|  |
| --- |
|  |
| Migrant Education Program  Year 1 of 3  24-AZ28-H02  Program Term Date: June 1, 2024 – December 31, 2024  Application Due Date: Thursday, April 11, 2024 no later than 4:00 P.M. |
| Kevin Dehmer  Acting Commissioner of Education  Kathleen Ehling  Assistant Commissioner  Leslie Franks-McRae  Director  Office of Supplemental Educational Programs  FY 2024  CFDA 84.011A  New Jersey Department of Education  P.O. Box 500 ● Trenton, NJ 08625-0500 |

The following are requirements and instructions for a Notice of Grant Opportunity (NGO) from the New Jersey Department of Education (NJDOE). Instructions on how to gain access to the application and how to complete the application in the Electronic Web-Enabled Grant (EWEG) system are available in [the Discretionary Grants Manual](https://www.nj.gov/education/grants/discretionary/apps/).

When responding to this NGO, applicants must use the EWEG online application system on the NJDOE’s [Homeroom](http://homeroom.state.nj.us/) webpage. Please refer to the NJDOE’s [Discretionary Grants](http://www.nj.gov/education/grants/discretionary) webpage for the NGO and click on “Available Grants” for information about when the EWEG application will be online. The responsibility for a timely submission resides with the applicant. The Application Control Center (ACC) must receive the completed application through the online EWEG system through the NJDOE Homeroom webpage by no later than 4:00 P.M. on the due date of the application. Without exception, the ACC will not accept, and the Office of Grants Management (OGM) cannot evaluate an application submitted after this deadline for funding consideration.

**Table of Contents**

I. Grant Program Information 5

I.1. Purpose of the NGO 5

I.2. Federal Compliance Requirements - Unique Entity Identifier (UEI) Registrations 5

I.3. Award Management SAM Application 5

I.4. Dissemination of This Notice 5

I.5. Access to the EWEG Application 5

I.6. Application Submission 5

I.7. Application Review Criteria 6

I.8. Grantee Award Notifications 6

I.9. Open Public Records 6

II. Completing the Application 7

II.1. General Instructions for Applying 7

II.2. Application Technical Assistance Session 7

II.3. Grant Deliverables 7

II.4. Project Design Considerations 7

II.5. Application Component Required Uploads 8

II.6. Allowable Uses and Eligible Activities 8

II.7. Sub-granting Funds 8

II.8. NonPublic Participation 8

II.9. Apportionment of Grant Funds 8

II.10. Eligible Costs 9

II.11. Ineligible Costs 9

III. Grant Agreement and Program Requirements 10

III.1. Mandatory Orientation and Training 10

III.2. Reporting Requirements 10

III.3. Interim Activity Reports 10

III.4. Fiscal Reimbursement and Fiscal Interim Report Requirements 10

III.5. Reporting Periods 11

III.6. Monitoring 11

III.7. Acceptable Documentation for Grant Monitoring 11

III.8. Grant Amendments 12

III.9. Suspension/Cancellation of Grant/Loan Agreement and/or Reduction in Funding 12

III.10. Grant Close Out 13

III.11. Federal Requirements 13

IV. Appendices 14

**State Board of Education**

|  |  |
| --- | --- |
| Member | County |
| Kathy A. Goldenberg, President | Burlington |
| Andrew J. Mulvihill, Vice President | Sussex |
| Arcelio Aponte | Middlesex |
| Mary G. Bennett | Essex |
| Mary Beth Berry | Hunterdon |
| Elaine Bobrove | Camden |
| Fatimah Burnam-Watkins | Union |
| Ronald K. Butcher | Gloucester |
| Jack Fornaro | Warren |
| Nedd James Johnson | Salem |
| Jeanette Pena | Union |
| Joseph Ricca, Jr | Morris |
| Sylvia Sylvia-Cioffi | Monmouth |

Kevin Dehmer, Acting Commissioner

Secretary, State Board of Education

It is a policy of the New Jersey State Board of Education and the State Department of Education that no person, on the basis of race, color, creed, national origin, age, sex, handicap or marital status, shall be subjected to discrimination in employment or be excluded from or denied benefits of any activity, program or service for which the department has responsibility. The department will comply with all state and federal laws and regulations concerning nondiscrimination.

# Grant Program Information

## Purpose of the NGO

The purpose of the federal Migrant Education Program (MEP) is: (1) to ensure eligible children of migratory farm workers and migratory fishers are provided with appropriate educational support services to help reduce the educational lags that result from repeated moves; and (2) to ensure these children have the opportunity to meet the same challenging state educational content and student performance standards that all children are expected to meet.

Migrant students are a unique at-risk population. They face frequent educational interruptions as their families relocate to obtain seasonal or temporary employment in agriculture or fishing. In addition, migrant students’ academic difficulties may be compounded by other problems including poverty, language barriers, and unique health problems.

Because of the disruption in their lives and the lack of stable environments, migrant students, even when enrolled in school, may experience barriers to academic achievement. The migrant education grant program funds are to provide a full array of support services designed to assure school success for migrant children.

The New Jersey Department of Education (NJDOE) has established a three-year program which focuses on the provision of the following services for eligible children of migratory farm workers and migratory fishers: identification and recruitment of students, the intrastate and interstate transfer of student records, supplemental instruction, and health and other support services. This is the first year of the multi-year grant program.

|  |  |
| --- | --- |
| Year 1 of 3 | June 1, 2024-December 31, 2024 |
| Year 2 of 3 (continuation) | January 1, 2025-December 31, 2025 |
| Year 3 of 3 (continuation) | January 1, 2026-December 31, 2026 |

**Application Type: Please Select**

**Target Audience:** Local Education Agency (LEA),   
 Community-Based Nonprofit Organization (CBO), or   
 Institutes of Higher Education (IHE)  
Other\*:**[Click to Add Eligible Applicant]**

The MEP is a limited, competitive grant program open to all local educational agencies (LEAs) in New Jersey. LEAs may establish partnerships with one or more community-based organizations (CBOs). Two grantees will be selected through a competitive grant process to provide services to eligible migratory children, youth and their families; one in the Northern region of the State and the other in the Southern region of the State.

|  |  |  |
| --- | --- | --- |
| **Regional Project** | **Maximum Amount** | **Counties To Be Served** |
| Region I | ($498,599) | Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Mercer, Ocean, Salem |
| Region II | ($193,900) | Bergen, Essex, Hudson, Hunterdon, Middlesex, Monmouth, Morris, Passaic, Somerset, Sussex, Union, Warren |

*The local educational agencies (LEAs) identified in the initial (Year 1) application must continue to serve in the lead capacity through the entire multi-year grant period and will reapply as a continuation grant recipient for the remaining two years of the grant cycle. It is also expected that the partnership established between the lead agency and community-based organizations (CBOs) will continue throughout the multi-year grant period.*

## Federal Compliance Requirements - Unique Entity Identifier (UEI) Registrations

In accordance with the Federal Fiscal Accountability Transparency Act (FFATA), all grant recipients must have a valid Unique Entity Identifier (UEI). As part of the government-wide initiative, the NJDOE will join other Federal agencies and transition from the use of the Dun and Bradstreet Data Universal Numbering System (DUNS) to the new UEI for all grant recipients and applicant organizations. UEIs are the primary means of entity identification for Federal awards and are required in accordance with 2 CFR Part 25. The UEI number is administered by the Federal Government in the System for Award Management (SAM) through theSAM.gov website

FFATA Executive Compensation Disclosure Criteria:

In the preceding fiscal year if an applicant:

* Received at least $25,000,000 in annual gross revenues from federal awards; and
* If at least eighty (80) percent of the applicant’s annual gross revenues came from federal awards, the applicant is required to disclose the name and total compensation of the five (5) most highly compensated officers of the applicant as part of the grant application.

This information is to be entered into the Award Management SAM Application in EWEG and updated on a yearly basis.

## Award Management SAM Application

Prior to applying for a grant application, a Local Education Agency (LEA), Community-Based Nonprofit Organization (CBO), or Institute of Higher Education (IHE) must provide the requisite information in the SAM section in the NJDOE’s EWEG system. The entity will need its valid UEI to complete this step.

Key steps/actions:

* + - 1. Create and submit the AWARD Management SAM application in EWEG if your entity has applied for or has received other grants from the NJDOE.
      2. When completing the AWARD Management SAM application, entities must enter an active SAM UEI and upload a copy of its SAM Entity Overview page. Applicants must ensure their address has the correct hyphenated nine-digit zip code in their address. Information provided in the LEA Central Contacts must match information from SAM.gov to be compliant with FFATA reporting.
      3. To renew an existing SAM UEI or to apply for a SAM UEI, entities must go through [www.sam.gov](http://www.sam.gov/).

Failure to complete or update the AWARD Management SAM application in EWEG will prevent the applicant from viewing, creating, and submitting applications in the EWEG system.

**No award will be made to an applicant not in compliance with FFATA.**

## Dissemination of This Notice

The Office of Educational Support Services will make this notice available to eligible applicants listed in section I.1. based upon the eligibility statement, to the Office of Comprehensive Support Team Leaders, and to the county superintendents of the counties in which the eligible agencies are located.

