

Service Delivery Plan

2026-2029

New Jersey Title I, Part C Program

June 2026

This Service Delivery Plan (SDP) was completed in June 2026 for Title I, Part C, reporting periods from 2026-27 through 2028-29.

Developed for
New Jersey State Department of Education
Title I, Part C, Education of Migratory Children Program
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Abbreviations

Abbreviations	Meaning
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
ECE	Early Childhood Education
EL	English learner
ELA	English language arts
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FSI	Fidelity of Strategy Implementation
ID&R	Identification and Recruitment
IMEC	Interstate Migrant Education Council
INA	Individual Needs Assessment
K-12	Kindergarten through Grade 12
LOA	Local Operating Agency
ML	Multilingual Learner
MPO	Measurable Program Outcome
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
NGO	Notice of Grant Opportunity
NJDOE	New Jersey Department of Education
NJSLA	New Jersey Student Learning Assessment
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PFS	Priority for Services
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency
STE(A)M	Science, Technology, Engineering, (Art), and Math

Definitions of Terms Related to the SDP

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

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

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

Management Team: A core group of advisors who may help the State Title I, Part C, Director to develop the management plan and oversee the Comprehensive Needs Assessment process and development of the Service Delivery Plan.

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

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

Priority for Services (PFS): ESEA Section 1304(d) establishes a PFS requirement. In accordance with this requirement, programs 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 Title I, Part C,-funded services to migratory children. It is based on the results of an up-to-date statewide Comprehensive Needs Assessment and is intended to meet the unique needs of migratory children and their families.

Solution Strategy: A strategy that addresses an identified need.

Introduction

Legislative Mandate

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

To identify and address these unique educational needs, state education agencies (SEAs) receiving Title I, Part C, funds must develop a statewide Service Delivery Plan (SDP) based on a recent Comprehensive Needs Assessment (CNA), which was completed in June 2025. The SDP addresses the following (pursuant to Title I, Part C, Sec. 1306 and 34 CFR 200.83):

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

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

Description of the State Title I, Part C, Program

During 2024-25, the New Jersey (NJ) Title I, Part C, program identified 401 eligible migratory children (birth through age 21). Overall, the number of eligible migratory children in New Jersey has decreased over the last decade from a high of 1,452 in 2014-15. During the years impacted by pandemic restrictions, the number of children identified dropped

precipitously. There were decreases in students identified in almost every district. Reasons for the decrease include changes in agriculture resulting in less need for labor, farms that hired labor in the past closed, and less mobility overall in the migratory farmworker population.

Fifty-two percent of New Jersey migratory students were identified as having priority for services (PFS), 40% were multilingual learners (MLs), and 47% had a qualifying arrival date (QAD) during 2024-25. (Note that PFS is further defined in the PFS section on page 28.)

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

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

Description of the Planning Process

The New Jersey Title I, Part C, Coordinator convened a team of key stakeholders to serve on the SDP committee, including representatives from the New Jersey Department of Education (NJDOE), state Title I, Part C, staff who coordinate data collection, professional development, educational programming, and parent engagement; regional representatives including administrators, recruiters, and parent liaisons; and personnel who provide direct services to migratory children, preschoolers, and out-of-school youth (OSY). Many members of the SDP Committee also served previously on the New Jersey Needs Assessment Committee (NAC) to provide continuity to the process. This helped ensure that systems were aligned to meet the unique educational needs of New Jersey's migratory children. Refer to the SDP Committee Membership list at the beginning of this report. The table below summarizes the six virtual SDP meetings held in the spring of 2026 to work through SDP development collaboratively.

Schedule of SDP Meetings

Dates	Objectives	Outcomes
March 2026	1. Understand how the program planning process interacts with the state SDP. 2. Create strategies for meeting student needs.	• Reviewed the findings from the CNA process. • Established goal area teams to review solution strategies from the CNA and draft SDP strategies for the New Jersey

	3. Create MPOs and align to strategies. 4. Review and decide on next steps toward determining the major components of the SDP.	goal areas: English Language Arts (ELA) and math, school readiness, graduation, OSY achievement, and ancillary support services. • Drafted strategies and MPOs.
May 2026	1. Review and revise strategies and MPOs. 2. Identify resources needed to implement the strategies. 3. Develop a logic model for the Continuous Improvement Cycle. 4. Discuss next steps in developing the SDP report and aligning systems.	• Finalized strategies in goal area teams. • Reviewed and incorporated parent feedback. • Reviewed process (program implementation) and outcome (performance) objectives. • Finalized MPO language for each goal area strategy. • Made decisions about the plan for children with PFS. • Discussed components of the SDP related to the parent engagement plan, professional development plan, identification and recruitment (ID&R) plan, technical assistance and monitoring plan, and student records plan. • Finalized the logic model. • Developed the project plan.

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

SDP Report Components

The SDP Committee focused on the following components in providing guidance for the program's updated SDP:

1. **Performance Targets.** The plan specifies the performance targets that the state has adopted for all migratory children for:
    a. English language arts (ELA);
    b. mathematics;

    c. high school graduation;
    d. the number of school dropouts;
    e. school readiness; and
    f. other performance targets that the state identifies for migratory children.
2. **Needs Assessment.** The plan includes identification and an assessment of:
    a. the unique educational needs of migratory children that result from the children's migratory lifestyle; and
    b. other needs of migratory children that must be met for them to participate effectively in school.
3. **Measurable Program Outcomes.** The plan includes the MPOs that the program will produce statewide through specific educational or educationally related services. MPOs allow the program to determine whether and to what degree it has met the unique educational needs of migratory children that were identified through the CNA. The MPOs should also help achieve the state's performance targets.
4. **Service Delivery.** The plan describes the program's strategies for achieving the state's performance targets and MPOs described above. The state's service delivery strategies must address:
    a. the unique educational needs of migratory children that result from the children's migratory lifestyle, and
    b. other needs of migratory children that must be met for them to participate effectively in school.
5. **Evaluation.** The plan describes how the state will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes.

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

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

General Framework and SDP Alignment

State Performance Targets

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

ELA and Mathematics

The NJDOE has established long-term goals and measurements of interim progress for all students as outlined in the approved amendment to the ESSA State Plan from May 2025 (https://www.nj.gov/education/essanj/plan.shtml). The baseline for the long-term goals and measurements of interim progress uses 2022-23 New Jersey Student Learning Assessment (NJSLA) results and 2022 graduation rates. Though the ESSA State Plan includes differing interim performance measures for some subgroups, migratory students were not included. The tables below show the long-term goal and measures of interim progress for all students.

