who do not meet the PFS criteria so long as they serve children who do meet the criteria first.

Identification and Recruitment and Quality Control Plans

The New Jersey MEP articulates its ID&R plan through its ID&R Manual. Local grantees are obligated to follow the requirements established in the Manual for identifying and recruiting eligible migratory children and youth into the program, completing documentation accurately, maintaining high standards of quality control, and network building. The New Jersey ID&R Manual reflects the statutory requirements of ESSA as well as the MEP Non-Regulatory Guidance (March 2017) and the Code of Federal Regulations issued by OME. A copy of the Manual is on file with the NJDOE.

Each project is responsible for identifying, recruiting, and enrolling eligible migratory children in school and in the MEP, upon their arrival in New Jersey. Projects must attend all applicable training offered by the NJDOE for directors, recruiters, and data entry personnel. Each project must describe in their ID&R plan how they will accomplish the following:

- procedures to identify the eligible migratory children residing in the geographic boundaries of the project;
- procedures for identifying children not enrolled in school including preschool children, OSY, and children present in the region when school is not in session; and
- procedures for ensuring quality control in the accurate determinations of eligibility and documentation of eligibility decisions.

Each project is responsible for the timely and accurate transfer of migratory child records, including all applicable Minimum Data Elements and full participation in the Migratory Student Information Exchange (MSIX) [ESEA 34 CFR §200.85(b)(1)]. Each project must describe the following in their records transfer plan:

- procedures for entering eligibility documentation, student records, and other pertinent information in MIS2000 for all migratory children enrolled in the program;
- procedures for ongoing data review and corrections using a combination of MSIX data quality reports and MIS2000 reports; and
- procedures for transferring and correcting student records and other pertinent information upon request from schools, NJDOE, or migratory parents.

Roles and Responsibilities

State ID&R Coordinator: The State ID&R Coordinator is responsible for providing leadership, support, and technical expertise for the New Jersey MEP's ID&R component. The State ID&R Coordinator, in consultation with NJDOE and NJ MEP LOAs, develops, implements, and coordinates a plan to effectively identify and recruit all MEP-eligible children/youth residing in the state. The coordinator oversees annual certification of recruiters as well as state quality control efforts.

Recruiter Responsibilities

Recruiters act as representatives of the LOAs and the MEP in their interactions with families. In many cases, this contact with recruiters is the foundation of the home-school relationship and thereby contributes to the educational success of children/youth. Recruiters provide a link between families and the broader community by referring families to local resources and creating opportunities for interaction between the migrant community and permanent residents. Sometimes local recruiters are called upon to help conduct regional recruiting activities in areas not covered by another MEP-funded project.

The various components of "recruitment" are as follows.

- Gather information about potentially eligible migratory workers from among any of the following:
 - self-eligible youth;
 - parents/guardians/spouses;
 - employers;
 - school district staff;
 - social service agencies;
 - community members and organizations.
- Make a determination about the child's MEP eligibility based on the information gathered from self-eligible youth or from the parents/guardians/spouses of migratory children/youth.
- Document on a Certificate of Eligibility (COE) information that establishes MEP eligibility.
- Collect data that is required to enroll eligible children/youth in MIS2000.
- Participate in all necessary NJ MEP quality control efforts.

To achieve these responsibilities, a recruiter must:

- participate in annual ID&R training, and other scheduled training sessions/opportunities, as required;
- receive annual certification from NJDOE;
- maintain auditable and current records relating to ID&R; and
- serve as a link among NJDOE, schools, parents/guardians, employers, and community agencies.

The MEP uses a balanced approach to ID&R, working with school districts as well as employers and community agencies and businesses to identify and recruit eligible migratory children and youth.

Quality Control

The New Jersey MEP ID&R Quality Control Plan (also known as the State Quality Control Plan) provides a process to ensure that only eligible migratory children and youth are recruited for the MEP and that all eligibility decisions are supported by appropriate documentation. The plan is explained in detail in the ID&R Manual.

The New Jersey MEP Quality Control Goals are listed below.

