Comprehensive Needs Assessment

New Jersey Title I, Part C, Education Program

New Jersey Department of Education
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Acronyms

CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
CSPR	Consolidated State Performance Report
DOE	Department of Education
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
HSED	High School Equivalency Diploma
IDEA	Individuals with Disabilities Education Act
INA	Individual Needs Assessment
K-12	Kindergarten through Grade 12
LEA	Local Education Agency
LOA	Local Operating Agency
MEP	Migrant Education Program
ML	Multilingual Learner
MPO	Measurable Program Outcomes
NAC	Needs Assessment Committee
NJ	New Jersey
NJSLA	New Jersey Student Learning Assessment
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PFS	Priority for Services
PK	Pre-Kindergarten
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan

Definitions of Terms Related to the CNA

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

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

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

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

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

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

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

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

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

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

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

Solution Strategy: A strategy that addresses an identified need.

Introduction

The Title IC Comprehensive Needs Assessment Process in New Jersey

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

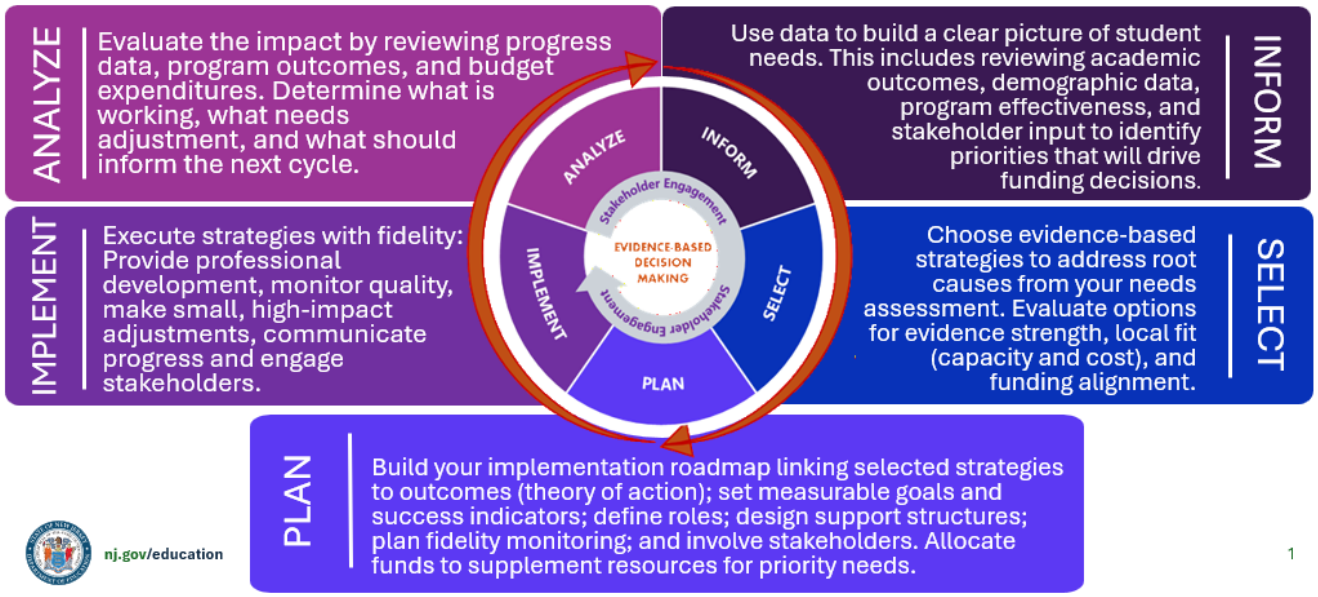
The term 'migratory child' means a child or youth birth to age 21 who made a qualifying move in the preceding 36 months (A) as a migratory agricultural worker or a migratory fisher; or (B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher (Section 1309(3)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

The previous CNA for the New Jersey MEP was completed in 2022 using data from 2020-21. This CNA report reexamines all sections reflecting guidance from the Office of Migrant Education's (OME) CNA Toolkit published in 2018 and updates concerns and needs based on changes in the migratory student population and seasonal agricultural activities. The CNA takes into account:

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

The CNA serves as the foundation for the design, delivery, and evaluation of MEP services. Over the previous decade, the New Jersey MEP CNA guided programming and policy decisions to ensure that MEP resources were directed at the most needed and most effective services for migratory students. New Jersey follows a state Continuous Improvement Cycle (as displayed in the following graphic). This cycle is aligned with the OME's recommended Continuous Improvement Cycle (U.S. Department of Education, 2018) that includes the required

components of CNA, SDP, and program evaluation. The Title IC Continuous Improvement Cycle is a three-year cycle, starting with the CNA, which informs the SDP.



New Jersey implements MEP through a **continuous improvement cycle** aligned to the New Jersey Forward framework (Inform, Select, Plan, Implement, Analyze). This cycle operationalizes federal requirements under **Title I, Part C of ESSA**, including the identification of needs, development of service strategies, and ongoing program evaluation (**ESEA §§1304(b), 1304(c)(3); 34 CFR §200.83**).

The **Comprehensive Needs Assessment (CNA)** serves as the foundational entry point to this cycle, representing the State's systematic process for **identifying and prioritizing the unique educational and support needs of migratory children** as required under **ESEA §1304(b)(1)**. Within the New Jersey Forward cycle, the CNA fully addresses the **INFORM phase** (exploring current conditions and analyzing multiple data sources) and directly informs the **SELECT and PLAN phases**, where the State determines evidence-based strategies and establishes measurable program outcomes (**ESEA §1304(c)(1)(D)**).

The subsequent phases, **IMPLEMENT and ANALYZE**, are carried out through the **Service Delivery Plan (SDP)** and the State's evaluation processes. The SDP specifies how identified needs will be addressed through coordinated services, while ongoing evaluation ensures that the State **assesses program effectiveness and uses findings to refine services**.

Together, the CNA, SDP, and evaluation processes form a **fully integrated continuous improvement system**, ensuring that New Jersey's MEP remains responsive, data-driven, and outcomes-focused. This model reflects both the NJ Forward framework and federal

expectations for **cyclical needs assessment, planning, implementation, and program improvement**.

Data Collection Procedures

Various data collection methods were employed by the state to assess migratory student needs and identify solutions to meet those needs. These methods included the following.

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

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

Organization of the CNA Report

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

1. Authorizing Statute and Guidance for Conducting the CNA provides legal underpinnings on which the New Jersey MEP conducts its CNA activities.
2. Exploring What Is includes discussion about what is known about migratory children in New Jersey and determination of the focus and scope of the needs assessment.
3. Gathering and Analyzing Data builds a comprehensive understanding of the gaps between New Jersey migratory children and all other students in the state with a migratory child profile.
4. Making Decisions summarizes needs, solutions, and a research base on which to build the SDP.
5. Summary and Next Steps offers conclusions and discusses the next steps in applying the results of the CNA to planning services for New Jersey migratory children. This section sets the stage for the implementation and evaluation of MEP services.

Authorizing Statute and Guidance

A Title I, Part C MEP CNA is required by for all state MEPs under Section 1306 of the ESEA as reauthorized. States receiving Title I, Part C funds must address the special educational needs of migratory children in accordance with a comprehensive state plan that:

- is integrated with other programs under the ESEA and may be submitted as part of the state consolidated application;
- provides that migratory children will have an opportunity to meet the same challenging state academic content standards that all children are expected to meet;
- specifies measurable program goals and outcomes;
- is the product of joint planning among such local, state, and federal programs, including programs under Part A, early childhood programs, and language instruction programs;
- encompasses the full range of services that are available for migratory children from appropriate local, state, and federal educational programs; and
- provides for the integration of available MEP services with other federal, state, or local programs.

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

Purpose of the CNA

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

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

Preparing for the New Jersey CNA

The New Jersey CNA was designed to develop an understanding of the unique educational needs and other related needs of New Jersey migratory students and their families. Not only does this analysis of needs provide a foundation for the future direction of the New Jersey MEP

through the service delivery planning process, but it also supports the overall continuous improvement and quality assurance processes of the New Jersey MEP and the ESSA Consolidated State Plan. The needs analysis was adapted to the resources and structures available in New Jersey.