ELA and Mathematics Measures of Interim Progress and Long-Term Goal

Subject	Interim Targets 25-2026	Interim Targets 2026-27	Interim Targets 2027-28	Long Term Goals 2028-29
ELA	56.2	57.8	59.4	61.0
Mathematics	44.4	46.4	48.5	50.6

Source: ESSA State Plan

School Readiness

There are no established goals for preschool-age children in the New Jersey ESSA State Plan. However, the New Jersey Title I, Part C, program has described "how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the state and its LOAs will ensure that the unique educational needs of migratory children, **including preschool migratory children** and migratory children who have dropped out of school, have been met." Concerns, strategies, and goals align with the early childhood guidelines established by New Jersey for all children.

High School Graduation

In the approved amendment to the ESSA State Plan, New Jersey set a long-term goal of 87.7% for the four-year adjusted cohort graduation rate for all students. Though some groups are disaggregated in the plan, migratory students are not included. The following table shows the target 4-year cohort graduation rate for all students.

Four-Year Adjusted Cohort Graduate Rate Measures of Interim Progress

Cohort	Interim Target 2025-26	Interim Target 2026-27	Interim Target 2027-28	Long Term Goal 2028 29
4-year	86.5	86.9	87.3	87.7

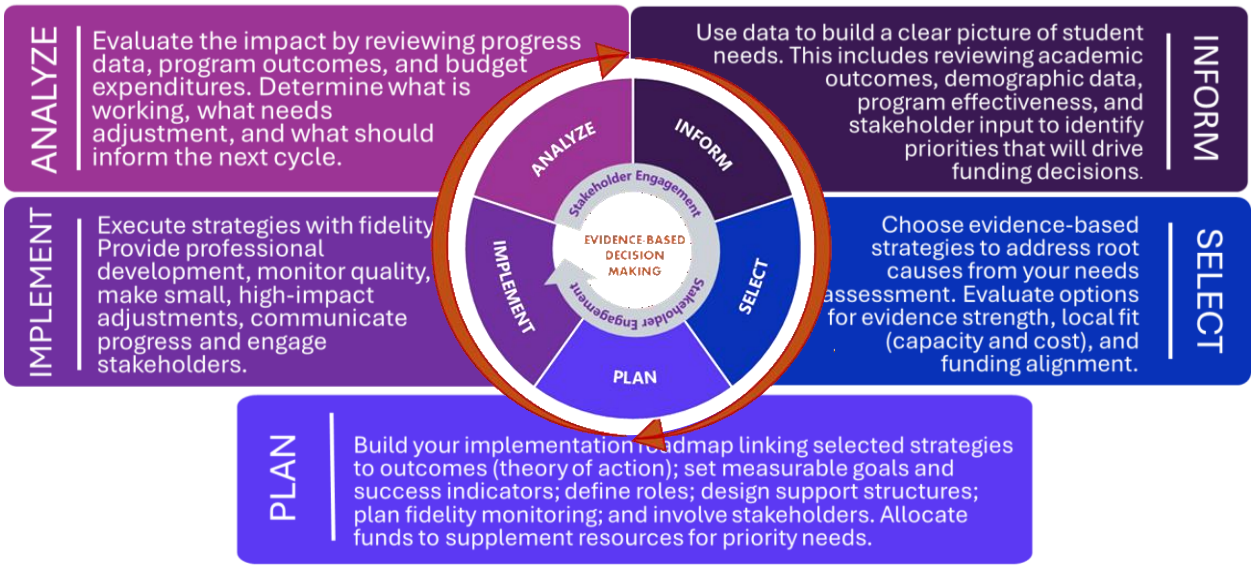
Source: ESSA State Plan

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

Support Services

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

Needs Identified Through the Statewide CNA



The New Jersey Title I, Part C, operates 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).

Within the New Jersey Forward Framework, 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 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 Title I, Part C, program 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.

The SDP process outlined in this report builds on the conclusions from the recent CNA (completed in 2025 and on file with the NJDOE) using the five-step model of conducting preliminary work, exploring what is, gathering and analyzing data, making decisions, and transitioning to SDP development. The CNA serves as the foundation for the SDP process, in which key stakeholders convene to review the CNA findings, develop implementation strategies, and develop MPOs to assess impact on student progress. The state, through regional subgrants, will implement the strategies and data collection efforts. The evaluation measures developed in the SDP inform a statewide program evaluation to collect data on the LOA's fidelity to implementing strategies and the impact of those evidence-based strategies on student achievement. In addition to the conclusions from the CNA, the alignment chart contains the following SDP components.

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

SDP Alignment Chart

Goal Area #1: ELA and Mathematics

Concern Statements:

- We are concerned that migratory students score proficient at a lower rate than non-migratory students on NJSLA ELA and mathematics assessments.
- We are concerned that migratory students' initial baseline score on the ACCESS for ELLs 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.

ELA and Math Strategies, MPOs, and Evaluation Questions

Strategies	MPOs	Evaluation Questions
1.1) Provide supplemental high impact tutoring and instruction during the school year aligned to classroom needs identified by teachers to ensure ELA and math skill improvement, which includes identifying yearly goals and quarterly progress monitoring.	**1A)** By the end of the 2026-27 program year, 80% of migratory students in grades K-8 who receive regular term supplemental instruction will improve one or more levels in ELA or math as measured on the NJ Title I, Part C, Afterschool Tutor Progress Report.	**Implementation Questions:** How was supplemental tutoring provided? What needs were identified? **Results Questions:** What percentage of migratory students who received supplemental instruction in the regular term improved as shown on the NJ Title I, Part C, Afterschool Tutor Progress Report?
1.2) Provide summer school instruction focused on alleviating summer learning loss and increasing ELA and math skills using evidence-based strategies.	**1B)** By the end of the 2027 Title I, Part C, summer program, 80% of migratory students in grades K-8 will increase achievement results by 5% as measured by a locally administered ELA pre- and post-assessment. **1C)** By the end of the 2027 Title I, Part C, summer program, 80% of migratory students in grades K-8 will increase achievement results by 5% as measured by a locally administered mathematics pre- and post-assessment.	**Implementation Questions:** How was summer instruction provided? What strategies, materials, and assessments were used? How many students participated and how many were assessed? **Results Questions:** What percentage of migratory students participating in summer programs demonstrated a score on a locally administered ELA post-test that was 5% greater than their score on the pre-test? What percentage of migratory students participating in summer programs demonstrated a score on a locally administered mathematics post-test that was 5% greater than their score on the pre-test?
1.3) Collaborate with schools to ensure migratory students receive supplemental English language instruction appropriate to their academic and linguistic needs, and record progress.	**1D)** By the end of the 2026-27 program year, 80% of ML migratory students in grades K-8 who received Title I, Part C, services will be enrolled in a Language Instruction Education Program (LIEP) to help improve English skills.	**Implementation Questions:** What LIEPs are available for migratory MLs? How do the regions determine language learning needs and communicate those with the district? **Results Questions:** What percentage of ML migratory children (grades K-8) participated in a LIEP during the reporting period?

