



State of New Jersey

CHRIS CHRISTIE
Governor

DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

KIM GUADAGNO
Lt. Governor

DAVID C. HESPE
Commissioner

October 30, 2015

Dr. Lisa Ramirez, Director
Office of Migrant Education
Office of Elementary and Secondary Education
United States Department of Education, Room 3E317
400 Maryland Avenue, SW
Washington, DC 20202-6135

Dear Dr. Ramirez:

The New Jersey Department of Education (Department) is pleased to provide the enclosed program evaluation report of the New Jersey Title I, Part C, Migrant Education Program (NJMEP). In order to ensure an independent evaluation of the NJMEP, the Department contracted with META Associates to complete this program evaluation. This report submission is in response to the June 15, 2015, correspondence from the United States Office of Migrant Education (OME), which provided status updates to findings that remained pending as of OME's July 10, 2014, response. While the OME's response cited that findings 2, 3, 4, and 6 were resolved, finding 3: *Program Evaluation* remained pending.

Specifically, OME found the Evaluation Plan submitted by the Department acceptable and was awaiting the final written evaluation report due on October 30, 2015. The enclosed report should resolve the outstanding finding. Of significant note in the evaluation report is the commendation that the NJMEP served a high percentage of migrant students, and exceeded anticipated outcomes by meeting 81 percent of the strategies described in the Service Delivery Plan. The Department is using this evaluation report to inform its actions relative to the NJMEP.

The Department appreciates the assistance of the OME team in resolving program findings and welcomes any additional feedback. We remain committed to addressing the needs of New Jersey's migrant students to ensure their academic success.

Sincerely,

David C. Hespe
Commissioner

DCH/SM
Enclosure

c: William Haldeman
Susan Martz
Karen Campbell
Andrea Sunderville
Michelle Dohrenwend
Anthony Hearn
Danielle Anderson Thomas
Sarah Martinez

New Jersey Migrant Education Program Evaluation Report

2014-15

September 24, 2015

Susan Duron, Ph.D

Marty Jacobson



META Associates

518 Old Santa Fe Trail, Suite 1-208

Santa Fe, NM 87505

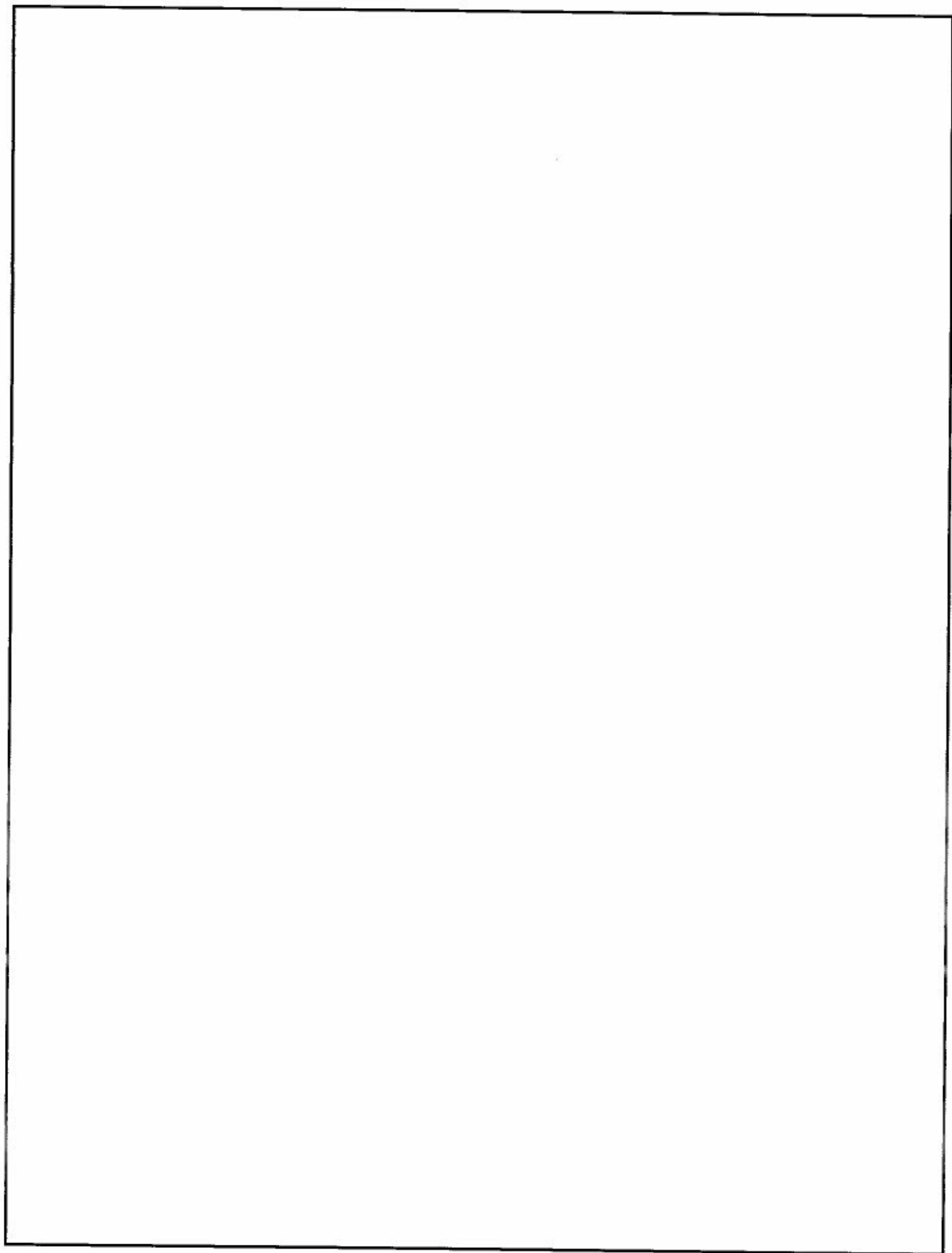
406-855-2594 (c)

866-543-5604 (fax)

Duron1@aol.com

marty@meta1.us

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Abbreviations/Acronyms

ACCESS	Assessing Comprehension and Communication in English State-to-State
AMO	Annual Measurable Objectives
ASK	Assessment of Skills and Knowledge
AYP	Adequate Yearly Progress
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
DOE	Department of Education
ECE	Early Childhood Education
ELA	English Language Arts
ELL/EL	English Language Learner or English Learner
ELP	English Language Proficiency
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
GED	General Educational Development
HS	High School
IDEA	Individuals with Disabilities Education Act
ID&R	Identification and Recruitment
IEP	Individual Education Plan
ILP	Individual Learning Plan
K-12	Kindergarten through Grade 12
LEA	Local Education Agency (also LOA for Local Operating Agency)
LEP	Limited English Proficient
MEP	Migrant Education Program
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
NCLB	No Child Left Behind Act of 2001
NJ	New Jersey
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PFS	Priority for Services
PK	Pre-Kindergarten
QAD	Qualifying Arrival Date
QSI	Quality of Strategy Implementation
SBA	Standards-Based Assessment
SDP	Service Delivery Plan
SEA	State Education Agency
SOSOSY	Solutions for Out-of-School Youth MEP Consortium Incentive Grant

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Executive Summary

This report presents findings related to the delivery of New Jersey Migrant Education Program (MEP) services for the 2014-15 school year including the summer months. Demographic and state assessment results are included in the most recent certified counts and results (2013-14). Administered by the New Jersey Department of Education, the MEP assists schools in helping migrant learners meet state expectations for achievement that may be negatively impacted by students' frequent migration and interrupted schooling.

The MEP offered supplemental instructional and support services and programs to eligible migrant students throughout New Jersey. A total of 1,595 migrant children ages 3-21 were identified in 2013-14, with 1,269 (83%) participating during the program year. Because the funds provided to migrant programs may not be sufficient to provide services to all students, the MEP identifies those who have a priority for services according to the federal definition. A total of 466 students and youth were identified as having the highest priority, and all Priority for Services (PFS) students participated in program services.

The MEP implements a variety of instructional and support programs designed to meet the needs of migrant students and are described in the implementation section. In the two MEP regions, 81% of the 21 strategies were implemented at a level four or five (out of a possible five levels) in 2014-15.

As displayed in the summary chart below, the New Jersey MEP met all nine Measurable Program Outcomes (MPO) in 2014-15. Implications and recommendations are provided in Section 6 of this report and are based on student achievement results, surveys, site observations, and interviews.

Exhibit 1: Summary of Progress Toward Meeting MPOs

MPO	Target met?	Evidence
1a) By the end of the 2014-15 program year, 80% of migrant students will increase achievement results by 5% as measured by pre- and post-assessments.	Yes	90% gained 5% or more
1b) By the end of the 2014-15 program year, 80% of staff involved in coordination with instructional service providers will report on a staff survey that coordination with these programs has helped students be successful in school.	Yes	100% indicated coordination helped improve student success
1c) By the end of the 2014-15 program year, 80% of staff involved in providing books, educational materials, and/or technology access will report on a staff survey that these support services have helped students be successful in school.	Yes	93% indicated support services helped increase student success
1d) By the end of the 2014-15 program year, 80% of parents participating in parent involvement activities will report on a parent survey that these activities have helped them become more involved in their child's reading and math education.	Yes	97% indicated it was useful

MPO	Target met?	Evidence
2a) By the end of the 2014-15 school year, 80% of parents of 3-5 year-old migrant children who participated in parent involvement activities will report on a parent survey that these activities have helped them increase their child's school readiness.	Yes	90% indicated it was useful
2b) By the end of the 2014-15 program year, 80% of migrant students enrolled in migrant-funded early childhood education will achieve measureable growth in two or more skill areas as measured by an appropriate developmental skills assessment.	Yes	86% gained in 2 or more areas
3a) By the end of 2015 summer programs, 80% of migrant students will increase achievement results by 5% as measured by an appropriate secondary pre- and post-assessment delivered in summer programs.	Yes	82% gained 5% or more
4a) By the end of the 2014-15 program year, 80% of migrant OSY enrolled in migrant-funded life skills instruction or English instruction will increase their score on a curriculum-based assessment by 5%.	Yes	86% gained 5% or more
4b) By the end of the 2014-15 program year, the percent of migrant OSY receiving support services and/or referrals will increase by 10%.	Yes	Percent served increased by 11%

In addition to the executive summary, the evaluation report contains five sections: (1) evaluation methodology, outlining the purpose and design of the evaluation; (2) evaluation context, describing the processes in place through which the state developed service strategies to ensure that funds were allocated and used appropriately; (3) program implementation and support services, examining the extent to which services were implemented as planned; (4) results, analyzing the results of state assessments and other data to address the state's MPOs; and (5) recommendations, providing suggestions for improvement strategies that will help the state meet all MPOs.

Evaluation Methodology

In 1966, Congress included language in the *Elementary and Secondary Education Act (ESEA)* to help the children of migrant farmworkers and establish the Office of Migrant Education (OME). Currently, programs provide supplemental instruction and support services to children of migratory workers and fishers in nearly all the states. These programs must comply with Federal mandates as specified in Title I, Part C of the *ESEA*.

The *ESEA* governs all Federally-funded educational programs. The reauthorization language of this law was built on more than 40 years of experience in implementing and evaluating programs designed to improve educational achievement for economically disadvantaged, migratory, English learners (ELs) and other students in at-risk situations. The *ESEA* requires districts to provide comprehensive services through the coordination of and collaboration with locally- and federally-funded programs.

Supplementary Migrant Education Program (MEP) funds must be used to meet the identified needs of migrant children as well as meet the intent and purpose of the MEP. These migrant funds must supplement and not supplant other local and state funding.

The state of New Jersey has established high academic standards for all students and holds the New Jersey public education system accountable for providing all students with a high quality education that enables them to achieve their full potential. The New Jersey standards support *ESEA* §1301 – Title I, Part C, for the Education of Migratory Children to ensure that migrant students have the opportunity to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet.

ESEA §1001 further states, “The Congress declares it to be the policy of the United States that a high-quality education for all individuals and a fair and equal opportunity to obtain that education are societal good, are a moral imperative, and improve the life of every individual, because the quality of our lives ultimately depends on the quality of the lives of others.”