Preparation activities for the New Jersey CNA involved two major objectives:

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

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

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

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

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

Exploring "What Is"

Overview of Exploring "What Is"

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

The CNA process:

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

To explore "what is," that is—where New Jersey is with respect to its migratory students and MEP program services, the CNA committee structure was employed. Prior to the first meeting of the NAC, data were compiled on migratory student achievement and outcomes; surveys documenting the perceptions of MEP staff and migratory parents were collected; and demographic and evaluation data was analyzed. Two sets of virtual meetings (three, 2-hour meetings/set) were conducted in February, March, April, and May 2025. The objectives of the meetings were to:

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

Demographics, Academic Achievement, and MEP Services

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

Demographics
During 2023-24, the NJ MEP identified 505 eligible migratory children (birth through age 21). Overall, the number of eligible migratory children in New Jersey has decreased over the last five years from 1,336 in 2018-19. During the years impacted by pandemic restrictions, the number of children identified dropped precipitously. There were decreases in students identified in each region, and the number of out-of-school youth (OSY) identified decreased substantially with the largest drop for any age/grade level. The global pandemic that began in March 2020 had an impact on the identification of families and on the number of families moving to New Jersey for agricultural work. More recently mobility patterns have changed and farms closed due to automation further decreasing numbers.

Language Proficiency
Overall, 38% of migratory students in grades PK-12 and OSY were classified as being a multilingual learner (ML). However, it is likely that the actual percentage of migratory students who need English language instruction is much higher based on instructors' reports of interactions with students who do not have formal English language proficiency assessment data. To code a student as an ML, there must be a formal assessment score on file, which is not likely for eligible migratory students that don't enroll in a NJ district, or are only enrolled in summer programs. Thirty-four percent (34%) of migratory children are preschoolers, OSY, not in school, or do not have access to formal language assessments. For children in school, the percentage of MLs ranged from 25% of 11th graders to 63% of ninth graders (not including 12th graders who number fewer than 10).

Academic Achievement

New Jersey migratory students were proficient on New Jersey Student Learning Assessment (NJSLA) English language arts (ELA) assessments at a lower rate than non-migratory students (17.5% proficient compared to 51.2%). Similarly, migratory students met or exceeded standards on NJSLA mathematics assessments at a lower rate than non-migratory students (14.6% proficient compared to 38.6%).

MEP Services
During the 2023-24 performance period, 84% of migratory children and youth ages 3-21 received instructional and/or support services, with 51% receiving services during the summer. More migratory students received support services than instructional services throughout the year with 18% receiving instructional services and 84% receiving support services. The services provided most often included social work, outreach, and advocacy.

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

Agricultural Qualifying Activities
Most of the farmworkers in New Jersey are located in South Jersey and are employed at farms that harvest blueberries (New Jersey is the second largest producer of blueberries in the nation). Other crop work listed on certificates of eligibility includes spinach, kale, cabbage, greens, lettuce, tomatoes, cucumbers, peppers, eggplant, asparagus, squash, apples, peaches, and melons. New Jersey also has a few small poultry processing plants. In Northern New Jersey, the farmworkers are primarily engaged in picking fruit such as berries and apples and some vegetables.

Goals and Factors Related to Migratory Student Success

The following goal areas for migratory children determined by the NAC are based on initial needs identified and aligned to the national MEP performance measures, state goals and priorities, and MEP service priorities.

Goal Area 1: ELA and Mathematics
Goal Area 2: School Readiness
Goal Area 3: Graduation from High School and OSY Achievement
Goal Area 4: Non-instructional Support Services

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

The Migrant Education Program Common Areas of Concern

There are seven common areas of concern that emerged as root needs from a CNA initiative undertaken by OME. The areas were considered throughout the CNA process.

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

1. *Educational Continuity*—Because migratory students often are forced to move during the regular school year and experience interruptions due to absences, students tend to encounter a lack of educational continuity. New Jersey migratory students move from state to state and within the state and experience differences in curriculum, expectations, articulation of skills, and other differences in school settings. The cumulative impact of educational discontinuity is daunting. Efforts to overcome this

pattern of incoherence are needed to strengthen educational continuity.

2. *Time for Instruction*—Mobility impacts the amount of time students spend in class and their attendance patterns. Such decreases in the time students spend engaged in learning leads to lower levels of achievement. Identifying methods for ameliorating the impact of family mobility and delays in enrollment procedures is essential.

3. *School Engagement*—Various factors relating to migrancy negatively impact student engagement in school. Students may have difficulty relating the school experience to the experience of day-to-day living in agricultural areas. Those moving into New Jersey may encounter cultural misunderstandings and bias because of moving into a community where many do not share their background.

4. *English Language Development*—English language development is critical for academic success. Even if students learn basic interpersonal communication skills, academic language can be underdeveloped without intentional focus on developing English academic language. The MEP must find avenues to supplement the difficulties faced by migratory students in the process of learning English due to their unique lifestyle, while not supplanting Title III activities.

5. *Education Support in the Home*—Home environment often is associated with a child's success in school, reflecting exposure to reading materials, a broad vocabulary, and educational games and puzzles. Such resources reflect parent educational background and socio-economic status. While many migratory parents value education for their children, they may not always know how to support their children in a manner consistent with school expectations nor have the means to offer an educationally rich home environment.

6. *Health*—Good health is a basic need that migratory students often do not possess. The compromised dental and nutritional status of migratory children is well documented by the National Center for Farmworker Health. They have higher proportions of acute and chronic health problems and exhibit higher childhood and infant mortality rates than those experienced by their non-migrant peers. Migratory children are at greater risk than other children due to injuries at agricultural work sites, lack of access to health care facilities, and poverty. Families often need assistance in addressing health problems that interfere with the student's ability to learn.

7. *Access to Services*—When families are new to an area and/or are unable to speak the language of community services providers, accessing services for when they are eligible may be difficult. Migrant families often need information about available programs, transportation, interpretation/translation, and help understanding qualifications in order to access services.

New Jersey Concern Statements

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

Exhibit 2: New Jersey Concern Statements

Goal 1: ELA and Mathematics Achievement	Data Source
1.1) We are concerned that migratory students score proficient at a lower rate than non-migratory students on the NJSLA in ELA and mathematics.	2023-24 Evaluation Report
1.2) We are concerned that migratory students' initial baseline score on the ACCESS for ELLs 2.0 assessment is lower than that of their non-migratory peers, due to factors such as schools' limited resources for ML populations and tutors who speak the child's home language.	MIS2000 State Report Card, 2023-24 2023-24 ACCESS for ELLs results
Goal 2: School Readiness	**Data Source**
2.1) We are concerned that migratory preschool children are enrolling in preschool programs at a low rate due to factors such as missing documentation, scheduling conflicts, limited knowledge of preschool instructional services, and other barriers for working families.	2023-24 Evaluation Report 2022-23 and 2023-24 Parent Needs Assessment Surveys
2.2) 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/or the home language).	Summer 2024 Individualized Home Pre and Post testing 2022-23 and 2023-24 Parent Needs Assessment Surveys
Goal 3: High School Graduation and OSY Achievement	**Data Source**
3.1) We are concerned that secondary migratory students are failing in core courses due to factors such as attendance, English proficiency, missing credits, access to transportation, high mobility, home support, and need to seek employment.	2023-24 Individual Needs Assessments (INA)
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.	2022-23 and 2023-24 Parent Needs Assessment Surveys
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.	2023-24 OSY Profile
3.4) We are concerned that migratory OSY lack the English language skills necessary for functioning in an educational setting, career, and/or community.	2023-24 OSY Profile

Goal 4: Support Services	Data Source
4.1) We are concerned that migratory children lack equitable access to developmentally appropriate educational materials, learning tools, and support services that enable students to participate in instruction.	2022-23 and 2023-24 Parent Needs Assessment Surveys
4.2) We are concerned that parents are not aware of, or schools are not providing information or access to, programs and services to assist students with disabilities, who are MLs, or who have gaps in their education.	2022-23 and 2023-24 Parent Needs Assessment Surveys 2023-24 MIS2000 Services Report
4.3) We are concerned that migratory students and parents experience difficulty registering their children for school due to missing health and school records, scheduling conflicts, difficulty using registration systems, and high mobility.	2022-23 and 2023-24 Parent Needs Assessment Surveys
4.4) We are concerned that OSY lack awareness of and access to health and related services and educational programs that fit their goals and needs.	2023-24 OSY Profile