Goal Area #2: School Readiness

Concern Statements:

- 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.
- 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).

School Readiness Strategies, MPOs, and Evaluation Questions

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions
2.1) 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.	**2A)** By the end of the 2026-27 program year, 50% of migratory children ages 3-5 who are not attending kindergarten will participate in an early childhood education program.	**Implementation Questions:** With which agencies did the project collaborate? What systems were implemented to provide access to preschool programs? **Results Questions:** What percentage of migratory children ages 3-5 participated in Title I, Part C, instructional services or other preschool programs?
2.2) Provide educational materials and outreach to parents about preparing young children for school, and provide reading materials in their homes.	**2B)** By the end of the 2026-27 program 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 ideas for preparing young children for school.	**Implementation Questions:** What parent activities did the project provide? What information and materials did the project provide about preparing young children for school? What materials were provided to support reading at home? **Results Questions:** What percentage of migratory parents participating in parent involvement activities related to early childhood topics reported that they increased awareness of ideas for preparing young children for school?
2.3) Provide migratory preschoolers with age-appropriate, developmentally appropriate, and culturally inclusive summer instruction.	**2C)** By the end of the 2026-27 program year, 80% of migratory children enrolled in Title I, Part C,-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.	**Implementation Questions:** What supplemental summer instruction did the project provide? How did the project incorporate culturally and linguistically inclusive opportunities? **Results Questions:** What percent of migratory preschool children with valid pre- and post-test results demonstrated growth in two or more skill areas on the developmental skills assessment?

Goal Area #3: High School Graduation and OSY Achievement

Concern Statements:

- 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.
- We are concerned that migratory students are not participating in college and career readiness activities due to a lack of awareness and lack of identification with a post-secondary path.
- We are concerned that migratory OSY lack the knowledge of basic life skills and access to instruction appropriate for their circumstances due to limited and/or interrupted schooling.
- We are concerned that migratory OSY lack the English language skills necessary for functioning in an educational setting, career, and/or community.
- We are concerned that OSY lack awareness of and access to health and related services and educational programs that fit their goals and needs.

Graduation and OSY Strategies, MPOs, and Evaluation Questions

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions
3.1a) During the school year, provide supplemental tutoring in core subjects aligned to needs identified in the Individual Needs Assessment (INA). **3.1b)** Provide supplemental instructional support in a summer educational program and align instruction with students' INAs. **3.1c)** Provide information and facilitate access to vocational, career readiness, and college programs as appropriate for student and OSY needs and interests during the summer or school year.	**3A)** By the end of the 2026-27 program year, 50% of migratory secondary students and OSY with an INA completed in the regular term or summer will make progress toward their goals as measured on the INA rubric.	**Implementation Questions:** What supplemental tutoring did the project provide for secondary students? How many students participated in the regular term and summer? How did the project provide summer instruction? **Results Questions:** What percentage of migratory students (grades 9-12) and OSY with a completed INA demonstrated progress after participating for a sufficient time to show progress?
3.2) Provide English language and life skills instruction for OSY or secondary students 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 these services.	**3B)** By the end of the 2026-27 program year, 80% of migratory OSY and secondary students enrolled in Title I, Part C, life skills instruction or English instruction will increase their score on a curriculum-based assessment by 5 percentage points.	**Implementation Questions:** What language support, life skills instruction, and college and career readiness support did the project provide? How did the project align support and activities to student needs and interests? **Results Questions:** What percent of migratory OSY and secondary student with valid pre/post results on a curriculum-based assessment demonstrated a five percentage point gain?

Goal Area #4: Support Services

Concern Statements:

- 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.
- 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.
- 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.

Support Services Strategies, MPOs, and Evaluation Questions

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions
4.1a) Collaborate with classroom teachers, migratory parents, Title III staff, school counselors, and the Child Study Team as needed to advocate for instructional services and educational materials families need. **4.1b)** Review needs assessment data to identify potential barriers for migratory students upon registering for school and assist families with resources to remove barriers.	**4A)** By the end of the 2026-27 program year, 80% of students with identified support services needs will receive Title I, Part C, support aligned to their needs.	**Implementation Questions:** With which organizations did the project coordinate and collaborate to provide needed support services? How did the project support access to needed services? What support services did the project provide? **Results Questions:** What percent of migratory children and youth (ages 3-21) received support services during the reporting period?
4.2) Collaborate/assist parents with the school enrollment process, access to healthcare services, and provide advocacy and support as needed.	**4B)** By the end of 2026-27 program year, 80% of parents participating in Title I, Part C, parent involvement activities will report on a parent survey that activities helped them navigate school and support systems.	**Implementation Questions:** What parent engagement activities did the project provide? How did the project communicate and engage with migratory families? **Results Questions:** What percent of migratory parents reported that activities helped them navigate school and support systems?

Evaluation Plan

Plan for Evaluation of Project Implementation and MPO Results

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

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

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

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

To comply with federal guidelines, the program will prepare an annual performance results evaluation to inform SEA decision-making. The evaluation will include performance results data on national performance measures, state performance targets, the MPOs, implementation results, and implications and recommendations for improvement of services based upon implementation results and performance results data. The following charts describe data to be collected in these areas, timelines, and persons responsible.