States are required to evaluate the effectiveness of the MEP and to provide guidance to their local projects on how to conduct local evaluations. In its most recent *Non-Regulatory Guidance* (October 2010), OME indicates that evaluations allow State Education Agencies (SEAs) and local operating agencies (LOAs) to:

1. Determine whether the program is effective and document its impact on migrant children;
2. Improve program planning by comparing the effectiveness of different types of interventions;
3. Determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation; and
4. Identify areas in which children may need different MEP services.

To achieve these results, OME requires that SEAs conduct an evaluation that examines both program implementation and program results. In evaluating program *implementation*, the state used the following implementation questions:

- Was the project implemented as described in the approved project application using the strategies identified in the Service Delivery Plan (SDP)?
- To what extent were strategies implemented as described in the SDP?
- What was the scope of implementation of instructional services?
- What was the scope of implementation of support services?

In looking at program *results*, OME requires that a program's actual performance be compared to "*measurable outcomes established by the MEP and state's performance targets, particularly for those students who have priority for service.*"

To investigate the effectiveness of its efforts to serve migrant children and improve services based on comprehensive and objective results, the New Jersey MEP used the following results evaluation questions:

- What number and percent of migrant students participating in reading and math instruction during the 2014-15 program year increased scores by 5% between pre- and post-assessment on curriculum-based measures?
- What number and percent of staff participating in professional development, coordination activities, and support services during 2014-15 rated the activities effective as indicated by a score of three or four on a four-point scale?
- What number and percent of parents participating in parent involvement activities during 2014-15 increased involvement in reading and math as a result of MEP activities as indicated by a rating of three or four on a four-point scale on the parent survey?
- What number and percent of migrant preschool students enrolled in migrant-funded early childhood education programs demonstrated an increase in school readiness skills on a developmental skills assessment during the 2014-15 program year?
- What number and percent of migrant high school students participating in reading and math instruction during the 2014-15 program year increased scores by 5% between pre- and post-assessment on curriculum-based measures?
- What number and percent of migrant out-of-school youth (OSY) participating in life skills instruction or English instruction during the 2014-15 program year increased scores between pre- and post-assessment by 5%?
- What number and percent of OSY received support services during the 2014-15 program year?

Sources of data for this evaluation report include mobility, participation, and demographic data from the Consolidated State Performance Report (CSPR); a summary of participation and

outcomes data from reporting forms completed by state or local MEP staff; and student assessment results. The goals of the evaluation are to:

- Review services to ensure that they were implemented as intended;
- Document the success of services for program validation;
- Analyze information to identify the strengths of services and the areas targeted for improvement; and
- Report the results of the evaluation to the New Jersey Department of Education staff to disseminate to state and local MEP policy makers and decision makers.

This evaluation report follows the guidance found in the Office of Migrant Education Toolkit (2012) with particular emphasis on the revised checklist for written reports. The following items from the checklist are identified within this report:

- The state MEP documents the evaluation in a written report (34 CFR Section 200.84).
- The state MEP provides specific implementation results that demonstrate the level of fidelity in the implementation of regular year and summer/intersession activities and services contained within the Service Delivery Plan (SDP) (34 CFR Section 200.84).
 - Quality of Strategy Implementation tool results (pages 11-14, see also Appendix D)
- The state MEP provides performance results data for Priority for Services (PFS) and other migrant students compared to all other students and the state's performance targets (34 CFR Section 200.84).
 - Annual Measurable Objectives (AMO) results (pages 22-23)
- The state MEP provides implications and recommendations for improvement of services, based upon implementation results and performance results data (34 CFR Section 200.85).
 - Implementation and Program Results sections
- The state MEP provides a full evaluation report every two to three years.
 - See Evaluation Plan in Appendix B
- The state performs an annual performance results evaluation, in order to inform SEA decision-making.
 - See Evaluation Plan in Appendix B
- Upon the results of the full evaluation, the state describes specific changes to the SDP and services that were made based upon the evaluation of implementation results and performance results (34 CFR 200.85).
 - See Evaluation Plan in Appendix B

Summary information on the accomplishments made by students and MEP staff in New Jersey is contained in the report. These accomplishments were reviewed in light of the MPOs outlined by the state MEP in its SDP and carried through to local program applications and services.

An external evaluation firm, META Associates, was contracted to help ensure objectivity in evaluating the New Jersey MEP, to examine the effectiveness of services, and to make

recommendations to help the state improve the quality of the services provided to New Jersey migrant students. To evaluate the services, the external evaluators and/or project staff were responsible for:

- Maintaining and reviewing interview records, logs, attendance sign-in sheets, meeting notes, and other anecdotal evaluation tools;
- Reviewing student achievement data and other outcomes; and
- Preparing an evaluation report to provide information about the extent to which program processes such as migrant student Identification and Recruitment (ID&R), the Comprehensive Needs Assessment (CNA), professional development, and the activities described in the New Jersey SDP were implemented as planned. Student outcomes and achievement related to content and performance standards also are included in the annual report.

Data analysis includes descriptive statistics using means and frequencies; trend analysis identifying substantial trends in the data summarized according to notable themes; and analyses of implementation of strategies through the implementation matrix.

Evaluation Context

Program Description

The MEP is a state-operated program which signifies that funds go directly to the SEA which, in turn, sub-allocates to local operating agencies (LOAs). New Jersey funds regional service centers in the north and south. A regional model ensures that MEP services are available to students no matter where they reside within the state. The state MEP began implementing an updated SDP at the beginning of the 2013-14 school year. Programs will be evaluated against the full SDP at the conclusion of those services.

Statewide, 1,595 migrant children were eligible for MEP services during 2013-14 (the most recent year for which eligibility counts have been verified). Exhibit 2 provides a longitudinal snapshot of the total number of children and youth identified from birth through age 21 over the past seven years. The number of migrant students identified decreased from 2007-08 through 2011-12, but numbers have stabilized and increased slightly in 2012-13 and 2013-14.

Exhibit 2: Total Eligible Migrant Children 2007-08 to 2013-14

2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
2,093	2,031	1,864	1,688	1,574	1,600	1,595

Source: CSPR Part I, 2007-08 through 2013-14

Exhibit 3 displays the number and percentage of migrant eligible students (by grade level) for PFS, Limited English Proficient (LEP), and children with program year and regular term moves for the 2013-14 school year. Of the 1,536 students ages 3 through 21 identified, 30% were considered as having a priority for service (PFS), 48% were classified as Limited English Proficient (LEP), 50% moved during the 2013-14 program year, and 12% moved during the regular school term. In grades K-12, there was a lower percentage of students designated as PFS compared to migrant children and youth who were not in school. The percentage of in-school children and youth designated PFS ranged from no twelfth graders to 11% of kindergarteners. In contrast to this, 76% of preschool children were PFS and 71% of OSY were PFS.

Exhibit 3: New Jersey Migrant Student Demographics

Age/Grade	# Migrant	% PFS	% LEP	% Moved during program year	% Regular term move
PK (3-5)	141	76%	79%	80%	6%
K	99	11%	56%	61%	16%
1	147	6%	39%	39%	12%
2	128	5%	39%	40%	9%
3	121	5%	31%	27%	8%
4	97	3%	29%	32%	9%
5	83	4%	23%	24%	10%
6	73	4%	26%	34%	10%
7	61	5%	18%	28%	16%
8	48	6%	29%	38%	6%

Age/Grade	# Migrant	% PFS	% LEP	% Moved during program year	% Regular term move
9	38	5%	26%	37%	16%
10	26	4%	15%	42%	15%
11	23	4%	17%	39%	13%
12	15	0%	0%	20%	20%
OSY	436	71%	72%	72%	16%
Total	1,536	30%	48%	50%	12%

Source: CSPR Part II, 2013-14

Priority for Services

The Service Delivery Plan (SDP) outlines the process for how migrant children and youth receive priority for services. State MEP staff, local migrant directors, contractors, and others with expertise in the design, operation, and evaluation of migrant education programs provide technical assistance to MEP staff to help them most efficiently determine the students who are PFS. The New Jersey PFS criteria have been distributed to all project staff.

New Jersey LOAs receiving Migrant funds must target those funds to provide services to migratory students who are failing, or at risk of failing to meet the State's challenging academic content standards and challenging State academic achievement standards, and whose education has been interrupted during the regular school year. [Public Law 107- 110, *No Child Left Behind Act of 2001*, §1304(d)]

Identifying Priority for Services Students

The state has determined that the following indicators shall be used to identify the students who should receive Priority for Services (PFS):

K-12 Priority for Services (PFS)

For K-12 students, a student is considered to have interrupted schooling if one of the three following criteria exists:

- 1) A student moved during the school year, interrupting the education process;
- 2) The student missed 10 consecutive days during the school year due to the migrant lifestyle; or
- 3) The student moved during the summer; however, if it was determined that the continuity of summer education as a part of that child's education is critical to his/her success and, as such, he/she requires summer instruction/intervention, and if the move interrupted his/her ability to receive the summer instruction, that also would be considered interrupted schooling.

In addition to meeting the school interruption criteria above, to be considered PFS, a K-12

student must meet at least one of the following criteria that indicate failing or at risk of failing to meet state standards in reading or mathematics:

- 1) The child is recorded as being below proficient on the statewide testing or some other rigorous standard exam such as DIBELS, etc. Other determinations of not being proficient in reading or mathematics, such as non-standard tests, grades or teacher observation, will not in itself qualify the student for PFS status;
- 2) A student in grades 8-12 is indicated as not being on track for graduation based on the determination of a transcript, counselor determination, MSIX or state PIMS database; or
- 3) A student is not proficient in English or is not in the age appropriate grade or is flagged as being “special education.”

Preschool PFS

A preschool student is considered PFS if both of the following criteria are met. A preschool student is considered to have interrupted schooling if:

- 1) The student is at least three years old, not currently enrolled in an approved academically rigorous preschool program (or had not been enrolled in such program for at least three of the previous 12 months).

A preschool student is considered to be at risk of not meeting state standards if:

- 1) The student is not fluent in English **OR** their parents have limited English proficiency;
- 2) The student is at least three years old and has a suspected developmental delay that is documented; or
- 3) The student is expected to start kindergarten in the upcoming school year and is not meeting generally accepted school readiness targets.

Out-of-School Youth (OSY) Priority for Services (PFS)

An OSY is considered PFS if both of the following criteria are met. For OSY, schooling is interrupted by the fact that the youth is no longer in school (or has never had a formal education). However, for the purposes of PFS, an OSY is considered to have interrupted schooling if:

- 1) The student dropped out of school within the previous calendar year; OR
- 2) The youth, parent, or guardian made an MEP qualifying move within the previous calendar year.

Because OSY are not in school, there is little opportunity for them to meet state standards and, therefore, they could be considered at risk. However, it also must be considered that OSY are

often emancipated in New Jersey and making decisions as adults. Because OSY may have no interest in pursuing a formal education, these youth cannot be targeted for services. As a result of the aforementioned factors, OSY may be considered at risk of not meeting state standards. In order to determine OSY as Priority for Services (PFS), at least one of the following criteria must be met:

- 1) The youth shows interest in an Adult Basic Education/GED program;
- 2) The youth shows interest in attending ESL courses; or
- 3) The youth demonstrates interest in returning to school.

All PFS students received services (instructional, supportive, or both) during the 2013-14 school year. In addition, 83% of all eligible migrant students received services. Exhibit 4 displays the number of migrant students served and the number and percent of PFS students served by grade.

Exhibit 4: Number Served and PFS Status for Regular and Summer Terms

Grade	Migrant Identified	Migrant Served Program Year		PFS Identified	PFS Served Program Year	
		N	%		N	%
Age 3-5	141	138	98%	107	107	100%
K	99	95	96%	11	11	100%
1	147	118	80%	9	9	100%
2	128	96	75%	6	6	100%
3	121	81	67%	6	6	100%
4	97	62	64%	3	3	100%
5	83	56	67%	3	3	100%
6	73	52	71%	3	3	100%
7	61	41	67%	3	3	100%
8	48	36	75%	3	3	100%
9	38	31	82%	2	2	100%
10	26	20	77%	1	1	100%
11	23	19	83%	1	1	100%
12	15	11	73%	0	0	100%
OSY	436	413	95%	308	308	100%
Total	1,536	1,269	83%	466	466	100%

Source: CSPP 2013-14

Program Implementation and Support Services

This section provides a description of the instructional and support services provided by MEPs across New Jersey. The implementation of the services was examined for effectiveness through an examination of data available on numbers served and types of activities provided. Recommendations for improvement based on this analysis are included in the *Conclusions, Commendations, and Recommendations* section of this report.