Gathering and Analyzing Data

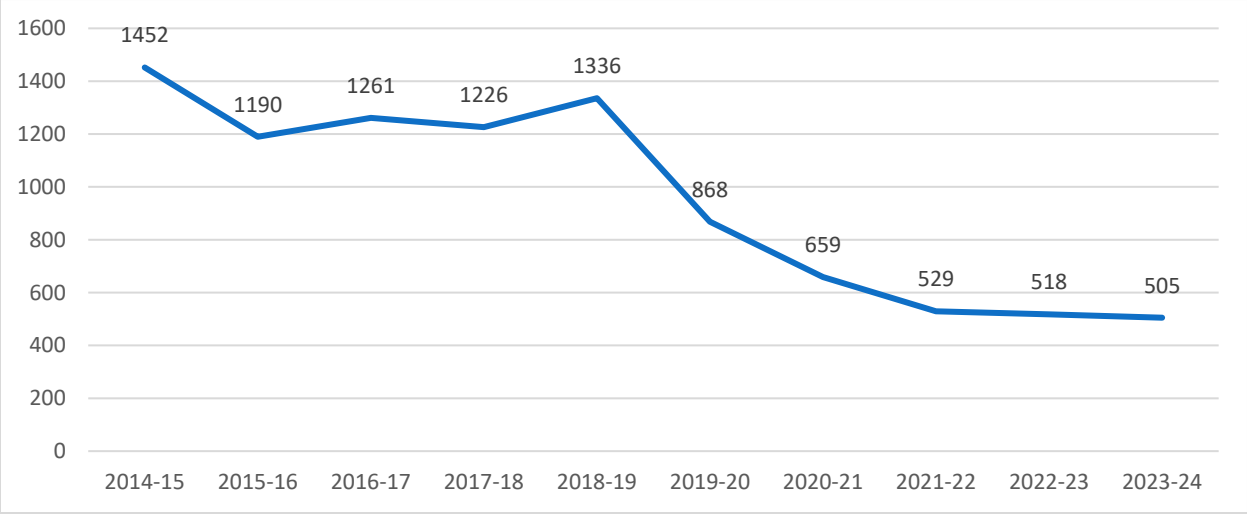
In this phase of the CNA process, the key objectives were to build a comprehensive understanding of the gaps between New Jersey migratory students and all other students in the state and propose solutions based on achievement and perceptional data. Three broad categories of New Jersey migratory student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

Demographic and achievement data were drawn from MIS2000 (the state MEP student database), the State Report Card, the CSPR, and achievement records (including MPO results and state assessment records) from MEP summer and regular term programs. Perception data were collected from MEP staff and parents of migratory children via surveys and structured interviews. A summary of the data collected is found below in the student profile. Data are from the 2023-24 reporting period unless otherwise specified.

New Jersey Migratory Student Profile

Exhibit 3 provides a longitudinal snapshot of the total number of migratory children/youth identified from birth to age 21 over the past 10 years. Statewide, 505 migratory children were eligible for MEP services during 2023-24, which is a 3% decrease from 2022-23. The COVID-19 pandemic and associated restrictions started a precipitous decline in the number of identified children beginning in the 2019-20 program year.

Exhibit 3: Number of Migratory Children Birth through 21



Source: New Jersey CSPRs

Of the 475 eligible migratory children/youth ages 3-21, 53% were categorized as PFS and 38% were identified as being MLs. In addition, of all eligible migratory children birth to age 21 (505 migratory children), 2% were identified as having a disability through the Individuals with Disabilities Education Act (IDEA) and 52% had a qualifying arrival date (QAD) occurring within

12 months from the last day of the performance period (8/30/24). The largest percentage of students identified as PFS were children ages 3-5 (98%) and OSY (97%). The percentage of MLs ranged from 25% of 11th graders to 63% of 9th graders (not including 12th graders who numbered few than 10). Note that often OSY do not have sufficient data to document English language skills officially, but staff who work with OSY report that few have conversational English skills. So the actual percentage of students who are learning English is likely much higher than the 9% reported in Exhibit 4.

Exhibit 4: Demographics of Migratory Children by Grade Level

Age/ Grade	# Eligible Students	PFS		ML		IDEA		QAD in 2023-24	
		#	%	#	%	#	%	#	%
0-2yrs	30	--	--	--	--	0	0%	23	77%
3-5yrs	64	63	98%	18	28%	0	0%	43	67%
K	34	6	18%	14	41%	0	0%	17	50%
1	36	11	31%	21	58%	1	3%	17	47%
2	32	4	13%	18	56%	3	9%	16	50%
3	41	13	32%	23	56%	1	2%	27	66%
4	28	10	36%	16	57%	1	4%	12	43%
5	20	6	30%	10	50%	1	5%	10	50%
6	27	6	22%	12	44%	2	7%	8	30%
7	16	5	31%	6	38%	0	0%	6	38%
8	12	2	17%	6	50%	1	8%	5	42%
9	19	7	37%	12	63%	1	5%	6	32%
10	21	9	43%	11	52%	1	5%	6	29%
11	12	3	25%	3	25%	0	0%	3	25%
12	6	2	33%	0	0%	0	0%	2	33%
OSY	107	104	97%	10	9%	0	0%	64	60%
Total	**505**	**251**	**53%***	**180**	**38%***	**12**	**2%**	**265**	**52%**

Source: New Jersey 2023-24 CSPR
*Percentage of eligible students ages 3-21 (n=475)

Exhibit 5 shows the unduplicated number of participating migratory children who received MEP-funded instructional or support services at any time during the 2023-24 performance period by grade level. Results show that 84% of the 505 migratory children (ages 0-21) were served during the 2023-24 performance period, and 87% of 251 PFS students received services. During the summer, 51% of migratory children received services. Percentages served in the summer ranged from 19% of tenth grade students to 67% of children birth to age two (excludes twelfth graders who are no longer eligible after graduating).

Exhibit 5: Migratory Students/Youth Served during 2023-24

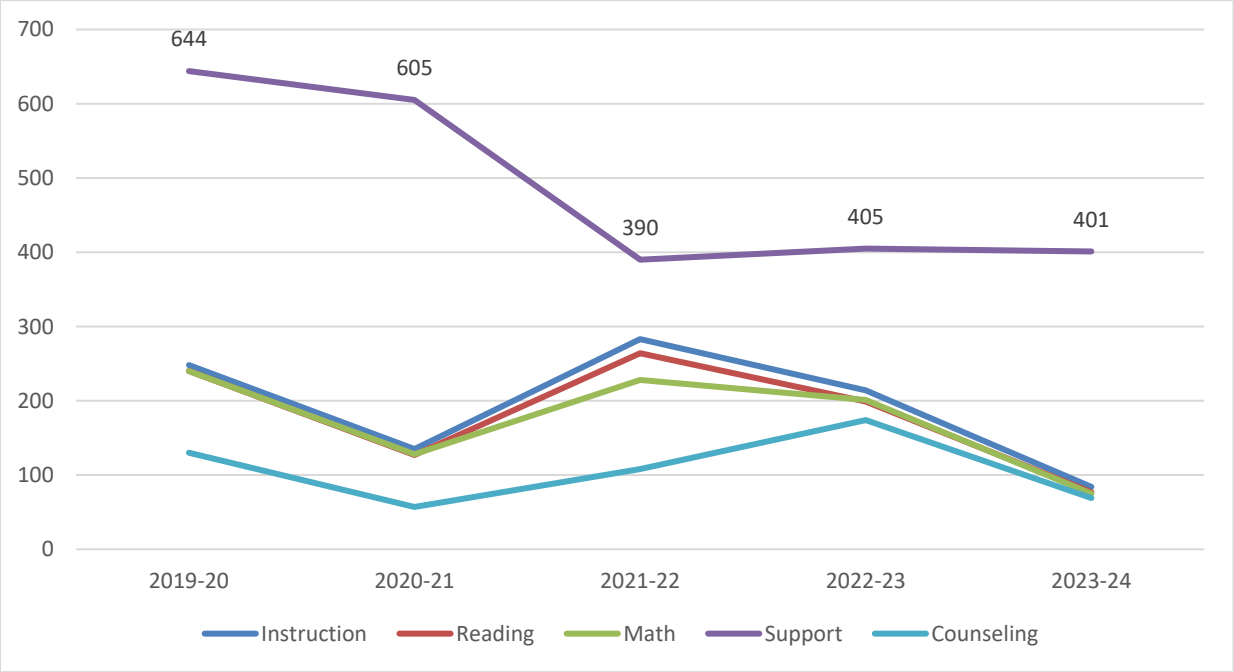
Grade	All Eligible	Served During Performance Period		Served During the Summer 2024		PFS Identified	PFS Served	
		N	%	N	%		N	%
Age 0-2	30	22	73%	20	67%	--	--	--
Age 3-5	64	56	88%	40	63%	63	56	89%
K	34	30	88%	15	44%	6	5	83%
1	36	33	92%	18	50%	11	9	82%
2	32	24	75%	15	47%	4	3	75%
3	41	35	85%	20	49%	13	12	92%
4	28	27	96%	13	46%	10	10	100%
5	20	18	90%	10	50%	6	6	100%
6	27	20	74%	15	56%	6	5	83%