National Performance Measure and Implementation Data Collection

Data element	Who collects?	How collected	When collected?
Number of migratory (PFS/non-PFS) and non-migratory students tested and scoring proficient on state ELA and mathematics assessments	NJDOE staff	State database	January annually
Four-year adjusted cohort graduation rates of migratory and non-migratory students	NJDOE staff	State database	January annually
Dropout rates for migratory and non-migratory students	NJDOE staff	State database	January annually
Number of eligible migratory students (PFS, non-PFS, all migratory) in grades 7-12 who were promoted to the next grade level	Regional staff	MIS2000	January annually
Number of PY eligible migratory 10th grade students and the number who received full credit for Algebra I by the end of the 10th grade	Regional staff	MIS2000, state database	January annually
Demographic and programmatic data contained in the Consolidated State Performance Report (CSPR)	Regional staff	MIS2000/ CSPR	January annually
Fidelity of Strategy Implementation ratings	Regional staff	FSI	September annually
Number and type of intra- and interstate coordination activities	Regional & NJDOE staff	Consortium records	September annually
Number of parents involved through attendance at parent meetings; participation in workshops, classes, parent training; and school/classroom visits	Regional staff	Records kept by LOA staff	September annually
Professional development participation, agendas, and surveys	Regional staff	Records kept by NJDOE & LOA staff	September annually

Evaluation Planning Chart

MPO	How collected	Who collects	Timeline
English Language Arts and Mathematics			
1A) By the end of the 2026-27 program year, 80% of migratory students in grades K-8 who receive regular term supplemental instruction will improve one or more levels in ELA or math as measured on the NJ Title I, Part C, Afterschool Tutor Progress Report.	Afterschool Tutor Progress Report Spreadsheet	Regional data administrators	End of term annually

1B) By the end of the 2027 Title I, Part C, summer program, 80% of migratory students in grades K-8 will increase achievement results by 5% as measured by a locally administered ELA pre- and post-assessment.	Spreadsheet	Program Coordinators	End of summer projects annually
1C) By the end of the 2027 Title I, Part C, summer program, 80% of migratory students in grades K-8 will increase achievement results by 5% as measured by a locally administered mathematics pre- and post-assessment.	Spreadsheet	Program Coordinators	End of summer projects annually
1D) By the end of the 2026-27 program year, 80% of ML migratory students in grades K-8 who received Title I, Part C, services will be enrolled in a Language Instruction Education Program (LIEP) to help improve English skills.	Regional Coordinator Report	Coordinators and regional data administrators	End of project year annually
School Readiness			
2A) By the end of the 2026-27 program year, 50% of migratory children ages 3-5 who are not attending kindergarten will participate in an early childhood education program.	Regional Coordinator Report	Coordinators and parent liaisons	End of project year annually
2B) By the end of the 2026-27 program 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 ideas for preparing young children for school.	Parent Survey	Program coordinators and parent liaisons	End of project year annually
2C) By the end of the 2026-27 program year, 80% of migratory children enrolled in Title I, Part C,-funded early childhood education during the summer will achieve measurable growth in two or more skill areas as measured by an appropriate developmental skills assessment.	Preschool Assessment Checklist Summary Sheet	Preschool teacher	End of summer project annually
High School Graduation and OSY Achievement			
3A) By the end of the 2026-27 program year, 50% of migratory secondary students and OSY with an INA completed in the regular term or summer will make progress toward their goals as measured on the INA rubric.	Regional Coordinator Report summary of INA Rubric	Regional Coordinators and secondary educators	End of project year annually

3B) By the end of the 2026-27 program year, 80% of migratory OSY and secondary students enrolled in Title I, Part C, life skills instruction or English instruction will increase their score on a curriculum-based assessment by 5 percentage points.	Spreadsheet	Secondary educators	End of project year annually
Support Services			
4A) By the end of the 2026-27 program year, 80% of students with identified support services needs will receive Title I, Part C, support aligned to their needs.	MIS2000	Regional Coordinators and services providers	End of project year annually
4B) By the end of 2026-27 program year, 80% of parents participating in Title I, Part C, parent involvement activities will report on a parent survey that activities helped them navigate school and support systems.	Parent Survey	Program Coordinators	End of project year annually

Student Assessment and Progress Monitoring Plan

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

Project Plan and Logic Model

Project Plan

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

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

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

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

ELA and Mathematics Project Plan

Strategy	Examples of strategy implementation	Resources and Coordination
1.1) Provide supplemental high impact tutoring and instruction during the school year aligned to classroom needs identified by teachers to ensure ELA and math skill improvement, which includes identifying yearly goals and quarterly progress monitoring.	• One-on-one or small group virtual student tutoring matched to student schedules • Facilitate connections among teachers and students. • Staff professional development • Collaborate with LEAs to provide a stipend to multilingual school-based staff to complete needs assessment and provide academic and linguistic support. • Online learning with self-paced curriculum • Participate in 504 meetings if applicable.	• INAs • Assessment results • Tutor logs • Summary of student progress report • Staff survey • Technology devices and software • Study Buddy
1.2) Provide summer school instruction focused on alleviating summer learning loss and increasing ELA and math skills using evidence-based strategies.	• Build consistent relationships between teachers and migratory students during the summer. • Incorporate enrichment activities with ELA and math instruction. • Technology instruction and projects • Theme-based educational field trips • Hands-on STEM/STEAM activities • Site-based summer school • Home-based instruction • Remote/virtual instruction	• Educational materials and supplies • STEM materials • Transportation for field trips • Field trip resources • Print flyers that promote program • Curriculum materials • Staff for summer programs
1.3) Collaborate with schools to ensure migratory students receive supplemental English language instruction appropriate to their academic and linguistic needs, and record progress.	• Provide a stipend to bilingual school-based staff to act as a migratory student liaison to assist students learn needed core academic skills. • Provide a stipend to multilingual school-based staff to build relationships with families and students, assist in navigating the school system, collaborate with the regional programs, and advocate for migratory students. • Identify gaps in learning and ensure students receive support when transitioning to a new school if applicable. • Contact teachers and counselors about what students need to participate and succeed.	• Lists of educational programs and services available • Contact list for schools and programs • Communication logs • Expectations and job responsibilities for individuals receiving stipends

School Readiness Project Plan

Strategy	Examples of strategy implementation	Resources and Coordination
2.1) 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.	• Partner with local preschools to facilitate enrollment and exchange information and resources to ensure spots for migratory children. • Bi-annual meetings with partner agencies providing educational services for migratory children • Support for registration including transportation, interpretation, and advocacy • Agreements to share referrals • Preschool transition assistance for parents and children	• Lists of Early Childhood Education (ECE) providers, dates of operation, registration deadlines and requirements • Materials promoting benefits of ECE
2.2) Provide educational materials and outreach to parents about preparing young children for school, and provide reading materials in their homes.	• Offer large and small group parent workshops and PAC meetings. • Bi-annual meetings with partner agencies providing educational services for migratory children. • Use the Title I, Part C, website to compile/share parent resources. • Create a listing of preschool/early childhood programs for Title I, Part C, team awareness and distribute to parents/guardians (based upon geographic proximity to where they reside).	• Pre/post home assessment and instructional materials for parents to use • Reading materials for the home appropriate for children's reading levels and cultural connections • Videos for parents that model instructional strategies
2.3) Provide migratory preschoolers with age-appropriate, developmentally appropriate, and culturally inclusive summer instruction.	• Direct instruction (site-based) • Direct instruction (home-based) • Provide reading materials for the home. • Enrichment and field trips	• Preschool instructional materials • Preschool skills checklist/ assessment • Educational materials and supplies