Strategy Implementation Levels

Exhibit 5 provides a summary of implementation levels for each strategy in the New Jersey SDP. Each of the two regions provided ratings on a five-point scale where a 5 was fully evident and a 1 was non-evident. State agency and local staff determined the ratings and provided or described evidence of implementation using a Quality of Strategy Implementation (QSI) tool (see Appendix C). The statewide rating in Exhibit 5 is an average of the regional ratings with the evidence provided listed from both regions. The regional implementation levels, evidence, and plans for improvement are included in Appendix D. Seventeen of the 21 strategies (81%) were implemented at a level four or five in 2014-15.

Exhibit 5: Implementation of Strategies and Services Matrix

Strategies	2014-15 Level	Evidence
Reading and Mathematics Achievement		
1.1 Identify and implement supplemental instructional reading and mathematics programs that are scientifically proven to raise the achievement of migrant students.	4.5	<ul style="list-style-type: none"> Teacher summer schedules require a minimum of 45 minutes of ELA and math instruction. Grades K-3 ELA series is utilized. Novels are read in grades 4 and above in addition to an ELA series. Instructors are using Skills Tutor to assess student proficiency in math and literacy. They use lessons tied to student needs to develop and strengthen individual skills. They spend 45-60 minutes per subject at each session.
1.2 Provide training for MEP-funded staff on uses of student data to inform reading and math instruction.	4.0	<ul style="list-style-type: none"> Pretests are completed and scored by each grade level teacher. Teachers utilize assessment results in planning and differentiating instruction. Reading Predictors and Math Predictors are used in grades K-11. Preschool students receive a school readiness screening. Results are gathered from Skills Tutor and other available assessment data. Not all tutors are reporting data used as necessary.
1.3 Collaborate with supplementary reading instructional providers such as 21 st Century, Title I, Title III, etc., to ensure migrant students receive needed services (e.g., through the development of articulation agreements).	3.5	<ul style="list-style-type: none"> Students are engaged in supplemental programs. Email and phone conversations have been shared between migrant program personnel and service providers, but there is no formal tracking. A Formal outreach letter is sent to district superintendents to inform and advise them regarding the process for qualifying migrant students for MEP services.

Strategies	2014-15 Level	Evidence
1.4 Supply migrant families with books, educational materials, and/or technology access to improve reading and math skills.	4.0	<ul style="list-style-type: none">• Purchase orders for instructional materials are on file. Other documents include technology sign-out sheets, budget summaries, teacher schedules, tutor logs reflecting instructional materials utilized.• Books, educational materials, and technology access are provided. However, not all locations have Internet access.
1.5 Collaborate with states and local agencies/schools to provide training for migrant parents to help promote reading and math skills and increase parent involvement.	4.0	<ul style="list-style-type: none">• Parent meeting agendas, parent meeting feedback surveys, parent focus group results, parent meeting sign-in sheets. During PAC meetings, parents are divided into focus groups facilitated by a migrant staff member. Parent input is requested and responses are recorded and used in program planning.• Migrant parent involvement activities are offered, but turnout and participation of parents has been limited.
School Readiness		
2.1 Collaborate with states and local agencies/schools to provide training for migrant parents to help promote recommended school readiness strategies.	4.0	<ul style="list-style-type: none">• Parent meeting agendas, recruiter monthly reports, home visitation surveys, interventional specialist monthly reports, summer student activity guide for parents are available.• Transportation and services are provided for some areas for preschool programs, but not all.
2.2 Remove barriers to attendance (such as transportation, interpretation, and child care) to increase parent involvement in Early Childhood Education (ECE) training.		
2.3 Provide school readiness and transitional activity training specific to migrant student needs for MEP staff, service providers, home visitors, and volunteers who help prepare migrant children for kindergarten.	3.0	<ul style="list-style-type: none">• Activities are provided during MEP orientation day.• Handouts are provided to parents specific to preparing migrant children for kindergarten.
2.4 Provide supplemental, developmentally appropriate, and high quality instruction in school readiness.	5.0	<ul style="list-style-type: none">• Teacher lesson plans, English language arts materials, English as a Second Language (ESL) teacher lesson plans, tutor logs provide evidence.
2.5 Provide instruction focusing on home language and/or English language development.		
High School Graduation		
3.1. Use MEP state level activity funds to purchase distance education courses to assist mobile students with credit accrual as needed.	2.0	<ul style="list-style-type: none">• Students are receiving tutoring if they come with a distance credit accrual course assigned in another state, but this applies to very few students.
3.2. Monitor migrant student credit accrual and guide students toward graduation.	4.0	<ul style="list-style-type: none">• Student final report cards, school visitations, correspondence sent to schools, contact and collaboration with teachers, guidance counselors, and others• Informal collaboration with school guidance counselor

Strategies	2014-15 Level	Evidence
3.3. Provide supplemental after school tutoring at school sites, central community locations, or student homes to reinforce reading and math skills.	5.0	<ul style="list-style-type: none"> • Tutor logs, tutor attendance, summaries of student progress forms • Tutoring is provided at school and in the home as appropriate. Students have access to online programs to reinforce skills
3.4. Provide reading and math instruction during summer school to address identified areas of need.	5.0	<ul style="list-style-type: none"> • Teacher schedule in summer program, which lasts for five weeks, teachers lesson plans, summer staff meeting agenda • Providing a location to meet student needs with certified teachers and materials with emphasis on English and math learning
3.5. Provide activities to encourage and motivate migrant students to remain in school and graduate.	5.0	<ul style="list-style-type: none"> • College visitation with students and collaboration with school personnel to ensure success
3.6. Implement peer mentoring programs and provide opportunities for secondary youth to meet and talk to former migrant students who have been successful.	3.0	<ul style="list-style-type: none"> • Many recruiters who interact with secondary youth are former migrant students. They speak to students attending summer school programs and encourage achievement. • Peer mentoring is provided locally, but there is no formal mechanism for implementation quality or accountability.
OSY Achievement Strategies		
4.1 Incorporate instruction in life skills into curriculum materials utilized in school year and summer OSY programs using site-based, workplace-based, or home-based models on a schedule that meets OSY needs.	4.5	<ul style="list-style-type: none"> • Solutions for Out-of-School Youth (SOSOSY) materials are utilized including mini lessons, pre/post assessments, OSY profiles to identify educational goals. • Providing flexible days and times for ESL and GED classes, as well as online services with opportunities to obtain a state diploma
4.2 Provide transportation to site-based school year and summer school programs which will focus on ESL instruction and life skills.	4.5	<ul style="list-style-type: none"> • Evening programs last 4-6 weeks and are held each summer. Students received transportation, instruction with appropriate ESL materials, and technology. • OSY are provided with sufficient services to overcome barriers to participation.
4.3 Provide English language instruction to migrant OSY that is focused on language needed to successfully function within the community/ workplace or to achieve various educational or career goals.	5.0	<ul style="list-style-type: none"> • Lesson plans, instructional materials, summaries of student progress forms • Services listed in the strategy are provided.
4.4 Prepare and provide a "welcome packet," which includes a listing of community resources, agencies, and services for which OSY may be eligible, and facilitate access to services.	4.5	<ul style="list-style-type: none"> • Welcome packets include listed materials plus dictionaries, migrant hotline materials, toiletries, list of migrant programs throughout the United States, and other essential items. • Recruiters meet with OSY and provide information about resources available to them and assist in determining ways to obtain these services.

Strategies	2014-15 Level	Evidence
4.5 Provide referrals as appropriate for student needs and facilitate access to services through transportation, interpretation, and coordination with service agencies.	4-5	<ul style="list-style-type: none"> Recruiter monthly reports documenting translation, transportation, and referrals, medical bills for services, and referral logs Recruiters often refer OSY to services that are available in the community and accompany them as appropriate when enrolling.

Source: QSI for 2014-15

Student Services

Student services include instructional services provided by teachers and paraprofessionals in various settings such as in-class tutoring, after school programs, and summer school as described in the implementation and services matrix above. Support services include health and nutrition services; medical and dental services; transportation; and other services that help migrant students participate fully in their education.

Of the 1,275 students who received services during 2013-14, 69% received instructional services, with 58% and 57% receiving reading and math instruction (respectively) from a teacher. A similar percentage received a support service (74%), and 47% received counseling services. New Jersey maintains a strict definition of referral services that includes substantial advocacy on the part of MEP staff, and a small number of students (21) received services that fit this definition. Exhibit 6 displays the number and percent of students receiving services and the type of service by term.

New Jersey has identified a need for high school credit accrual services, and reports being challenged in providing these services. As such, no high school students received credit accrual services during 2013-14, and this is the case for 2014-15 according to staff completing the Quality of Strategy Implementation (QSI). The biggest barrier according to staff is the actual granting of credit in a migrant-funded summer school or afterschool program. The entities running these programs are not accredited by the state to grant regular education credits. However, the number of migrant high school students identified is low compared to other groups. See the recommendations section for further discussion of this issue.

Exhibit 6: Migrant Students Served by Grade Level, Term, and Type of Service

# Served	Instruction				Support		
	Any Instruction	Reading	Math	H.S. Credit	Any Support	Counseling	Referral
1,275	875 (69%)	736 (58%)	732 (57%)	0	941 (74%)	594 (47%)	21 (2%)

Source: CSPR Part I 2013-14

Interstate Coordination

Because of the large percentage of OSY identified (as compared to in-school migrant students), the New Jersey MEP participated in the consortium incentive grant Strategies, Opportunities, and Services for Out-of-School Youth (SOSOSY). SOSOSY's goal is to increase state and staff capacity to provide services to OSY based on a review of scientifically-based research to improve the educational attainment of migratory out-of-school youth whose education is interrupted. During the SDP and Comprehensive Needs Assessment (CNA) update process, the state used information gathered through consortium activities to help guide the development of appropriate needs statements, solution strategies, and outcomes for OSY.

As a part of implementation of the key activities for SOSOSY, New Jersey completed a self-assessment of the quality of implementation of services to OSY. A Quality of Implementation tool (see Appendix E) was developed for the third year of SOSOSY to determine the project's fidelity in implementing the strategies and materials developed over the course of its three years of existence. The SOSOSY Year 3 Plan's Measurable Outcome 1.2 indicates that by September 30, 2015, all SOSOSY states will implement a Quality of Strategy Implementation (QSI) tool to rate the implementation of key SOSOSY materials and achieve a quality rating of 4.0 or above (Rating range of 1.0-low to 5.0-high). Of the eight key activities New Jersey was rated a 4 or above on seven (88%) activities. Exhibit 7 displays the key activities, final rating, and implementation evidence.

Exhibit 7: Quality of Implementation Ratings of SOSOSY Activities in New Jersey

Key Activity	Rating	Evidence
1) Individual Needs Assessment for OSY	5.0	Systems are in place for the ongoing use of the need assessment for planning services and programs
2) Websites with resources for OSY	5.0	We routinely visit websites to obtain information
3) Technical assistance and professional development	4.0	We have substantially participated in professional development and/or technical assistance
4) Identification and Recruitment	4.0	We have substantial strategies for ID&R of OSY
5) Program needs assessment	4.0	We collect substantial needs assessment data on OSY
6) Use of pre/ post-assessments (based on SOSOSY materials)	4.0	We conduct a substantial amount of pre/post assessments
7) Use of differentiation of instruction/ service data	4.0	Data are analyzed and the results used for directing instruction/ services
8) Use of data for program improvement	3.0	Data have been analyzed

Source: SOSOSY Quality of Implementation Tool 2015

The interstate collaboration meetings in which New Jersey participated are listed in Exhibit 8. The majority of interstate collaboration occurred in the context of SOSOSY meetings and activities (four of the seven meetings), which corresponds with the emphasis on this group in the

state's CNA and SDP. Other meetings attended included Interstate Migrant Education Council meetings and the Annual MEP Directors' Meeting.