Additional copies of the NGO are also available on the NJDOE’s [Discretionary Grant](http://www.nj.gov/njded/grants/discretionary/) website or by contacting the Office of Educational Support Services at the New Jersey Department of Education, 100 River View Plaza, Route 29, P.O. Box 500, Trenton, NJ 08625-0500, email contact - [Migranted@doe.nj.gov](mailto:Migranted@doe.nj.gov)

## Access to the EWEG Application

Each eligible applicant must have login credentials in order to access the application through the EWEG system. LEA applicants should contact their district’s Web (Homeroom) Administrator for access. Non-LEA applicants should request access by sending an email to: eweghelp@doe.nj.gov. Please allow up to 24-48 hours for the registration to be completed in the EWEG system.

The NJDOE advises applicants to plan appropriately and to allow for time to address any technical challenges that may occur. Additionally, applicants should run a consistency check at least 48 hours before the due date to determine any errors that might prevent the submission of the application. Applicants are advised not to wait until the due date to submit the application online as the EWEG system may be slower than normal due to increased usage. Running the consistency check does not submit the application. When the consistency check runs successfully, a “Submit” button will appear. Once the application is complete and has passed the consistency check with no error messages, the applicant may submit the application by clicking the “Submit” button. The applicant should wait for a message from the EWEG system indicating the application was submitted. The application status will update in the Grants Management System (GMS) on the GMS Select page as “Submitted for Review” along with the date the application was submitted.

**IMPORTANT:** Once the application has been submitted via EWEG, the application will not be returned to the applicant for editing, nor can additional information or missing documentation be submitted to the department for application review consideration. **Please Note: The submit button in the EWEG system will disappear as of 4:00 PM on the due date**. Please refer to the [Discretionary Grants Manual](https://www.nj.gov/education/grants/discretionary/apps/) for instructions on how to work in EWEG.

## Application Submission

The Office of Grants Management’s Application Control Center (ACC) must receive the completed application through the EWEG system accessible through the NJDOE’s Homeroom webpage **no later than 4:00 P.M. on Thursday, April 11, 2024.** Without exception, the ACC will not accept nor evaluate an application after this deadline for funding consideration.

The NJDOE administers discretionary grant programs in strict conformance with procedures designed to ensure accountability and integrity in the use of public funds and, therefore, will not accept late applications. The responsibility for a timely submission resides with the applicant.

Completed applications are those that include all elements listed in [Section II.5.](#_Application_Component_Required), Application Component Required Uploads checklist. Applications received by the due date and specified time will be screened to determine whether they are, in fact, eligible for consideration. The NJDOE reserves the right to reject any application not in conformance with the requirements of this NGO.

**Paper copies of the grant application will not be accepted in lieu of the EWEG application. Applications submitted via FAX will not be accepted under any circumstances.**

## Application Review Criteria

To be considered for funding, all grant applications complete a two-tiered review. First, the application will be reviewed and scored by a panel of three evaluators. The evaluators will only use the information provided in the EWEG grant application under the Narrative Tabs which include the Need, Project Description, Project Activity Plan, Goals/Objectives – Indicators and Activity Plan, Commitment and Capacity, the Budget Tabs, and all required documentation uploaded as noted in [Section II.5](#_Application_Component_Required). In addition to how well the content addresses [Section II.4.](#_Project_Design_Considerations_1), the evaluators will also review the NGO application for completeness and accuracy.

The second review is done by the Program Office responsible for administering the program. The Program office reviews the application as noted in Section I.1 (Purpose of the NGO) and Section II.4. (Project Design Components). The NJDOE reserves the right to reject any application that is not in conformance with the requirements and intent of this NGO. The total point value for the NGO is 100 points. If noted in the NGO, bonus points will only be added if the grant application scores 70 points or greater and meets the intent of the Notice of Grant Opportunity (NGO).

Once scored, applications will be awarded based on rank order from highest to lowest score until grant allocated funds are exhausted.

## Grantee Award Notifications

The EWEG system notifies applicants of awards through emails to individuals listed in the Contacts Tab. A list will also be posted on the NJDOE’s website under the Office of Grants Management> YYYY NGOs> Grant Title> Awardee List.

In addition to the notifications mentioned above, the status in EWEG will change on the GMS page from “Submitted for Review” to one of the following:

* Preliminary Approved – For applicants awarded the grant funds by scoring 70 points or greater and meeting the eligibility criteria, where funds are available. Approved Applications will be notified via EWEG with instructions on how to proceed with the Pre-Award process. In addition, instructions on how to initiate the Pre-Award process can be found in the [Discretionary Grants Manual](https://www.nj.gov/education/grants/discretionary/apps/).
* No Award – No award is made for applicants that fall into one of two categories: applicants who do not meet the 70-point score and/or the intent of the NGO listed in II.4 (Program Design Consideration); and applicants who score 70 points or greater and meet the eligibility criteria but funds are exhausted.

## Open Public Records

In accordance with the Open Public Records Act P.L. 2001, c. 404, applications, evaluation results, and other competitive grant information for discretionary grant funds received September 1, 2003 or later will become matters of public record and will be available to members of the public upon request at the completion of the evaluation process.

# Completing the Application

The intent of this section is to provide the framework within which the applicant will plan, design, and develop its proposed project to meet the purpose of this NGO. Before preparing applications, potential applicants are advised to review Section I, Grant Program Information, of this NGO to ensure a full understanding of the State’s vision and purpose for offering the program. Additionally, the information contained in Section III, Grantee Agreement Requirements, will complete the applicant’s understanding of the specific considerations and requirements that are to be considered and/or addressed in the project.

## General Instructions for Applying

To apply for a grant under this NGO, applicants must prepare and submit a complete application by the deadline. The following sections in the EWEG application are required to be completed:

Admin Tab – Contacts, Allocation, Assurance, Board Resolution   
Narrative Tab – Abstract, Project Description, Need, Goals & Objectives, Project Activity Plan, Organizational Commitment & Capacity

Budget Tab – All related subtabs.

Upload Tab – The required documents to be included in the application as stated in the NGO.

The application must be a response to the State’s vision as articulated in Section I, Grant Program Information, of this NGO. It must be planned, designed, and developed in accordance with the program framework articulated in Section II, Completing the Application. The applicant may wish to consult additional guidance found in the [[Discretionary Grants Manual](https://www.nj.gov/education/grants/discretionary/apps/)](https://www.nj.gov/education/grants/discretionary/apps/docs/PreAwardManual.pdf).

## Application Technical Assistance Session

**Tuesday, March 19, 2024**

**Teams Virtual Meeting: Click here to register. (Time: 10:00 a.m. to 11:30 a.m.)**

**In-person Meeting:** Preregistration is required by [insert date]. Please register [online](https://homeroom5.doe.state.nj.us/events/) here Registrants requiring special accommodation for the Technical Assistance Workshop should identify their needs at the time of registration.

## Grant Deliverables

**State Goal**

The goal for the MEP is to ensure that all migratory children reach challenging academic standards and graduate with a high school diploma (or complete a High School Equivalency Diploma-HSED) that prepares them for responsible citizenship, further learning, and productive employment. The state describes strategies and measurable program outcomes (MPOs) that lead to this goal in the Service Delivery Plan (SDP), and all projects are expected to align activities to the SDP, implement the SDP strategies, and submit data to address the MPOs. Additionally,

1. Each project must complete a local needs assessment and evaluation using data collection tools and templates provided by NJDOE (See Appendices 6);
2. Each project must describe how it will address the statewide MPOs in the project plan; and
3. Each project must integrate and address the following program requirements:
4. The basic education of migrant children is the responsibility of the local school district in which the pupil resides. Migrant education project funds must be used only to supplement local, state and other educational programs and support services.
5. Each regional migrant project must be coordinated with the regular school programs and with other relevant programs that are required to serve migratory children.
6. Each regional project must implement a summer project of sufficient duration to address the summer MPOs through activities and instruction aligned to student needs. Note that summer term enrollments are separate from regular term enrollments and may not be concurrent with regular school term in the area in which the child resides. Each project must establish procedures to ensure that only children who received services in the summer and/or intersession are included in summer enrollments (enrollment type 3) in MIS2000.
7. Instructional services, health and other supportive services must be designed to meet the unique needs of migratory children, including preschool children and OSY.
8. Migrant program staff (project director and/or the project coordinator, and program recruiters) must participate in trainings and professional development opportunities to ensure that each MEP funded staff person has a comprehensive understanding of eligibility, recruitment practices and subsequent determinations.
9. Local school personnel and parents must be involved in the planning, operation and evaluation of the local migrant education project. This includes the establishment of a local Parent Advisory Council (PAC) and participation in the statewide PAC. Projects must implement at least two PAC meetings, annually.
10. Projects must document coordination and collaboration with agencies providing services to migratory workers and their families (Appendix 7).
11. A commitment to represent the NJDOE on the selected Federal and/or State Migrant professional consortium committee/s. This commitment includes out-of-state travel multiple times each year.