High School Graduation and OSY Achievement Project Plan

Strategy	Examples of strategy implementation	Resources and Coordination
3.1a) During the school year, provide supplemental tutoring in core subjects aligned to needs identified in the INA.	• In-school tutoring • After-school or weekend tutoring • Virtual or remote tutoring • Computer-assisted learning • Needs assessment with review of assessment results • Facilitate connections among teachers and students. • Staff professional development • Provide a stipend to multilingual school-based staff to complete INA and provide academic and linguistic support. • Participate in 504 meetings.	• Tutor logs • INAs • Learning plans • Assessment results • Writing rubrics
3.1b) Provide supplemental instructional support in a summer educational program and align instruction with students' INAs.	• Enrichment and engagement activities • Site-based summer program • High school credit accrual • Academic skill building • Assessment preparation • Post-secondary preparation • Career awareness • Life skills • STEAM	• Curriculum materials appropriate for middle and/or high school students • Motivational strategies • Educational materials and supplies • Pre and post tests • INAs • Learning plans • Credit accrual forms • Student surveys
3.1c) Provide information and facilitate access to vocational, career readiness, and college programs as appropriate for student and OSY needs and interests during the summer or school year.	• In-school visits with students • Monitor progress on credit accrual • Coordinate with high school counselors and teachers to ensure migratory students can visit with college recruiters. • Support for scholarship and college support applications • Support for college applications	• Interest inventories • Logs and progress monitoring • Student participation in college visits • Communication logs • Tutor logs • College and career fairs and visits
3.2) Provide English language and life skills instruction for OSY or secondary students 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 these services.	• Academic skill building • Bilingual support/ML Instruction (mini English lessons) • Life skills instruction • Motivational strategies • Enrichment and engagement activities	• OSYconsortium.org lessons • Learning plans • English language screeners • Life skill lessons • Educational materials and supplies

Support Services Project Plan

Strategy	Examples of strategy implementation	Resources and Coordination
4.1a) Collaborate with classroom teachers, migratory parents, Title III staff, school counselors, and the Child Study Team as needed to advocate for instructional services and educational materials families need.	• Meetings with school staff about migratory student needs and academic progress • Meetings with school staff to build awareness of the Title I, Part C, program • Advocate for migratory students so that schools provide services to match their needs. • Provide or coordinate support services aligned to needs (e.g. necessary school supplies, transportation, technology, health, nutrition, etc.).	• School supplies lists • School contact list • Materials about the Title I, Part C, program • Needs assessments • School registration data
4.1b) Review needs assessment data to identify potential barriers for migratory students upon registering for school and assist families with resources to remove barriers.	• 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. • Summer school meals and snacks • Summer health services	• Educational materials and supplies • Parent surveys • Student surveys • Books, instructional materials
4.2) Collaborate/assist parents with the school enrollment process, access to healthcare services, and provide advocacy and support as needed.	• 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. • Coordinate and facilitate access to health services aligned with needs identified in the family needs assessment. • Health and safety education	• Parent engagement materials • Dental and health screenings • Needs assessments • Lists of community services providers, calendars of activities, and qualification and registration requirements

Logic Model

Input	Activities	Outputs	Short-term Outcome	Mid-term Outcome	Long-term Outcome
Systems • Title IC funding • Title IC staff (coordinators, recruiters, advocates, parent liaisons, data entry clerks, instructors) • State CNA, SDP • Intrastate coordination • Interstate coordination **Information** • PFS determinations • Student records • Demographic data • Assessment data (NJSLA, SAT, ML, 504, IDEA, etc.) • Graduation rates • MIS2000 data • MSIX data • Family needs assessments **Resources** • Technology • Evidence-based curriculum • Consortium materials • OSY welcome bags • Consulate services • Consortium English lessons • College awareness and HSE/GED materials • Family engagement events	**Student services** • Instructional services (reading and math tutoring, summer programs, home- or site-based services) • Book distribution • Credit accrual/recovery • College and career readiness activities • Goal setting sessions • Discovery programs/ enrichment activities (field trips, extracurricular programs) • Technology support at home and school • Dental/health screenings and other support services **Family services** • Family engagement (e.g., family literacy events) • Parent education activities • PAC **Training** • Staff/tutor training and development including academic and technology integration strategies	**Student outputs** • Participation in Title IC programming and instruction • PFS students and OSY served • Assessments provided and results recorded • Participation in credit-bearing courses, advising, and college and career readiness activities • Individual Needs Assessment completed • Enrollment in pre-K programs • Provision of needed educational materials • Health screenings completed **Family outputs** • Participation in family engagement events, PAC, and workshops **Training outputs** • Staff participation in training • Use of evidence-based curriculum	**Student outcomes** • Increased participation in ELA and math instruction • Gains on curriculum-based assessments in ELA and math • Increased participation in support services • Mastery or gains on OSY consortium assessments • Services aligned to INAs or learning plans • Preschool children enroll in ECE programs • MLs increase English language skills **Family outcomes** • Parents understand and access the services available • Parents can identify the needs and strengths of their children and support their learning • Parents increase understanding of ECE programs and procedures **Training outcomes** • Increased staff knowledge and use of strategies	• Interim performance targets met on state assessments in ELA and math • Increased use of community resources and self-advocacy for families and OSY • Increased engagement at Title IC events, school functions, and the educational environment • Increased percentage of students on track for graduation	• Increased percentage of migratory students scoring proficient or above on state assessments in ELA and math • Advocacy and self-efficiency in the educational environment • Increased percentage of migratory students graduating from high school • Increased percentage of students with a long-term plan for post-graduation careers or schooling • Increased percentage of students entering at the kindergarten-ready level

Migratory Children Identified to Receive PFS

Definition of Priority for Services

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

> Each recipient of Title I, Part C, funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging state academic standards; or have dropped out of school.