Exhibit 8: Participation in Interstate Collaboration Meetings

Meeting	Date	Location
SOSOSY State Steering Support Team Meeting	11/19/2014	Jacksonville, FL
SOSOSY Technical Support Team Meeting	1/21-22/2015	Charleston, SC
Interstate Migrant Education Council Meeting	1/27-30/2015	Little Rock, AR
SOSOSY State Steering Support Team Meeting	2/23/2015	Washington, DC
Annual Director's Meeting	2/24-25/2015	Washington, DC
SOSOSY Technical Support Team Meeting	4/13-16/2015	Santa Fe, NM
Interstate Migrant Education Council Meeting	6/24-26/2015	Washington, DC

Source: SOSOSY Meeting Notes 2014-15

Professional Development

The New Jersey MEP provides extensive professional development to prepare teachers and paraprofessionals to adapt instruction to address the unique educational needs of migrant students. During the 2014-15 school year and summer programs, local and national trainings were provided to help teachers learn the strategies needed to implement the SDP, with an emphasis on pre-service for summer MEP staff and engaging OSY. Exhibit 9 displays the trainings offered at the state and local levels. Results of participant surveys follow.

Exhibit 9: New Jersey MEP Professional Development Opportunities

Date	Title of Training/Topic	# Staff
7/1/2014	Staff Training for MEP Instructional Staff	19
10/28-30/2014	National ID&R Conference	1
11/20-21/2014	SOSOSY Dissemination Event	2
3/12/2015	Staff Training for Recruiters	6
5/6/2015	Recruiter Training	19
5/16/2015	Summer Pre-service Training for Recruitment Staff	19
5/18/2015	GPA mid-Atlantic Grants Conference	1
6/1/2015	Cumberland County College OSY Program In-service	8
6/4/2015	New Recruiter Training	5
6/17/2015	GCSSSD Migrant Summer Camp Staff Orientation	27
6/22/2015	Mullica Township Evening OSY Program Pre-service	7
6/29/2015	Staff Training for MEP Instructional Staff	21
6/30/2015	Hammonton Summer MEP Pre-service	35
7/1/2015	Ranch Hope – After School Camp Program – Training	20
7/2/2015	Buckshutem Summer Migrant Program Staff Orientation	8
8/6/2015	OSY In-service, Farm Instruction	4

Source: Meeting Agendas and Sign-in Sheets 2014-15

On the staff survey, respondents indicated the number of MEP-sponsored in-service trainings they attended. The vast majority (81%) indicated that they attended one in-service. Only one respondent indicated attending no in-service trainings. The distribution of responses is displayed in Exhibit 10.

Exhibit 10: Number of MEP In-service Trainings Attended by NJ MEP Staff

Question	N	More than two	Attended two	Attended one	Attended none
Number of MEP-sponsored staff in-services attended.	53	7 (13%)	2 (4%)	43 (81%)	1 (2%)

Source: Staff Survey 2015

Staff members were asked to rate the extent to which MEP-sponsored in-service helped them learn about effective methods for providing reading and math instruction to migrant students. As displayed in Exhibit 11, most staff responding (90%) indicated that the training helped somewhat or a lot. The item received a 3.3 mean rating on the four-point scale.

Exhibit 11: Staff Ratings of In-service Training

Question	N	Not at all	Very little	Somewhat	A lot	Mean
How much did MEP-sponsored in-service help you learn about providing effective reading and math instruction to migrant students?	41	1 (2%)	3 (7%)	19 (46%)	18 (44%)	3.3

Source: Staff Survey 2015

On the staff survey, MEP educators were asked to describe the ways in which the MEP contributed to the academic success of migrant students. Staff mentioned observing increased reading and math skills in migrant students and the value of summer instruction for preventing and reversing the “summer slide.” In addition, several staff mentioned that the support services provided met a need for migrant students. Representative comments follow.

- The program improves the academic success of migrant children by providing the necessary tools needed to create a learning environment for the participants.
- There were many resources available and students improved reading and math skills.
- The summer slide occurs on some level with all kids but especially those with special needs and language barriers. The fact that these students have this wonderful opportunity to learn, practice, and improve their skills is priceless.
- It's not just about academics, but socialization and immersion learning really improve success in the long run.
- Students were able to access technology daily, read and take home books and clothing.
- Students looked forward to attending the program and following our daily schedule and routines.
- The NJ MEP greatly improves the academic success of migrant children by helping them overcome language, cultural and social hurdles.
- One of the most important ways the NJ MEP improved the academic success of migrant children was to form strong relationships with migrant parents to help them do their best for their children.
- In the NJ MEP, students practice skills and master them to succeed in the upcoming school year.

- When students have their health, dental, vision, and medication needs addressed and met they are much better equipped to participate and succeed academically.
- By the time my preschool students finished the program, they knew their ABCs, could count to 10, name shapes and colors, could identify their own names, and more. Their English language ability also increased.

Staff members also were asked to describe how the MEP services or structure could be improved. Many staff said the program should continue existing services. When suggestions were provided, a theme that emerged was updating materials in the classroom to include new curriculum, the need for the latest strategies in technology integration, and the need for culturally relevant materials. Representative comments follow.

- Update the reading and math workbooks used in the classroom.
- I would like more manipulatives for use with mathematics lessons.
- I believe the MEP continues to grow specifically targeting various students who have language barriers. It is pivotal to continue academic support services that facilitate growth.
- Perhaps regular education teachers could fill out a needs assessment on students placed in the MEP program so MEP teachers know the students' strengths and weaknesses from the onset of the program.
- A standardized curriculum would be beneficial as well as pre and post summer session learning assessments.
- I would like to see transportation for parents on parent night so that they can attend.
- More project-based learning with technology.
- I feel the students should have Spanish books for those who don't speak English. Also, the tests need to be in Spanish.

Parent Involvement

Parent involvement includes home visits, communication with parents through calls and newsletters, and individual meetings with parents regarding migrant student progress during the regular and summer terms. In addition, Parent Advisory Council (PAC) meetings are held in each region at least twice per year. These meetings are held at a time and location that are convenient for parents, in a language they understand, and open to any parents who wish to attend. Notes from PAC meetings are on file with the regional offices that coordinate the MEPs. In addition, MEPs worked with partners to provide parent involvement opportunities.

Presentations were conducted in English, Spanish, and French to accommodate parents of different linguistic backgrounds. There were nine activities for 200 parent participants (duplicated count). Exhibit 12 displays the parent meetings.

Exhibit 12: State and Local Parent Activities

Date	Parent Involvement Activities	# Parents
10/22/14	Hammonton PAC Meeting, Coordination with Center for Human Services and Pathstone Corporation	29

Date	Parent Involvement Activities	# Parents
10/29/14	Bridgeton PAC Meeting, Coordination with Center for Human Services and Pathstone Corporation	21
4/28/15	Hammonton PAC Meeting, Reading, Language, and Math Skills, parent feedback	29
4/30/15	Bridgeton PAC Meeting, Reading, Language, and Math Skills, parent feedback	24
7/15/15	Hammonton Summer PAC Meeting	23
7/20/15	Bridgeton Migrant Summer School Open House	20
8/7/15	New Brunswick PAC Meeting	10
8/13/15	Dover PAC Meeting	24
8/15/15	Hackettstown PAC Meeting	20

Source: Meeting Agendas and Sign-in Sheets 2014-15

Following each parent activity or PAC meeting, parents surveyed about whether or not services were beneficial and of sufficient quality. Of the 64 parents responding, 62 (97%) indicated that the topics were useful.

Parents were asked to describe what they found most useful about the services provided by the MEP. A common theme was that the children returned home from migrant programs such as summer school happy and excited to return. This indicated to parents that the children were receiving quality services.

- What I like about the program is that my son is excited about it and comes home happy. For me, this is an excellent activity.
- They expose students to new activities and take them to new places. They teach them things and help them improve behavior.
- I enjoyed the children's performance, and it looked like they had a lot of fun.
- The teachers are very nice, and the students are happy.
- I like that the kids could be with other students who speak the same language (Spanish) and that they have fun activities during the summer break. Like many parents we don't have the resources to give them the same types of things during the summer.
- I like the whole program. I also like that my son has made friends and overall has learned and practiced so that he doesn't forget.
- The children are staying busy and have many activities that are important for improving academically.
- The kids are speaking better English.

Parents also were asked to provide suggestions for future topics at parent meetings and activities. Many parents indicated they would like to see more of the same types of topics. For those who provided suggestions, one theme that emerged was the idea of providing parent activities where the children and parents could work together. Also, several parents mentioned wanting to hear more about immigration reform and health topics. Representative comments follow.

- Continue working with our children and helping them with homework.
- We would like to have activities with the parents and children together.

- I would like to have an activity together with the children so that both parents and students can play games and learn new things.
- How to play with our kids.
- How to improve the parents' authority with their children.
- Immigration Reform.
- Health, immigration, and others.
- Nutrition.
- Health topics.
- About bullying.
- About summer school.
- English classes.

Program Results

During 2013-14, academic achievement (reading and mathematics) of students attending public school in New Jersey was assessed through the New Jersey Assessment of Skills and Knowledge (NJ ASK). Following are the 2014 NJ ASK results in English language arts (ELA) and math for migrant students and non-migrant students, compared to the Annual Measurable Objectives (AMOs). Tables show the number of migrant students assessed, the number and percent of migrant students and non-migrant students scoring proficient or advanced on the 2014 NJ ASK assessments, the State Performance Targets for 2013-14, and the difference in the percentage of migrant students and non-migrant scoring proficient or advanced compared to the AMO. The 2013-14 assessment results presented are the most recent available.

The number of students with a Priority for Services (PFS) identified in 2013-14 was 466. However, the majority of students (66%) were out-of-school youth who were not assessed on any state assessment. The number of students in grades 3-8 and 11 who were identified as PFS and assessed was less than 20 students with fewer than five students per grade band. According to guidance included in OME webinars on evaluation, when the number is less than 30 assessed by grade level, the state does not need to break out state assessments by PFS.

AMO 1: By the end of the project period, migrant students will attain proficiency in English language arts according to the AMOs aligned with the New Jersey Flexibility Waiver as displayed in the table below.

Exhibit 13: Number/Percent of Students Scoring Proficient/Advanced on the 2014 ELA NJ ASK Compared to the AMO

Grade	# Tested		# (%) Students scoring proficient		AMO		Difference	
	Migrant	Non-migrant	Migrant	Non-migrant	Migrant	Non-migrant	Mig	Non-mig
3-5	125	306,347	48 (38.4%)	191,196 (62.4%)	58.5%	72.0%	-20.1	-9.6
6-8	140	310,236	70 (50.0%)	217,256 (70.0%)	53.2%	77.0%	-3.2	-7.0
HS	27	98,065	20 (74.1%)	90,985 (92.8%)	68.5%	93.3%	+5.6	-0.5
Total	292	714,648	138 (47.3%)	499,437 (69.9%)	55.7%	78.9%	-8.4	-9.0

Source: CSPR Part I, 2013-14

AMO 2: By the end of the project period (beginning with SY 2014-15), migrant students will attain proficiency in mathematics according to the AMOs aligned with the Flexibility Waiver as displayed in the table below.

Exhibit 14: Number/Percent of Students Scoring Proficient/Advanced on the 2014 Math NJ ASK Compared to the AMO

Grade	# Tested		# (%) Students scoring proficient		AMO		Difference	
	Migrant	Non-migrant	Migrant	Non-migrant	Migrant	Non-migrant	Mig	Non-mig
3-5	126	307,270	76 (60.3%)	234,994 (76.5%)	70.6%	84.5%	-10.3	-8.0
6-8	144	310,812	78 (54.2%)	224,473 (72.2%)	56.8%	78.5%	-2.6	-6.3
HS	27	97,942	15 (55.6%)	77,063 (78.7%)	60.3%	84.3%	-4.7	-5.6

Grade	# Tested		# (%) Students scoring proficient		AMO		Difference	
	Migrant	Non-migrant	Migrant	Non-migrant	Migrant	Non-migrant	Mig	Non-mig
Total	297	716,024	169 (56.9%)	536,530 (74.9%)	65.4%	83.5%	-8.5	-8.6

Source: CSPP Part I, 2013-14

Both migrant and non-migrant students missed state performance targets on the NJ ASK in ELA and math for 2013-14. Migrant students missed targets at a slightly lower rate than non-migrant students.