- Identify and recruit all and only eligible migratory children and youth residing in New Jersey.
- Ensure that proper MEP eligibility determinations are made.
- Ensure that proper MEP eligibility determinations are supported by accurate documentation on COEs.

There are four components of the quality control plan, each of equal importance:

1. recruiter and COE reviewer training and certification;
2. standardized review of all COEs and eligibility determinations;
3. verifications of representative random samples of recruited children and youth in New Jersey; and
4. annual evaluation of individual recruiter practices.

Regulatory Requirements for ID&R Quality Controls

34 CFR § 200.89(d): An SEA must establish and implement a system of quality controls for the proper ID&R of eligible migratory children on a statewide basis. At a minimum, this system of quality controls must include the following components:

1. training to ensure that recruiters and all other staff involved in determining eligibility and in conducting quality control procedures know the requirements for accurately determining and documenting child eligibility under the MEP;
2. supervision and annual review and evaluation of the ID&R practices of individual recruiters. The SEA monitors recruitment practices during onsite and desktop
- 3.
4. monitoring, and each region provides ongoing monitoring, evaluation, and guidance for recruiters;
5. a formal process for resolving eligibility questions raised by recruiters and their supervisors and for ensuring that this information is communicated to all LOAs. Recruiters contact lead recruiters first. Lead recruiters contact the SEA if they are unable to resolve a question. Any questions that the SEA resolves are shared with both regions during regular monthly check-in meetings;

6. an examination of each COE by qualified individuals at the SEA or LOA level to verify that the written documentation is sufficient and that, based on the recorded data, the child is eligible for MEP services. New Jersey has three tiers for review: 1) recruiter, 2) regional data analyst, 3) SEA designee (regional coordinator);
7. a process for the SEA to validate that eligibility determinations were properly made, including conducting prospective re-interviewing. SEA runs a random sample of the current enrollment for the performance period and recruiters from the opposite region re-interview families. See ID&R manual for process for removing children or families determined to be ineligible;
8. documentation that supports the SEA's implementation of this quality-control system and a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so. New Jersey maintains MIS2000 documentation and annual re-interview reports; and
9. a process for implementing corrective action if the SEA finds COEs that do not sufficiently document a child's eligibility for the MEP, or in response to internal state audit findings and recommendations, or monitoring or audit findings. Each region is responsible for auditing COEs on an ongoing basis for errors that were discovered during re-interviewing. Errors are discussed during regularly scheduled ID&R training, and individual recruiters are provided with additional training and monitoring if a pattern of errors are discovered.

The New Jersey ID&R Manual provides processes and procedures for each of the required components.

Parent and Family Engagement Plan

The New Jersey MEP operates within the guidelines of local **parent engagement policies**. Each LOA that receives Title I Part A funds jointly develops with parents a written parent and family engagement policy describing how it will involve parents; provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent engagement activities to improve student academic achievement and school performance; build the schools' and parents' capacity for strong parent engagement; coordinate and integrate parent engagement strategies with other programs; jointly conduct an annual evaluation of the content and effectiveness of the parent engagement policy in improving the academic quality of the schools served under Title I; and involve parents in the activities of the schools.

Year-round migrant projects funded under the New Jersey MEP must convene a migrant **PAC**. The New Jersey MEP has established a state PAC comprised of parent representatives of local migrant projects. The group meets at least once per year either in person or via webinar at a time and place that is convenient for members. The PAC provides feedback on program services and helps to identify needs as well as strategies to meet these needs to ensure student

academic success and to maximize parent engagement. Members also serve as ambassadors for other parents at local migrant projects.

During the summer, migratory parent engagement poses a greater challenge resulting from parents being in the state only for a short period of time and having work as the primary reason for being in the state. Local migrant projects must be creative to engage parents. This is facilitated through **MEP parent liaisons** that are knowledgeable about the culture of migratory families and are fluent and literate in the language(s) spoken by parents. They operate intensively during the short summer programs serving as a liaison between the school, home, and community. They also help marshal resources, as needed, to assist migratory children and their families with education-related activities and support services (e.g., medical, dental, housing, health, adult education).