Grade	All Eligible	Served During Performance Period		Served During the Summer 2024		PFS Identified	PFS Served	
		N	%	N	%		N	%
7	16	13	81%	6	38%	5	5	100%
8	12	10	83%	3	25%	2	2	100%
9	19	15	79%	5	26%	7	5	71%
10	21	17	81%	4	19%	9	6	67%
11	12	9	75%	5	42%	3	3	100%
12	6	1	17%	1	17%	2	0	0%
OSY	107	93	87%	66	62%	104	92	88%
Total	**505**	**423**	**84%**	**256**	**51%**	**251**	**219**	**87%**

Source: New Jersey CSPR data

Exhibit 6 shows the different types of services received by migratory students (birth through age 21) from the 2019-20 to the 2023-24 performance periods. The number of children receiving support services remained about the same as the previous year. Instructional services (including reading and math services) decreased in 2023-24 compared to the previous year.

Exhibit 6: Support and Instructional Services Received by Migratory Students

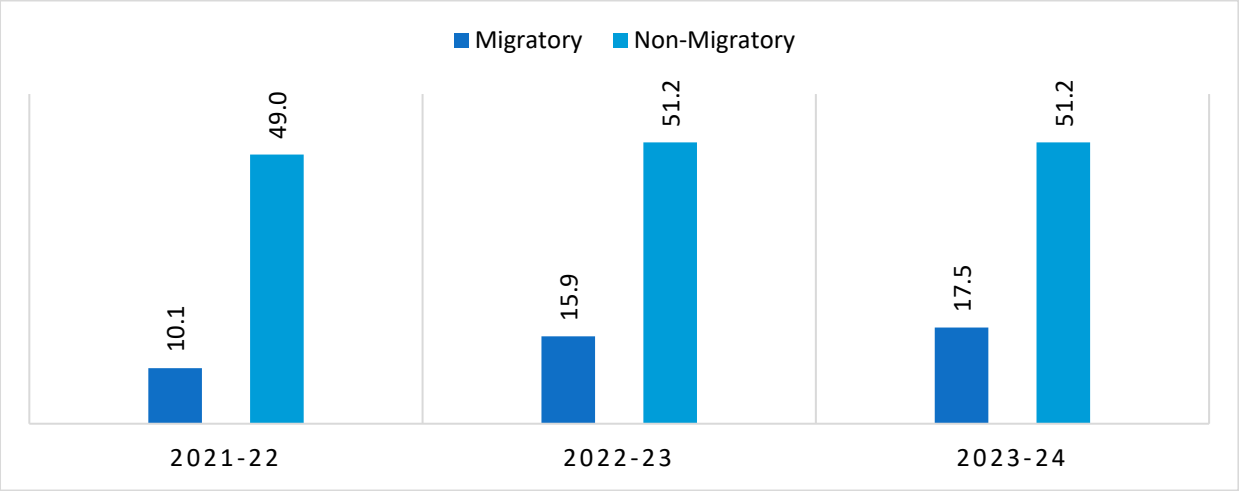


Source: New Jersey MEP CSPR Data, 2019-20 through 2023-24

Academic Performance

Exhibit 7 shows that the proficiency gap between migratory and non-migratory students on NJSLA ELA assessments was 33.7 percentage points. The gap has decreased each year for the last three years.

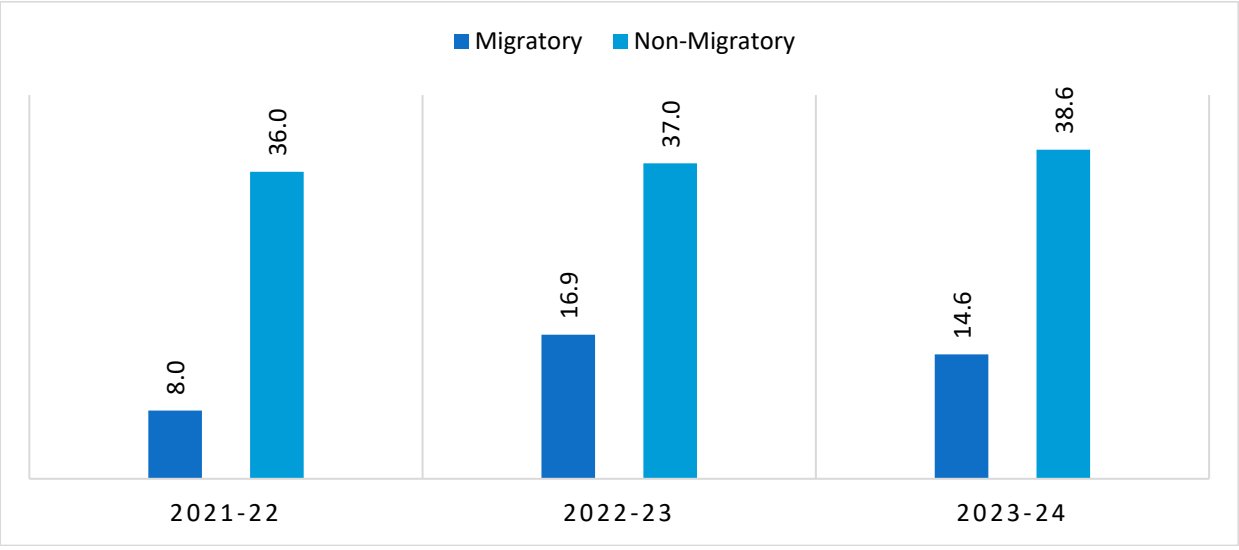
Exhibit 7: Graphic Display of NJSLA ELA Results for 2021-2024
(Percentage of Students Meeting or Exceeding [M/E] Standards)



Source: CSPR data

Exhibit 8 shows that the proficiency gap between migratory and non-migratory students on NJSLA mathematics assessments was 24 percentage points. Though the 2023-24 gap is lower than in 2021-22, it was 3.9 percentages points greater than 2022-23.

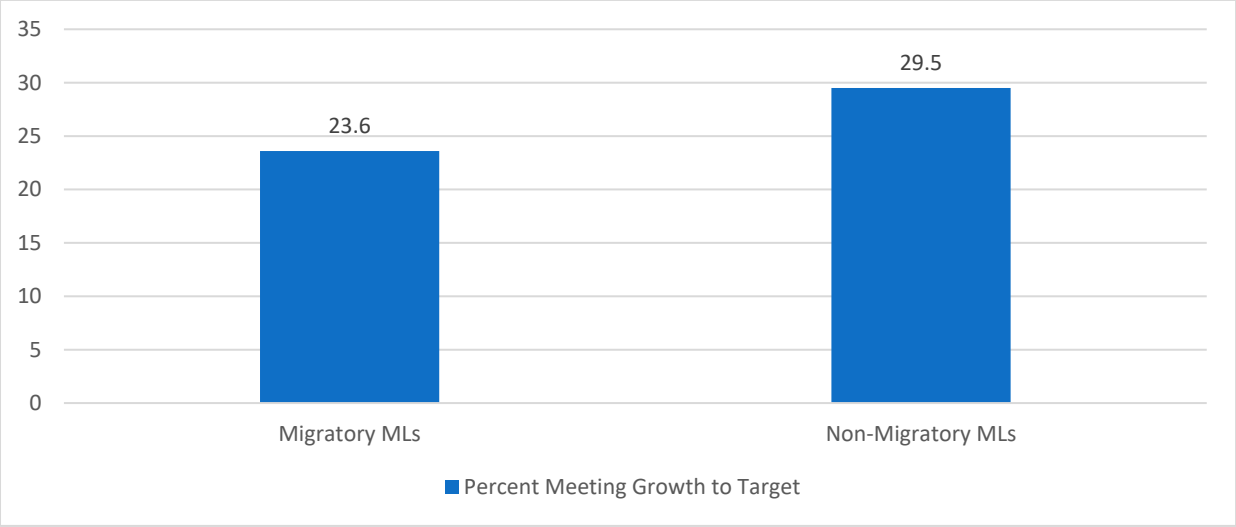
Exhibit 8: Graphic Display of NJSLA Math Results for 2021-2024
(Percentage of Students Scoring at M/E)



Source: CSPR data

Exhibit 9 shows that the migratory students enrolled in school, receiving ML services, and assessed on the WIDA ACCESS for ELLs met growth-to-target at a lower rate than non-migratory students by 5.9 percentage points.