There were 11 migrant high school students enrolled in the twelfth grade during the 2014-15 academic year in New Jersey and all 11 graduated with their class in the spring.

Reading and Mathematics Achievement

1a) By the end of 2015 summer programs, 80% of migrant students will increase achievement results by 5% as measured by pre- and post-assessments delivered in summer programs.

New Jersey provides the majority of instructional services during the summer term. Migrant students are served in home- and site-based schools providing supplemental summer instruction in reading and math. The assessments used are listed in Exhibit 15.

Exhibit 15: Assessments Used during Summer Programs

Grade	Reading Assessment	Math Assessment
1-2	Reading Predictors	Math Achievement Predictors
3-4	Reading Predictors	Math Achievement Predictors
5-6	Reading Predictors	Math Achievement Predictors, NJ ASK Practice test
7-8	Reading Predictors, Hot Topics Reading Levels A-C	Math Achievement Predictors

Source: NJ MEP Assessment Tracking Form, 2014-15

Students would need to make a 5% gain on either the reading or math assessment to be counted toward meeting the MPO. Of the 155 students who received both a pre-assessment and post-assessment, 139 (90%) gained at least 5%, which **meets the MPO**. By subject area, 68% of students assessed in reading gained 5% and 76% of students assessed in math gained 5%. **Note:** No students assessed with both a pre-test and post-test were PFS.

Exhibit 16: Number Assessed and Gaining on Summer Program Assessments

# Assessed	# Gaining 5% in reading	% Gaining 5% in reading	# Gaining 5% in math	% Gaining 5% in math	# Gaining in either	% Gaining in either	MPO met?
155	106	68%	118	76%	139	90%	Yes

Source: NJ MEP Assessment Tracking Form, 2014-15

1b) By the end of the 2014-15 program year, 80% of staff involved in coordination with instructional service providers will report on a staff survey that coordination with these programs has helped students be successful in school.

The New Jersey MEP surveyed MEP staff involved in coordination efforts in order to determine the extent to which this staff believed coordination efforts were effective in helping students improve reading and math skills. All staff responding to the survey indicated that migrant students improved their skills as a result of MEP coordination and instruction. Exhibit 17 displays the distribution of staff responses.

Exhibit 17: Staff Ratings of Coordination with Instructional Service Providers

Question	N	Not at all	Very little	Somewhat	A lot	Meeting target	MPO met?
How much did students improve their reading and math skills as a result of the instruction and coordination provided through the migrant education program?	42	0 (0%)	0 (0%)	20 (48%)	22 (52%)	42 (100%)	Yes

Source: Staff Survey 2015

1c) By the end of the 2014-15 program year, 80% of staff involved in providing books, educational materials, and/or technology access will report on a staff survey that these support services have helped students be successful in school.

MEP staff members involved in providing MEP support services also were surveyed regarding the contribution of support services toward migrant student success. More than 80% of staff members responding indicated that all support services listed “somewhat” or “a lot” contributed to migrant student success in school. Percentages ranged from 93% for technology access to all staff for health and nutrition services. The individual ratings of support services and distributional of staff responses are displayed in Exhibit 18.

Exhibit 18: Staff Ratings of Support Services

How much the following support services provided by the migrant education program contribute to migrant student success in school?							
Support Service	N	Not at all	Very little	Somewhat	A lot	Meeting target	MPO met?
Transportation	51	0 (0%)	2 (4%)	3 (6%)	46 (90%)	49 (96%)	Yes
Books	57	0 (0%)	3 (5%)	12 (21%)	42 (74%)	54 (95%)	Yes
Translation/interpretation	57	1 (2%)	1 (2%)	13 (23%)	42 (74%)	55 (96%)	Yes
Health/nutrition	57	0 (0%)	0 (0%)	9 (16%)	48 (84%)	57 (100%)	Yes
Medical/dental	59	0 (0%)	1 (2%)	9 (15%)	49 (83%)	58 (98%)	Yes
Educational materials	57	0 (0%)	1 (2%)	18 (32%)	38 (67%)	56 (98%)	Yes
Technology access	54	2 (4%)	2 (4%)	9 (17%)	41 (76%)	50 (93%)	Yes

Source: Staff Survey 2015

1d: 80% of parents participating in parent involvement activities will report on a parent survey that these activities have helped them become more involved in their child's reading and math education

Following activities provided in Hammonton and Bridgeton, parents completed a survey where they rated the extent to which the activity helped them understand and become more involved in the reading and math education of their children. Parents rated items on a four-point scale where 1 is "not at all," 2 is "very little," 3 is "some," and 4 is "a lot." To meet the MPO, 80% of participating parents would need to indicate that the activity helped "some" or "a lot." See Appendix A for a copy of the parent survey.

Of the 37 parents responding, 36 (97%) indicated that the activity helped them understand and become more involved in their child's education, **meeting the MPO.**

Exhibit 19: Parent Ratings the Utility of Parent Involvement Activities

Question	N	1	2	3	4	3 or 4	MPO met?
How much did this activity help you understand and become more involved in your child's school experiences?	37	0 (0%)	1 (3%)	8 (22%)	28 (76%)	36 (97%)	Yes

Source: Parent Survey 2015

School Readiness

2a: 80% of parents of 3-5 year-old migrant children who participated in parent involvement activities will report on a parent survey that these activities have helped them increase their child's school readiness.

Parents also completed a survey where they rated the extent to which activities helped them become more involved in their child's preschool education. Parents rated items on a four-point scale where 1 is "not at all," 2 is "very little," 3 is "some," and 4 is "a lot." To meet the MPO, 80% of participating parents would need to indicate that the activity helped "some" or "a lot."

Of the 20 parents completing surveys after participating in activities related to preschool education, 18 (90%) indicated that the activity helped them understand and become more involved in their child's preschool education, **meeting the MPO.**

Exhibit 20: Parent Ratings the Utility of Parent Involvement Activities for Preschool Students

Question	N	1	2	3	4	3 or 4	MPO met?
If you have a preschool child between the ages of 3 and 5, how much did the activity help you understand and become more involved in your child's preschool education?	20	0 (0%)	2 (10%)	2 (10%)	16 (80%)	18 (90%)	Yes

Source: Parent Survey 2015

2b) By the end of the 2014-15 program year, 80% of migrant students enrolled in migrant-funded early childhood education will achieve measureable growth in two or more skill areas as measured by an appropriate developmental skills assessment.

Preschool services were provided in site-based and home-based programs during the summer of 2015. Students were assessed on a preschool screener that included both a pre-assessment and a post-assessment. The skill areas assessed were cognitive, motor, social/emotional, language development, and self-help. Of the 50 students with both a pre-assessment and post-assessment 43 (86%) made gains in two or more skill areas, which **meets the MPO**. **Note:** All preschool migrant students assessed were designated as PFS. Exhibit 21 displays the number assessed and the percent gaining on the preschool screener in the summer of 2015.

Exhibit 21: Migrant Student Gains on the Preschool Screener

# Assessed	# Gaining in 2 or more areas	% Gaining	MPO met?
50	43	86%	Yes

Source: Program records summer 2015

High School Graduation

3a) By the end of 2015 summer programs, 80% of migrant students will increase achievement results by 5% as measured by an appropriate secondary pre- and post-assessment delivered in summer programs.

High school students who participated in site- or home-based summer programs were assessed with the math predictors, reading predictors, and Hot Topics Reading assessments. Students with both a pre-assessment and a post-assessment had their results recorded and a percent change calculated. Nine (82%) of the 11 students assessed made a 5% gain or greater, which **meets the MPO**. Exhibit 22 displays secondary student gains on summer program assessments.

Exhibit 22: Secondary Student Gains on Summer Program Assessments

# Assessed	# Gaining 5%	% Gaining 5%	MPO met?
11	9	82%	Yes

Source: NJ MEP Assessment Tracking Form 2015

OSY Achievement

4a) By the end of the 2014-15 program year, 80% of migrant OSY enrolled in migrant-funded life skills instruction or English instruction will increase their score on a curriculum-based assessment by 5%.

OSY were enrolled and assessed in summer programs with Cumberland County College and Mullica. OSY enrolled in summer programs were assessed using the OSY mini-lessons developed through the Solutions for Out-of-School Youth (SOSOSY) consortium during the summer of 2015. Tutors used the SOSOSY-developed Student Assessment Score Sheet to record pre-test and post-test results. Eighty-five (85) students had both a pre-assessment and a post-assessment, and 73 (86%) gained 5% or more on one or more lessons, **meeting the MPO**. On average, OSY completed 2.4 lessons and made gains on 1.8 lessons. A total of 203 lessons were completed and OSY demonstrated a gain of at least 5% on 153 lessons. Exhibit 23 displays OSY gains on the ESL summer program assessments. **Note:** all OSY assessed were designated as PFS.

Exhibit 23: OSY Gains on Summer Program Assessments

Site	# Assessed	# Gaining 5%	% Gaining 5%	MPO met?
Cumberland County College	35	34	97%	Yes
Mullica	50	39	78%	No
Total	85	73	86%	Yes

Source: OSY Student Assessment Score Sheet 2015

4b) By the end of the 2014-15 program year, the percent of migrant OSY receiving support services and/or referrals will increase by 10%.

The number of OSY identified and served was reported on the SOSOSY Director/Coordinator Survey for 2013-14 and 2014-15. Sites serving students provided student-level records of service to the state which aggregates the information for reporting included in the SOSOSY Annual Performance Report. In 2013-14, there were 429 OSY identified in New Jersey. Of those, 296 (69%) received services during the program year. In 2014-15, there were 409 OSY identified, and 326 (80%) received services, a gain of 11%, which **meets the MPO**. Exhibit 24 displays OSY served during the program years of 2013-14 and 2014-15.

Exhibit 24: OSY Served During the Program Year

2013-14			2014-15			% Change	MPO met?
# identified	# receiving support services	% receiving support services	# identified	# receiving support services	% receiving support services		
429	296	69%	409	326	80%	+11%	Yes

Source: SOSOSY Director/Coordinator Survey 2013-14 and 2014-15

Implications and Recommendations

Implications

Over 1,500 students were identified in 2013-14 (the most recent verified data available at the time of this report), and 83% of all migrant students received an MEP service. The state is commended for providing services to a high percentage of migrant students. Often OSY are the most difficult group of students to serve because they are not in a traditional school setting, and OSY often are engaged in migrant labor either on their own or alongside their parents in order to provide a living for their family. As a result, there may be little time for furthering educational goals. Nonetheless, New Jersey was able to provide services to 80% of OSY during 2014-15 (according to the SOSOSY Coordinator reports), an increase of 11% over the previous year.

The New Jersey MEP evaluated the implementation of all 21 strategies described in the SDP. Seventeen (17) strategies (81%) were implemented at a sufficient level when ratings were aggregated across the two regions providing MEP services. The four (4) strategies that were not implemented at a sufficient level were spread across three of the four goals areas. (See the recommendations section for further implications and suggested actions regarding strategies that were not implemented fully.) The MEP regions were aware of strategies and used staff time and MEP resources to implement the strategies as described in the SDP.

The New Jersey MEP measured progress toward nine MPOs as part of its results evaluation and met all performance targets. Results are mainly indicative of summer programs where staff implement MEP curriculum and aligned assessments to measure progress. The number of students with assessment results in preschool, grades K-12, and OSY is consistent with previous years even considering an overall decrease in the number of students identified statewide. Instructional services are achieving the intended effect as described by MPOs, and the scope of services for students in preschool, grades K-8, and OSY, is of sufficient breadth to have an impact on the majority of migrant students.

Of particular note is that the number and percent of OSY across the state has increased in recent years, and the New Jersey MEP has responded by creating new programs and services to meet the unique needs of this population who comprise 28% of the overall migrant student population in New Jersey. The state is commended for actively participating in the SOSOSY consortium, collecting and reporting all relevant data, and implementing consortium activities with a high degree of fidelity to the SOSOSY goals and objectives. In addition, the strategies and evaluation plan described in the New Jersey SDP align closely with SOSOSY activities and data collection.