Each local migrant program coordinates parent engagement activities to engage parents in the education of their children through the following.

- Disseminating information and resource guides about the SDP in a language and format parents understand and can access.
- Sending informational flyers from local projects about the MEP, MEP services, and invitations to the PAC meetings.
- Sending learning kits containing books, manipulatives, and other learning materials home with students.
- Educational field trips during the school year with parents and students to engage in community activities, cultural events, and other opportunities parents and children may not have access to without MEP assistance.
- Read-with-your children activities and activities/information to familiarize parents with the importance of participating with their children in reading.
- Parent/teacher conferences to review students' learning activities and outcomes.
- Activities designed to strengthen parents' involvement in their children's education covering topics ranging from good nutrition and positive disciplining to communicating with the school and developing good study skills.
- "Transition" field trips in which school staff participate with students and parents to visit their new school. Students and parents are encouraged to attend school open houses and MEP staff assist by attending with parents and/or providing transportation.
- Incidental teaching modeling and guidance during parent activities, PAC meetings, and individual parent communications.
- End-of-summer parent activities (i.e., open house) that typically include a light meal and opportunities for parents to visit their children's classrooms and with school staff.
- Ongoing contact with parents through regional activities, virtual or home visits, and telephone conversations to follow up and keep parents informed.

Student Records Exchange and MSIX Usage Plan

MIS2000

New Jersey uses MIS2000 as its database for all data elements related to migratory children in the state. MIS2000 allows states to store data from COEs, education records, health information, as well as additional information (such as evaluation data) that states need to collect. MIS2000's reporting tools allow preinstalled reports, the creation of reports, print copies of COEs, eligible student counts, as well as federal performance reports.

It is the responsibility of the MEP data specialist, LOA directors, and local data entry personnel to ensure that school or program records are updated immediately once information becomes available. Once all the applicable information is collected, it should be transmitted to MIS2000 and through daily uploads to MSIX within 10 days of enrollment and within 30 days after the end of a school or program term. It is the responsibility of the MEP data specialist to update the child's MSIX record within four days of a MSIX request for data based on a child's interstate move. For students not yet in high school, the Consolidated Record (see below) is used to verify the student's grade level and previous enrollments if any. For secondary students, course history within the Consolidated Record is used to determine if a student has any credit accrual needs and to ensure course placements are not duplicative.

All credits and partial credits earned while in New Jersey, whether through the MEP or a non-project LEA, are entered into the course history section of MIS2000 which is uploaded nightly to MSIX. Each MEP LOA is responsible for reviewing the MSIX course history prior to placing students in a course and informing school districts about course histories for migratory students. Avenues for informing school districts include meetings with registrars and counselors, graduation plan review meetings, and direct communication when necessary.

Migrant Student Information Exchange (MSIX)

State migratory student information systems like MIS2000 are linked to MSIX, an online national system developed by OME with the purpose of collecting, consolidating, and making critical education data available to authorized staff within the MEP along with other authorized users.

MSIX does the following:

- retrieves and views student information;
- contains the minimum data elements necessary for the proper enrollment, grade and course placement, and accrual of credits for migratory children;
- produces a single consolidated record for each migratory child that contains information from each state in which the child has been enrolled; and
- provides a means of sending and receiving notifications of moves for migratory students.

Demographic, educational, and health data on migratory students in New Jersey is maintained in MIS2000. These data are uploaded to MSIX on a daily basis to ensure timely access by MEP staff in all states. MSIX is another important tool for recruiters, as it can facilitate the identification of potentially eligible children moving into the state, notify schools and MEP

offices of a child's arrival or departure, document previous migratory agricultural history for a family/youth, and assist in maintaining the accuracy of student demographic information as reported on the COE, and subsequently, in the migratory student data systems. Recruiters may find MSIX very useful in verifying demographic information (see use of the MSIX Consolidated Report). In addition, using a student's history of previous moves, MSIX may assist in predicting the arrival of students and/or the destination of a student's subsequent moves.