## Project Design Considerations

In the planning and design of the project application, applicant agencies should review the [Comprehensive Needs Assessment (CNA)](https://doe365-my.sharepoint.com/personal/lfranks_doe_nj_gov/Documents/Desktop/Place%20link%20here) and [Service Delivery Plan (SDP)](https://doe365-my.sharepoint.com/personal/lfranks_doe_nj_gov/Documents/Desktop/Place%20link%20here) and align the project narrative to these documents. In addition, projects may identify needs and activities unique to the migratory children residing within their boundaries if there is sufficient evidence of the need. The SDP is a comprehensive plan for delivering and evaluating MEP-funded services to migratory children. It is based on the results of the statewide CNA and is intended to meet the unique needs of migratory children and their families. Key elements of the CNA and SDP that are required of all funded projects are identified in each of the applicable project narrative sections.

**KEY ELEMENTS OF THE STATEWIDE CNA**

The CNA identifies concerns, needs indicators, and need statements for all migratory students in New Jersey. Data used for the CNA were the most recent available as noted or from the 2023-26 reporting period (September 1 to August 31). Applicants may cite more recent data or data specific to their region in the needs section of the application. Project narrative must address statewide needs and concerns first and then address regional concerns, if any. See Appendix 2 for Statewide concerns, data sources, needs indicators and statements.

**KEY ELEMENTS OF THE STATEWIDE SDP**

The Statewide SDP identifies the strategies that project will use to address the concerns in the CNA and the MPOs that are the expected result of the strategies. The project description, goals, and activity plan must align with the Statewide SDP first and may then include additional strategies and MPOs, if any. See Appendix 3 for Statewide strategies and MPOs.

**IDENTIFICATION AND RECRUITMENT (ID&R) AND RECORDS TRANSFER**

Each project is responsible for identifying, recruiting, and enrolling eligible migratory children in school and in the MEP, upon their arrival in New Jersey. The term ‘migratory child’ means a child or youth ages birth to age 21 who made a qualifying move in the preceding 36 months (A) as a migratory agricultural worker or a migratory fisher; or (B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher. [Elementary and Secondary Education Act (ESEA)/Every Student Succeeds Act (ESSA) Section 1309 (3)]. Projects must attend all applicable training sessions and planning meetings offered by NJDOE for directors, recruiters, and data entry personnel. Each project must describe in their ID&R plan how they will accomplish the following:

1. Procedures to identify eligible migratory children residing in the geographic boundaries of the project.
2. Procedures for identifying children not enrolled in school including preschool children, out-of-school youth (OSY), and children present in the region when school is not in session.
3. Procedures for ensuring quality control in the accurate determinations of eligibility and documentation of eligibility decisions.
4. 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:
   * + - 1. Procedures for entering eligibility documentation, student records, and other pertinent information in MIS2000 for all migratory children enrolled in the program.
         2. Procedures for ongoing data review and corrections using a combination of MSIX data quality reports and MIS2000 reports.
         3. Procedures for transferring and correcting student records and other pertinent information upon request from schools, NJDOE, or migratory parents.

**The following POINT VALUES apply to the evaluation of applications received in response to this NGO:**

**Project Abstract *(250-300 words)*** The Project Abstract is a summary of the proposed project’s need, purpose, and projected outcomes. The proposed project and outcomes must cover the full multi-year/single-year grant period. Do not include information in the abstract that is not supported elsewhere in the application.

**Needs [10]** - The Statement of Need identifies the local conditions and/or needs that justify the project proposed in the application. Narrative must align with the concerns identified in [Appendix 2](#_Appendix_2), cite additional or more recent data, and data relevant to the region to be served.

* Descriptions must be relevant to eligible migratory children in the region.
* Provide documentation to substantiate the stated conditions and/or needs. Documentation may include, but is not limited to, demographics, test data, descriptions of target population(s), student data, personnel data and research.
* Do not attempt to address problems that are beyond the scope of the grant program.

**Project Description [15]** – Describe in a detailed narrative the complete three-year project design and plan for implementing the project. Provide assurance that the strategies or activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants. Provide evidence that the project is appropriate for and will successfully address the identified needs.   
  
Include description of the structure of the project, such as an organizational chart. Description should include personnel responsible for required project components such as ID&R, data management, parent engagement, instructional and supportive services, and collaboration with other service providers.

**Goals/Objectives/Indicators [25]** – In accordance with the state goal, establish local goals and objectives for each of the three years of the program. For each local goal and objective, develop indicators that will be used to determine how well the local goal(s) and objectives were met,

**Project Activity Plan [25] -** The Project Activity Plan is for the current grant period.The Project Activity Plan describes how the project will implement the strategies from the SDP, conduct ID&R described in the program requirements, engage with migratory parents through a PAC, and maintain accurate student and project outcome data. Note that a PAC plan may be included with strategy 4.3 or as its own activity. Activities represent the steps that it will take to implement strategies and reach MPOs. Projects should also describe additional activities aligned with needs and project goals, if applicable. The activities that are identified in this section serve as the basis for the individual expenditures that are being proposed in the budget. Review the SDP when constructing the Project Activity Plan to ensure that appropriate links have been established between the goal(s) and objectives and the activities. See Appendix 5 for a sample Activity Planning Chart.

**Commitment and Capacity [15]** - After identifying the conditions and/or needs and the plan to address them, next describe the applicant and its capacity to take on the project. First, explain why the project being proposed is important to the region. Describe the commitment to addressing the conditions and/or needs identified, including the organizational support that exists for implementing the proposed project.

Explain any experience the organization has had in implementing similar types of projects, as well as the outcomes of those projects. What worked, what did not and why? Explain how previous experiences will ensure successful implementation of the proposed project. If the organization or members of the staff have not implemented similar projects, explain why the proposed project will be successful. Describe all organizational resources (staff, facilities, equipment, funds, etc.) that will support successful project implementation.

**Budget [10]** – The budget should be designed to accommodate reasonable costs of all planned activities, and should consider that:

1. All eligible migratory children are provided with educational and support services aligned to SDP strategies and linked to the achievement of state standards;
2. Costs for staff to participate in regularly scheduled professional development and training activities, i.e., interstate coordination activities and national/regional migrant education conference are factored into the budget;
3. Food and beverage may be provided during scheduled parent advisory council meetings and therefore should be factored into the budget; and
4. Costs for program memberships in professional organizations are factored into the budget.

## Application Component Required Uploads

See **Section IV** **Appendices** for attached forms, assurances, and/or informational documents related to this NGO. Failure to upload any required forms and/or documentation may result in an adverse funding decision.

|  |  |  |
| --- | --- | --- |
|  | **Appendices Name** | **Required Upload** |
|  | Nonpublic Equitable Participation Summary and Affirmation of Consultation Form-Attachment A |  |
|  | Training Participation Assurance- Attachment B |  |
|  | SBA’s signed and dated document listing Other benefits by name and percentage amounts |  |

## Allowable Uses and Eligible Activities

* Identification and recruitment of students,
* The intrastate and interstate transfer of student records,
* Supplemental instruction, and
* Health and other support services.

## Sub-granting Funds

Funds may be used to pay for grant related services provided by partner organizations.

## **Nonpublic Participation**

### Use of Funds Requirements (*EDGAR 76.650 - 76.662*) for Nonpublic Students

When providing benefits to nonpublic school students with federal funds, the following must be addressed:

The grantee must maintain administrative control over all funds and property. *(No funds can flow directly to the nonpublic school via a subgrant).*

* The grantee may place equipment and supplies in the nonpublic school for the period of time needed for the grant. The grantee must ensure that the materials are used only for the purposes of the grant and can be removed from the nonpublic school without remodeling the nonpublic school facility.
* Funds cannot be used for construction of nonpublic school facilities.
* Funds must be used to meet specific needs of eligible migratory children. *(Funds cannot supplant benefits normally provided by the nonpublic school).*
* Funds may be used to pay for services of an employee of the nonpublic school if the employee performs the services outside of his or her regular hours and the employee performs the services under the supervision of the grantee.
* All benefits provided, including equipment and materials, must be **secular, neutral** and **non-ideological**. [*ESSA* 8501(a) (2)]

*\*A nonpublic school is defined in N.J.A.C. 18A:46A-1 as an elementary or secondary school within the State, other than a public school, offering education for grades kindergarten through 12, or any combination of them, wherein any child may legally fulfill compulsory school attendance requirements and which complies with the requirements of Title VI of the Civil Rights Act of 1964 (P.L. 88-352). A list of nonpublic schools by LEA district can be found on the New Jersey Department of Education website at:* [*http://www.nj.gov/njded/nonpublic/*](http://www.nj.gov/njded/nonpublic/)*.*

## Apportionment of Grant Funds

The applicant’s project must be designed and implemented in conformance with all applicable state and federal regulations. Final awards are subject to the availability offunds. Total funds available are $692,499. This is 100 percent funded from Title I, Part C (CFDA 84.011A) of the *Elementary and Secondary Education Act* (*ESEA*), as amended. The Year 1 project period is June 1, 2024 – December 31, 2024.