In summary, the New Jersey MEP has made improvements in its implementation of services to support the education of migrant students in the state, especially through quality supplemental instruction that contributed to increases in student achievement. Anecdotal and outcome information reveal that MEP staff helped increase students' skills and knowledge.

Recommendations

This section of the report provides recommendations for action based on the data collected for the evaluation of the New Jersey MEP. Recommendations are summarized based on evaluator and staff observations, student assessment results, student outcomes, records reviews, and interviews with state and regional MEP staff. Recommendations are provided for implementation as well as for addressing all MPOs.

- 1. Establish procedures for collecting the results of academic services provided to high school migrant students during the regular year:** Under the current SDP, these services are a lower priority, because migrant high school students comprise only 7% of the overall migrant student population. Nonetheless, the number of migrant high school students with pre- and post-assessment results was low (11 students) compared to the number of high school migrant students identified and served during the previous year (81 students). Staff indicated on the QSI that tutoring was occurring during the regular year, but there was no standardized method for measuring the impact of these services. Pre- and post-assessment results are available from summer programs, but these are the most challenging times to enroll high school migrant students because most are in the fields working during the summer. In order to measure the impact of instructional services for migrant high school students, a statewide measure should be developed for the regular term. Because the goal of tutoring programs during the regular year is to help migrant students pass courses needed for graduation, measures regarding progress toward graduation, progress toward an individual education plan, course grades, and/or credit accrual should be considered.
- 2. Use data for program improvement in the delivery of services to OSY:** While the MPO for OSY achievement on academic lessons was met, results were inconsistent across sites. All but one OSY assessed at Cumberland County College gained at least 5% on SOSOSY mini lessons while 78% of OSY at Mullica demonstrated a 5% gain. This disparity may indicate a need for additional professional development at Mullica; however, administrative staff also should explore other potential reasons for the disparity including differences in the student population, differences in time available for instruction, differences in the fidelity of implementation, and differences in types of lessons used. Improvements in the delivery of services may include providing additional professional development, changing the ways in which services are delivered, providing additional staff, or all of the above.
- 3. Continue parent involvement efforts and implement parent suggestions:** Parents were involved in parent involvement activities across New Jersey. These efforts are important to help connect parents to information about schools and programs responsible for providing education for their children. In addition, parents can become effective advocates for schools and the MEP to meet the needs of their children when they have a good working relationship with the school and school staff. One theme that

emerged from parent suggestions on surveys was providing activities that would include parents and children working together. Ideas for parent and children learning together can be found at the Kent University Parents and Children Together page: <http://literacy.kent.edu/familyliteracy/forworkers/pact.html> and the National Center for Family Literacy: <http://www.familieslearning.org/>.

- 4. Track migrant student participation in services provided by collaborators:** Migrant program staff reported working closely with other service providers to ensure that migrant students and families received the services they needed and for which they qualified. On the QSI, staff reported engaging in email and phone conversations throughout the year as well as communicating with school personnel regarding the services for which migrant students qualified. However, there was no standard system in place to determine the extent to which migrant students participated in these services. High mobility and limited English typical in migrant families may prevent them from accessing services or advocating for themselves. In order to better assist migrant families in accessing services and providing advocacy, it is recommended that MEP staff track migrant family participation in these services. Because of privacy laws, the best source for this information would be discussions with families themselves. Staff should follow-up with families after referring them to services to find out whether or not they were able to participate in those services and document these interactions.
- 5. Review strategies 2.3, 3.1, and 3.6 to determine whether or not they should be priorities in the state:** These three strategies were not fully implemented during 2014-15 according to the QSI. Strategy 2.3 is about providing training for staff working with preschool children. Strategies 3.1 and 3.6 are about providing supplemental credit accrual and peer mentoring for high school students. However, because of the relatively small number of preschool staff and small number of high school migrant students identified in the state, these strategies may only be implemented should additional funding be available for them. It is recommended that the state review the strategies included in the New Jersey Migrant Education Program (MEP) Service Delivery Plan (SDP) in light of the data presented in this report and set appropriate priorities for strategy implementation in the coming year.

Appendix A

Parent and Staff Surveys

Parent Event Evaluation

New Jersey Migrant Education Program

Title of activity: _____

Date: _____

Location: _____

	A lot	Some	Very little	Not at all	Not applicable
1. How much did this activity help you understand and become more involved in your child's school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. If you have a preschool child between the ages of 3 and 5, how much did the activity help you understand and become more involved in your child's preschool education?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Excellent	Good	Fair	Poor	Not applicable
3. Please rate the overall quality of this activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What did you like most about the activity?

What suggestions do you have for future parent events?

Staff Survey on Project Effectiveness New Jersey Migrant Education Program (MEP)

Indicate your primary position:	Teacher/Aide: <input type="checkbox"/> PK/K <input type="checkbox"/> Gr. 1-5 <input type="checkbox"/> Gr. 6-8 <input type="checkbox"/> H.S. 9-12 <input type="checkbox"/> OSY				
	<input type="checkbox"/> Administrator	<input type="checkbox"/> Parent Liaison	<input type="checkbox"/> Recruiter	<input type="checkbox"/> Counselor	
	<input type="checkbox"/> Data Clerk	<input type="checkbox"/> Other (specify):			
Site:					

	More than two	Attended two	Attended one	Attended none	Not applicable
1. Did you participate in MEP-sponsored staff in-service (including attending MEP conferences or workshops)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A lot	Some	Very little	Not at all	Not applicable
2. If applicable, how much did MEP-sponsored in-service help you learn about providing effective reading and math instruction to migrant students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. How much did students improve their reading and math skills as a result of the instruction and coordination provided through the migrant education program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. If you work with preschool migrant children, how much did MEP-sponsored in-service help you learn about providing effective instruction to help preschool students become ready for school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In your opinion, mark how much the following support services provided by the migrant education program contributed to migrant student success in school:	A lot	Some	Very little	Not at all	Not applicable
5. Transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Translation/interpretation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Health/nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Medical/dental	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Educational materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Technology access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

From your experience, how did the NJ MEP improve the academic success of migrant children?

In what ways would you change the NJ MEP to make it better?

Appendix B

Evaluation Plan (2014-15)

Evaluation Plan

Evaluation Type	Program Year	Notes
Implementation and Results	2012-13	Including recommendations for 2013-14
Results	2013-14	Including progress on recommendations
Implementation and Results	2014-15	Begin process for update to CNA during 2015-16

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

The evaluation will report both **implementation** and **outcome** data to determine the extent to which the measurable outcomes for the MEP in reading and math achievement, school readiness, high school graduation, and OSY achievement have been addressed and met.

Questions answered by implementation data include the examples below:

- Was the project implemented as described in the approved project application using the strategies identified in the SDP?
- To what extent were strategies implemented as described in the SDP?
- What was the scope of implementation of instructional services?
- What was the scope of implementation of support services?
- To what extent were MEP staff members better prepared to help migrant students close the achievement gap?
- To what extent did migrant parents report being involved with their children's learning in reading and math and school readiness skills?

Questions answered by outcome data include the examples below.

- What number and percent of migrant students participating in reading and math instruction during the 2014-15 program year increased scores by 5% between pre- and post-assessment on curriculum-based measures?
- What number and percent of staff participating in professional development, coordination activities, and support services rated the activities effective (three or four on a four-point scale)?
- What number and percent of parents participating in parent involvement activities increased involvement in reading and math as a result of MEP activities as indicated by a rating of three or four on a four-point scale on the parent survey?

- What number and percent of migrant preschool students enrolled in migrant-funded early childhood education programs increased demonstration of school readiness skills on a developmental skills assessment during the 2014-15 program year?
- What number and percent of migrant high school students participating in reading and math instruction during the 2014-15 program year increased scores by 5% between pre- and post-assessment on curriculum-based measures?
- What number and percent of migrant out-of-school youth (OSY) participating in life skills instruction or English instruction during 2014-15 increased scores between pre- and post-assessment by 5%?
- What number and percent of OSY received support services by the end of the 2014-15 program year?

Data on migrant students and services will be collected by the state from each of its sub-grantees. Data sources include: migrant parents, recruiters, migrant program administrators and instructional service providers, and other staff as appropriate.

Data will be collected through surveys, focus groups, structured interviews, and records reviews (including assessment results reported in the state data collection and reporting system). Data analysis will include descriptive statistics based on New Jersey migrant student demographics, program implementation, and student and program outcomes. Means and frequencies will be calculated. Tests of educational significance will be completed, and trend analyses done.

New Jersey will prepare an annual implementation and outcome evaluation. Through the implementation evaluation, data will be collected annually and reviewed by the state to systematically and methodically improve the program. Further, a written report on the progress made by the New Jersey MEP toward meeting its MPOs will be prepared annually. This report will include recommendations for improving MEP services to help ensure that the unique educational needs of migrant students who are served in New Jersey are being met.

Appendix C

Quality of Strategy Implementation Tool

New Jersey Migrant Education Program Quality of Strategy Implementation (QSI) Tool

Site:

Date:

	← 5 Fully Evident	Partially Evident 3	2 None Evident → 1
1. Supplemental Reading and Math Implement supplemental instructional reading and math programs (Strategy 1.1)	4 Literacy and math materials are present Children are comfortable with the routine Reading and math strategies are a regular part of the schedule Children read individually daily There is evidence of comprehension strategy and study skill instruction appropriate for the children's literacy needs Needs are determined through assessment	3 Some literacy and math materials are present The routine has been introduced but still some confusion Reading and math strategies are occasionally part of the schedule Comprehension strategy and study skill instruction is sporadic Use of assessment data to determine needs is inconsistent	2 No literacy and math materials are present No evidence that the routine has been introduced Little or no time allotted for reading and math There is no evidence of comprehension strategy and study skill instruction Assessment data is not used to determine needs
Evidence:			
Comments/follow-up:			
2. Assessment Results Process for using analysis of reading/math assessment data to inform and differentiate instruction (Strategy 1.2)	5 Teachers can document using data to plan for and differentiate instruction (e.g., lesson plans reference data, notes on students reference data, activities are selected based on data, etc.)	3 Some teachers gather and analyze data, but there is little evidence of using data for instruction/differentiation	2 Few data are gathered; or teachers are not analyzing data
Evidence:			
Comments/follow-up:			

	← 5 Fully Evident	Partially Evident 3	2 None Evident → 1
3. Collaboration			
Collaborate with reading instructional providers to ensure students receive needed services (strategy 1.3)	<ul style="list-style-type: none"> - Collaboration with 21st Century, Title I, Title III, or other program is substantially documented (such as through an articulation agreement) - Collaboration is explicitly tied to migrant student needs 	<ul style="list-style-type: none"> - Collaboration with 21st Century, Title I, Title III, or other program is minimally documented - Collaboration is implicitly or anecdotally tied to migrant student needs 	<ul style="list-style-type: none"> - No evidence of collaboration. - Collaboration does not consider migrant student needs
Evidence:			
Comments/follow-up:			
4. Support Services			
Supply appropriate and high quality support services (Strategy 1.4)	<ul style="list-style-type: none"> - Support services records include all of the following: <ul style="list-style-type: none"> - Books - Educational materials - Technology access 	<ul style="list-style-type: none"> - Support services records include some of the following: <ul style="list-style-type: none"> - Books - Educational materials - Technology access 	<ul style="list-style-type: none"> - No evidence of support services available.
Evidence:			
Comments/follow-up:			
5. Parent Involvement			
Sites provide opportunities for quality parent involvement (strategy 1.5)	<ul style="list-style-type: none"> - Evidence of substantial parent involvement exists: <ul style="list-style-type: none"> - Regular parent meetings/activities - All materials are provided in the parents' language of preference - Program components and strategies are culturally relevant - Opportunities exist for parents to discuss students' progress, volunteer in the program, or attend workshops/meetings 	<ul style="list-style-type: none"> - Evidence of some parent involvement exists: <ul style="list-style-type: none"> - Inconsistent parent meetings/activities - Sometimes materials are provided in the parents' language of preference - Program components and strategies are somewhat culturally relevant - A few opportunities exist for parents to discuss students' progress, volunteer in the program, or attend workshops/meetings 	<ul style="list-style-type: none"> - No evidence of parent involvement
Evidence:			
Comments/follow-up:			