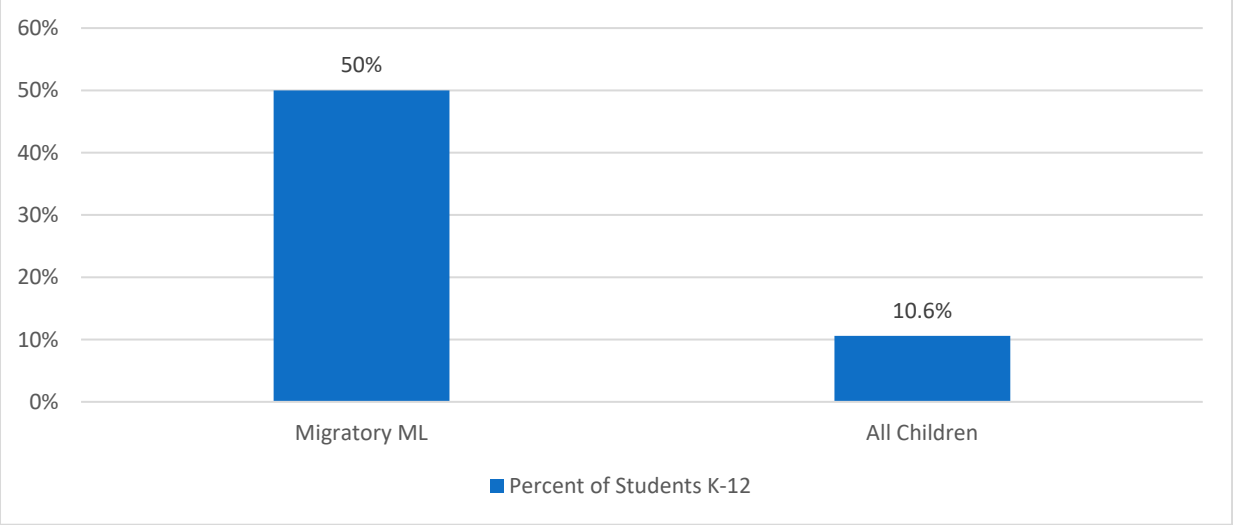
Exhibit 9: Percentage of MLs Meeting Growth-to-Target (2023-24 all schools)



Source: State records

Though 38% of all migratory children identified meet the definition of a ML, the percentage is greater for those in school who have language proficiency assessment scores on file, with 50% of K-12 migratory children identified as ML compared to 10.6% of all children.

Exhibit 10: Percentage of Students Identified as ML



Source: MIS2000 and NJ State Report Card

School Readiness

On the summer 2024 preschool pretest, no migratory children mastered all of the skills assessed. By domain, the percent of children mastering one or more of the skills assessed ranged from 0% of physical development and social-emotional skills to 11% of language and literacy skills.

Exhibit 11: Developmental Skills Pre-Assessment Results

# Assessed	% Lang and Lit Skills Mastered	% Mathematics Skills Mastered	% Physical Development Skills Mastered	% Social-Emotional Skills Mastered
13	11%	4%	0%	0%

Source: NJ MEP Early Childhood Developmental Skills Assessment

Migratory preschool children received instruction from various sources during the 2023-24 academic year and summer. Of the 64 migratory children identified, 11% were enrolled in a district preschool, 3% were enrolled in Head Start or Migrant Head Start, and 5% were enrolled in another type of preschool for a total of 19% receiving instruction from a source other than the MEP.

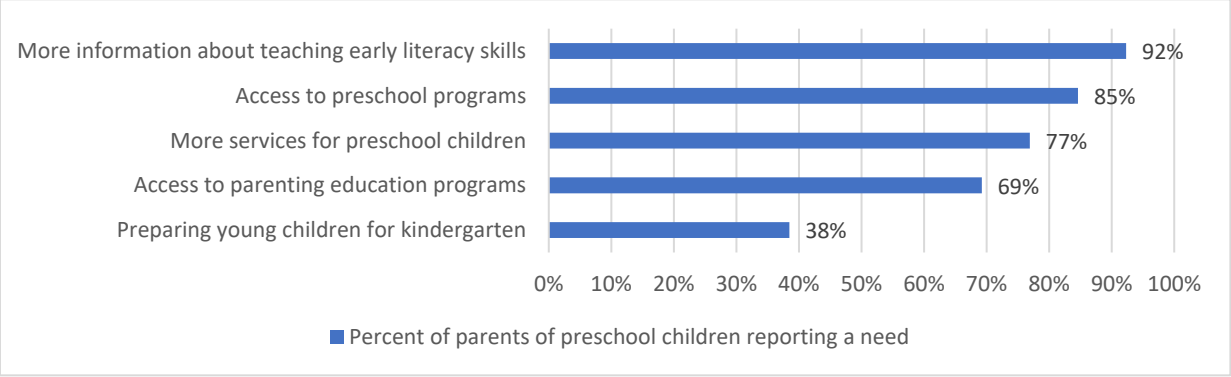
Exhibit 12: Preschool (Ages 3-5) Participation in Instruction

#	Head Start or Migrant Head Start	District Preschool	Other Preschool
64	2 (3%)	7 (11%)	3 (5%)

Source: NJ MEP Region Report

Of the 13 parents responding to the need assessment survey, 92% reported that they would like more information about teaching early literacy skills. Other substantial areas of need included access to preschool programs, more services for preschool children, and access to parenting educational programs.

Exhibit 13: Percentage of Parents of Preschool Children Reporting Needs

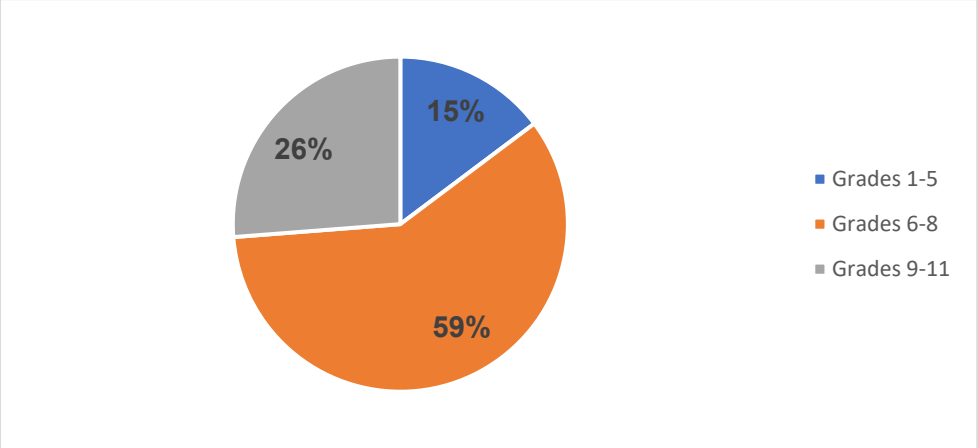


Source: NJ MEP Parent Needs Assessment, Number of preschool parents=13

OSY Profile Data

New Jersey recruiters used an OSY profile questionnaire developed by the OSY Title I, Part C Consortium Incentive Gran (CIG) (osyconsortium.org) to determine OSY needs. During the 2023-24 reporting period, 66 OSY were interviewed. Seventy-four percent (74%) had less than an ninth grade education. Ninety-one percent (92%) reported that they did not have access to their own transportation. Ninety-five percent (95%) had low (20%) or no English (75%). Most (61%) were living with a crew or on their own without a parent. Sixty-five percent (65%) were 18 years old and younger.