All grant funds are subject to a 60-day liquidation period at the end of the grant term. At this time, a final expenditure report will be due to close out the grant award.

Grant funds are to be used solely for the costs associated with implementing the grant program. Click on the links below to view the current rates:

[Max Administrative Cap](https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-E/subject-group-ECFRd41a10959e1acab/section-200.417): [Max 10%]   
[NJ Travel Reimbursement Rate](https://www.nj.gov/infobank/circular/cir23-02-OMB.pdf): $0.47 cents per mile

[Max Benefit Cap Composite Rate](https://nj.gov/infobank/circular/cir24-11-OMB.pdf) including FICA: 77.15%   
[Max Indirect Costs Cap %:](https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-E/subject-group-ECFRd93f2a98b1f6455/section-200.414) [Max 8%]

Please refer to Sections II.10 and II. 11 of the NGO for information regarding the allowability, inclusion, and/or restriction(s) of indirect costs in a grant budget.

Additional guidance for indirect costs can be found in the [glossary page of the Discretionary Grants Manual.](https://www.nj.gov/education/grants/discretionary/apps/)

The NJDOE will remove all ineligible costs and costs not supported by the Project Activity Plan from budget consideration. Through the pre-award revision process (PAR), the applicant will be given the opportunity to revise their budget. Providing opportunities for revisions or permitting the reallocation of the budgeted funds is at the discretion of the NJDOE. The final funding award will be contingent upon the applicant’s ability to justify its proposed budget.

## Eligible Costs

Use the [Quick Reference for Commonly Requested Costs](https://www.nj.gov/education/grants/discretionary/apps/docs/common_costs.pdf) or the [Uniform Minimum Chart of Accounts](http://www.nj.gov/education/finance/fp/af/coa/coa1718.pdf) to locate the appropriate budget cost codes.

Please note that the passage of N.J.A.C 6A:23A-7 places additional administrative requirements on the travel of school district personnel. The applicant is urged to be mindful of these requirements as they may impact the ability of school district personnel to participate in activities sponsored by the grant program.

The budget should be designed to accommodate reasonable costs of all planned activities, and should consider that:

* All eligible migratory children are provided with educational and support services aligned to SDP strategies and linked to the achievement of state standards;
* Costs for staff to participate in regularly scheduled professional development and training activities, i.e., interstate coordination activities and national/regional migrant education conference are factored into the budget;
* Food and beverage may be provided during scheduled parent advisory council meetings and therefore should be factored into the budget; and
* Costs for program memberships in professional organizations are factored into the budget.

The following are project requirements for the first year of the migrant education program, June 1, 2024 through December 31, 2024:

1. A minimum of eighty five percent (85%) of the basic program funds requested must be allocated to program costs, and/or costs unique to the MEP including, but not limited to:
2. educational instruction supplemental to other federal, state and local programs;
3. identification and recruiting of migratory children;
4. data management;
5. professional development;
6. counseling;
7. health services;
8. family services such as transportation to PAC meetings;
9. support services for individual children and/or families;
10. classroom supplies/textbooks;
11. educational field trips;
12. student transportation;
13. staff travel to provide direct services; and
14. delivery of services through cooperative projects and activities with other agencies.
15. Up to, but not more than fifteen percent (15%) of the basic program funds requested may be allocated to administrative costs. \* Administrative costs may include, but are not limited to:
16. staff and directors’ salaries and fringe benefits;
17. clerical support not included in category 1 above;
18. office supplies; and
19. indirect costs.

\*If the applicant requests a restricted, indirect cost percentage, documentation of an approved rate must be included with the application. This percentage is included as part of the 15% administrative cost cap.

**The Program Office will review all costs and determine whether they are administrative costs.**

* For each staff member whose duties must be entered in more than one salary line (for example, a staff member who serves as a teacher [100-100] and a counselor [200-100]), provide a job description which includes the percentage of time spent on each task, group of tasks, or responsibility.
* All travel expenses must relate directly to the migrant project activities and be well-justified. Grant funds may be used to pay necessary travel expenses *only* for migrant education personnel working on this grant. Pursuant to N.J.A.C. 6A:23A-7, the approved mileage rate is $.47 per mile. In-state meals and overnight accommodations are not allowed.
* All equipment purchases must be related directly to the project activities described in the grant application. All equipment must be itemized, sufficiently justified, and designed to meet the needs of migrant children.
* Upload a signed and dated document from the SBA that lists the names and individual percentage amounts of each of the benefits that make up the Other benefits percentage for each of the budget entries under the Instructional Salary and/or Non Instructional Salary tabs that include an amount in the box, **Other Benefits**. Call that upload, **Other Benefits Verification.**

***The Program Office will review the upload to ensure the benefits being budgeted are appropriate. Please note that the benefits budget may not exceed the limits set forth in NJ Treasury Circular 18-06-OMB “Employee Benefit” reimbursement rates.***

* The Title of Position box for positions that have “Other Benefits” must list the other benefits by type and percentage amount such that the total of the individual Other benefit percentage amounts equal the percentage amount shown in the Other benefits box.
* Check “Admin” under Cost for budget entries that represent administrative costs. Note that these costs will be reflected under the Admin column of the Budget Summary tab, and EWEG will calculate a total of them. That total must be 15% or less of the grant award.
* For any budget entry that has both a program and administrative portion create two budget entries, one for each. Check “Program” or “Administrative” in the Cost section. For example, if the Project Director’s salary is based on providing both program and administrative services to the grant.
* Explain what the amounts in the “How Many” and “Cost per Unit” boxes represent for the “Supply,” “Equipment,” and “Other” tabs budget entries. If the amounts in those boxes represent a calculation, describe that calculation in the Description box.
* Use the description boxes to describe the cost, the need for it, and its relation to the grant program.
* Mileage reimbursement budget entries must describe the relation to the grant of the traveler(s) and the grant-related purpose(s) of the travel, as well as a brief explanation of how the number of miles was calculated. Mileage must be a separate budget entry. When requesting conference travel costs such as airfare, lodging, and meals, create separate entries for each conference. Be sure to identify the relation of the grant to each traveler and their grant-funded position title. (There should be a corresponding conference registration entry). Insert this statement, *gsa.gov rates will be used at the time of travel, for all conference travel costs*. Be sure to itemize a cost basis on a per person basis per day times the number of days basis for meals, per person times the number of grant staff basis for round-trip coach air or rail fare, and per room per night basis times the number of rooms times the number nights for lodging. Note that car transportation at a conference is generally not allowed.

**Indirect costs**:

Indirect costs may be requested in the budget from applicants that either 1) have a current federally negotiated indirect cost rate agreement; or 2) have never received a federally negotiated indirect cost rate agreement. The actual indirect cost rate that may be used in budgeting is a de minimis rate, which is subject to the requirements of the grant program. If indirect costs are requested, care must be taken to ensure that costs that would be considered an indirect cost are not included in the budget as a direct cost. Please refer to 2 CFR Part 200.414 for additional information ([www.ecfr.gov](http://www.ecfr.gov)).

Applicants with a current federally negotiated indirect cost rate agreement must scan and upload a copy of their indirect cost rate agreement. If this program is subject to a supplement, not supplant requirement, applicants with an approved restricted indirect cost rate must use that rate; Non-LEA applicants with rate agreements that do not include a restricted indirect cost rate are limited to 8% MTDC. LEAs without an approved indirect cost rate are limited to the state median-approved indirect cost rate applicable to this program.

Applicants that have never received a federally negotiated indirect cost rate agreement must scan and upload a signed statement as part of the application. This statement must attest to the fact that the organization has never received a federally negotiated indirect cost rate agreement, and that the applicant is requesting the use of a de minimis indirect cost rate. This statement must be signed by the Chief Executive Officer or designee of the organization.

Since LEAs are the only eligible entity type, to budget indirect costs be sure to upload your LEA’s current, department–approved restricted, indirect cost rate approval document using the label, IDC APPROVAL.

## Ineligible Costs

The NJDOE will not reimburse grantees or sub-grantees for ineligible costs. Ineligible costs include:

* Outside of grant term: Costs incurred outside of the grant term;
* Existing staff: Salaries and/or benefits for existing staff are not eligible unless they are assigned program responsibilities depicted in the staffing chart (see Section II.10.);
* Routine operating/admin costs: Costs for the routine operation of or administration of the organization are not eligible except when part of the approved budget (see section b of the grant/loan agreement);
* No benefit: Costs incurred for salaries, services, or media that do not benefit the end user of the grant program;
* Not reasonable or necessary: Costs that are not reasonable or necessary to carry out the grant;
* Poorly Documented/Undocumented: Costs that are not supported by adequate documentation;
* Off Message: Costs for media that are prohibited or off message;
* Curriculum Development or Expansion of Curriculum unless specified by the grant program as an eligible activity;
* Supplanting: Costs for salaries, services, or media that are covered under other local, federal, or state funding;
* Individual indirect costs, which include those incurred for support services that are not readily identifiable and assigned to the program (e.g., custodial services, bookkeeping services, and utilities that are provided outside of program hours/locations). Funds for expenses included under direct costs may not be requested separately as indirect costs in the applicant’s budget;
* Costs that are not directly related to the implementation of grant activities;
* Renovations or construction; and
* Meals and/or overnight accommodations for in-state travel.