6. School Readiness in the Home	Fully Evident 5	Partially Evident 3	None Evident 2
Provide support and collaboration to promote use of school readiness strategies in the home (strategies 2.1 and 2.2)	Services fully conform to best practices: <ul style="list-style-type: none"> - Support services such as transportation, interpretation, and child care available to parents of preschool children - Culturally and linguistically relevant materials are available and used - Literacy and math teaching and learning strategies are modeled for parents 	Services conform to some best practices: <ul style="list-style-type: none"> - Support services such as transportation, interpretation, and child care available to parents of preschool children - Culturally and linguistically relevant materials are available and used - Literacy and math teaching and learning strategies are modeled for parents 	Services do not conform to best practices: <ul style="list-style-type: none"> - Support services such as transportation, interpretation, and child care available to parents of preschool children - Culturally and linguistically relevant materials are available and used - Literacy and math teaching and learning strategies are modeled for parents
Evidence:			
Comments/follow-up:			
7. School Readiness Training	Fully Evident 5	Partially Evident 3	None Evident 2
Provide school readiness and transitional training to help prepare migrant children for kindergarten (strategy 2.3)	Two or more trainings specific to migrant students and preparing for kindergarten were provided for: <ul style="list-style-type: none"> - MEP staff - Service providers - Home visitors - Volunteers or others 	One training specific to migrant students and preparing for kindergarten was provided for: <ul style="list-style-type: none"> - MEP staff - Service providers - Home visitors - Volunteers or others 	No evidence of training to help migrant students prepare for kindergarten.
Evidence:			
Comments/follow-up:			
8. School Readiness	Fully Evident 5	Partially Evident 3	None Evident 2
Provide supplemental school readiness instruction with an emphasis on language development as appropriate (Strategies 2.4 and 2.5)	Developmentally appropriate school readiness instruction available for 3-5 year old migrant children <ul style="list-style-type: none"> - Supplemental instruction includes strategies for language development (either home language or English as appropriate) 	Limited developmentally appropriate school readiness instruction available for 3-5 year old migrant children <ul style="list-style-type: none"> - Supplemental instruction inconsistently includes strategies for language development (either home language or English as appropriate) 	No developmentally appropriate school readiness instruction available for 3-5 year old migrant children <ul style="list-style-type: none"> - Supplemental instruction does not include strategies for language development (either home language or English as appropriate)
Evidence:			
Comments/follow-up:			

	< 5 Fully Evident	Partially Evident 3	2 None Evident 1 >
9. Credit Accrual Purchase distance education courses to assist mobile students with credit accrual (strategy 3.1)	Distance education courses are available and provide: - Flexible schedule for coursework - Alignment to individual credit needs - Multiple options for courses - Plan for credit transfer	Limited distance education courses are available to provide: - Flexible schedule for coursework - Alignment to individual credit needs - Multiple options for courses - Plan for credit transfer	No distance education courses are available.
Evidence:			
Comments/follow-up:			
	< 5 Fully Evident	Partially Evident 3	2 None Evident 1 >
10. Graduation Support Monitor migrant student credit accrual and guide students toward graduation (strategy 3.2)	High school transcripts for migrant secondary students are on file - There is evidence of ongoing collaboration with school guidance counselor, MEP staff, and migrant students in the completion of graduation requirements	High school transcripts for some migrant secondary students are on file - There is evidence of limited collaboration with school guidance counselor, MEP staff, and migrant students in the completion of graduation requirements	High school transcripts are not on file - There is no evidence of collaboration with school guidance counselor, MEP staff, and migrant students in the completion of graduation requirements
Evidence:			
Comments/follow-up:			
	< 5 Fully Evident	Partially Evident 3	2 None Evident 1 >
11. Secondary Tutoring Provide supplemental after school tutoring to reinforce reading and math skills (strategy 3.3)	After school tutoring is available and includes all of the following: - Flexible location to meet student needs - Emphasis on reading and math aligned to standards - Research-based techniques/strategies	After school tutoring is available and includes some of the following: - Flexible location to meet student needs - Emphasis on reading and math aligned to standards - Research-based techniques/strategies	After school tutoring is not available.
Evidence:			
Comments/follow-up:			

12. Secondary Tutoring (Summer)	Fully Evident 5	4	Partially Evident 3	None Evident 2	None Evident 1
Provide supplemental summer instruction to address reading and math needs (strategy 3.4)	Summer instruction for secondary students is available and includes all of the following: - Flexible location to meet student needs - Emphasis on reading and math aligned to standards - Research-based techniques/strategies		Summer instruction for secondary students is available and includes some of the following: - Flexible location to meet student needs - Emphasis on reading and math aligned to standards - Research-based techniques/strategies	No summer instruction is available for secondary students.	
Evidence:					
Comments/follow-up:					
13. Graduation Support	Fully Evident 5	4	Partially Evident 3	None Evident 2	None Evident 1
Provide activities to motivate migrant students to remain in school and graduate (strategy 3.5)	Multiple activities to support graduation are provided such as visits to post-secondary institutions, graduation plan development, mentoring programs, motivational speakers, or other appropriate strategies.		One or two activities to support graduation are provided such as visits to post-secondary institutions, graduation plan development, mentoring programs, motivational speakers, or other appropriate strategies.	No activities to support graduation are provided.	
Evidence:					
Comments/follow-up:					
14. Peer Mentoring	Fully Evident 5	4	Partially Evident 3	None Evident 2	None Evident 1
Implement peer mentoring programs and opportunities for secondary youth to talk to former migrant students who are successful (strategy 3.6)	Peer mentoring programs are available and include all of the following: - One-on-one communication with peer mentor - Former migrant students are guest speakers - Coordination with college programs such as CAMP		Peer mentoring programs are available and include some of the following: - One-on-one communication with a peer mentor - Former migrant students are guest speakers - Coordination with college programs such as CAMP	Peer mentoring programs are not available.	
Evidence:					
Comments/follow-up:					

15. OSY Support	← 5 Fully Evident	Partially Evident 3	2 None Evident → 1
Include life skills in curriculum materials (strategy 4.1)	Learning opportunities for OSY include all of the following options: - Flexible academic lessons - Life skills instruction - Curriculum materials designed for OSY	Learning opportunities for OSY include some of the following options: - Flexible academic lessons - Life skills instruction - Curriculum materials designed for OSY	Learning opportunities for OSY include none of the following options: - Flexible academic lessons - Life skills instruction - Curriculum materials designed for OSY
Evidence:			
Comments/follow-up:			
16. OSY Support	← 5 Fully Evident	Partially Evident 3	2 None Evident → 1
Provide transportation to programs and ESL instruction appropriate to needs (strategy 4.2)	Learning opportunities for OSY include all of the following options: - Transportation to center-based programs - Life skills instruction - ESL instruction	Learning opportunities for OSY include some of the following options: - Transportation to center-based programs - Life skills instruction - ESL instruction	Learning opportunities for OSY include none of the following options: - Transportation to center-based programs - Life skills instruction - ESL instruction
Evidence:			
Comments/follow-up:			
17. OSY Support	← 5 Fully Evident	Partially Evident 3	2 None Evident → 1
Provide ESL instruction (strategy 4.3)	ESL instruction for OSY includes all of the following options: - Language needed to function in the community - Language needed to function in the workplace - Language needed to achieve education/career goals	ESL instruction for OSY includes some of the following options: - Language needed to function in the community - Language needed to function in the workplace - Language needed to achieve education/career goals	No ESL instruction for OSY is provided.
Evidence:			
Comments/follow-up:			

18. OSY Support	Fully Evident 5	Partially Evident 3	None Evident 2	
Provide welcome packet (strategy 4.4)	Welcome packets are provided to OSY and include all of the following: - List of community resources - List of agency services for which OSY may be eligible - Information about how the MEP can facilitate access to services	Welcome packets are provided to OSY and include some of the following: - List of community resources - List of agency services for which OSY may be eligible - Information about how the MEP can facilitate access to services	No welcome packets are provided to OSY.	
Evidence:				
Comments/follow-up:				
19. OSY Referrals	Fully Evident 5	Partially Evident 3	None Evident 2	
Provide referrals for OSY (strategy 4.5)	Referrals and follow-up are provided to OSY and include all of the following: - Referrals based on student needs - Support for accessing services such as transportation and interpretation - Coordination with service providers	Referrals and follow-up are provided to OSY and include some of the following: - Referrals based on student needs - Support for accessing services such as transportation and interpretation - Coordination with service providers	No referrals made or no follow-up to referrals is provided.	
Evidence:				
Comments/follow-up:				
Additional notes				

Appendix D

Quality of Strategy Implementation Results by Region

Ratings of Strategy Implementation

The tables below provide a summary of implementation levels for each strategy in the New Jersey SDP. Each region provided ratings on a five-point scale where a 5 was fully evident and a 1 was none evident. State level and local staff determined the ratings and provided or described evidence of implementation. Using an average of regional ratings for the state, seventeen (17) of the 21 strategies (81%) were implemented at a level four or five in 2014-15.

Region 1

Strategy	2014-15 Rating*	Evidence	Plan for Improvement/Notes
Reading and Mathematics Achievement			
1.6 Identify and implement supplemental instructional reading and mathematics programs that are scientifically proven to raise the achievement of migrant students.	5	Teacher summer schedules require a minimum of 45 minutes ELA instruction. Grades K-3 ELA series is utilized. Novels are read in grades 4 and above in addition to an ELA series.	To encourage students to read independently on a daily basis, a reading period will be added to teachers' schedules for tutorials.
1.7 Provide training for MEP-funded staff on uses of student data to inform reading and math instruction.	5	Pretests are completed and scored by each grade level teacher. Teachers utilize assessment results to planning and differentiating instruction. Reading Predictors and Math Predictors are used in grades K-11. Preschool students receive a school readiness screening.	
1.8 Collaborate with supplementary reading instructional providers such as 21 st Century, Title I, Title III, etc. to ensure migrant students receive needed services (e.g., through the development of articulation agreements).	3	Students are engaged in supplemental programs. Email and phone conversations have been shared between migrant program personnel and service providers.	Develop a formal tracking system to identify student participation with reading and math instructional providers.
1.9 Supply migrant families with books, educational materials, and/or technology access to improve reading and math skills.	5	Purchase orders for instructional materials are on file. Other documents include technology sign-out sheets, budget summaries, teacher schedules, tutor logs reflecting instructional materials utilized.	