Exhibit 14: Percent of OSY Completing Education through Grade Band

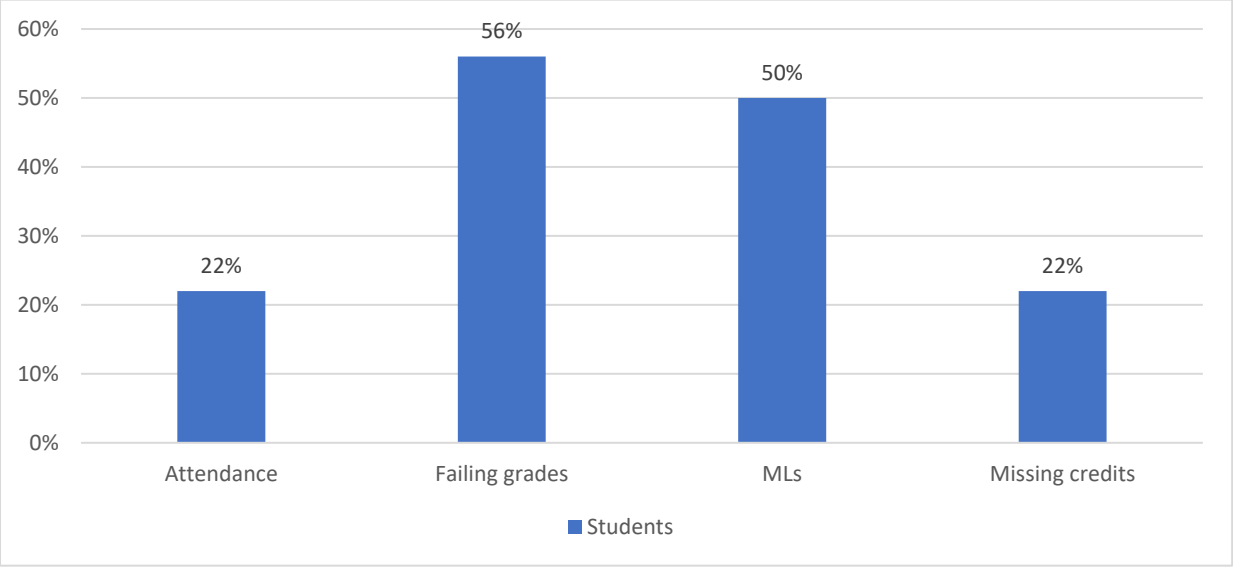


Source: OSY Profile, OSY responding = 66

Secondary Students

All 18 students with an Individual Needs Assessment had one or more challenges that could negatively impact their potential to graduate. Over half (56%) of students had one or more failing grades in core courses, and half (50%) were identified as MLs.

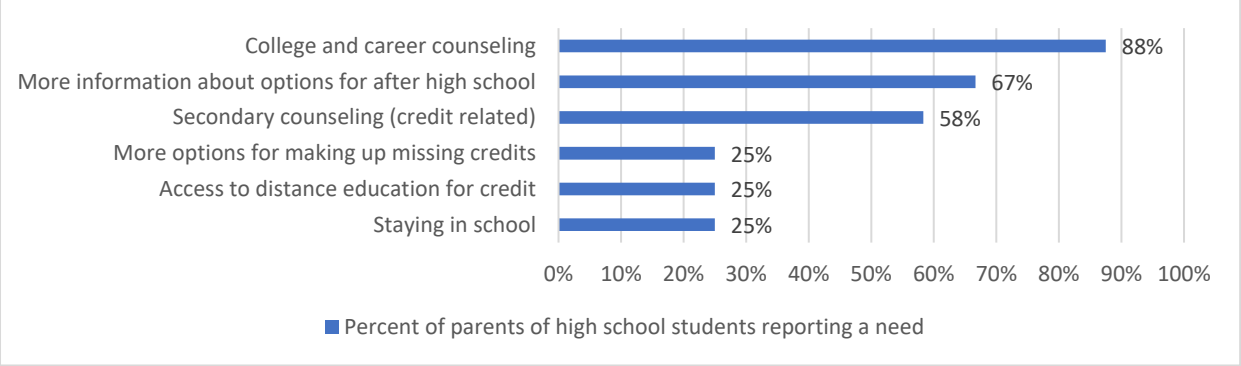
Exhibit 15: Percentage of Secondary Students with Challenges that Negatively Impact Graduation



Source: NJ MEP INAs / Number of students with an INA: 18

Of the 24 parents responding to the needs assessment survey who had high school students in their household, college and career counseling was listed as a priority for the greatest percentage of parents. Other substantial areas of need included more information about options following high school graduation and credit-related secondary counseling.

Exhibit 16: Percentage of Parents of Migratory High School Students Reporting Needs



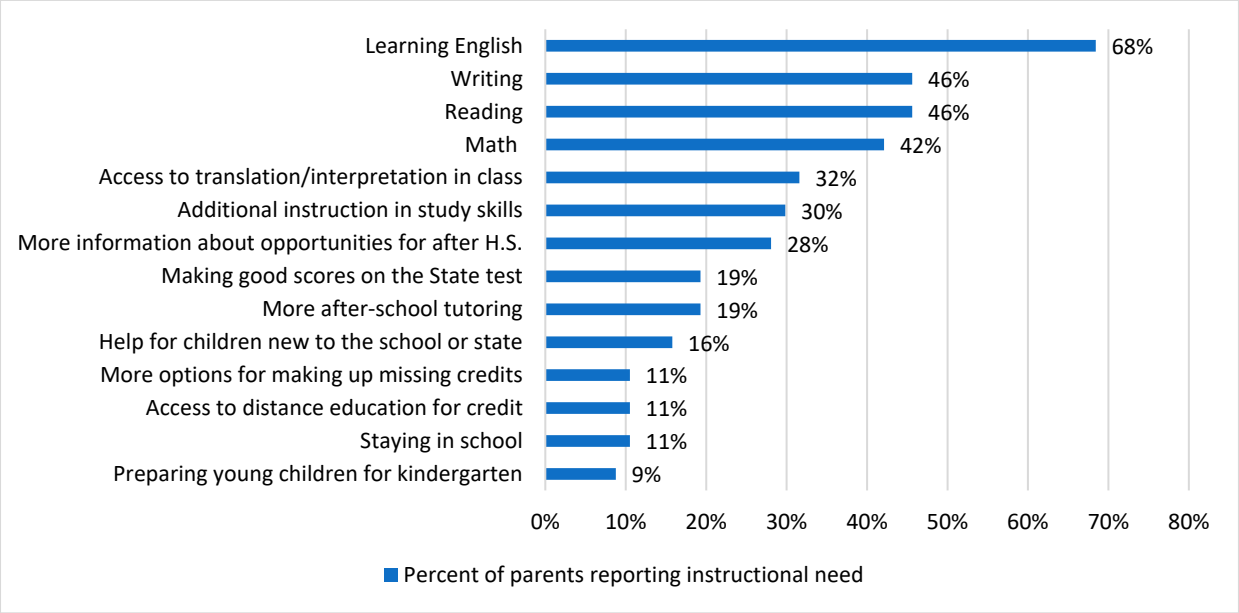
Source: NJ MEP Parent Needs Assessment, Number of high school parents=24

Needs Assessment Survey Results

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

Fifty-seven (57) parents responded to the parent needs assessment either in 2022-23 or 2023-24. When asked what their children needed most help with, parents indicated that learning English, writing, reading, and math were the top areas of concern.

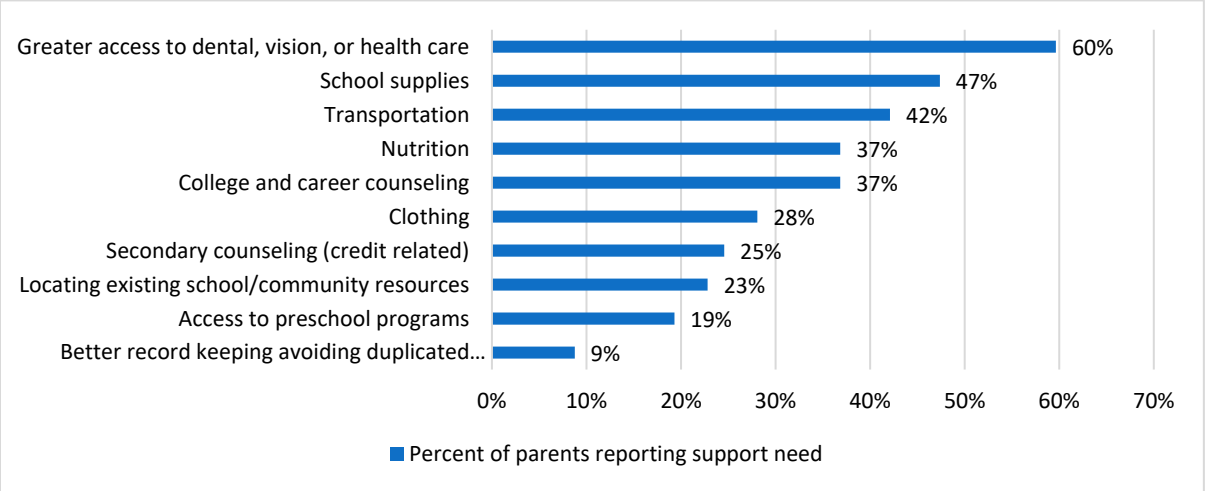
Exhibit 17: Instructional Needs According to Parents



Source: New Jersey MEP Parent Needs Assessment Surveys

For support services, parents indicated that greater access to dental, vision or healthcare; school supplies; transportation; nutrition; or college and career counseling were the services that would most help their children.