MSIX Student Move Alerts

MSIX move alerts contain the following information: MSIX ID of the child/youth; the state and possibly the school and/or school district to which they are going; the name, state, and contact information of the individual sending the alert; and additional comments, if provided.

Immediately upon receipt of a move alert, the recruiter or liaison should initiate efforts to locate the family/youth and schedule a time to conduct an eligibility interview. If staff receive an MSIX Student Move Alert and need additional information, they should contact the sender to assist them in identifying the family.

New Jersey MEP staff also should send move notifications via MSIX when they become aware of a family moving to another state. Staff should provide as much information as possible to aid in locating the family at the next destination and to respond promptly to any requests for additional information made by the "receiving" program. Staff must be cautious not to enter personally identifiable information in email messages.

Use of the MSIX Consolidated Record

Use of the MSIX Consolidated Record should be fully integrated into the process of enrolling a student in school and in the MEP, appropriately placing that student, and for secondary students, ensuring the student's ability to accrue credits toward high school graduation. The MSIX record is a critical link in exchanging student information across school districts and states to facilitate ID&R of MEP-eligible students, and to enable students to experience continued educational progress. The following procedures should be taken by recruiters and ECOE reviewers in utilization of the MSIX record.

- Use of the MSIX record to obtain additional information regarding previous migratory agricultural history, including qualifying moves, for a family/youth to assist in documentation of a student's eligibility for the MEP.
- Verify the student's demographic information including the spelling of the student's name, birthplace, and birth date to ascertain if there are any discrepancies between the COE completed, MIS2000, and MSIX as presented in the MSIX Demographics Screen. Follow up with parents or youth to confirm or change information on the COE or in the data systems, as needed.
- Migrant Liaisons have access to MSIX and the consolidated record. Liaisons are tasked with ensuring that local registrars and counselors have access to information contained in the consolidated student record necessary for appropriate placement and transfer of records.

Use of MSIX by Parents/Guardians/Children and Youth

MEP local administrators, recruiters, parent liaisons, and data entry specialists should make every effort to inform migratory parents/guardians about MSIX and its potential benefits to students. Parents/guardians may be interested, for example, in viewing their child's MSIX Consolidated Student Record and actively using the information it contains when enrolling their child in the next school to assist with grade placement, credit accrual, and to document immunizations and other health information. If a parent/guardian, or a youth himself/herself, recognizes any incorrect or incomplete information in the record, project staff must research the request for change or correction as soon as possible, but no later than 30 days. As soon as a decision is made, project staff should notify the parent/guardian/youth of the outcome and submit any needed data updates to MIS2000/MSIX within four days.

Implementation and Accountability in Local Programs

Local-level Communication and Professional Development

The New Jersey MEP provides extensive professional development to prepare certified and non-certified staff to adapt instruction to address the unique educational needs of migratory students, implement consortium incentive grant (CIG) initiatives, and coordinate with other states and agencies. Local and national trainings are provided to help staff learn the strategies needed to implement the SDP, with an emphasis on math strategies, literacy strategies, early literacy strategies, strategies for high school graduation, and engaging and instructing OSY.

Improving educator quality for all children is one of the goals expressed in the NJDOE Comprehensive Strategic Plan. Professional development is part of the state plan and an expectation for local programs. state objectives supporting the professional development of New Jersey MEP staff include:

- collaboration with higher education and other agencies to ensure educators have the preparation and background to employ evidence-based techniques in a variety of settings for students from various backgrounds;
- collaboration with the Regional Offices of Education to provide professional development for ancillary instructional personnel;
- networks of service providers and education entities to provide effective practices for highly mobile secondary aged students; and
- creation of a professional development framework for dissemination to schools and districts which supports sustained, ongoing instructional improvement.

Within this framework, the New Jersey MEP and its LOAs offer and/or participate in professional development activities such as the following.

- CNA and SDP meetings
- Collaboration Meetings with New Jersey Service Providers
- ID&R Training for Recruiters
- New Jersey MEP Administrators' Meetings

- Interstate Coordination and CIG Sessions

In addition to the wide variety of training at the local and state level, New Jersey leverages national sources of professional development. The organizations represented below have print materials, presentations, and conferences that are useful for providing more information about the needs of migratory students and best practices for providing services. In addition, many organizations also have resources in ELA, math, school readiness, parent engagement, ID&R, and graduation from high school.