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

1) Recent qualifying move
- The student has a QAD within 365 days of their most recent enrollment data

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

Timelines
- New PFS data is to be entered within the first 10 days of a student's eligibility for the Title I, Part C, program and is calculated by the state data system.

Serving Priority for Service (PFS) Children

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

The New Jersey sub-allocation application requires local grantees to assess the needs of this at-risk population and target services specifically to PFS students. The NAC examined PFS student data (52% of the New Jersey migratory student population in 2024-25) to assess the unique educational needs of PFS students and create solutions to address the needs.

The evaluation plan includes a focus on PFS student achievement to ensure that the needs of this most at-risk subpopulation are being addressed. The program disaggregates performance data by PFS status (when N>10) in its evaluation and uses the results to inform the process for strengthening services.

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

Identification and Recruitment and Quality Control Plans

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

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

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

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

- procedures for entering eligibility documentation, student records, and other pertinent information in MIS2000 for all migratory children enrolled in the program;

- procedures for ongoing data review and corrections using a combination of MSIX data quality reports and MIS2000 reports; and
- procedures for transferring and correcting student records and other pertinent information upon request from schools, NJDOE, or migratory parents.

Roles and Responsibilities

Recruiter Responsibilities

A recruiter's primary responsibilities are: (1) to obtain information provided by parents, guardians, and others regarding the child's eligibility for the Title I, Part C, services; (2) to make determinations of eligibility; and (3) to accurately and clearly record information that establishes that a child is eligible for Title I, Part C, on a Certificate of Eligibility (COE), see the **National Certificate of Eligibility**. In every case, the recruiter (not the individual interviewed) determines the child's eligibility on the basis of the statute, regulations, and policies that the state implements through formal procedures.

Once the recruiter has determined that a student is eligible for Title I, Part C, services, the COE form must be submitted to the state. Although the NJDOE is ultimately responsible for all determinations of Title I, Part C, eligibility, the recruiter's job is critical to ensure the student information is accurate and specific enough to be understood by a knowledgeable independent reviewer. The notes section of the COE should be documented accordingly. The various components of "recruitment" are as follows.

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

To achieve these responsibilities, a recruiter must:

- Learn the Title I, Part C, eligibility requirements.
- Establish and maintain a recruitment network.
- Become familiar with locations where migratory families and youth live and work.
- Find migratory children, youth, and their families.
- Explain the Title I, Part C, program to migratory families and youth.
- Interview migratory families and youth.

- Implement state quality control procedures.
- Follow ethical standards and confidentiality laws.
- Facilitate communication among migratory families, schools, agricultural employers, and the community.

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

Quality Control

Regulatory Requirements for ID&R Quality Controls

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

1. Training to ensure that recruiters and all other staff involved in determining eligibility and in conducting quality control procedures know the requirements for accurately determining and documenting child eligibility.
2. Supervision and annual review and evaluation of the ID&R practices of individual recruiters. The SEA monitors recruitment practices during onsite and desktop monitoring, and each region provides ongoing monitoring, evaluation, and guidance for recruiters.
3. A formal process for resolving eligibility questions raised by recruiters and their supervisors and for ensuring that this information is communicated to all LOAs. Recruiters contact lead recruiters first. Lead recruiters contact the SEA if they are unable to resolve a question. Any questions that the SEA resolves are shared with both regions during regular monthly check-in meetings.
4. An examination of each COE by qualified individuals at the SEA or LOA level to verify that the written documentation is sufficient and that, based on the recorded data, the child is eligible for Title I, Part C, services. New Jersey has three tiers for review: 1) recruiter, 2) regional data analyst, 3) SEA designee (regional coordinator).
5. A process for the SEA to validate that eligibility determinations were properly made, including conducting prospective re-interviewing. SEA runs a random sample of the current enrollment for the performance period and recruiters from the opposite region re-interview families. See ID&R manual for process for removing children or families determined to be ineligible.
6. Documentation that supports the SEA's implementation of this quality-control system and a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so. New Jersey maintains MIS2000 documentation and annual re-interview reports.

7. A process for implementing corrective action if the SEA finds COEs that do not sufficiently document a child's eligibility for the Title I, Part C, program, or in response to internal state audit findings and recommendations, or monitoring or audit findings. Each region is responsible for auditing COEs on an ongoing basis for errors that were discovered during re-interviewing. Errors are discussed during regularly scheduled ID&R training, and individual recruiters are provided with additional training and monitoring if a pattern of errors are discovered.

The New Jersey ID&R Manual provides processes and procedures for each of the required components. The manual provides a process to ensure that only eligible migratory children and youth are recruited for the program and that all eligibility decisions are supported by appropriate documentation. A brief summary of the full plan follows.

The New Jersey Quality Control Goals are listed below.

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

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

1. Recruiter and COE reviewer training and certification.
2. Standardized review of all COEs and eligibility determinations.
3. Verifications of representative random samples of recruited children and youth in New Jersey.
4. Annual evaluation of individual recruiter practices.

Resolving Eligibility Questions

The formal process for resolving eligibility questions raised by recruiters and their supervisors and for ensuring that this information is communicated to all LOAs includes:

- first line review and consultation by Regional Coordinator;
- second line review and consultation by State Title I, Part C, Coordinator;
- third line review and consultation by State Title I, Part C, Director;
- as new eligibility questions arise, an updated frequently asked questions (FAQ) will be disseminated via email to all local operating agencies; and
- as updates occur, an ongoing FAQs document will also be posted to the NJDOE Title I, Part C, Eligibility Requirements section of the website. https://www.nj.gov/education/migrant/req/

Parent and Family Engagement Plan

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

Year-round projects funded under Title I, Part C, must convene a **PAC** for migratory parents. The program has established a state PAC comprised of parent representatives of local projects. The group meets at least once per year either in person or via webinar at a time and place that is convenient for members. The PAC provides feedback on program services and helps to identify needs as well as strategies to meet these needs to ensure student academic success and to maximize parent engagement. Members also serve as ambassadors for other parents at local projects.

Parent engagement poses a challenge due to agricultural work schedules that can be unpredictable and not aligned with a traditional school day or calendar. Local projects must be creative to engage parents. This is facilitated through **Title I, Part C, staff** who are knowledgeable about the culture of migratory families and are fluent and literate in the language(s) spoken by parents. They also help marshal resources, as needed, to assist migratory children and their families with education-related activities and support services (e.g., medical, dental, housing, health, adult education).