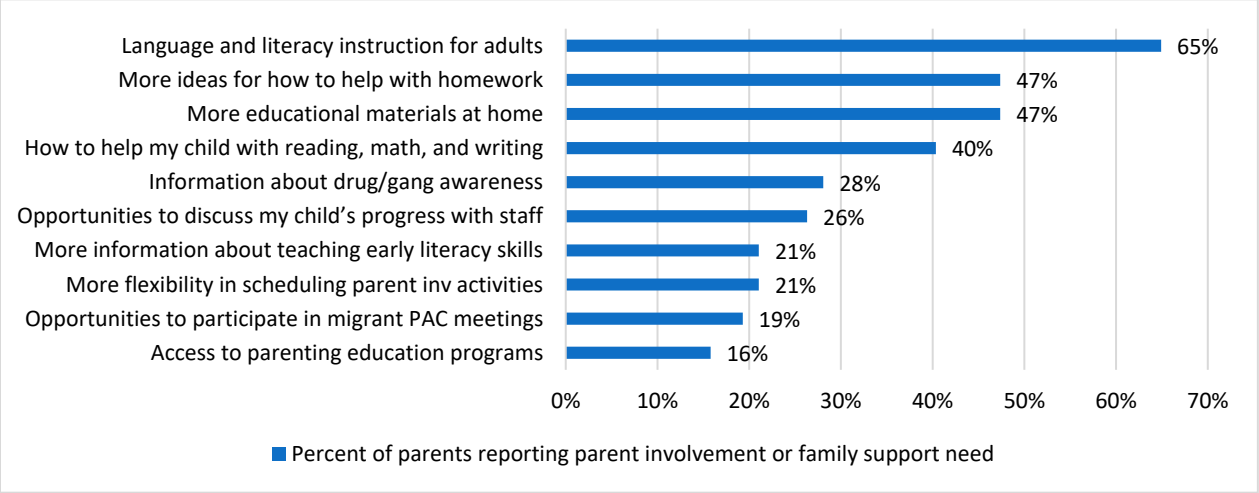
Exhibit 18: Support Services Needs According to Parents



Source: New Jersey MEP Parent Needs Assessment Surveys

When asked what type of parent involvement activities would most help them support their children's education, parents listed language and literacy instruction for adults, more ideas for how to help with homework, more educational materials for the home, and more information about helping children with reading, math, and writing.

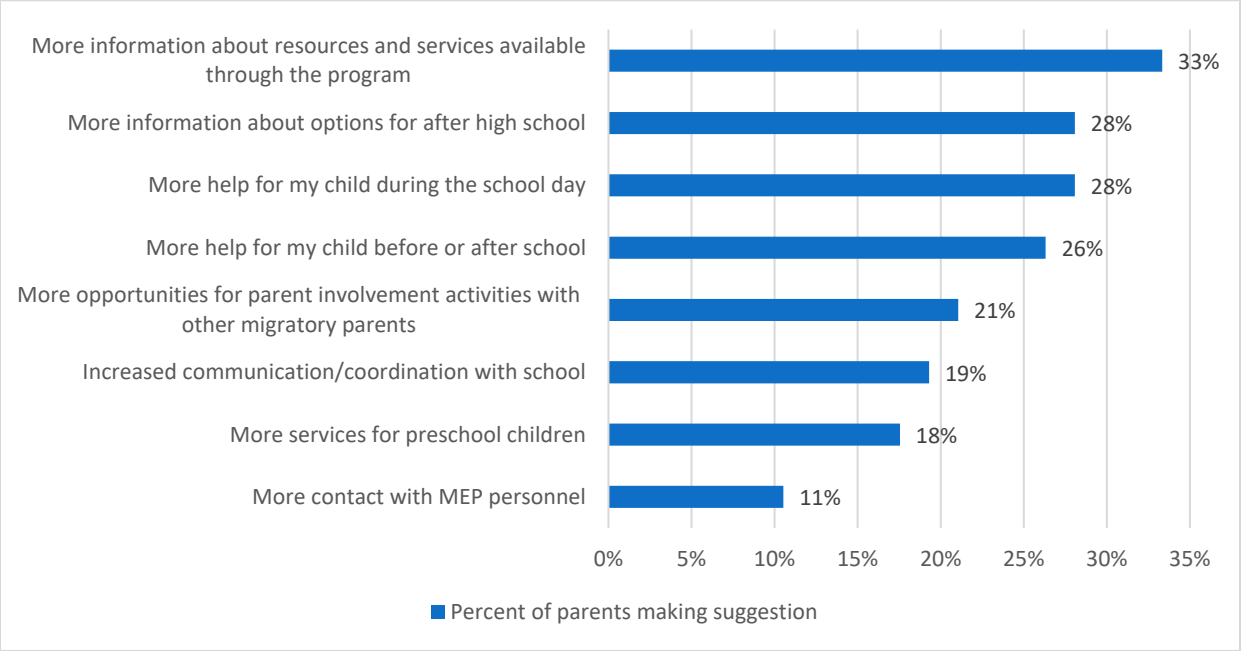
Exhibit 19: Parent Involvement Needs



Source: New Jersey MEP Parent Needs Assessment Surveys

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

Exhibit 20: Parent Suggestions for Improving Services



Source: New Jersey MEP Parent Needs Assessment Surveys

Making Decisions

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

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

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

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

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

Goal Area 1: ELA and Mathematics Achievement

Concern Statement	Data Source	Need Indicator	Need Statement	Possible Solution
1.1) We are concerned that migratory students score proficient at a lower rate than non-migratory students on NJSLA ELA and mathematics assessments.	2023-24 Evaluation Report	• 17.5% of migratory students are proficient in ELA • 51.2% of non-migratory students are proficient in ELA • 14.6% of migratory students are proficient in mathematics • 38.6% of non-migratory students are proficient in mathematics	Migratory student proficiency needs to increase 33.7 percentage points in ELA and 24 percentage points in math to reach the same proficiency level as non-migratory students.	1.1a) To ensure ELA and math skill improvement, provide supplemental high impact tutoring and instruction during the regular school year aligned to the INA, which includes identifying yearly goals and quarterly progress monitoring. 1.1b) Provide summer school instruction focused on alleviating summer learning loss and increasing ELA and math skills using evidence-based strategies.
1.2) We are concerned that migratory students' initial baseline score on the ACCESS for ELLs 2.0 assessment is lower than that of their non-migratory peers, due to factors such as schools' limited resources for multilingual learner (ML) populations and tutors who speak the child's home language.	MIS2000 State Report Card, 2023-24 2023-24 ACCESS for ELLs	• 50% of K-12 migratory students are identified as MLs, compared to 10.6% of all students • Migratory MLs have a lower initial baseline score on the ACCESS for ELLs 2.0 assessment and a lower composite performance level compared to all ML students. Migratory MLs met growth-to-target at a rate of 23.6% compared to 29.5% for all ML students.	The percentage of migratory students meeting growth-to-target needs to increase 5.9 percentage points.	1.2a) Collaborate with LEAs to provide a stipend to multilingual school-based staff to act as a migratory student liaison to provide academic and linguistic support. 1.2b) Collaborate with schools to ensure migratory students receive supplemental English language instruction and/or home language development appropriate to their academic and linguistic needs.