**NOTE:** Ineligible costs, as well as costs not supported by the activity plan, will be removed from consideration.

# Grant Agreement and Program Requirements

Once the application for funding is approved in the PAR process, the EWEG grant application will convert to a Grant Agreement between the applicant and the NJDOE ([OMB Circular 07-05-OMB](https://www.nj.gov/infobank/circular/cir0705b.pdf)). The grantee is expected to complete the goals and objectives laid out in the approved application and is expected to complete the activities established in its grant agreement and make satisfactory progress toward the completion of its approved action plan. Failure to do so may result in the withdrawal by NJDOE of the grantee’s eligibility for the continuation of grant funding. The NJDOE will remove ineligible, inappropriate, or undocumented costs from funding consideration. To view and download the complete grant agreement documents, including attachments A and B of the grant agreement, click [here](https://www.nj.gov/education/grants/discretionary/management/docs/attacha_b.pdf). To locate the appropriate budget costs codes, go to the [Uniform Minimum Chart of Accounts](https://www.nj.gov/education/finance/fp/af/coa/) webpage.

## Mandatory Orientation and Training

The grantee will be required to attend a program orientation. The NJDOE staff will provide the grantee with general program information, requirements of the program (including grant management, mandated staffing, policies and procedures), and compliance with applicable state and federal program regulations.

## Reporting Requirements

Grantees will be required to submit reports on activities according to the program report schedule in [Section III.5, Reporting Periods](#_Reporting_Periods). The grantee will ensure that all reports are uploaded to EWEG by the due dates. Failure to deliver the reports by due dates may result in the Grantee achieving an unsatisfactory rating and may result in the stop of all NJDOE program payments.

## Interim Activity Reports

These reports are to be delivered to NJDOE electronically. Grantees are required to upload within the EWEG system. Reports submitted by other means will not be accepted. Reports will be considered late if not uploaded by the due date listed in [Section III.5, Reporting Periods](#_Reporting_Periods). This report tracks actual progress in meeting benchmarks and documenting measurable outcomes from the program activities listed in the application. Specific instructions for completing each report are found in this [link](https://www.nj.gov/education/grants/discretionary/management/docs/INSTRUCTIONS%20FOR%20SUBMITTING%20PERS-REPORTS.pdf).

## Fiscal Reimbursement and Fiscal Interim Report Requirements

**Reimbursement Request:** The grantee shall request monthly, by the 15th of every month, reimbursement payment from the NJDOE. The grantee will complete a reimbursement request through the EWEG payment system. Reimbursement requests will be shut down 30 days before the end of the grant period. Any payments of remaining grant funds due to the grantee will be paid in the Final Expenditure Report. Specific instructions for completing this report are found at this [link](https://njdoe.mtwgms.org/NJDOEGmsWeb/HelpFiles/New_Reimbursement_Request_Instructions.pdf).

Requests may begin once the contract has been fully approved and executed by the NJDOE. All programs are reimbursement-only programs. Grantees will be reimbursed based on the grantee’s actual expenditures. Grantees must submit payment requests not later than the 15th of the month via the EWEG system in order to receive a payment the following month. The reimbursements are closed 30 days before the end of the grant term. Funds owed to the grantee will be captured in the Final Expenditure Report.

In making disbursements to any third party with whom the Grantee may contract to undertake the Project, the Grantee shall ensure that disbursements are made upon delivery of satisfactory work product and in accordance with the NJDOE’s program policies.

**Fiscal Interim Reports:** These reports are due as stated in [Section III.5, Reporting Periods](https://doe365-my.sharepoint.com/personal/lnietos_doe_nj_gov/Documents/Draft%20forms/Draft%20NGO%202023.docx#_Reporting_Periods), with the interim activity report. In this report, the grantee will report on actual expenditures incurred during the reporting period. The expenditures reported in the interim report should match what has been paid to the district during the reporting period.

**Final Expenditure Reports:** This report generates a final payment to the grantee upon selecting the “Final Report” button.

## **Reporting Periods**

Reimbursement requests are due by the 15th of every month.

**The EWEG reporting period (program and fiscal) is as follows**

|  |  |  |
| --- | --- | --- |
| Report Number: | Reporting periods: | Dates Due: |
| Final Report\* | June 1, 2024 – December 31, 2024 | 2/28/2025 |
|  | \*Includes 60-day liquidation period. |  |

In addition, grant recipients are required to submit additional project, data, and fiscal progress reports. Report templates and instructions are provided annually by NJDOE. Reports for this program will be due as follows:

|  |  |  |
| --- | --- | --- |
| **Reports\*** | **Reporting Period** | **Due Date** |
| Federal Migrant Data Systems (MSIX) Comparison Report (Reconciliation 1 Report) | September 1 – August 31 monthly | No later than the 7th business day monthly |
| Enrollment Report | September 1 – August 31 quarterly | No later than the 7th business day monthly |
| Summary of Student Assessment & Surveys (See Appendices 6) | September 1 – August 31 annually | September 30, annually |
| Regional Evaluation (as part of Statewide Evaluation) | September 1 – August 31 | September 30, annually |

**\***In addition to the above required reports, grant award recipients will be required to submit eligibility and services data through the migratory child database, MIS2000, and implement data quality checks through the federal migratory student database, Migratory Student Information Exchange (MSIX). See the section for **Identification and Recruitment and Records Transfer**.

## Monitoring

The NJDOE Program Managers will schedule on-site monitoring visits with the Program Coordinator during the term of the Program contract to review program performance and fiscal documentation. These visits may be a comprehensive program assessment, or they may be oriented toward a review of performance in specific areas. In either case, Program staff shall cooperate with Program Managers and provide them with files and other information as requested.

## Acceptable Documentation for Grant Monitoring

Full and detailed documentation for grant expenditures shall be retained at the organization’s level for monitoring purposes. This shall include the expenditures of the grantee and all sub-grantees.

* + 1. **Activity Reports**

These reports consist of documentation and/or evidence of educational, outreach events, and program activities. This can be in the form of a properly completed programmatic Activity Report uploaded into EWEG or emailed to the program officer detailing events and activities. Sample documentation includes flyers, attendance sheets, and newspaper clippings. Documentation should be retained with the grantee for monitoring purposes unless otherwise specified by the program office.

* + 1. **Reimbursements**

**Staffing** – All timesheets and payroll records for any salaries paid using funds must be retained by the Grantee for both monitoring and reimbursement purposes. If staff is assigned part-time to the grant, a cost allocation sheet should accompany the reimbursement request.

**Travel** – Mileage records must include the date of travel, the point of origin and its designation (home/office), the sites visited, the purpose of the travel, and the ending location. Commutation, travel beyond one’s standard commute, must be subtracted from the mileage claimed. The travel reimbursement rate is $0.47 cents per mile. Receipts for parking and tolls must be retained.

**Mailings** – Receipts for postage and other materials and services associated with photocopying, printing, and distribution of materials. Cost allocation based upon agency budget may be acceptable. Please review with the NJDOE Program Manager.

**Training** – Receipts for payment of training providers, course materials, venue, proof of attendance, and copies of any certificates awarded.

**Other costs** – Receipts, invoices, and purchase orders with enough detail to determine that the expenditure is an eligible cost under the grant program.

## Grant Amendments

All requests for amendments must be submitted at a minimum of 90 days before the end date of the grant agreement via the EWEG system.

Amendment modification forms are available [here](https://www.nj.gov/education/grants/discretionary/management/). Amendment modifications are initiated and submitted through the EWEG system using the Upload Tab in the grant application. Instructions on how to initiate the amendment are available in [the Discretionary Grants Manual](https://www.nj.gov/education/grants/discretionary/apps/). Use the [Quick Reference for Commonly Requested Costs](http://www.nj.gov/education/grants/discretionary/apps/common_costs.pdf) or the [Uniform Minimum Chart of Accounts](https://www.nj.gov/education/finance/fp/af/coa/) to locate the appropriate budget costs codes.

Amendments are required if the following situations occur:

* Changes to the program activity and request for no-cost time extension;
* Budget transfers greater than ten percent of the total approved budget into a previously approved line item;
* Changes to 200-320 Purchased Professional Education Services (subgrantee costs) previously approved in the budget;
* Budget transfer to a line not previously approved in the budget;
* Equipment: Grantees are limited to the specific equipment items listed in the final approved grant application budget. To comply with federal requirements, all equipment purchases require prior NJDOE approval. Grantees can pay more or less than the approved amount, but the approved equipment item cannot be changed without permission (i.e., no additions, deletions, or substitutions to the approved equipment list); and/or
* Changes to Indirect Costs.