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

- Conducting a family needs assessment to determine the needs of migratory children within the context of family needs.
- Disseminating information and resource guides about the SDP in a language and format parents understand and can access.
- Sending informational flyers from local projects about the program, Title I, Part C, services, and invitations to the PAC meetings.
- Sending learning kits containing books, manipulatives, and other learning materials home with students.
- Partnering with local districts for multicultural events.

- Providing parents of preschool children with information about available ECE programs and facilitating enrollment.
- Assisting parents with transitions to school and with various levels of schooling (e.g., transition from preschool to kindergarten).
- Providing activities/information to familiarize parents with the importance of participating with their children in reading.
- Hosting parent/teacher conferences to review students' learning activities and outcomes.
- Facilitating activities designed to strengthen parent involvement in their children's education covering topics ranging from good nutrition and positive disciplining to communicating with the school and developing good study skills.
- Hosting "transition" field trips in which school staff participate with students and parents to visit their new school. Students and parents are encouraged to attend school open houses and Title I, Part C, staff assist by attending with parents and/or providing transportation.
- Conducting incidental teaching modeling and guidance during parent activities, PAC meetings, and individual parent communications.
- Collaborating with migratory parents and schools to ensure children are receiving needed services.
- Assisting parents with the school enrollment process and enrollment into other academic and support services.
- Facilitating ongoing contact with parents through regional activities, virtual or home visits, and telephone conversations to follow up and keep parents informed.
- Hosting virtual and/or in-person parent workshops to share information about learning resources in and out of the district and connecting families to free parent organizations and healthcare services aligned with needs.

Student Records Exchange and MSIX Usage Plan

MIS2000

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

It is the responsibility of the Title I, Part C, data specialist, LOA directors, and local data entry personnel to ensure that school or program records are updated immediately once information becomes available. Once all the applicable information is collected, it should be transmitted to MIS2000 and through daily uploads to MSIX within 10 days of enrollment and within 30 days after the end of a school or program term. It is the responsibility of the

Title I, Part C, data specialist to update the child's MSIX record within four days of a MSIX request for data based on a child's interstate move. For students not yet in high school, the MSIX Consolidated Record (see below) is used to verify the student's grade level and previous enrollments if any. For secondary students, course history within the Consolidated Record is used to determine if a student has any credit accrual needs and to ensure course placements are not duplicative.

All credits and partial credits earned while in New Jersey, whether through Title I, Part C, assistance or a non-project LEA, are entered into the course history section of MIS2000 which is uploaded nightly to MSIX. Gathering the data is a two-fold process. Regions request course history from districts and add course history data at the beginning and end of each school year. Students who move in the middle of the year have course hours-to-date added. Each LOA is responsible for reviewing the MSIX course history prior to placing students in a course and informing school districts about course histories for migratory students. Avenues for informing school districts include meetings with registrars and counselors, graduation plan review meetings, and direct communication when necessary.

Migrant Student Information Exchange (MSIX)

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

MSIX does the following:

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

Demographic, educational, and health data on migratory students in New Jersey is maintained in MIS2000. These data are uploaded to MSIX on a daily basis to ensure timely access by Title I, Part C, staff in all states. MSIX is another important tool for recruiters, as it can facilitate the identification of potentially eligible children moving into the state, notify schools and Title I, Part C, offices of a child's arrival or departure, document previous migratory agricultural history for a family/youth, and assist in maintaining the accuracy of student demographic information as reported on the COE, and subsequently, in the migratory student data systems. Recruiters may find MSIX very useful in verifying demographic information (see use of the MSIX Consolidated Report). In addition, using a student's history of previous moves, MSIX may assist in predicting the arrival of students and/or the destination of a student's subsequent moves.

MSIX Student Move Alerts

MSIX move alerts contain the following information: MSIX ID of the child/youth; the state and possibly the school and/or school district to which they are going; the name, state, and contact information of the individual sending the alert; and additional comments, if provided. Immediately upon receipt of a move alert, the recruiter or liaison should initiate efforts to locate the family/youth and schedule a time to conduct an eligibility interview. If staff receive an MSIX Student Move Alert and need additional information, they should contact the sender to assist them in identifying the family.

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

Use of the MSIX Consolidated Record

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

- Use of the MSIX record to obtain additional information regarding previous migratory agricultural history, including qualifying moves, for a family/youth to assist in documentation of a student's eligibility.
- Verify the student's demographic information including the spelling of the student's name, birthplace, and birth date to ascertain if there are any discrepancies between the COE completed, MIS2000, and MSIX as presented in the MSIX Demographics Screen. Follow up with parents or youth to confirm or change information on the COE or in the data systems, as needed.

Use of MSIX by Parents/Guardians/Children and Youth

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

parent/guardian/youth of the outcome and submit any needed data updates to MIS2000/MSIX within four days.

Implementation and Accountability in Local Programs

Local-level Communication and Professional Development

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

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

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

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

- CNA and SDP meetings
- Collaboration meetings with New Jersey service providers
- ID&R training for recruiters
- New Jersey Title I, Part C, Administrators' meetings
- Interstate coordination and CIG sessions
- MIS2000 and MSIX training

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

- **Allies In Caring, Inc**., was founded by Ivette Guillermo-McGahee in 2012. She was driven by a strong desire to be more effective in helping children, youth and their families develop resiliency and become strong, creative and thriving despite the adversity in their lives. https://www.alliesincaring.org/
- The **BUENO Center** for Multicultural Education promotes and advocates for equitable education for culturally and linguistically diverse learners, families, and the educators that serve them. https://www.colorado.edu/center/bueno/
- **CATA** (*el comité de apoyo a los trabajadores agrícolas*) Founded in 1979, CATA is non-profit organization focused on organizing and empowering the immigrant community as they fight for justice for themselves, their families, and their communities. https://www.cata-farmworkers.org/
- The **Center for Applied Linguistics (CAL)** promotes language learning and cultural understanding and is a source for research, resources, and policy analysis. Through its work, CAL seeks solutions to issues involving language and culture as they relate to access and equity in education and society around the globe. https://www.cal.org/
- The New Jersey **Commission for the Blind and Visually Impaired** was established in 1910 by order of the NJ State Legislature. This agency's mission is to promote and provide services in the areas of education, employment, independent living and eye health through informed choice and partnership with persons who are blind or visually impaired, their families and the community. https://www.state.nj.us/humanservices/cbvi/
- The **Department of Health** operates the **Office of Rural Health** to improve healthcare in New Jersey's rural areas. Our approach is tailored to each rural community's' unique infrastructure, resources, and environment, not a "one size fits all". https://www.nj.gov/health/fhs/primarycare/rural-health/index.shtml
- **Pathstone in NJ Head Start Project** provides comprehensive child development services to economically disadvantaged children and families, with a special focus on helping preschoolers develop the early reading and math skills they need to be successful in school. https://pathstone.org/education-and-health/
- The **Identification & Recruitment Consortium (IDRC)** CIG is designed to expand and improve infrastructures for interstate coordination, specifically around ID&R. https://www.idr-consortium.net/
- **IMPACT** is an eight-state Title I, Part C, CIG focused on helping parents and caregivers to be more directly involved in their children's learning. (impactmep.net/)
- **Innovative Services for Out-of-school and Secondary Youth** (iSOSY) is a Title I, Part C, CIG designed to build capacity in states for providing instruction for OSY and at-risk secondary students. The website is found at osyconsortium.org/
- **Interstate Migrant Education Council (IMEC)**: IMEC's mission is to advocate for the highest quality education and other needed support for the nation's migratory children and youth. http://imec-migranted.org/