Goal Area 2: School Readiness

Concern Statement	Data Source	Need Indicator	Need Statement	Possible Solution
2.1) We are concerned that migratory preschool children are enrolling in preschool programs at a low rate due to factors such as missing documentation, scheduling conflicts, limited knowledge of preschool instructional services, and other barriers for working families.	2023-24 Evaluation Report 2022-23, 2023-24 Parent Needs Assessment Surveys	• 19% of migratory children ages 3-5 received structured preschool instruction through Head Start, district programs, or other preschools • 85% of parents of migratory preschool children report needing more access to preschool programs	For 100% of migratory children to be prepared for kindergarten, the percentage of migratory children enrolled in early education programs needs to increase by 81 percentage points.	2.1a) Partner with local preschools to facilitate enrollment and exchange information and resources to ensure spots for migratory children. 2.1b) Provide outreach and referrals to migratory parents designed to encourage enrollment in preschools, and provide advocacy services to assist families with enrollment in existing preschool programs.
2.2) 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/or the home language).	2022-23, 2023-24 Parent Needs Assessment Surveys 2023-24 Individualized Home Pre and Post testing	• 92% of parents of migratory preschool children report that they need more information about helping their children gain early literacy skills. • Migratory children mastered an average of 11% of language and literacy skills assessed on the NJ MEP Preschool Checklist pretest.	Migratory parent access to information about helping children gain early literacy skills needs to increase. Migratory children need to increase mastery of skills needed for kindergarten by an average of 89 percentage points.	2.2a) Provide educational materials and training to parents in English and/or home language based on NJ MEP Preschool Checklist results, and provide reading materials in their homes during the regular school year. 2.2b) Provide migratory preschoolers with age-appropriate, developmentally appropriate, and culturally inclusive summer instruction.

Goal Area 3: High School Graduation and OSY Achievement

Concern Statement	Data Source	Need Indicator	Need Statement	Possible Solution
3.1) We are concerned that secondary migratory students are failing in core courses due to factors such as attendance, English proficiency, missing credits, access to transportation, high mobility, home support, and need to seek employment.	2023-24 Individual Needs Assessments (INAs)	• 56% of migratory students with an INA have failing grades in core courses.	The percentage of migratory students with failing grades in courses needs to decrease 56 percentage points.	3.1a) During the school year, provide supplemental tutoring in core subjects aligned to needs identified in the INA. 3.1b) Provide supplemental instructional support in a summer educational program and align instruction with students' INA.
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.	2022-23, 2023-24 Parent Needs Assessment Surveys	• 88% of parents of migratory secondary youth report that their children need additional college and career counseling.	The percentage of migratory secondary youth with access to college and career counseling needs to increase.	3.2) Provide information and facilitate access to vocational, career readiness, and college programs as appropriate for student needs and interest.
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.	2023-24 OSY Profile	• 74% of identified OSY have less than a 9th grade education.	The percentage of OSY who obtain academic and life skills taught in high school needs to increase.	3.3) 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.
3.4) We are concerned that migratory OSY lack the English language skills necessary for functioning in an educational setting, career, and/or community.	2023-24 OSY Profile	• 95% of OSY with a needs assessment profile report having low (20%) or no (75%) English.	Migratory OSY reported proficiency in English needs to increase 95 percentage points.	3.4) Provide English language instruction aligned to career goals and needs during the summer, and provide information on local resources on educational and career support.

Goal Area 4: Non-instructional Support Services

Concern Statement	Data Source	Need Indicator	Need Statement	Possible Solution
4.1) We are concerned that migratory children lack equitable access to developmentally appropriate educational materials, learning tools, and support services that enable students to participate in instruction.	2022-23, 2023-24 Parent Needs Assessment Surveys	• 47% of migratory parents reported that their children need school supplies and educational materials at home • - 60% of migratory parents reported that their children need greater access to support services, dental, vision, and health care	The percentage of migratory students with access to educational materials, school supplies, and health care (including dental and vision care) needs to increase.	4.1a) Conduct a parent needs assessment upon enrollment and provide referrals and direct services for migratory children in need of support services, school supplies, and developmentally appropriate educational tools/ materials. 4.1b) Coordinate and facilitate access to health services aligned with needs identified in the family needs assessment.
4.2) We are concerned that parents are not aware, or schools are not providing, information or access to programs and services to assist students with disabilities, who are MLs, or who have gaps in their education.	2022-23, 2023-24 Parent Needs Assessment Surveys 2023-24 MIS2000 Services Report	• 68% of migratory parents reported their children needed additional assistance learning English • 84% of children received needs-based support services • 33% of migratory parents reported that they needed more information about resources and services available to them	The percentage of migratory students with access to the same academic support as all other students needs to increase.	4.2a) Host virtual and/or in-person parent workshops to share information about learning resources in and out of the district and connect families to free parent organizations and healthcare services aligned with needs. 4.2b) Collaborate with classroom teachers, migratory parents, Title III staff, school counselors, and the Child Study Team as needed to advocate for services families need.
4.3) We are concerned that migratory students and parents experience difficulty registering their children for school due to missing health and school records, scheduling conflicts, difficulty using registration systems, and high mobility.	2022-23, 2023-24 Parent Needs Assessment Surveys	• 16% of migratory parents responding reported that they needed more assistance/ support registering their child after moving into a new state.	The percentage of migratory students with access to registration support needs to increase.	4.3a) Collaborate/assist parents with the enrollment process and provide advocacy and support as needed. 4.3b) Review needs assessment data to identify potential barriers for migratory students upon registering for school and assist families with resources to remove barriers.

Concern Statement	Data Source	Need Indicator	Need Statement	Possible Solution
4.4) We are concerned that OSY lack awareness of and access to health and related services and educational programs that fit their goals and needs.	2023-24 OSY Profile Data	• 91% of OSY lack transportation to access services • 61% of migratory OSY are emancipated and supporting themselves without the assistance of parents • 95% of OSY lack English oral proficiency	The percentage of migratory OSY with access to educational programs that align with their goals needs to increase.	4.4a) Review needs assessment data and check-in with OSY to coordinate and facilitate access to services that will assist them with learning English, furthering career goals, or obtaining their high school equivalency diploma (HSED). 4.4b) Collaborate with community services providers for health and educational support for OSY aligned to their needs.

Summary and Next Steps

The New Jersey plan for the delivery of services to meet the unique educational needs of its migratory children identified in this CNA report will serve as a key basis for guiding the use of Title I, Part C funds in the state, consistent with an ongoing continuous improvement approach under ESEA §§1304(b) and 1304(c) and 34 CFR §200.83. The SDP is essential to help the New Jersey MEP develop and articulate a clear vision of the needs of migratory children on a statewide basis, the MEP's measurable program outcomes (MPOs) and how they help achieve the state's performance targets; the services the MEP will provide on a statewide basis, and how to evaluate whether and to what degree the program is effective.

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

1. *Performance Targets*. The plan will specify the performance targets that the state has adopted for all children and migratory children if applicable for: (1) reading; (2) math; (3) high school graduation; (4) the number of school dropouts; (5) school readiness; and (6) any other performance target that the state identifies.
2. *Needs Assessment*. The plan will include identification and an assessment of: (1) the unique educational needs of migratory children that result from the children's migratory lifestyle; and (2) other needs of migratory children that must be met in order for them to participate effectively in school.
3. *Measurable Program Outcomes*. The plan will include the MPOs that the MEP will produce through specific educational or educationally related services. MPOs allow the MEP to determine whether and to what degree the program has met the unique educational needs of migratory children that were identified through the CNA. The MPOs should also help achieve the state's performance targets.
4. *Service Delivery Strategies*. The plan will describe the MEP's strategies for achieving the performance targets and MPOs described above. The state's service delivery strategies will address: (1) the unique educational needs of migratory children that result from the children's migratory lifestyle, and (2) other needs of migratory children that must be met in order for them to participate effectively in school.
5. *Evaluation*. The SDP will describe how the state will evaluate whether and to what degree the program is effective in relation to the performance targets and MPOs.

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

- *Priority for Services*. A description of how, on a statewide basis, the MEP will give priority to migratory children who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging state academic standards; or (2) have dropped out of school.
- *Parent and Family Engagement*. A description of the MEP's consultation with parents (or with the state PAC, if the program is of one school year in duration) and whether the consultation occurred in a format and language that the parents understand.

- *Identification and Recruitment*. A description of the state's plan for identification and recruitment activities and its quality control procedures.
- *Student Records*. A description of the state's plan for requesting and using the records of migratory children and transferring the records of migratory children to schools and projects in which migratory children enroll.

In addition, New Jersey will:

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

As part of the New Jersey Title I, Part C Continuous Improvement Cycle, the next step for the New Jersey MEP is to use the information contained in this CNA report to inform the comprehensive state service delivery planning process. The state has begun planning for this activity and will use the OME toolkit, *Migrant Education Service Delivery Plan Toolkit: A Tool for State Migrant Directors* last updated September 2018 to guide this process. Consistent with this continuous improvement approach and ESEA §1304(c)(3), the State will implement and periodically review service delivery strategies, using available data and stakeholder input to inform refinements over time; accordingly, elements of the SDP and related activities may be adjusted as part of an iterative process to remain responsive to evolving needs and program conditions.