**IMPORTANT NOTE**: If the grantee has a subgrantee, the subgrantee is subject to the same terms and conditions as the grantee. The subgrantee is responsible to the grantee for the agreed-upon scope of work (approved goals, objectives, and activities) and the expenditure of subgrant funds. Any changes (program or fiscal) requested by a subgrantee must be reviewed by the grantee. The NJDOE requires sub-grantee amendment approval for changes the grantee supports. Grantees are to forward the requested changes to the NJDOE Program Office for review. Grantees do not have the authority to approve any changes in their project activities or any budget variances without prior approval by the NJDOE.

## Suspension/Cancellation of Grant/Loan Agreement and/or Reduction in Funding

The NJDOE reserves the right to suspend and/or cancel this Grant Agreement for nonperformance of any of the Grant/Loan Agreement provisions. Failure by the grantee to comply with agreement stipulations, standards, or conditions may give the NJDOE cause to suspend this agreement and withhold further payments, prohibit additional obligations, or project funds pending corrective action, and disallow all or part of the cost associated with the noncompliance, terminate this agreement, or take other remedies that may be legally available.

Formal written notice of suspension/cancellation of Grant Agreement and/or reduction in funding will be provided to the grantee in advance of the adverse action to be taken together with recommendations to correct deficiencies. Grantees that correct deficiencies in accordance with guidance provided in the written notice shall be reinstated.

## Grant Close Out

The grantee shall provide all documentation necessary to close out this agreement within 60 days of the grant agreement’s ending date. If performance is ahead of schedule, the documentation should be submitted within 60 days of the conclusion of grant activities. Documentation will include the Final Report referenced in paragraph III.5.

## Federal Requirements

**Supplement, not supplant**

Applicants must use program funds to supplement and not supplant other Federal, State, and local funds to provide programs and activities allowable under thisprogram.

# Appendices

**Appendix 1**

**Nonpublic Equitable Participation Summary and**

**Affirmation of Consultation Form**

(Complete one form for each participating nonpublic school. Use additional page if necessary.)

In the space below (or as a separate attachment), the applicant agency is to briefly respond to each of the five items listed. Please ensure that what is described on this form is directly related to the components of timely and meaningful consultation and the equitable participation of nonpublic school students/teacher(s) in this grant program, as required (EDGAR 76.650-76.662). For each nonpublic school, this Summary Form must be signed and dated by the applicant CSA/CEO and the nonpublic school official. The LEA/applicant agency must submit with the grant application a copy of this form for each nonpublic school.

* Describe the consultation process that took place including meeting date, those in attendance and agenda.
* Describe the needs of the eligible nonpublic school students/teachers and how these needs have been/and will continue to be identified?
* What identified services will be provided? Explain how, when, where, and by whom the services will be provided.
* How and when will the services be assessed and how will the results of the assessment be used to improve the services?
* What is the amount of estimated grant funding available for the agreed upon services?

RESPONSES:

By our signatures below we agree that timely and meaningful consultation occurred before the LEA/applicant agency made any decision that affected the participation of eligible nonpublic school children, teachers or other educational personnel in the Migrant Education Program.

□ Yes, we wish to participate in this grant opportunity

□ No, we do not wish to participate in this grant opportunity

Name of Nonpublic School

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nonpublic School Representative Signature Date

LEA/Applicant Agency Representative Signature Date

**Appendix 2**

**Statewide CNA**

***Goal Area 1: ELA and Mathematics Achievement***

| **Concern** | **Data Source** | **Need Indicator & Need Statements** |
| --- | --- | --- |
| **1.1)** We are concerned that migratory students’ growth in English language development is lower than expected, especially in upper elementary through high school. | 2018-19 WIDA results | Indicator: 37% of migratory students with WIDA results gained one level or exited the program in 2018-19 (short of the 50% target).  Statement: The percentage of migratory students demonstrating growth on the WIDA needs to increase 13 percentage points. |
| **1.2)** We are concerned that migratory students score proficient at a lower rate than non-migratory students on the NJSLA in ELA and mathematics. | 2018-19 NJSLA proficiency rates | Indicator: 25% of migratory students scored proficient on the ELA NJSLA compared to 58% of non-migratory students and 17% scored proficient in mathematics compared to 45% of non-migratory students.  Statement: Migratory student proficiency on the NJSLA in ELA needs to increase 33 percentage points and mathematics proficiency needs to increase 28 percentage points. |

***Goal Area 2: School Readiness***

| **Concern** | **Data Source** | **Need Indicator & Need Statement** |
| --- | --- | --- |
| **2.1)** We are concerned that migratory preschoolers are unprepared for kindergarten due to gaps in their preschool learning experiences and language development (both in English and the home language). | Splash into PreK  Preschool Skills Assessment Pre-test (Summer 2019) | Indicator: No migratory preschool children had mastered all skills assessed on the Preschool Skills Assessment Pre-test.  Statement: The percentage of migratory preschool children mastering skills necessary for kindergarten needs to increase. |
| **2.2)** We are concerned that migratory families have limited knowledge of and/ or difficulty accessing instructional services available to their preschool children. | Parent surveys  Consolidated State Performance Report | Indicator: No migratory preschool children received MEP instruction in 2020-21. 28% of all parents surveyed indicated a need for access to preschool programs.  Statement: Migratory preschool child participation in instructional services/ programs should be increased to improve readiness for kindergarten. |

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

| **Concern** | **Data Source** | **Need Indicator & Need Statement** |
| --- | --- | --- |
| **3.1)** We are concerned that secondary migratory students are scoring at a lower proficiency rate than non-migratory students on the NJSLA in ELA and math, especially following virtual learning during the pandemic where MEP staff observed less engagement from migratory students compared to their non-migratory peers. | 2018-19 NJSLA proficiency rates  NAC expert observations | Indicator: 20% of migratory secondary students scored proficient on the ELA NJSLA compared to 58% of non-migratory students and 11% were proficient in mathematics compared to 42% of non-migratory students.  Statement: Secondary migratory student proficiency on the NJSLA in ELA needs to increase 38 percentage points and mathematics proficiency needs to increase 31 percentage points. |
| **3.2)** We are concerned that migratory students are not participating in college and career readiness activities due to a lack of awareness and lack of identification with a post-secondary path. | Parent survey  NAC expert observations | Indicator: 24% of migratory parents reported that their children needed college and career counseling and information about options after high school.  Statement: Awareness and participation in college and career readiness activities need to increase. |
| **3.3)** We are concerned that migratory OSY lack the knowledge of basic life skills and access to instruction appropriate for their circumstances due to limited and/or interrupted schooling | 2021 OSY Student Profile | Indicator: 78% of migratory OSY have the equivalent of a 9th grade or less education.  Statement: Access to and engagement in instructional services for OSY needs to increase. |
| **3.4)** We are concerned that migratory OSY lack the English language skills necessary for functioning in an educational setting, career, and/or community. | OSY Student Profile | Indicator: 95% of OSY reported that they have little or no English oral proficiency (73% speak Spanish and 17% speak Mam).  Statement: OSY proficiency in English needs to increase. |

***Goal Area 4: Support Services***

| **Concern** | **Data Source** | **Need Indicator & Need Statement** |
| --- | --- | --- |
| **4.1)** We are concerned that migratory families lack equitable access to developmentally appropriate reading and math materials and learning tools. | Parent needs assessment surveys  NAC expert observations | Indicator: 46% of migratory parents surveyed indicated a need for school supplies and 34% a need for locating school and community resources and transportation.  Statement: Migratory children need school supplies, assistance location school and community resources, and transportation. |
| **4.2)** We are concerned that migratory families lack the skills, literacy, and strategies to navigate the school system successfully. | Parent needs assessment surveys | Indicator: 54% of parents surveyed reported needing language and literacy instruction and additional help for children before or after school.  Statement: Migratory parent access to language and culturally appropriate assistance in navigating the school system needs to increase. |
| **4.3)** We are concerned that parents (and other family members) of migratory children lack the skills, literacy, and strategies to provide educational support and enriching experiences in the home. | Parent needs assessment surveys | Indicator: 36% of parents surveyed reported needing ideas for how to help their child(ren) with reading, math, and writing and more educational materials for the home.  Statement: Migratory families need support for providing educationally enriching experiences in the home. |
| **4.4)** We are concerned that OSY lack awareness of and access to health and related services and educational programs that fit their schedules and needs. | OSY Profile (2018) | Indicator: 50% of OSY had dental needs, 31% vision care needs, and 29% medical needs that were not met.  Statement: OSY need assistance and advocacy in accessing needed health services and health-related instruction. |

***A*ppendix 3**

**Statewide Strategies and MPOs**

**ELA and Math Strategies and MPOs**

| **Strategies** | **MPOs** |
| --- | --- |
| **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.  **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. | **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. |
| **1.3)** Provide summer school instruction focused on alleviating summer learning loss and increasing ELA and math skills sing evidence-based strategies. | **1B)** By the end of 2023-24 program year, 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.  **1C)** By the end of 2023-24 program year, 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. |
| **1.4)** Collaborate with schools to ensure migratory students receive supplemental English language instruction and/or home language development appropriate to their needs. | **1D)** By the end of 2023-24 program year, 65% of migratory students in grades K-8 will receive MEP instructional services. |