- **Legal Services of New Jersey** coordinates the statewide Legal Services system, which provides free legal assistance to low-income New Jerseyans for their civil legal problems. It strives to secure substantive and procedural justice for those living in poverty. https://www.lsnj.org/
- **Literacy Squared** is a comprehensive biliteracy model that has been designed to accelerate the development of biliteracy in Spanish-English speaking children attending schools in the U.S. http://literacysquared.org
- The **Migrant Literacy NET** is a website of resources for migratory students and parents developed by the Migratory Parent Empowerment Consortium (MPEC) CIG to increase migratory children's literacy skills. https://www.migrantliteracynet.com/
- The **National Association for the Education of Young Children** is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8 http://www.naeyc.org
- The **National Association of State Directors of Migrant Education** offers its annual National Title I, Part C, Education Conference held in the spring. At this event, staff learn strategies in curriculum and instruction, parent engagement, assessment, ID&R, and program administration. For more information, see www.nasdme.org
- The **National Center for Families Learning** offers information and materials on family literacy. http://www.familieslearning.org/
- The **National Center for Farmworker Health (NCFH)** is a private, not-for-profit corporation dedicated to improving the health status of farmworker families by providing information services, training and technical assistance, and a variety of products to community and migratory and seasonal farmworker health centers nationwide, as well as organizations, universities, researchers, and individuals involved in farmworker health. http://www.ncfh.org/
- **Project SMART: Making Mathematics Meaningful** is a Texas summer math program created by the Texas Education Agency in collaboration with the Education Service Center, Region 20. The objectives and activities of Project SMART were designed for the most mobile students enrolled in summer Title I, Part C, programs. The overarching goal of the project is to improve the math skills of migratory students through scientifically based instruction, technology integration, professional development, and parent engagement. https://www.projectsmart.net/
- **Reading A to Z** provides leveled resources, teaching materials, and student portal that may be customized to various instructional settings and needs. https://www.raz-plus.com/
- **New Jersey Teachers of English to Speakers of Other Languages** New Jersey Bilingual Educators (NJTESOL-NJBE) offers everyone involved in English language teaching and learning an opportunity to be part of a dynamic community, where

professionals connect with and inspire each other to achieve the highest standards of excellence. NJTESOL provides opportunities for the voices of teachers and ESL and bilingual students to be heard to make changes through alerts about legislation that will affect them https://njtesol-njbe.org/

- Founded in 1990, **Zufall Health** proves access to quality, affordable and culturally competent healthcare to people and communities who experience barriers to care. https://www.zufallhealth.org/

State Monitoring Process

Regular monitoring of LOAs in New Jersey is conducted by the NJDOE. Monitoring is conducted to determine whether the funded project is in compliance with federal ESEA Title I, Part C, requirements. Monitoring regions' implementation of state and federal regulations that guide services for migratory children provides the New Jersey Title I, Part C, program with an opportunity to examine how LOAs have instituted policies, systems, and procedures to ensure district/school compliance with those statutes and regulations.

The monitoring process is initiated with a desk review of the LOA's application for funding (application in response to the Title I, Part C, notice of grant opportunity [NGO]), including the review of both programmatic and fiscal information. This process of application review continues each year to ensure accountability and compliance. The NJDOE also collects and reviews a final report at the end of the grant period that documents participation in professional development and implementation of strategies from the SDP.

Factors that influence when regions will be visited follow a rubric of risk factors which includes:

1. A monitoring visit every three years.
2. Concerns from Title I, Part C, staff or parents.
3. Findings from last monitoring visit.
4. New director or leadership to the Title I, Part C, program.
5. Quality of most recent ESEA Subgrant Application.
6. Requests for program evaluation.
7. Sudden and significant changes in personnel with responsibilities for implementing state and federal statutes around services for migratory children.

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

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

- Identification and recruitment [1304(c)(7) and 1309(2) of Title I, Part C 34CFR 200.81]

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

When monitoring reviews are completed, a summary of findings is sent to the LOA within 30 days, and the state works with the local project to resolve any findings. Monitoring is ongoing with periodic milestone requirements from the NGO assessed as appropriate. Formal monitoring visits are conducted on an as-needed basis when ongoing desk monitoring indicates a need for an onsite visit.

Technical Assistance Process

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

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

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

- content-specific workshops geared to particular staff positions during the year (e.g., annual ID&R Training, teacher training, and MIS2000 training);
- monthly program administrator meetings;
- desk monitoring to review program implementation, recruiting procedures, and recordkeeping through MIS2000;
- onsite professional development and technical assistance for summer program staff;
- response to individual requests for assistance by phone or email throughout the year;
- resources posted on the web; and

- support for local project staff to attend appropriate conferences for interstate coordination (e.g., National Title I, Part C, Education Conference, IMEC meetings, CIG meetings).

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

Summary and Next Steps

The comprehensive process for needs assessment and service delivery planning used by the program involved many New Jersey Title I, Part C, educators, administrators, parents, community service representatives, and specialists with knowledge about the content areas of ELA, mathematics, school readiness, promoting high school graduation, OSY achievement, and programs and other services for meeting the unique educational needs of migratory children and families. New Jersey begins implementation of the updated SDP with the 2026-27 reporting period.

Beginning in the summer of 2026, the program continues its strategic planning and systems alignment process by undertaking the following key activities.

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