- **Allies In Caring, Inc.**, was founded by Ivette Guillermo-McGahee in 2012. She was driven by a strong desire to be more effective in helping children, youth and their families develop resiliency and become strong, creative, and thriving despite the adversity in their lives. <https://www.alliesincaring.org/>
- The **BUENO Center** for Multicultural Education promotes and advocates for equitable education for culturally and linguistically diverse (CLD) learners, families, and the educators that serve them. <https://www.colorado.edu/center/bueno/>
- **CATA** (*el comité de apoyo a los trabajadores agrícolas*) Founded in 1979, CATA is non-profit organization focused on organizing and empowering the immigrant community as they fight for justice for themselves, their families, and their communities. <https://www.cata-farmworkers.org/>
- The **Center for Applied Linguistics (CAL)** promotes language learning and cultural understanding and is a source for research, resources, and policy analysis. Through its work, CAL seeks solutions to issues involving language and culture as they relate to access and equity in education and society around the globe. <https://www.cal.org/>
- The **Center for Research on Education, Diversity, and Excellence (CREDE)** Hawai'i Project promotes educators' use of research-based strategies of effective practice for culturally and linguistically diverse students. <https://manoa.hawaii.edu/coe/crede/>
- The New Jersey **Commission for the Blind and Visually Impaired** was established in 1910 by order of the NJ State Legislature. This agency's mission is to promote and provide services in the areas of education, employment, independent living and eye health through informed choice and partnership with persons who are blind or visually impaired, their families and the community. <https://www.state.nj.us/humanservices/cbvi/>
- The **Department of Health** operates the **Office of Rural Health** to improve healthcare in New Jersey's rural areas. Our approach is tailored to each rural community's unique infrastructure, resources, and environment, not a "one size fits all". <https://www.nj.gov/health/fhs/primarycare/rural-health/index.shtml>
- **East Coast Migrant Head Start Project** is committed to preparing the children of migrant and seasonal farmworkers for success. They provide holistic, high-quality early childhood education services for children and families in a nurturing, culturally sensitive environment and by providing services and advocating for children and families in their other areas of need. <https://www.ecmhsp.org/>

- The **High School Equivalency Program (HEP)** is aimed at migratory students aged 16 or above (or who are OSY) to obtain a high school diploma or equivalent, gain employment, or enroll in postsecondary institutions or training. The HEP website is found at: www.ed.gov/programs/hep/index.html
- The **Identification & Recruitment Consortium (IDRC)** CIG is designed to expand and improve infrastructures for interstate coordination, specifically around ID&R. <https://www.idr-consortium.net/>
- The **Inspire and Innovate: The Migratory Parent Action Coalition (I²MPACT)** CIG was established to increase parent engagement and empowerment through an expanded understanding of parent involvement and enhanced parent involvement activities. <https://www.i2mpact.org/>
- **Instructional Services for OSY and Secondary Youth (iSOSY)** is a CIG funded to build capacity in states with their migratory at-risk secondary students and OSY population. iSOSY sponsors webinars and in-person trainings to help participants provide services to meet the unique needs of this population. Materials and strategies are found at <http://osymigrant.org>
- **Interstate Migrant Education Council (IMEC)**: IMEC's mission is to advocate for the highest quality education and other needed support for the nation's migratory children and youth. <http://imec-migrated.org/>
- **Legal Services of New Jersey** coordinates the statewide Legal Services system, which provides free legal assistance to low-income New Jerseyans for their civil legal problems. It strives to secure substantive and procedural justice for those living in poverty. <https://www.lsnj.org/>
- **Literacy Squared** is a comprehensive biliteracy model that has been designed to accelerate the development of biliteracy in Spanish-English speaking children attending schools in the U.S. <http://literacysquared.org>
- The **Migrant Literacy NET** is a website of resources for migratory students and parents developed by the Migrant Parent Empowerment Consortium (MPEC) CIG to increase migratory children's literacy skills. <https://www.migrantliteracynet.com/>
- Founded in 2010, **Migrant Worker Outreach** is a group of volunteers dedicated to welcoming migrant workers during the blueberry harvest. They invite organizations and individuals to collaborate on projects and activities. <https://migrantworkeroutreach.org/>
- The **National Association for the Education of Young Children** is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8 <http://www.naeyc.org>
- The **National Association of State Directors of Migrant Education** offers its annual National Migrant Education Conference held in the spring. At this event, staff learn strategies in curriculum and instruction, parent engagement, assessment, ID&R, and program administration. For more information, see www.nasdme.org
- The **National Center for Families Learning** offers information and materials on family literacy. <http://www.familieslearning.org/>