**School Readiness Strategies and MPOs**

| **Strategies** | **MPOs** |
| --- | --- |
| **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. | **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). |
| **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. | **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. |
| **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. | **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. |

**Graduation and OSY Strategies and MPOs**

| **Strategies** | **MPOs** |
| --- | --- |
| **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. | **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. |
| **3.2)** Provide instructional support during the summer through site-based summer school, virtual instruction, or home-based instruction. |
| **3.3)** Provide information and facilitate access to vocational, career readiness, and college programs as appropriate for student needs and interest. | **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. |
| **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. | **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%. |

**Support Services Strategies and MPOs**

| **Strategies** | **MPOs** |
| --- | --- |
| **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.  **4.2)** Coordinate with health services providers to facilitate access to vision, dental, medical, and mental health care aligned to children’s needs. | **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. |
| **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). | **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. |

**Appendix 4**

**MPO Planning Chart**

**ELA and Math**

| **MPOs** | **Curriculum, Instruction, Materials, and/or Assessments to Be Used to Address the MPO** | **Person(s) Responsible** | **How Data are Collected** | **Timeline** |
| --- | --- | --- | --- | --- |
| **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. |  |  |  |  |
| **1B)** By the end of 2023-24 program year, 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. |  |  |  |  |
| **1C)** By the end of 2023-24 program year, 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. |  |  |  |  |
| **1D)** By the end of 2023-24 program year, 65% of migratory students in grades K-8 will receive MEP instructional services. |  |  |  |  |

**School Readiness**

| **MPOs** | **Curriculum, Instruction, Materials, and/or Assessments to Be Used to Address the MPO** | **Person(s) Responsible** | **How Data are Collected** | **Timeline** |
| --- | --- | --- | --- | --- |
| **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). |  |  |  |  |
| **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. |  |  |  |  |
| **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. |  |  |  |  |

**Graduation and OSY**

| **MPOs** | **Curriculum, Instruction, Materials, and/or Assessments to Be Used to Address the MPO** | **Person(s) Responsible** | **How Data are Collected** | **Timeline** |
| --- | --- | --- | --- | --- |
| **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. |  |  |  |  |
| **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. |  |  |  |  |
| **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%. |  |  |  |  |

**Support Services**

| **MPOs** | **Curriculum, Instruction, Materials, and/or Assessments to Be Used to Address the MPO** | **Person(s) Responsible** | **How Data are Collected** | **Timeline** |
| --- | --- | --- | --- | --- |
| **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. |  |  |  |  |
| **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. |  |  |  |  |

**Appendix 5**

**Activity Planning Chart**

**Program Requirements**

| **Requirements** | **Activities to implement the requirement** | **Person(s) Responsible** | **Documentation** |
| --- | --- | --- | --- |
| 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, out-of-school youth (OSY), and children present in the region when school is not in session. |  |  |  |
| Procedures for ensuring quality control in the accurate determinations of eligibility and documentation of eligibility decisions. |  |  |  |
| 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. |  |  |  |
| Procedures for transferring and correcting student records and other pertinent information upon request from schools, NJDOE, or migratory parents. |  |  |  |
| Procedures for establishing a local PAC and the ongoing consultation with parents for the administration and implementation of the MEP. |  |  |  |

**ELA and Math**

| **Strategies** | **Activities to implement the strategy** | **Person(s) Responsible** | **Documentation** |
| --- | --- | --- | --- |
| **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. |  |  |  |
| **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. |  |  |  |
| **1.3)** Provide summer school instruction focused on alleviating summer learning loss and increasing ELA and math skills using evidence-based strategies. |  |  |  |
| **1.4)** Collaborate with schools to ensure migratory students receive supplemental English language instruction and/or home language development appropriate to their needs. |  |  |  |

**School Readiness**

| **Strategies** | **Activities to implement the strategy** | **Person(s) Responsible** | **Documentation** |
| --- | --- | --- | --- |
| **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. |  |  |  |
| **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. |  |  |  |
| **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. |  |  |  |

**Graduation and OSY**

| **Strategies** | **Activities to implement the strategy** | **Person(s) Responsible** | **Documentation** |
| --- | --- | --- | --- |
| **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. |  |  |  |
| **3.2)** Provide instructional support during the summer through site-based summer school, virtual instruction, or home-based instruction. |  |  |  |
| **3.3)** Provide information and facilitate access to vocational, career readiness, and college programs as appropriate for student needs and interest. |  |  |  |
| **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. |  |  |  |

**Support Services**

| **Strategies** | **Activities to implement the strategy** | **Person(s) Responsible** | **Documentation** |
| --- | --- | --- | --- |
| **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. |  |  |  |
| **4.2)** Coordinate with health services providers to facilitate access to vision, dental, medical, and mental health care aligned to children’s needs. |  |  |  |
| **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). |  |  |  |

**Appendix 6.1**

**Regional Needs Assessments**

**Elementary Students Individual Needs Assessment (INA) and Rubric**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School/Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Intake: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PFS (Yes or No):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Intake – Date of initial meeting

The ***begin date*** score will take place on the second visit.

|  |  |
| --- | --- |
| Begin Date | End Date |
| Challenge (mark all challenges that apply) | Possible Strategies (mark strategies used) | Scores (Only provide scores if actively working on a challenge with a student.) | Begin Date Score | End Date Score | Change in Score |
| ☐Attendance | ☐Talk with student to identify reason for absences.  Speak with parents about the importance of school attendance.  ☐Work with school attendance officer to address reason for absences. | 1 – Attendance well below expectations  2 – Attendance somewhat below expectations  3 - Attendance somewhat meets expectations  4 – Attendance meets expectations |  |  |  |
| ☐Limited English Proficiency | ☐Advocate for student at school to ensure student is enrolled in ELL classes.  ☐Tutoring. | 1- Student is not enrolled in English language classes and/or tutoring sessions  2 - Student enrolled in ELL classes or tutoring with minimal cooperation  3 - Student participates some and shows some growth  4 - Student actively participates and regularly makes progress |  |  |  |
| Challenge | Possible Strategies | Scores | Begin date score | End date score | Change in Score |
| ☐Failing grades in core subjects | ☐Homework assistance  ☐Khan Academy | 1 – Student has failing grades in multiple core subjects  2 – Student has failing grades in one core subject  3 - Student’s grades are passing in all core subjects  4 - Student’s grades are passing or above average in all core subjects |  |  |  |
| ☐Not on track for grade advancement | ☐Tutoring in core classes.  ☐Work with counselor so that student is enrolled in appropriate classes needed for grade advancement. | 1 - Student is more than two credits below being on track  2 - Student is one or two credits below being on track  3 - Student completed credit for one class they had to retake  4 – Student is on track with credits for grade advancement |  |  |  |

**Appendix 6.2**

**Secondary Students Cumulative Measurable Progress Rubric**

Challenge Category Score Level

1 = Attendance 1 = Decreased

2 = Limited English proficiency 2 = Minimal or no change

3 = Failing grades in core subjects 3 = Student showed improvement

4 = On track for advance grade placement/graduation 4 = Student showed great improvement

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ↑ Indicates Growth  − Indicates No Change  ↓ Indicates Decline | | | | | |
| Challenge Category  Begin Date Score | | | | | Challenge Category  End Date Score | | | | | Challenge Category  Growth Demonstrated | | | | | |
| Student Name & Grade | 1 | 2 | 3 | 4 | Score | 1 | 2 | 3 | 4 | Score | 1 | 2 | 3 | 4 | Total |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | |  | Score | | Total number of students assessed (Beginning & End) |  | | Total number of students who demonstrated |  | | Attendance Growth: |  | | Limited English Growth: |  | | Failing Core Subjects Growth: |  | | |  |  | | --- | --- | |  | Score | | Percentage of students who demonstrated growth: % |  | | Percentage of students who demonstrated: |  | | Attendance Growth: % |  | | Limited English Growth: % |  | | Failing Core Subjects Growth: % |  | |

Overall percentage of students who demonstrated growth: %

**Appendix 6.3**

**Parent Survey from the New Jersey Migrant Education Program**

The New Jersey State Migrant Education Program (MEP) is conducting a study of the needs of migrant families. Please answer these questions to help improve the educational support your children receive from the New Jersey MEP. If you have more than one child in the MEP, answer in general for all your children. Check ALL that apply.