Strategy	2014-15 Rating*	Evidence	Plan for Improvement/Notes
1.10 Collaborate with states and local agencies/schools to provide training for migrant parents to help promote reading and math skills and increase parent involvement.	5	Parent meeting agendas, parent meeting feedback surveys, parent focus group results, parent meeting sign-in sheets. During PAC meetings, parents are divided in to focus groups facilitated by a migrant staff member. Parent input requested and response are recorded and used in program planning.	
School Readiness			
2.6 Collaborate with states and local agencies/schools to provide training for migrant parents to help promote recommended school readiness strategies.	5	Parent meeting agendas, recruiter monthly reports, home visitation surveys, intervention specialist monthly reports, summer student activity guide for parents.	Goal for next year is to increase the number of home visitations to parents with preschool children.
2.7 Remove barriers to attendance (e.g., transportation, interpretation, child care) to increase parent involvement in Early Childhood Education (ECE) training.			
2.8 Provide school readiness and transitional activity training specific to migrant student needs for MEP staff, service providers, home visitors, and volunteers who help prepare migrant children for kindergarten.	3	Activities provided during MEP orientation day. Handouts specific to preparing migrant children for kindergarten.	Provide two or more trainings specific to the needs of migrant preschool students.
2.9 Provide supplemental, developmentally appropriate, and high quality instruction in school readiness.			
2.10 Provide instruction focusing on home language and/or English language development.	5	Teacher lesson plans, English language arts materials, ESL teacher lesson plans, tutor logs.	
High School Graduation			
3.7 Use MEP state level activity funds to purchase distance education courses to assist mobile students with credit accrual as needed.	2	Students are receiving tutoring if they come with a distance credit accrual course assigned in another state, but this applies to very few students.	A process for awarding credit to migrant students needs to be developed. This is in the planning stages.
3.8 Monitor migrant student credit accrual and guide students toward graduation.	5	Student final report cards, school visitations, correspondence sent to schools, contact and collaboration with teachers, guidance counselors, and others.	
3.9 Provide supplemental after school tutoring at school sites, central community locations, or student homes to reinforce reading and math skills.	5	Tutor logs, tutor attendance, summaries of student progress forms	
3.10 Provide reading and math instruction during summer school to address identified areas of need.	5	Teacher schedule in summer program which lasts for five weeks, teachers lesson plans, summer staff meeting agendas	

Strategy		2014-15 Rating*	Evidence	Plan for Improvement/Notes
3.11	Provide activities to encourage and motivate migrant students to remain in school and graduate.	5	Student visitations, college visitation with students, collaboration with school personnel to ensure success	
3.12	Implement peer mentoring programs and provide opportunities for secondary youth to meet and talk to former migrant students who have been successful.	3	Many of our recruiters who interact with secondary youth are former migrant students. They speak to students attending summer school programs and encourage achievement.	Establish one-on-one peer mentoring more formally in future years.
OSY Achievement Strategies				
4.6	Incorporate instruction in life skills into curriculum materials utilized in school year and summer OSY programs using site-based, workplace-based, or home-based models on a schedule that meets OSY needs.	5	SOSOSY materials utilized including mini lessons, pre/post assessments, OSY profiles to identify educational goals	
4.7	Provide transportation to site-based school year and summer school programs which will focus on ESL instruction and life skills.	5	Evening programs last 4-6 weeks and are held each summer. Students received transportation, instruction with appropriate ESL materials and technology.	
4.8	Provide English language instruction to migrant OSY that is focused on language needed to successfully function within the community/workplace or to achieve various educational or career goals.	5	Lesson plans, instructional materials, summaries of student progress forms.	
4.9	Prepare and provide a "welcome packet" which includes a listing of community resources, agencies, and services for which OSY may be eligible, and facilitate access to services.	5	Welcome packets include listed materials plus dictionaries, migrant hotline materials, toiletries, list of migrant programs throughout the U.S., and other essential items.	
4.10	Provide referrals as appropriate for student needs and facilitate access to services through transportation, interpretation, and coordination with service agencies.	5	Recruiter monthly reports documenting translation, transportation, and referrals, medical bills for services, and referral logs.	

Regions 3&4

Strategy		2014-15 Rating*	Evidence		Plan for Improvement/Notes
Reading and Mathematics Achievement					
1.1 Identify and implement supplemental instructional reading and mathematics programs that are scientifically proven to raise the achievement of migrant students.		4	Instructors are using Skills Tutor to assess student proficiency in math and literacy. They use lessons tied to student needs to develop and strengthen individual skills. They spend 45-60 minutes per subject at each session.	Additional materials for mathematics are needed.	
1.2 Provide training for MEP-funded staff on uses of student data to inform reading and math instruction.		3	Results are gathered from Skills Tutor and other available assessment data. Not all tutors are reporting data used as necessary.	More effort needs to be made to ensure all data are collected and processed.	
1.3 Collaborate with supplementary reading instructional providers such as 21 st Century, Title I, Title III, etc. to ensure migrant students receive needed services (e.g., through the development of articulation agreements).		4	Formal outreach letter is sent to district superintendent to inform and advise regarding qualifying migrant students.	More effort is needed to identify educational service providers and connect students with those providers.	
1.4 Supply migrant families with books, educational materials, and/or technology access to improve reading and math skills.		3	Books, educational materials, and technology access are provided. However, not all locations have Internet access.	Need to provide more technology access or coordinate with other services to ensure students have this.	
1.5 Collaborate with states and local agencies/schools to provide training for migrant parents to help promote reading and math skills and increase parent involvement.		3	Migrant parent involvement activities are offered but turnout and participation of parents is limited.	Parents are reluctant to attend site-based programs for many reasons.	
School Readiness					
2.1 Collaborate with states and local agencies/schools to provide training for migrant parents to help promote recommended school readiness strategies.		3	Transportation and services are provided for some areas for preschool programs but not all.	Services need to be expanded to more areas.	
2.2 Remove barriers to attendance (such as transportation, interpretation, and child care) to increase parent involvement in ECE training.					
2.3 Provide school readiness and transitional activity training specific to migrant student needs for MEP staff, service providers, home visitors, and volunteers who help prepare migrant children for kindergarten.			N/A		

Strategy		2014-15 Rating*	Evidence	Plan for Improvement/Notes
2.4 Provide supplemental, developmentally appropriate, and high quality instruction in school readiness.	N/A			
2.5 Provide instruction focusing on home language and/or English language development.				
High School Graduation				
3.1. Use MEP state level activity funds to purchase distance education courses to assist mobile students with credit accrual as needed.	N/A			
4. Monitor migrant student credit accrual and guide students toward graduation.	3		Informal collaboration with school guidance counselor	Additional effort needs to be made to inform guidance counselors of migrant student needs for appropriate placement and graduation assistance.
5. Provide supplemental after school tutoring at school sites, central community locations, or student homes to reinforce reading and math skills.	5		Tutoring is provided at school and in the home as appropriate. Students have access to online programs to reinforce skills.	
6. Provide reading and math instruction during summer school to address identified areas of need.	5		Providing a location to meet student needs with certified teachers and materials with emphasis on English and math learning.	
7. Provide activities to encourage and motivate migrant students to remain in school and graduate.	N/A			
8. Implement peer mentoring programs and provide opportunities for secondary youth to meet and talk to former migrant students who have been successful.	3		Peer mentoring is provided locally, but there is no formal mechanism for implementation quality or accountability.	Assign a coordinator for middle school and high school migrant students to assist them as helpers and mentors to younger children.
OSY Achievement Strategies				
4.1 Incorporate instruction in life skills into curriculum materials utilized in school year and summer OSY programs using site-based, workplace-based, or home-based models on a schedule that meets OSY needs.	4		Providing flexible days and times for ESL and GED classes, as well as online services with opportunities to obtain a state diploma.	For all strategies: services are provided, but could be expanded to more students and participation improved.
4.2 Provide transportation to site-based school year and summer school programs which will focus on ESL instruction and life skills.	4		OSY are provided with sufficient services to overcome barriers to participation.	

Strategy	2014-15 Rating*	Evidence	Plan for Improvement/Notes
4.3 Provide English language instruction to migrant OSY that is focused on language needed to successfully function within the community/workplace or to achieve various educational or career goals.	5	Services listed in the strategy are provided.	
4.4 Prepare and provide a "welcome packet" which includes a listing of community resources, agencies, and services for which OSY may be eligible, and facilitate access to services.	4	Recruiters meet with OSY and provide information about resources available to them and assist in ways to obtain these services.	
4.5 Provide referrals as appropriate for student needs and facilitate access to services through transportation, interpretation, and coordination with service agencies.	4	Recruiters often refer OSY to services that are available in the community and accompany them as appropriate when enrolling.	

*5-point scale where 5 is fully evident and 1 is none evident

Appendix E

SOSOSY Quality of Implementation Tool



Strategies • Opportunities • Services for Out-of-School Youth

5/2/15

YEAR 3 QUALITY OF IMPLEMENTATION TOOL

DIRECTIONS: Prior to August 28, 2015, all SOSOSY states will implement a Quality of Implementation Tool to rate the implementation of key SOSOSY elements in their local sites serving OSY. States will administer the Tool in 3 sites (Except for small states that will implement in 1-2 sites, as feasible). Return the QI Tool to your state MEP director by September 1, 2015. Please write comments or supporting information on the back of the page. Complete the information at the bottom of the page.

Element	IMPLEMENTATION LEVEL					Potential Implementation Evidence	Comment
	BEGINNING IMPLEMENTATION	2	3	4	HIGHLY EFFECTIVE		
1) Individual Needs Assessment (NA) for OSY	<ul style="list-style-type: none"> We are not aware of, nor use, individual NAs with OSY 	<ul style="list-style-type: none"> We seldom assess OSY needs 	<ul style="list-style-type: none"> We administer NA to most OSY in the program 	<ul style="list-style-type: none"> We administer NAs to all OSY in the program and review the results 	<ul style="list-style-type: none"> Systems are in place for the ongoing use of the NAs for planning services/progs 	<ul style="list-style-type: none"> Completed OSY Profiles Other NA tools 	
2) Websites with resources for OSY	<ul style="list-style-type: none"> We are not aware of websites or we never visit them 	<ul style="list-style-type: none"> We seldom visit websites to obtain info 	<ul style="list-style-type: none"> We occasionally visit websites to obtain information 	<ul style="list-style-type: none"> We often visit websites to obtain information 	<ul style="list-style-type: none"> We routinely visit websites to obtain information 	<ul style="list-style-type: none"> Knowledge of websites (e.g., www.osymigrant.org) 	
3) Technical assistance (TA), and professional development (PD)	<ul style="list-style-type: none"> We have not participated in PD and/or TA 	<ul style="list-style-type: none"> We have minimally participated in PD and/or TA 	<ul style="list-style-type: none"> We have adequately participated PD and/or TA 	<ul style="list-style-type: none"> We have substantially participated in PD and/or TA 	<ul style="list-style-type: none"> We have extensively participated in PD and/or TA 	<ul style="list-style-type: none"> List of PD and/or TA attended, by staff TA/PD evaluations 	
4) Identification and Recruitment (ID&R)	<ul style="list-style-type: none"> We have no strategies for ID&R of OSY 	<ul style="list-style-type: none"> We have some strategies for ID&R of OSY 	<ul style="list-style-type: none"> We have adequate strategies for ID&R of OSY 	<ul style="list-style-type: none"> We have substantial strategies for ID&R of OSY 	<ul style="list-style-type: none"> We have extensive strategies for ID&R of OSY 	<ul style="list-style-type: none"> ID&R plan ID&R strategies Quality control 	
5) Program NA	<ul style="list-style-type: none"> We do not collect NA data on OSY 	<ul style="list-style-type: none"> We collect minimal OSY NA data 	<ul style="list-style-type: none"> We collect adequate OSY NA data 	<ul style="list-style-type: none"> We collect substantial NA data on OSY 	<ul style="list-style-type: none"> We collect extensive NA data on OSY 	<ul style="list-style-type: none"> State CNA Local NA 	
6) Use of pre/post-assessments (based on SOSOSY mat'ls)	<ul style="list-style-type: none"> We have not conducted pre/post assessments 	<ul style="list-style-type: none"> We conduct minimal pre/post assessments 	<ul style="list-style-type: none"> We conduct an adequate amount of pre/post assessments 	<ul style="list-style-type: none"> We conduct a substantial amount of pre/post assessments 	<ul style="list-style-type: none"> We extensively conduct pre/post assessments 	<ul style="list-style-type: none"> Pre/post-assessments based on SOSOSY mat'ls EL Screener 	
7) Use of differentiation of instruction/service data	<ul style="list-style-type: none"> Data are not collected 	<ul style="list-style-type: none"> Data are collected, but not used for directing instruction 	<ul style="list-style-type: none"> Data for directing instruction/services collected and analyzed 	<ul style="list-style-type: none"> Data are analyzed and the results used for directing instruction/ services 	<ul style="list-style-type: none"> Systems in place for ongoing analysis/use of data to direct instruction/services 	<ul style="list-style-type: none"> Mini-lessons data Differentiation strategies/plans 	
8) Use of data for program improvement (PI)	<ul style="list-style-type: none"> Data are not collected 	<ul style="list-style-type: none"> Data are collected, but not analyzed 	<ul style="list-style-type: none"> Data have been analyzed 	<ul style="list-style-type: none"> Data are analyzed and the results used for PI 	<ul style="list-style-type: none"> Systems in place for ongoing analysis, summary, and use of data for PI 	<ul style="list-style-type: none"> Data broken out for OSY PI plans/ strategies 	

State _____

Site _____

Person Administering _____

Date _____