- The **National Center for Farmworker Health (NCFH)** is a private, not-for-profit corporation dedicated to improving the health status of farmworker families by providing information services, training and technical assistance, and a variety of products to community and migrant health centers nationwide, as well as organizations, universities, researchers, and individuals involved in farmworker health.
<http://www.ncfh.org/>
- **The Portable Assisted Study Sequence (PASS)** Program consists of self-contained, semi-independent study courses which enable students to earn secondary-level academic credits <http://www.npcpass.org>
- **Project SMART: Making Mathematics Meaningful** is a Texas summer math migrant program created by the Texas Education Agency in collaboration with the Education Service Center, Region 20. The objectives and activities of Project SMART were designed for the most mobile students enrolled in summer migrant programs. The overarching goal of the project is to improve the math skills of migratory students through scientifically based instruction, technology integration, professional development, and parent engagement. <https://www.projectsart.net/>
- **Reading A to Z** provides leveled resources, teaching materials, and student portal that may be customized to various instructional settings and needs. <https://www.raz-plus.com/>
- **Teaching of English to Speakers of Other Languages** offers everyone involved in English language teaching and learning an opportunity to be part of a dynamic community, where professionals connect with and inspire each other to achieve the highest standards of excellence. <http://tesol.org/>
- **The Texas Migrant Interstate Program (TMIP)** is a special project of the Texas Education Agency, Division of Curriculum. The TMIP facilitates intra- and interstate coordination of information, resources, and services for Texas migratory students.
<http://www.psjaisd.us/tmip>
- Founded in 1990, **Zufall Health** provides access to quality, affordable and culturally competent healthcare to people and communities who experience barriers to care.
<https://www.zufallhealth.org/>

State Monitoring Process

Regular monitoring of local migrant education projects in New Jersey is conducted by the NJDOE. Monitoring is conducted to determine whether the funded project is in compliance with federal ESEA Title I-Part C requirements.

The monitoring process is initiated with a desk review of the local migrant education project's application for funding (application in response to the MEP notice of grant opportunity [NGO]), including the review of both programmatic and fiscal information. This process of application review continues each year to ensure accountability and compliance. NJDOE also collects and

reviews a final report at the end of the grant period that documents participation in professional development and implementation of strategies from the SDP.

Projects are selected for onsite review based on the need to meet regulatory requirements with consideration for the level of risk that includes the project's location and size, whether or not a recent site visit has been completed, evaluation results, and the need to address potential problems based on compliance with program requirements from the NGO.

Projects are notified of an upcoming review by the receipt of an announcement letter which is sent 30 days in advance. Staff also contact local projects in advance to arrange a mutually acceptable time and date. To be prepared for review, projects are asked to review the monitoring forms and checklist of data requirements to know what records and documents will be needed to prepare for the visit. All monitoring forms and checklists are on file with NJDOE.

Monitoring of each project is conducted using a tool that examines seven key areas in accordance with ESEA.

- Identification and recruitment [1304(c)(7) and 1309(2) of Title I, Part C 34CFR 200.81]
- Quality control (Sec, 1304 (c)(8), Sec.1309 (2-5))
- Student data and records transfer/coordination of services
- CNA and service delivery [Sections 1304(b) and 1306(a) of Title I, Part C 34 CFR 200.83];
- Staffing
- Service delivery [Sections 1304(c)(6) and 1306(b) of Title I, Part C 34 CFR 200.83]
- Parent engagement [1304(c)(3)(A) and (B)] of Title I, Part C 34 CFR 200.83]
- Free meals eligibility [Eligibility for Title I]

When monitoring reviews are completed, a summary of findings is sent to the LOA, and the state works with the local project to resolve any findings. Monitoring is ongoing with periodic milestone requirements from the NGO assessed as appropriate. Formal monitoring visits are conducted on an as-needed basis when ongoing desk monitoring indicates a need for an onsite visit.

Technical Assistance Process

Technical assistance is provided to local MEPs through activities designed to assist projects to meet compliance requirements, improve program implementation, increase student outcomes, and assist projects to make sound programmatic decisions about curriculum, instruction, student assessment, program evaluation, parent engagement, and other areas essential to MEP success.

Ongoing technical assistance is provided by NJDOE through phone calls, correspondence, meetings/trainings, and onsite visits. Technical assistance may be provided through statewide or regional initiatives or upon request from individual projects for assistance with areas such as (a) follow-up to the monitoring findings; (b) response to specific issues of eligibility or implementation encountered at local projects; or (c) support of new and ongoing initiatives that are undertaken statewide to improve the MEP [such as the rollout of new strategies in the SDP]).

In addition to technical assistance provided by NJDOE staff, the state MEP sponsors activities to encourage collaboration and sharing among regional and local migrant programs. Some examples include:

- content-specific workshops geared to particular staff positions during the year (e.g., annual ID&R Training, teacher training, and MIS2000 training);
- monthly program administrator meetings;
- desktop monitoring to review program implementation, recruiting procedures, and recordkeeping through MIS2000;
- onsite professional development and technical assistance for summer program staff;
- response to individual requests for assistance by phone or email throughout the year;
- resources posted on the web; and
- support for local project staff to attend appropriate conferences for interstate coordination (e.g., National Migrant Education Conference, IMEC meetings, CIG meetings).

Proper maintenance of student eligibility and services information is a critical area for the proper operation of a project. Project student data is entered in the MIS2000 database. MIS2000 reports on students served and services provided are generated and reviewed on an ongoing basis by the state contractor. Data trainings and ongoing monitoring of data entry are part of the overall plan for data quality.

Summary and Next Steps

The comprehensive process for needs assessment and service delivery planning used by the New Jersey MEP involved many migrant educators, administrators, parents, community service representatives, and specialists with knowledge about the content areas of ELA, mathematics, school readiness, promoting high school graduation, OSY achievement, and programs and other services for meeting the unique educational needs of migratory children and families. New Jersey will begin implementation of the new SDP with the 2023-24 reporting period.

In the spring and summer of 2023, the New Jersey MEP will continue its strategic planning and systems alignment process by undertaking the following key activities.

- Convene a small workgroup of key decision makers to focus on systems alignment. This workgroup will consist of the New Jersey MEP Director, an SEA staff member with expertise in data collection and reporting, a local MEP coordinator, and a consultant knowledgeable about the New Jersey MEP and the alignment of systems to support the implementation of the SDP.
- Revisit all data collection decisions and examine current procedures to determine whether they are in alignment with the evaluation plan described in the SDP.
- Develop new tools, as necessary, that measure the degree to which the MPOs have been achieved.
- Develop frameworks for professional development and parent engagement.
- Review the sub-grantee application and revise it to align with the new MPOs, strategies, and resources.
- Design and deliver an SDP rollout to include technical assistance for designing services to match SDP strategies, using new data collection forms, and reporting new or revised strategies and MPOs.
- Revisit the New Jersey MEP monitoring tool to include accountability for progress made toward meeting the New Jersey MPOs and other aspects of the new SDP.
- Update the FSI to align to the new strategies and put in place procedures for observing and evaluating the implementation of strategies. This activity will help ensure that the data needed for the implementation evaluation is collected each year to include in an annual evaluation report.