1. **Instruction:**  When it comes to school, my child(ren) need the MOST help with:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Staying in school |  | More information about opportunities for after H.S. |
|  | Reading |  | Access to translation/interpretation in class |
|  | Writing |  | Making good scores on the State test |
|  | Math |  | Access to distance education for credit |
|  | Learning English |  | Additional instruction in study skills |
|  | Help for children new to the school or state |  | More options for making up missing credits |
|  | More after-school tutoring |  | Preparing young children for kindergarten |
|  | Other: |  | Other: |

1. **Support Services:** What items or services would MOST help your child(ren) get the most out of school?

|  |  |  |  |
| --- | --- | --- | --- |
|  | School supplies |  | Nutrition |
|  | Secondary counseling (credit related) |  | Transportation |
|  | College and career counseling |  | Clothing |
|  | Greater access to dental, vision, or health care |  | Locating existing school and community resources |
|  | Access to preschool programs |  | Better record keeping to avoid duplicated immunizations |
|  | Other: |  | Other: |

1. **Parent involvement:** Which of these programs or services would MOST help you support your child’s education?

|  |  |  |  |
| --- | --- | --- | --- |
|  | More educational materials at home |  | More information about teaching early literacy skills |
|  | More opportunities to discuss my child’s educational progress with school staff |  | Additional opportunities to participate in migrant Parent Advisory Council meetings |
|  | More flexibility in scheduling of parent involvement activities |  | More information about how to help my child with reading, math, and writing |
|  | Access to parenting education programs |  | More ideas for how to help with homework |
|  | Information about drug/gang awareness |  | Language and literacy instruction for adults |
|  | Other: |  | Other: |

1. **Suggestions**: What suggestions do you have for improving the services of the migrant education program?

|  |  |  |  |
| --- | --- | --- | --- |
|  | More help for my child during the school day |  | More contact with migrant personnel |
|  | More help for my child before or after school |  | Increased communication/coordination with school |
|  | More opportunities for parent involvement activities with other migrant parents |  | More information about resources and services available through the program |
|  | More services for preschool children |  | More information about options for after high school |
|  | Other: |  | Other: |

1. What additional needs do your children have?

Region (to be completed by MEP staff):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix 6.4**

**Encuesta Para Padres del Programa de Educación Migrante de New Jersey**

El Programa de Educación Migrante (MEP) de New Jersey está investigando las necesidades de las familias migrantes. Por favor conteste estas preguntas para ayudarnos a mejorar el apoyo educativo que sus hijos reciben del MEP de New Jersey. Si tiene más de un niño en el MEP, conteste en general para todos. Marque todos los que le apliquen.

1. **Instrucción:**  Mis hijos necesitan más ayuda con:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Continuar con sus estudios |  | Más información sobre oportunidades al recibirse de la high school |
|  | Lectura |  | Ayuda con traducción o interpretación |
|  | Escritura |  | Sacar buenas notas en el examen estatal |
|  | Matemáticas |  | Acceso a clases en el internet de crédito |
|  | Inglés |  | Más instrucción en como estudiar |
|  | Ayuda para niños recién llegados a la escuela o estado |  | Más opciones en recuperar créditos que le faltan |
|  | Instrucción después de clases |  | Preparar niños para el kinder |
|  | Otra: |  | Otra: |

1. **Servicios de apoyo: ¿**Cuáles servicios o materiales MÁS le ayudarían a sus hijos en progresar con sus estudios?

|  |  |  |  |
| --- | --- | --- | --- |
|  | Útiles escolares |  | Nutrición |
|  | Orientación sobre créditos de la high school |  | Transporte |
|  | Orientación sobre carreras y estudios universitarios |  | Ropa |
|  | Más acceso a servicios dentales, salud o de visión |  | Localizar recursos educativos o de comunidad |
|  | Acceso a clases preescolares |  | Mejor mantenimiento de registros para evitar vacunas duplicadas |
|  | Otro: |  | Otro: |

1. **Participación de padres: ¿**Cuáles servicios o materiales MÁS le ayudarían a usted en apoyar a su hijo con sus estudios?

|  |  |  |  |
| --- | --- | --- | --- |
|  | Más materiales educativos en casa |  | Más información sobre la enseñanza de habilidades de lectoescritura |
|  | Más oportunidades para hablar con docentes de la escuela sobre el progreso escolar de mi hijo |  | Más oportunidades para participar en las reuniones del Concilio Consultivo de Padres (PAC) |
|  | Más flexibilidad en los horarios de las actividades para padres de familia |  | Más ideas sobre cómo ayudarle a mi hijo con la lectura, matemáticas, y escritura |
|  | Acceso a clases de formación de los niños |  | Más ideas sobre cómo ayudarle a mi hijo con su tarea |
|  | Información sobre las drogas y las pandillas |  | Inglés para adultos |
|  | Otro: |  | Otro: |

1. **Sugerencias**: ¿Cuáles sugerencias tiene para mejorar los servicios del programa de educación migrante?

|  |  |  |  |
| --- | --- | --- | --- |
|  | Más ayuda para mi hijo durante el día escolar |  | Más contacto con el personal del MEP |
|  | Más ayuda para mi hijo antes o después de clases |  | Más comunicación/coordinación con el personal de la escuela |
|  | Más actividades con otros padres migrantes |  | Más información sobre recursos y servicios disponibles por medio del MEP |
|  | Más servicios para niños de edad preescolar |  | Más información sobre opciones al terminar la high school |
|  | Otra: |  | Otra: |

1. ¿Qué más necesitan sus hijos?

**Appendix 6.4**

**Staff Survey of Migrant Student Needs**

The New Jersey Migrant Education Program (MEP) is conducting a survey to help identify the greatest needs of migrant students that result from frequent moves and interrupted education. Indicate your opinion of the services and instruction most needed. Check all that apply.

1. **Instruction:** As a result of the migrancy/mobility and/or substantial education interruption, migrant students MOST need the following instructional services.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Dropout prevention programs |  | Information about post-secondary/career opportunities |
|  | Additional reading instruction |  | Access to translation/interpretation in class |
|  | Additional writing instruction |  | Instruction to help pass state assessments |
|  | Additional math instruction |  | Access to distance education for credit accrual |
|  | Additional English language instruction |  | Additional instruction in study skills |
|  | Transition programs for migrant students new to the school and/or state |  | Greater access to community-based after-school instructional programs |
|  | Course offerings to make up missing credit |  | Programs to help young children prepare for kindergarten |
|  | Other: |  | Other: |

1. **Support Services:** As a result of migrancy/mobility and/or substantial education interruption migrant students MOST need the following support services so that they can better participate in their education.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Access to physicals for enrollment |  | Nutrition |
|  | School supplies |  | Transportation |
|  | Secondary counseling (credit related) |  | Clothing |
|  | College and career counseling |  | Locating existing school and community resources |
|  | Greater access to dental, vision, or health care |  | Better record keeping to avoid duplicated immunizations |
|  | Aid in participating in preschool programs |  | Other: |

1. **Parent involvement:** As a result of migrancy/mobility, migrant parents MOST need the following services to support their children’s education.

|  |  |  |  |
| --- | --- | --- | --- |
|  | More educational resources in the home |  | More information about teaching early literacy skills |
|  | More opportunities to discuss their child’s educational progress with school staff |  | More opportunities to participate in migrant PACs |
|  | More flexibility in scheduling of parent involvement activities |  | More information about strategies to support education in the home |
|  | Access to parenting education programs |  | More strategies for helping with homework |
|  | Information about drug/gang awareness |  | Parent literacy and language instruction |
|  | Other: |  | Other: |

1. **Professional development**: What topics would you recommend for professional development to help instructional staff meet the needs of migrant students?

|  |  |  |  |
| --- | --- | --- | --- |
|  | Evidence-based strategies for reading instruction |  | Strategies for delivering content instruction to English learners |
|  | Evidence-based strategies for math instruction |  | Strategies for helping students access existing community resources |
|  | Culturally relevant instruction for migrant students |  | Strategies for teaching students who transfer in mid-year or mid-course |
|  | Strategies for increasing graduation |  | Strategies for preschool educators |
|  | Strategies for out-of-school youth |  | Teaching for multiple learning styles |
|  | Other: |  | Other: |

1. What is your **biggest concern** for migrant students?

**Applicant Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Appendix 5**

**Title I, Part C Migrant Education Program**

#### NON-LEA DOCUMENTATION OF COLLABORATION

**(Please duplicate for each NON-LEA collaborating agency.)**

**2024**

This document is to be signed and submitted with the grant application in accordance with the eligibility requirement of the Notice of Grant Opportunity as evidence of the **COLLABORATION** between the applicant and the agency with whom the applicant will coordinate with in the identification, planning, development and execution of services outlined in the grant application.

**Name of collaborating agency/organization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Contact Person Name and Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone Email**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**County/Address**

It is my understanding that the applicant listed above plans to submit a McKinney-Vento Education of Homeless Children and Youth Program application, available through the New Jersey Department of Education to identify, plan, develop, coordinate and provide supplemental academic and support services to eligible children and youth and their families.  Recognizing the need for such services, I am committed to ensuring that my agency acts in full support of the proposed program through the provision of activities, services, and/or resources as a result of the collaborative effort between my agency and the aforementioned applicant agency.  In addition, my agency will provide data or other information to the applicant for the purposes of documentation of services and the state evaluation of the program.

**Please check off the services that the collaborating agency will provide:**

|  |  |
| --- | --- |
| \_\_\_ Programming/activity-related services  \_\_\_ Paid staffing  \_\_\_ Volunteer staffing  \_\_\_ In-kind donations  \_\_\_ Goods/materials  \_\_\_ Transportation  \_\_\_ Technical assistance | \_\_\_ Referral, counseling and/or, social services)  \_\_\_ Fundraising  \_\_\_ Adult Education  \_\_\_ Parent Education  \_\_\_ Provide evaluation services  \_\_\_ Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |