

SAFE DRUG-FREE SCHOOLS AND COMMUNITIES ACT STATE GRANTS

Chief Executive Officer Cover Sheet

<p>1. Legal Name of Applicant Agency (Chief Executive Office): The State of New Jersey New Jersey State Department of Education</p>	<p>2. DUNS Number: 806417911</p>
<p>3. Address (including zip code): 100 River View Executive Plaza PO Box 500 Trenton, New Jersey 08625-0500</p>	<p>4. Contact Person Name: Diane Schonyers Position: Director, Office of Grants Appeals Street, City, State, Zip Code: 100 River View Executive Plaza PO Box 500 Trenton, New Jersey 08625-0500 Telephone: 609-777-1653 Fax: 609-777-4538 E-mail address: diane.schonyers@doe.state.nj.us</p>
<p>5. Reservation of Funds: 20% Indicate the amount the Governor wishes to reserve (up to 20%) of the total State SDFSCA State Grant allocation.</p>	
<p>6. By signing this form the Governor certifies the following: a. The following assurances and certifications covering the Safe and Drug-Free Schools and Communities Act State Grants program have been filed with the U.S. Department of Education (either as a part of this Application or through another submission from the State): i. <u>Section 14303 and EDGAR</u>. The assurances in Section 9304(a) of the ESEA, and Section 76.104 of the Education Department General Administrative Regulations (EDGAR). ii. <u>ESEA Program Assurances</u>. Any assurances or certifications included in the statutes governing the Safe and Drug-Free Schools and Communities Act State Grants program. iii. <u>Assurances and Certification</u>. Any assurances or certifications included in the Application under “Assurances and Certifications.” iv. <u>Cross-Cutting</u>. As applicable, the assurances in OMB Standard Form 424B (Government-wide Assurances for Non-Construction Programs). v. <u>Lobbying; debarment/suspension; drug-free workplace</u>. The three certification in ED Form 80-0013 and 80-0014, relating to lobbying, debarment/suspension, and drug-free workplace. (For more information, see 61 <i>Fed. Reg.</i> 1412 (01.19.96).) b. As of the date of submission of this Application, none of the facts has changed upon which those certifications and assurances were made.</p>	
<p>7. To the best of my knowledge and belief, all data are true and correct. The governing body of the applicant has duly authorized the document and the applicant will comply with the assurances and certification provided in this package if the assistance is awarded.</p>	
<p>8. Typed name of Chief Executive Officer James E. McGreevey, Governor, State of New Jersey</p>	<p>9. Telephone Number: 609-292-6000</p>
<p>10. Signature of Chief Executive Officer</p>	<p>11. Date</p>

**ESEA PROGRAMS INCLUDED IN
THE CONSOLIDATED STATE APPLICATION**

CHECKLIST

The **State of New Jersey** requests funds for the programs indicated below:

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part B, Subpart 3: Even Start Family Literacy
- Title I, Part C: Education of Migrant Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk
- Title I, Part F: Comprehensive School Reform
- Title II, Part A: Teacher and Principal Training and Recruiting Fund
- Title II, Part D: Enhancing Education Through Technology
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A, Subpart 1: Safe and Drug Free Schools and Communities
- Title IV, Part A, Subpart 2: Community Service Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part A: Innovative Programs
- Title VI, Part A, Subpart 1, Section 6111: State Assessment Program
- Title VI, Part A, Subpart 1, Section 6112: Enhanced Assessment Instruments Competitive Grant Program
- Title VI, Part B, Subpart 2: Rural and Low-Income Schools

SEA CONTACTS FOR ESEA PROGRAMS

ESEA Program Title	SEA Program Contact		
	Name	Phone	E-Mail address
Title I, Part A	Linda Dold-Collins	609-943-4283	linda.dold-collins@doe.state.nj.us
Title I, Part B, 3	Susan Martz	609-292-5935	susan.martz@doe.state.nj.us
Title I, Part C	Eunice Couselo	609-943-4284	eunice.couselo@doe.state.nj.us
Title I, Part D	Eunice Couselo	609-943-4284	eunice.couselo@doe.state.nj.us
Title I, Part F	Linda Dold-Collins	609-943-4283	linda.dold-collins@doe.state.nj.us
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Title II, Part D	Eileen Stovall	609-633-1693	eileen.stovall@doe.state.nj.us
Title III, Part A	Eunice Couselo	609-943-4284	eunice.couselo@doe.state.nj.us
Title IV, Part A (SEA)	Susan Martz	609-292-5395	susan.martz@doe.state.nj.us
Title IV, Part A (Governor)	Susan Martz	609-292-5395	susan.martz@doe.state.nj.us
Title IV, Part A, Subpart 2	Susan Martz	609-292-5395	susan.martz@doe.state.nj.us
Title IV, Part B	Susan Martz	609-292-5395	susan.martz@doe.state.nj.us
Title V, Part A	Michael Klavon	609-984-7306	michael.klavon@doe.state.nj.us
Title VI, Part A, Subpart 1, 6111	Brian Robinson	609-984-6311	brian.robinson@doe.state.nj.us
Title VI, Part A, Subpart 1, 6112			
Title VI, Part B, Subpart 2	Eunice Couselo	609-943-4284	eunice.couselo@doe.state.nj.us

CONSOLIDATED STATE APPLICATION CONTENTS

INTRODUCTION

New Jersey is well-positioned to implement the programs reauthorized under the No Child Left Behind Act of 2001 (NCLB). The Governor's initiatives, New Jersey State Board of Education's goals and the New Jersey Department of Education's programs focus on the same principles as the NCLB including: standards-based reform, increased accountability, stronger emphasis on early literacy, highly qualified teachers, greater choice for parents and students, and education environments that are safe, drug free, and conducive to learning.

"Educational excellence will be the cornerstone of this administration," said New Jersey Governor James E. McGreevey. "To that end, we must focus on improving literacy standards, teacher quality, enhancing accountability, and working with business leadership to develop a highly skilled workforce." The Governor's and state's commitment to these principles is demonstrated by the following actions:

Standards-based Reform and Accountability

- Creating the Abbott Implementation and Compliance Coordinating Council to improve the education of children in our poorest school districts. The Coordinating Council is a cooperative board accountable for ensuring compliance with the New Jersey Supreme Court's *Abbott v. Burke* decision. This historic initiative will ensure that children in New Jersey's urban school districts receive the education they deserve to prepare for a successful future. The Council will examine all Abbott programs such as early childhood education, standards-based reform, and school construction and rehabilitation. The Council will be responsible for ensuring the implementation of the court-mandated programs, reviewing the progress of these programs, and resolving disputes and issues.
- Establishing a single division in the New Jersey Department of Education (NJDE), where responsibilities and issues previously scattered across multiple divisions are now integrated into one division. The new Division of Abbott Implementation will ensure the responsible and effective development of educational programs that provide children in the state's 30 Abbott districts with an education that prepares them for successful futures. The Abbott Division will also be responsible for the fiscal accountability of those districts to ensure that funds are being effectively spent.
- Dedicating over \$20 million in the fiscal year 2003 state budget for the review, revision and adoption of the Core Curriculum Content Standards, and the implementation of aligned state-wide assessments in grades four, eight and 11. A draft of the revised CCCS was completed and submitted for public review and comment in January 2002. In addition, Governor McGreevey has directed Commissioner of Education, William L. Librera, through an Executive Order, to further revise the language arts literacy standards by developing specific standards for students in grades 2, 3, and 4 by September 1, 2002.

- Establishing an Education Cabinet of business and education leaders. The Governor has charged his Education Cabinet with making the state's education system seamless from preschool to college and beyond so that students are prepared to meet the needs of New Jersey's businesses and have the skills necessary to help them compete in the changing economy. The Education Cabinet will improve coordination across all levels of the state education system and the business community to ensure artificial jurisdictional boundaries are crossed, leadership in the education community is held accountable, and children receive the education they deserve. Specifically, the Cabinet will ensure communication among and between the business community and all levels of state education policy-makers and leaders; provide for coordinated efforts to address the state's economic priorities as they relate to education, and advise the Governor on all matters related to the education of a 21st century workforce.

Early Childhood Literacy

- Requiring the development of frameworks, activities, good practices, and literacy standards for preschool, kindergarten and first grade teachers and for literacy standards for students in second, third and fourth grades by September 1, 2002 to ensure that children are prepared to learn to read when they enter elementary school.
- Creating an Early Literacy Task Force charged with identifying research-based programs, best practices and methods and approaches to improve early literacy, and recommending ways to improve teacher's professional development in the teaching of reading by June 30, 2002.
- Dedicating \$10 million of the fiscal year 2003 state budget to the development of a Reading Coach program. The first phase of reading coaches will enter the classrooms in September 2002. The Governor's plan would gradually put reading coaches in every school that needs them. There are more than 800 elementary schools where 30 percent of fourth graders cannot read at grade level.
- Convening a forum on early literacy education, with a panel of nationally recognized literacy experts. The forum will help the Early Literacy Task Force to complete its mission by fostering productive discussions between national experts and New Jersey educators from around the state.
- Creating the "Governor's Reading Club" to inspire children to read outside the classroom during the crucial learning years of kindergarten through third grade. The Governor's Reading Club will begin in September 2002 and will feature a grade-appropriate book selection for each grade each month. Children will be able to participate in games and activities on the Governor's Reading Club Web site and register each month to demonstrate they have read the selection. At the end of the school year, children who have read all 10 selections for their grade will receive a certificate of congratulations from Governor McGreevey.

- Celebrating Read Across America Day in schools across the state. The Governor, First Lady, Cabinet members, and Senior Staff of the Governor's office spent part of Friday March 1, 2002 reading to children as part of the nationally recognized Read Across America Day program, which coincides with Dr. Seuss' birthday.

School Environments Conducive to Learning

- Creating a Character Education Commission charged with reviewing and identifying best practices for character education and setting forth options for schools to undertake the development of character education programs that focus on respect, service and citizenship. The Commission will recommend programs that create classroom environments that promote effective learning and encourage students to respect one another; teach students how to resolve conflicts without resorting to violence or bullying; develop leadership skills and offer service opportunities in the community; and engage parents and community leaders in cooperative efforts to build and model good character. The Commission is composed of members from faith-based organizations, community and service organizations, and educational leaders. In order to ensure community involvement in its mission, all meetings of the Commission will be heavily publicized and open to the public.
- Budgeting \$4.75 million for public school districts and approved charter schools for the development and implementation of character education programs during the 2002-03 school year. The purpose of this initiative is to assist public school educators in adopting validated character education programs that will meet the developmental needs of students throughout New Jersey by promoting pro-social student behaviors and creating a caring, disciplined school climate conducive to learning.

High Quality Teachers

- Creating the Teacher Advisory Committee to allow teachers from around the state to provide input directly to the Governor on the educational changes that directly affect their classrooms. The mission of the Committee is to advise the Governor on the experiences of teachers in the classroom, identify and examine factors that attract bright students to the profession, and recommend ways to end intellectual isolation among teachers by building and supporting communities of learners. The Committee is charged with identifying teachers who employ the best practices and improve student achievement.
- Convening a summit on professional standards for teachers, featuring leaders from education, higher education, government, and the business community. The summit, held in (fill in month), included administrators, teachers, higher education, major education associations, and the business community in this important discussion, and involved the professional collaboration of the New Jersey Department of Education, the New Jersey Principals and Supervisors Association, the New Jersey Education Association, the New Jersey Association of School Administrators, and the New Jersey School Boards Association.

Parental Choice

- Dedicating \$3.7 million in the fiscal year 2003 state budget to support the Interdistrict Public School Choice Pilot Program. This five-year pilot project was established to increase educational options for New Jersey's students and their families. With a public school focus, the school choice program gives parents and students the ability to choose a public school outside of their district of residence without cost to the parents. Created as a small pilot with many limitations, the school choice program is testing the concept of voluntary interdistrict public school choice and its applicability to New Jersey's public school system. The 2001-2002 school year is the second year during which choice students are attending choice districts.
- Authorizing under the Charter School Program Act of 1995, *N.J.S.A.* 18A:36 the establishment of charter schools as part of this state's program of public education. This effort will assist in promoting comprehensive educational reform by providing a mechanism for the implementation of a variety of educational approaches which may not be available in the traditional public school classroom. There are currently 57 approved charter schools in 15 counties in New Jersey. For the 2001-02 school year, 50 charter schools served over 13,000 students. Seven more charter schools are scheduled to open in September 2002, with one more charter school taking a planning year for 2002-03.

To achieve the state goal of educational excellence for every child, the NJDE has developed and updated a *Strategic Plan for Systemic Improvement of Education in New Jersey*, which can be found on the NJDE Web site at: www.nj.gov/njded/strategic/toc.htm. The new revised *Strategic Plan* is derived from the concepts and initiatives contained in the original version first adopted by the New Jersey State Board of Education on June 7, 1995, and subsequently revised on November 6, 1996. Similar to the original version, the new document represents a five-year plan and is a continually evolving document with annual revisions. It serves as the framework to guide statewide efforts to improve education in New Jersey, and as the blueprint for reform of educational policy at the state level. Aligned with the national goals, the *Strategic Plan* establishes educational priorities necessary for school reform and provides specific direction for state policy and local improvement efforts. The goals of the *Strategic Plan* are:

1. To ensure that all students, including students with disabilities, students in state facilities, and students with limited English proficiency (LEP) achieve the [Core Curriculum Content Standards](#).
2. To ensure that all students receive instruction and supervision from educators who possess the knowledge and skills necessary to address the [Core Curriculum Content Standards](#).
3. To ensure that all students are educated in school facilities that are conducive to achieving the [Core Curriculum Content Standards](#).
4. To ensure that all students are educated in a school system that is both programmatically and fiscally accountable for its services and resources.

5. To ensure that policies and programs promulgated by the State Board of Education and the Department of Education will positively impact the health, social and emotional well being of all students, and to foster the delivery of state services which effectively address the needs of the whole child.

The primary mission of the NJDE is to provide leadership for all children in all schools to get a rich education that will enable them to live productive and meaningful lives. The NJDE strives to achieve its mission by implementing programs that support the Governor's initiatives and the goals set forth in the *Strategic Plan*. This Consolidated State Application shows how the NCLB programs will be integrated with state programs to improve education in the State of New Jersey.

Improved administration will be accomplished by coordinating the assessment of needs, the distribution of funds, and the evaluation of performance. At the local level, LEAs will in turn be encouraged to improve their administration of federal programs through the submission of a consolidated subgrant application for nine formula programs including: 1) Title I, Part A: *Improving Basic Programs Operated by Local Education Agencies*, 2) Title I, Part A: *School Improvement*, 3) Title I, Part D: *Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk*, 4) Title II, Part A: *Teacher and Principal Training and Recruiting Fund*, 5) Title II, Part D: *Enhancing Education Through Technology*, 6) Title III, Part A: *Grants and Subgrants for English Language Acquisition and Language Enhancement*, 7) Title IV, Part A: *Safe and Drug-Free Schools and Communities Act*, 8) Title V, Part A: *Innovative Programs*, and 9) Title VI, Part B: *Rural and Low-Income School Program*.

The NCLB Advisory Council was established in 1995 to provide a broad-based representation of federal programs and obtain the field perspective during the development of the Consolidated State Application and the local education agency (LEA) subgrant application under the Improving America's Schools Act. The Council is composed of administrators, teachers, parents, pupil services personnel, charter school lead persons, and representatives of private schools, institutions of higher education, community-based organizations, and the Governor's office. The Council is responsible for identifying local implementation opportunities and challenges and identifying possible strategies for solutions. Additionally, members share the information discussed at meetings with colleagues to provide a collaborative process that effectively meets the needs of those students, teachers and parents benefiting from the programs. The Council actively participated in the review of this state application.

PART I: ESEA GOALS, ESEA INDICATORS, STATE PERFORMANCE TARGETS

In the June 2002 submission, write a statement indicating that the State has adopted the five goals, the corresponding indicators and has agreed to submit targets and baseline data related to the goals and indicators identified in the application. States may submit additional state goals and indicators that the state has identified as overall goals for improving student achievement.

The State of New Jersey, New Jersey Department of Education (NJDE), adopts the five federally-mandated performance goals and corresponding performance indicators listed below. Additionally, the NJDE agrees to submit targets and baseline data related to these goals and indicators, as required. The assessment results of Spring 2002 will be used as baseline data for setting annual objectives and indicators for adequate yearly progress (AYP). Furthermore, New Jersey agrees to submit targets and baseline data for indicators related to AYP in May 2003.

ESEA Goals and Indicators

1. **Performance goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
 - 1.1. Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
 - 1.2. Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
 - 1.3. Performance indicator: The percentage of Title I schools that make adequate yearly progress.
2. **Performance goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
 - 2.1. Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
 - 2.2. Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
 - 2.3. Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.
3. **Performance goal 3:** By 2005-2006, all students will be taught by highly qualified teachers.
 - 3.1. Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

- 3.2. Performance indicator: The percentage of teachers receiving high-quality professional development. (as the term, “professional development,” is defined in section 9101 (34).)
- 3.3. Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)
4. **Performance goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
 - 4.1. Performance indicator: The number of persistently dangerous schools, as defined by the State.
5. **Performance Goal 5:** All students will graduate from high school.
 - 5.1. Performance indicator: The percentage of students who graduate from high school each year with a regular diploma--disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged--calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
 - 5.2. Performance indicator: The percentage of students who drop out of school--disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged--calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

PART II: STATE ACTIVITIES TO IMPLEMENT ESEA PROGRAMS

1. *Describe the State's system of standards, assessments, and accountability and provide evidence that it meets the requirements of the ESEA. In doing so –*

a. *In the June 2002 submission, provide a timeline of major milestones, for either:*

- adopting challenging content standards in reading/language arts and mathematics at each grade level for grades 3 through 8, consistent with section 1111(b)(1) or*
- disseminating grade-level expectations for reading/language arts and mathematics for grades 3 through 8 to LEAs and schools if the State's academic content standards cover more than one grade level.¹*

The New Jersey State Board of Education (NJSBE) adopted the Core Curriculum Content Standards (CCCS) in seven content areas in May 1996, including language arts literacy, mathematics, science, social studies, world languages, health and physical education and visual and performing arts. Additionally, standards for workplace readiness were adopted which cut across all of the content areas. These standards were established with the full input of the New Jersey community. They are rigorous standards for the new century and focus on preparing students to be competitive in the international marketplace of the future.

In initiating rigorous standards-based education reform in 1995, culminating in the adoption of the CCCS in 1996, as noted above, New Jersey has also developed a statewide assessment program aligned with those curriculum standards. The state's three major tests: the grade four Elementary School Proficiency Assessment (ESPA), the Grade Eight Proficiency Assessment (GEPA), and the eleventh grade High School Proficiency Assessment (HSPA) measure student achievement of the Core Curriculum Content Standards. The HSPA replaces the High School Proficiency Test (HSPT11), which remains active for a diminishing student test population for whom it is the graduation test of record. Like the HSPT, the HSPA is a graduation test. In the school year 2001-2002, these assessments tested the following content areas:

- ESPA: Language Arts Literacy; Mathematics
- GEPA: Language Arts Literacy; Mathematics; Science
- HSPA: Language Arts Literacy; Mathematics

Each provides the baseline data needed to fulfill the adequate yearly progress (AYP) reporting requirements of the earlier ESEA.

In addition, the Special Review Assessment (SRA), mandated by state statute (*N.J.S.A. 18A:7C-3*), provides an alternate assessment for twelfth-grade students who have met all graduation requirements except for passing all sections of the HSPT or HSPA. The SRA is aligned with the Core Curriculum Content Standards through the test specifications. Students who undergo the SRA process, which combines remedial instruction with performance assessments, must continue to take the HSPA each time it is offered until

¹ Consistent with final regulations, expected to be released in August 2002.

they either demonstrate proficiency on all sections of the HSPA or successfully complete the SRA.

Also, as mandated by the federal Individuals with Disabilities Education Act of 1997 (IDEA), New Jersey has developed an Alternate Proficiency Assessment (APA) that measures the progress of students with severe disabilities in achieving the state's Core Curriculum Content Standards for Students with Severe Disabilities (CCSSSD). The APA was implemented for the first time in the school year 2001-2002.

In the spring of 1999, the ESPA and GEPA were administered to New Jersey's fourth and eighth grade students in the areas of language arts literacy, mathematics, and science. New Jersey's standards and aligned assessments were submitted to the U.S. Department of Education (USDE) for peer review in July 2000. Final standards for the HSPA are scheduled for New Jersey State Board of Education (NJSBE) adoption during the summer of 2002, thus completing the state assessment program based on the 1996 standards.

On November 6, 2001, the U.S. Department of Education (USDE) granted a two-year waiver to complete all of the changes needed to ensure New Jersey's compliance with Title I of the Elementary and Secondary Education Act (ESEA) of 1965 (Improving America's Schools Act, 1994 reauthorization). Though the majority of the assessment system was approved, including the Core Curriculum Content Standards (CCCS), the state needed additional time to complete changes in policy and procedures for the full implementation of the complete assessment system required.

In accordance with *New Jersey Administrative Code, N.J.A.C. 6A:8*, the CCCS in eight content areas, which were approved and adopted in May 1996, are presently undergoing the review, revision, and re-adoption process. A draft of the revised CCCS was completed and submitted for public review and comment in January 2002. In addition, Governor McGreevey has directed Commissioner of Education, William L. Librera, through an Executive Order, to further revise the language arts literacy standards by developing specific standards for students in grades 2, 3 and 4 by September 1, 2002.

The review and revision process will incorporate the recommendations of the (INSERT YEAR OF REPORT) ACHIEVE, Inc., report on New Jersey standards. The process included the input of more than 250 educators and representatives from business and industry serving on panels for each of the content areas. In addition, the state has refocused its efforts on early literacy by incorporating the recommendations of the National Reading Panel. This focus resulted in the new language arts literacy standards that have been benchmarked to identify the key skills that young learners in kindergarten, first, second, and third grades need in order to read and write with proficiency. Likewise, standards in the key content areas of mathematics and science have been reviewed. Mathematics standards reflect a closer alignment with those of the National Council of the Teachers of Mathematics, while the revised science standards infuse more technology skills than the former standards.

The standards revision process is part of an overall plan that also includes the creation of a long-term assessment plan that meets state and federal objectives, the development of amendments to the standards and assessment regulations that codify the assessment plan, new high school graduation requirements, and alignment of the regulations with new federal requirements under Title I. The revision of the standards will take place in two phases:

- Phase I - The first phase of the standards process will involve the revised language arts literacy, mathematics, and science standards. Review and discussion of these three revised standards by the NJSBE will take place in May 2002. Public review and testimony will take place in June 2002. Adoption of the revised standards in language arts literacy, mathematics, and science is planned for July 3, 2002 by the NJSBE. The revised standards in language arts, mathematics, and science do include specific standards or grade level expectations for all of the grades that will be assessed under the NCLB.
- Phase II - In September 2002, the Commissioner of Education will present the second phase of the revised standards in social studies, visual and performing arts, world languages, health and physical education, and workplace readiness. The Early Childhood Expectations and the Core Curriculum Content Standards for Students with Severe Disabilities will also be included. Revisions to these standards are not anticipated as they were only recently adopted. After review and comment, the revised standards in the five content areas, early childhood, and special education areas will be adopted in November 2002.

The original CCCS and the proposed modified standards in language arts literacy, mathematics, and science, as well as in the other content areas, are consistent with Title I, Part A of the ESEA. These standards are mandated for all elementary and secondary school students in public education institutions within the state, including children served by Title I, Part A of the ESEA. As stated in *N.J.A.C. 6A-8*, these standards:

- "...define what all students should know and be able to do by the end of their public school education"; and
- "...enable district boards of education to establish curriculum and instructional methodologies for the purpose of providing students with the constitutionally mandated system of 'thorough' public school instruction."

Copies of the CCCS and the draft revisions can be found on the NJDE Web site at: www.nj.us.njded/stass/.

New Jersey is currently revising all of its Core Curriculum Content Standards, including language arts literacy, mathematics, and science. The State Board is scheduled to adopt these revised standards in July 2002.

Following the adoption of the new standards, the New Jersey Department of Education (NJDE) will issue a RFP during the summer of 2002 for the development of new third and fourth grade assessments that are aligned with the revised standards. Initial administration of these tests will be in school year 2003. Future plans call for the development of grade five and six tests in school year 2004, with a science assessment administered in grade four that year. In 2005, the sixth and seventh grade tests will be added, and a social studies assessment will be administered for the first time in grade seven. The GEPA will continue to assess student proficiency in the areas of language arts literacy, mathematics, and science. Science assessment will be added to the HSPA in 2006, bringing New Jersey into full compliance with the federal Title I assessment requirements by that year.

New Jersey's new assessments will integrate both paper and pencil type items with performance assessments. This will allow us to meet two new federal requirements: (1) provide more timely information for teachers to use, and (2) provide more diagnostic information to inform instruction at the classroom level. As the state transitions from one assessment design to new models, technical assistance will be requested of the USDE to assist with establishing links between baseline and benchmark data sets.

Throughout each step of development, New Jersey incorporates the input of the broader state community, soliciting comments and recommendations from not only educators in the field, as well as from business and community groups. Before presenting standards to the NJSBE, the NJDE circulated the draft document to a wide audience for review and comment either in writing or at one of the series of public forums held in the four regions of the state. A proposal is submitted to the NJSBE followed by two months of public hearings. The state assessments are developed again with the full input of the educational community. Committees review test specifications, review draft items for bias and make recommendations on the standard setting.

b. In the June 2002 submission, provide a timeline of major milestones, for adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).

As indicated above, the New Jersey State Board of Education (NJSBE) adopted the Core Curriculum Content Standards (CCCS) in seven content areas, including science, in May 1996. Those standards are currently in the process of being modified and re-adopted. In the spring of 1999, the Elementary School Proficiency Assessment (ESPA) and the Grade Eight Proficiency Assessment (GEPA) were administered to New Jersey's fourth and eighth grade students in three content areas, including science. Science was part of the ESPA from 1999 to 2001, and is currently part of GEPA. Science will be reinstated as part of the elementary battery and will be included as part of the high school assessment system before or by the time specified by federal guidelines.

Science standards have been revised and now infuse more technology skills than the former science standards. Review and discussion of the revised standards by the NJSBE

took place in May 2002. Public review and testimony will take place in June 2002. Adoption of the revised standards in science is planned for July 3, 2002.

Future plans call for the development of grade five and six tests in school year 2004, with a science assessment administered in grade four that year. The GEPA will continue to assess student proficiency in three areas, including science. Science assessment will be added to the High School Proficiency Assessment (HSPA) in 2006, bringing new Jersey into full compliance with the federal Title I assessment requirements by that year.

- c. ***In the June 2002 submission, provide a timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments that meet the requirements of section 1111(b)(3) in the required subjects and grade levels.***

Implementation Timeline of NJ Statewide Assessments

(*italics* = first time administration to meet NCLB requirements; plain type = ongoing administration)

Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2002-2003	<i>LAL/ Math</i>	LAL/ Math*				GEPA LAL/Math/ Science	HSPA LAL/Math/ Science
2003-2004	LAL/ Math	LAL/ Math/ Science	<i>LAL/ Math</i>	<i>LAL/ Math</i>		GEPA LAL/Math/ Science	HSPA LAL/Math/ Science
2004-2005	LAL/ Math	LAL/ Math/ Science	LAL/ Math	LAL/ Math	<i>LAL/ Math</i>	GEPA LAL/Math/ Science	HSPA LAL/Math/ Science
2005-2006	LAL/ Math	LAL/ Math/ Science	LAL/ Math	LAL/ Math	LAL/ Math	GEPA LAL/Math/ Science	HSPA LAL/Math/ Science

Notes: LAL – Language Arts Literacy

* A new fourth grade test will replace the current Elementary School Proficiency Assessment (ESPA), probably in 2002-2003; no later than 2003-2004.

While state law does not require State Board approval of the test design or contracts with testing vendors, each new test in each content area will be submitted to the Board for approval after standards have been set, about 60-90 days after the first operational administration.

- d. ***In the June 2002 submission, provide a timeline of major milestones for setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1).***

The State Board of Education will approve the achievement standards for each test in all content areas after the first operational administration. See timeline table under item c. above for details of the assessment schedule. This standard setting process occurs approximately 60-90 days following the first operational administration of each test. These achievement standards are established based on the recommendations of a committee of practitioners from across the state.

- e. ***By January 31, 2003, provide the State's definition of adequate yearly progress. The definition must include:***
- i. ***For the percentage of students meeting or exceeding the State's proficient level, provide for reading/language arts and for mathematics –***
 - ***The starting point value;***
 - ***The intermediate goals;***
 - ***The timeline; and***
 - ***Annual objectives.***
 - ii. ***The definition of graduation rate (consistent with section 1111(b)(2)(c)(vi) and final regulations).***
 - iii. ***One academic indicator for elementary schools and for middle schools.***
 - iv. ***Any other (optional) academic indicators.***

Currently, the NJDE determines adequate yearly progress (AYP) based on a sliding scale formula that is applied to each school. This scale/formula identifies the amount of progress the school needs to make each year to close the gap in actual student performance and the state standard. This growth rate is calculated for both language arts literacy and mathematics. The results for the two content areas as well as the different grade level tests are reviewed jointly to determine the school's improvement status. Schools are then grouped into six categories that describe their improvement status. Three of these categories demonstrate that either full state standards have been met or that AYP in all areas have been met. Two other categories note that despite making AYP in one or more areas, progress is still needed in another. Finally, those rated in the last category are identified as being in need of school improvement. In 2002, the NJDE notified all such schools of their status, and of the remedial steps they must take. The spring 2002 assessment results will be reviewed using these same criteria, and will be gathered to help set the new starting point for adequate yearly progress.

The state will redefine AYP in accordance with new federal regulations. In spring 2002, the High School Proficiency Assessment (HSPA), the Grade Eight Proficiency Assessment (GEPA) and the Elementary School Proficiency Assessment (ESPA) were administered to all students enrolled in grades 11, eight, and four, respectively. This includes students identified as limited English proficient (LEP) and those with disabilities. In order to ensure the inclusion of all students, those with severe disabilities were administered the Alternate Proficiency Assessment (APA) for the first time.

Once these tests are scored and preliminary assessment results are returned to school districts to assure that all student data and score reports are accurate and correct, the NJDE will analyze these data to establish baselines for the performance of all schools and

students in New Jersey. New Jersey administers make-up tests, to assure the broadest possible representation and participation in the state assessment program. Nevertheless, the data will be compared to enrollment data to ensure at least 95 percent participation. Procedures will also be established to better gauge the rate of participation in future years.

The NJDE will then rank order all schools, starting with the lowest performing. These data will be compared to total students tested to identify where the 20th percentile student will fall. Counting upward from the lowest ranked to that school identified as housing the student at the 20th percentile, the state will identify that school's performance. A school's "percent proficient" will be one possible starting point for identifying future benchmarks. Each subgroup of students will be compared with statewide data for the group. The two indicators will be compared, and the highest will become the starting point from which benchmarks are set.

The NJDE anticipates setting graduated benchmarks for the HSPA since it was first administered this year. It is also anticipated that based on the first year results, districts may need to revisit curricula to assure full alignment with state curriculum standards. However, after the first three years, benchmarks will be set in equal increments. This will allow districts the time needed to adjust curricula and fully prepare teachers in methods and strategies directed to the standards; and will allow teachers the time needed to fully integrate these strategies into their classrooms.

Since the GEPA has been in place for three years, benchmarks for this assessment may be set in equal increments. Full public input and comment will be gathered to assist in the benchmarking process. Because the elementary assessment program will change significantly, technical assistance will be requested to assist us in comparing data and adjusting where necessary to assure appropriate benchmarking processes are employed. This assistance will be requested during the late summer/early fall of 2002, once preliminary test data are available.

- f. By January 31, 2003, identify the minimum number of students that the State has determined, based on sound statistical methodology, to be sufficient to yield statistically reliable information for each purpose for which disaggregated data are used and justify this determination.²***

The State of New Jersey has consistently relied upon samples of 10 or more as adequate for yielding statistically reliable data, and conversely less than ten as unreliable, especially for purposes of disaggregated data.

This standard will be reviewed between June 2002 and the January 31, 2002 submission deadline to assure that reliable data decisions are made regarding subgroup performance.

- g. In the June 2002 submission, provide a plan for how the State will implement a single accountability system that uses the same criteria, based primarily on assessments***

² Consistent with final regulations, expected to be released in August 2002.

consistent with section 1111(b), for determining whether a school has made adequate yearly progress, regardless of whether the school receives Title I, Part A, or other federal funds.

Currently, the New Jersey Department of Education (NJDE) is under a new administration and is undergoing a complete reorganization. This affords the NJDE the opportunity to review all systems and operations and to realign them to meet new goals. One primary goal of the new administration is to develop a single accountability system that will provide one set of goals and direction for the over 600 school districts in the state. The NJDE believes that competing regulations prevent schools and districts from focusing on common goals. The challenge of the new federal legislation now makes a single focus for all schools and districts in the state imperative.

In the fall of 2001, a special departmental work group was convened to review the accountability requirements under both state and federal Title I systems. At that time, discrepancies between the two systems were identified and a policy paper calling for a single accountability system was developed and circulated. Pending new federal guidance, this work will continue.

This departmental work group will be reconvened during the summer of 2002. The group's charge will be to redefine accountability processes and requirements in the state of New Jersey to conform with federal Title I requirements. Part of this work has already begun: in May 2002, the state's administrative code for Standards and Assessment was presented to the New Jersey State Board of Education (NJSBE) for discussion. Incorporated into the proposed code were key changes that outlined the new state assessment schedule and timetable for the new tests in grades three, five, six, and seven, and that called for the inclusion of all students in the accountability system. There remain some inconsistencies in other relevant sections of state administrative code that will be addressed. Currently, a review of *N.J.A.C. 6A:6 Equality in Education Program* is underway again to ensure a coherent focus that assures all students attain high standards consistent with NCLB.

Comprehensive guidance for the implementation of new requirements will be developed following code adoption. The full scope of work will take one year to complete; however, the main part of this work will occur during the summer and early fall of 2002. As noted earlier, New Jersey is uniquely poised to take on these tasks in light of the reorganization of the department and its operations to ensure better service delivery to all schools and districts across the state.

New Jersey looks forward to assuring a single accountability system. As noted above, work toward the establishment of a single accountability system was begun, but was forestalled awaiting the then imminent passage of the NCLB. Now the NJDE is poised to move forward with the alignment of the new federal and state systems. A working committee will be convened in July 2002. The scope of work calls for not only identification of any areas of discrepancy between current state regulations and the

NCLB, but also realignment of state code and regulations to assure full compliance with the NCLB and a single statewide accountability system.

- h. In the June 2002 submission, identify the languages present in the student population to be assessed, the languages in which the State administers assessments, and the languages in which the State will need to administer assessments. Use the most recent data available and identify when the data were collected.***

Approximately 150 different languages are spoken by students in New Jersey schools, including those listed below:

Africaans	Farsi	Norwegian (Landsmaal, Riksmaal)
Akan (Twi, Fante)	Finnish	Pampango (Pampangan)
Albanian	French	Panjabi (Punjabi)
Amharic	Ga	Papamiento
Arabic	Gaelic German	Pashto (Pushto)
Aramaic	Greek	Pilipino (Tagalog, Filipino)
Armenian (Hayeren)	Gujarati	Polish
Assyrian	Hebrew	Portuguese
Bahasa Indonesian	Hiligaynon (Ilonggo)	Rumanian (Romanian)
Barbadean/Bajan	Hindi/Hindustani	Russian
Bengali (Sylhetti Bangla)	Hungarian/Magyar	Serbo-Croatian (Serbian, Croatian)
Bulgarian	Ibo (Igboo)	Sindhi
Burmese	Ilocano (Iloko)	Slovak
Byelorussian	Italian	Slovenian
Cambodian (Khmer)	Japanese	Somali
Cantonese (Yue, Toishan, Taishan)	Kannada/Canarese/Canades	Spanish
Cebuano (Visayan, Bisayon)	Kikuyu (Geyoko, Gikuyu)	Swedish
Chuang (Xiang, Hunanese, Hsiang)	Korean	Taiwanese (Amoy, Fukien, Min, Swatow)
Creole (Cajun)	Krio	Tamil
Creole (English)	Lao (Laotian)	Telugu
Creole (French-Patois)	Latvian (Lettish)	Thai (Siamese)
Creole (Haitian)	Macedonian	Turkish
Danish	Malayalam	Ukrainian
Dari (Afghan, Persian)	Mandarin (Chin, Kuoyu, Pekingese)	Urdu
Dutch	Mandarin (Northern Chinese, Putonghua)	Uzbek
English	Mande	Vietnamese
Estonian	Marathi	Yugoslav
Ewe	Mongolian	

For the 2002 school year, there are 56,712 students of limited English proficiency enrolled in 466 school districts in the state. New Jersey administers its assessments in English; however, the grade eleven Special Review Assessment (SRA), which is a performance assessment, allows for the administration of performance assessment tasks (PATs) in the following languages:

Haitian Creole	Arabic
Gujarati	Chinese
Korean	Japanese
Polish	Portuguese
Spanish	Vietnamese

New Jersey plans to develop assessments in Spanish. This assessment will be available initially at grades 3 and 4, beginning next year. As our assessment program is extended up through the grades to grade 8, the NJDE will phase in assessments in this language at each grade. Other language tests will not be developed because the number of LEP students who speak other languages drops so significantly that it would not be practicable to develop assessments in these other languages. Specifically, of the top ten languages, no other language group reflects more than 100 students per grade other than Spanish. To develop assessments for groups with fewer than 100 students is not practicable.

Data on languages and assessments presented above represent the most recent available data and were collected on October 15, 2001, as part of the Application for State School Aid (ASSA) and the LEP enrollment summary. The 56,712 figure does not include nonpublic students, which represent an additional 1,506. These students will be factored into the total.

- i. ***In the June 2002 submission, provide evidence that, beginning not later than the school year 2002-2003, LEAs will provide for an annual assessment of English proficiency that meets the requirements of section 1111(b)(7) and 3116(d)(4), including assessment of English proficiency in speaking, listening, reading, writing, and comprehension. Identify the assessment(s) the State will designate for this purpose.***

As described below under item *j.* in this section, the 2002-2003 school year will be a planning year in which a committee will be convened to choose an assessment instrument to annually measure English language gains and develop a process for collecting these data. It is anticipated that baseline data will be collected in September 2003. The NJDE will advise the USDE by May 2003 of the annual performance objectives in this area and the test that will be used to determine district achievement of such objectives.

New Jersey LEAs are currently required by administrative code to annually assess limited English proficient students for language proficiency. There are three approved language proficiency tests that are currently used by school districts for this purpose: the Language Assessment Scales (LAS), the Maculaitis Assessment Competencies (MAC II) Test of English Language Proficiency, and the IDEA Proficiency Test (IPT). Thus, the requirement that the “LEAs provide an annual assessment of English proficiency...including assessment of English proficiency in speaking, reading, listening, writing, and comprehension” is already being implemented in New Jersey schools. The planning activities that the SEA will be carrying out during the 2002-03 school year described above will concern the development of a uniform system for LEAs to report these gains to the NJDE. As three different tests are used statewide to assess language proficiency, student gains are measured and reported differently on each one. Therefore,

the department will convene a task force in the fall of 2003 to explore various options for the annual measuring and reporting of student gains. Such options to be explored include the following:

1. Equating the three tests in order to uniformly report results;
2. Reporting results separately for each of the three tests used; and
3. Maintaining the use of the current tests only for identification and placement purposes and adopting a different test for measuring and reporting annual gains.

The NJDE will enlist a consultant in testing and measurement to lead the committee in its work and to assist in the development of a uniform reporting system. We will also request technical assistance from the USDE regarding how best to collect this data and report it to ensure full compliance. The issues on which we will seek clarification include the following:

- Do we need to report data by cohort and language proficiency levels or do we demonstrate language proficiency gains as an absolute numerical reporting?

- j. In the June 2002 submission, describe the status of the State's effort to establish standards and annual measurable achievement objectives under section 3122(a) of the ESEA that relate to the development and attainment of English proficiency by limited English proficient children. These standards and objectives must relate to the development and attainment of English proficiency in speaking, listening, reading, writing, and comprehension, and be aligned with the State academic content and student academic achievement standards as required by section 1111(b)(1) of the ESEA. If they are not yet established, describe the State's plan and timeline for completing the development of these standards and achievement objectives.***

The English as a Second Language (ESL) standards developed by Teachers of English to Speakers of Other Languages (TESOL), *ESL Standards for Pre-K–12 Students*, were adopted in *New Jersey Administrative Code* in 1998 as the standards with which all ESL programs in the state must be aligned. The *ESL Standards* articulate the English language competencies that English language learners need in order to become fully proficient in English and achieve the same challenging content standards as their English-speaking peers. Following the adoption of the *ESL Standards*, the NJDE convened a committee of ESL teachers to align the *ESL Standards* to New Jersey's language arts literacy standards. The purpose of this alignment is to assist districts in identifying curriculum objectives and instructional and assessment activities that lead English language learners to develop native-like levels of English proficiency and begin to develop the language arts skills, in English, that they will need to meet the language arts literacy standards.

The *ESL Standards* are in place in New Jersey and considerable progress has been made by districts to align their ESL curricula to the standards. (Such alignment is required in the New Jersey regulations governing bilingual and ESL programs.) However, at this

time, the state has not yet set annual measurable achievement objectives in ESL. In order to establish such objectives, the NJDE will carry out the following activities:

Activity	Timeline
Convene a committee of bilingual/ESL educators to meet with Office of Assessment and Office of Bilingual Education Staff	October 2002
Explore the various options for testing language proficiency, including the following: <ul style="list-style-type: none"> • reviewing the activities of other states in selecting tests and setting annual achievement objectives • testing options available, including: <ul style="list-style-type: none"> - Equating the MAC II, LAS, and IPT tests currently used in New Jersey schools; - Adopting an English language achievement test such as the ones currently under development by (1) the Educational Testing Service (ETS); and (2) the Council of Chief State School Officers (CCSSO) LEP Consortium; or - developing a New Jersey specific English language achievement test similar to that developed in other states. 	October – December 2002
Present committee makes recommendations to the Commissioner of Education	December 2002
Undertake the following tasks, depending upon the recommendations of the committee: <ul style="list-style-type: none"> • develop annual measurable English language proficiency objectives; • develop objectives for the attainment of full English proficiency and mainstreaming; or • contract with the test developers to develop a New Jersey-specific test. 	January – March 2003
Develop and submit ESL achievement objectives/mainstreaming objectives to the USDE	May 2003
Develop data collection instruments and provide information sessions to school districts on the annual objectives and data reporting instruments	Fall 2003

Recently, new language proficiency tests were adopted in order to ensure updated norms. As a result, in 2002 districts were offered the option of using three commercially produced language proficiency tests for this purpose: the LAS, the IPT, and the MAC II. The adoption of these three tests was the outcome of a rigorous and extensive two-year selection process that involved school district practitioners as well as testing and measurement experts. Moreover, the tests were piloted in New Jersey districts in order to assure high validity, reliability, and practicality of administration.

This fall we will convene a statewide task force to assist us in establishing state objectives for English language proficiency. These objectives will be applied to these three tests administered during the 2002-2003 school year and submitted to the USDE by May 2003. The planning activities that the NJDE will carry out during the 2002-2003 school year, as described above, concern the development of a uniform system for LEAs to report these gains to the NJDE. As three different tests are used statewide to assess language proficiency, student gains are measured and reported differently on each one. Therefore, the NJDE will convene a task force in the fall of 2003 to explore the various options for the annual measuring and reporting of student gains. The options to be explored include the following:

1. Equating the three tests in order to uniformly report results; and
2. Reporting results separately for each of the three tests used.
3. Maintaining the use of the current tests only for identification and placement purposes and adopting a different test for measuring and reporting annual gains.

The NJDE will engage a consultant in testing and measurement to lead the committee in its work and to assist in the development of a uniform reporting system.

2. ***In the June 2002 submission, describe the process for awarding competitive subgrants for the programs listed below. In a separate response for each of these programs, provide a description of the following items, including how the State will address the related statutory requirements:***
 - a. *timelines*
 - b. *selection criteria and how they promote improved academic achievement*
 - c. *priorities and how they promote improved academic achievement.*

(In lieu of this description, the State may submit its RFP for the program.)

The programs to be addressed are:

- 1) *Even Start Family Literacy (Title I, Part B).*
- 2) *Education of Migrant Children (Title I, Part C).*
- 3) *Prevention and Intervention for Children Who Are Neglected, Delinquent, or At-Risk -- Local Agency Programs (Title I, Part D, Subpart 2).*
- 4) *Comprehensive School Reform (Title I, Part F).*
- 5) *Teacher and Principal Training and Recruiting Fund -- subgrants to eligible partnerships (Title II, Part A, Subpart 3).*
- 6) *Enhanced Education Through Technology (Title II, Part D).*
- 7) *Safe and Drug-Free Schools and Communities -- reservation for the Governor (Title IV, Part A, section 4112).*
- 8) *Community Service Grants (Title IV, Part A, section 4126).*
- 9) *21st Century Community Learning Centers (Title IV, Part B).*

Competitive Subgrant Procedures

The New Jersey Department of Education (NJDE), maintains a rigorous system of parallel responsibility for the awarding of discretionary grant funds. Under this system, the Office of Grants Management and Development (OGMD) and the sponsoring program offices share the NJDE's obligation and commitment to administer discretionary grant programs to ensure the fair and equitable distribution of discretionary grant funds through the timely and

consistent implementation of the grants management system, and to ensure accountability and audit integrity at all points in the system. OGMD is responsible to establish and maintain appropriate and effective procedures to achieve these ends. In all cases, available federal and state funds for entitlement and discretionary subgrant programs are allocated to enhance major educational initiatives in accordance with federal and/or state regulation governing the use of such funds.

To ensure integrity in the distribution of competitive subgrant funds, the NJDE has implemented a grants management system that includes uniform procedures for the efficient and objective distribution of discretionary funds. The department-wide grants administration system is designed to separate the identification of need and development of a Notice of Grant Opportunity (NGO), formerly called a Request for Proposals (RFP), for a grant program, from the selection, awarding and monitoring of individual grant projects.

Under this system, the authorities over the components of grant administration are divided among many individuals (program staff and grant administration staff), including representatives from outside the NJDE, to ensure objectivity and integrity in the awarding of funds. Specifically, each division will review and comment on every NGO before dissemination. Additionally, each evaluation panel responsible for scoring applications that may result in subgrants, includes a least one representative external to the NJDE.

To be approved for public release, each NGO must first have the endorsement of the sponsoring NJDE program division assistant commissioner certifying that all pertinent program and fiscal regulatory guidelines are addressed, and must subsequently receive the approval of the assistant commissioners for each division within the department. The NGO guidelines, along with the standard NJDE Discretionary Grant Application (DGA) instructions and forms package, are disseminated to all eligible agencies and include information regarding available technical assistance workshops. Implementation of a standard forms and instructions package, separate from individual program specific guidance, was modeled after practices of the USDE.

Applications received by the published due date and time, in response to an NGO, are submitted to an objective evaluation panel for an initial independent review and arena reading (full panel discussion). Applications are listed in rank order based on evaluation panel scores, and applications are funded highest (100 points) to lowest (65 points) until the available funds are exhausted. No awards are made to agencies whose applications received scores below 65 points.

The final process to award grant funds requires the collaboration of program and grant staff prior to the issuance of a grant agreement. This process focuses on pre-award revisions subsequent to the selection of agencies eligible for funding consideration in order to strengthen the program and ensure allowable and prudent use of funds. Approval of grant agreements resides solely with an independent grants officer.

Grant project reporting, and grant monitoring, modification and close-out activities are managed throughout the project period by assigned program officers and grant specialists.

As a result of this well-coordinated and efficient process, grant program funds are awarded to the most appropriate and competitive projects statewide, while ensuring objectivity, accountability and integrity in the prudent use and distribution of discretionary resources.

Selection Criteria

The NJDE has developed six standard and broadly applicable selection criteria that provide the basis upon which applications are selected for funding under each of the discretionary grant programs administered by the department. These selection criteria are modeled after those commonly used by the USDE and include:

1. The local conditions and/or needs are consistent with the stated purpose of the grant program and with the intended population to be served.
2. The project plan is comprehensive and reasonable, addresses the identified local conditions and/or needs, and will contribute to the achievement of the intended benefits of the grant program.
3. The project goals and objectives are properly constructed and logically sequenced to substantiate the project plan, and are supported by specific and measurable indicators that will allow for objective assessment of progress toward achievement of the goals and objectives.
4. The project activities represent a well-defined and logically sequenced series of steps which will result in the achievement of each goal and corresponding objective(s).
5. The project budget is integrated with the comprehensive project plan, and proposed expenditures are necessary and reasonable for the effective implementation of the project activities.
6. The agency's commitment to the project is well-documented, and the agency possesses the requisite organizational capacity and authority, including necessary resources and relevant experience, to support successful implementation.

When developing an NGO, NJDE program offices establish the specific information that agencies must provide in their applications in order for evaluation panels to score each application based on the above criteria. Within the framework of the six selection criteria, applications are evaluated based on quality, comprehensiveness, completeness, accuracy, and appropriateness of response to the guidelines and requirements of the governing NGO.

Note: The generic selection criteria are contained in the NJDE's standard Discretionary Grant Application (DGA) package, which can be found on the NJDE Web site at: www.state.nj.us/njded/grants/discretionary/apps/.

Priorities

All of the discretionary grant programs administered by the NJDE are developed in accordance with the priorities established in the NJDE *Strategic Plan*. The revised *Strategic*

Plan focused on the ultimate mission of the New Jersey State Board of Education (NJSBE) and the NJDE, which is to provide an appropriate environment to assist students in their efforts to excel academically and to become successful citizens in a global society. To achieve its mission, the NJSBE and the NJDE have set forth the following goals in the *Strategic Plan*. These goals form the basis for the department's priorities in developing individual discretionary grant programs:

1. To ensure that all students, including students with disabilities, students in state facilities, and students with limited English proficiency (LEP) achieve the Core Curriculum Content Standards.
2. To ensure that all students receive instruction and supervision from educators who possess the knowledge and skills necessary to address the Core Curriculum Content Standards.
3. To ensure that all students are educated in school facilities that are conducive to achieving the Core Curriculum Content Standards.
4. To ensure that all students are educated in a school system that is both programmatically and fiscally accountable for its services and resources.
5. To ensure that policies and programs promulgated by the State Board [NJSBE] and the Department of Education [NJDE] will positively impact the health, social and emotional well being of all students, and to foster the delivery of state services which effectively address the needs of the whole child.

Note: The NJDE's *Strategic Plan for Systemic Improvement of Education in New Jersey* can be found on the NJDE Web site at: www.state.nj.us/njded/strategic/toc.htm.

The following individual grant programs are developed and made available within the framework of the department-wide procedures, selection criteria and priorities:

- ***Even Start Family Literacy (Title I, Part B)*** - The Even Start Family Literacy Program grants are competitively awarded in compliance with federal requirements as mandated under the NCLB. The Notice of Grant Opportunity (NGO) is developed in consultation with the NCLB Advisory Council, whose membership includes representatives of the Even Start Program. In March of this year, the NGO was posted on the NJDE Web site for both new and continuation grant applicants. Applicants are given approximately eight weeks to complete and submit their applications to the NJDE.

Applications for new programs are then reviewed and evaluated by a review panel consisting of qualified representatives from early childhood, adult education, and family literacy disciplines. Review for continuation applications is conducted by NJDE staff on the basis of quality and comprehensiveness, including consistency with the comprehensive project plan selected by the applicant and approved by the NJDE

under the initiating multi-year NGO. Applications are also reviewed for completeness, accuracy, and appropriateness of response to each of the items identified in the NGO and Discretionary Grant Application (DGA). Grantees will receive award notifications following the pre-award revision process. The grant award period is from October 1 to September 30 of each year for all new and continuing programs.

Each year the NJDE utilizes a formula for awarding grants which takes into consideration the allocation, the current number of subgrants, and the increased required match for each current grantee. The number of programs that choose not to re-apply is also considered before determining the number of new programs funded in any given year.

The selection process utilized by the NJDE requires that each agency applying for Even Start funding provide documentation that all new hires for the Even Start Family Literacy Program meet all state certification for the appropriate position. A provision is made for existing staff which stipulates that those who were hired before January 2002 and are not certified have until 2004 to come into compliance. Additionally, all agencies are required to ensure quality programming for all staff which includes providing access to cross-cutting professional development that is designed to fine tune the skills necessary to work in a comprehensive family literacy environment.

Subgrant applicants are required to provide a description of the program plan which must include clear goals and objectives, periodic assessment, benchmarks, continuous improvement, and ongoing organizational strategies. Applicants must describe the identified target population; the identification and recruitment process utilized, with emphasis on low-income families and those with the highest need for services; the proposed activities and services; how the program is integrated with other programs such as Head Start, Adult Education, and other relevant programs; and how the program will be evaluated.

Applicants are encouraged to utilize the following strategies to develop and support long-term sustainable programs that improve family literacy:

1. Monthly meetings between the lead agency and other participating organizations to review progress toward program goals and review each agency's continued role and responsibilities to the Even Start Program;
2. Program flexibility to meet the changing needs of the target population;
3. Recognition of mutual accountability among collaborating agencies to maximize progress toward achieving program goals;
4. Expansion of the number of collaborating agencies as programs enter each succeeding year in order to increase available resources and services; and

5. Coordination and integration of funds with Head Start, Adult Education, and other relevant programs in order to provide the full range of services required to implement the Even Start Family Literacy Program.

This multi-year grant program is limited to formal partnerships of a LEA, and at least one of the following: a nonprofit community-based organization or an institution of higher education. Any of these agencies within a partnership may apply as the lead agency.

Applicants may be categorized as follows:

- Category 1: *Agencies that have not previously received federal Even Start funds.* Federal program guidelines require grantees to increase their matching funds incrementally over the grant period, while federal funding levels decrease proportionately (10 percent annually). Therefore, only agencies with the commitment and capacity to meet matching requirements will be eligible to apply; or
- Category 2: *Agencies that are applying for continued funding.* These agencies must submit the standard application forms available in the Discretionary Grant Application (DGA) package, including a budget for the subsequent program year and a single-year activity plan. The Even Start Family Literacy Program runs in four-year cycles. There is no official end date for the funding cycle unless funding agencies are unable to maintain the matching requirement. For those agencies that are able to continue meeting the matching requirement, programs could extend into a third four-year cycle or beyond.

Agencies entering their fifth or ninth year of Even Start funding must also provide a Project Description covering the previous funding cycle (*e.g.*, years 1-4) and plans for the next cycle (*e.g.*, years 5-8). Additionally, agencies entering a new funding cycle must describe their Organizational Commitment and Capacity in support of their proposed projects for the subsequent 4-year period. All other continuing agencies must provide an update in the Project Description portion of their applications that describes the previous program year.

Even Start Family Literacy Programs must demonstrate the ability to transition from sole reliance on federal and state funds to self-sustaining programs. As such, the required match becomes important in proving their ability to be self-sufficient while maintaining program consistency and quality of services. The required match may be provided as cash or as an in-kind contribution, fairly evaluated, and may be obtained from any source, including other federal funds under the NCLB. The match percentages as specified in the act are contingent upon the number of years of previous funding.

The competitive grant award process for the Even Start Family Literacy Program will be administered in accordance with the procedures established by the NJDE, as

described previously in this section. As prescribed by the federal regulations governing this program, each first year application will be reviewed by a panel consisting of qualified individuals with a diversity of experiences. This panel will represent the following constituencies as prescribed by federal regulations: an early childhood professional, an adult education professional, and an individual with expertise in family literacy programs.

The Even Start Family Literacy Program will utilize the standard state selection criteria as well as the specific criteria of the program to ensure the creation and maintenance of high quality programs that facilitate academic achievement for children and adults, and that break the cycle of poverty and illiteracy. Each program is designed to integrate early childhood education, adult literacy or adult basic education, and parenting and home-based education into a seamless delivery system that simultaneously increases the literacy levels of its students and parent participants. All even start components are linked to scientifically-based research practices for providing services to children ages 0-7 and to adults, and are consistent with New Jersey's Core Curriculum Content Standards.

For continuing programs, staff from the Office of Educational Support Services will review each grant application on the basis of quality and comprehensiveness, including consistency with a project plan selected and approved in the application under the initiating multiyear NGO.

The NJDE has determined that programs which incorporate a seamless system of the components listed below will contribute to the improved academic achievement of participants.

- Early childhood development, which focuses on scientifically-based reading and literacy activities/curriculum;
- Adult education, which fosters increased literacy/English proficiency, academic achievement (including ABE, GED, ESL), career/training skills;
- Parenting education, which includes workshops and activities designed to create a parenting model for participants; and
- Home-based education, which builds on existing family strengths, shows respect for the family's culture, emphasizes the home as the child's first and most important learning environment, and demonstrates that learning occurs through everyday experiences.

For fiscal year 2002-03, continuation grants will be awarded in August 2002, with a grant period start date of October 1, 2002. These grants will expire on September 30, 2003. In the fall of each consecutive year, starting with 2002, a new NGO will be issued for first-year grant applicants as well as continuation grant applicants. These grants will be awarded for the following time periods:

Award Approval Date	Grant Start Date	Grant End Date	Final Report Due
August 2003	October 1, 2003	September 30, 2004	December 2004
August 2004	October 1, 2004	September 30, 2005	December 2005
August 2005	October 1, 2005	September 30, 2006	December 2006

Grants will be funded based on availability of federal monies. However, should there be funds available after all approved applications have been funded, additional applications may be solicited.

- ***Education for Migrant Children (Title I, Part C)*** – 2002-2003 represents the fifth and final year of a multi-year grant program available to the agencies selected through a competitive process in the first year (1998-1999). The grant recipient agencies are Essex County Educational Services Commission and Gloucester County Special Services School District. The program timelines are January 1, 2003, through December 31, 2003. Each of the two recipient agencies services one-half of the state. By providing supports to eligible students in school enrollment, records transfer, and program coordination, the agencies will act to ensure that migrant children are provided with appropriate educational services.

In their original submissions, both providers were selected based on their comprehensive plans, familiarity with local conditions, and their ability to contribute to the achievement of the intended benefits of the grant program. The applications contained properly constructed goals and objectives, supported by measurable indicators for progress. Their commitment to the project has been demonstrated consistently since the initial awards in 1998-1999.

- ***Prevention and Intervention for Children Who Are Neglected, Delinquent, or At-Risk—Local Agency Programs (Title I, Part D, Subpart 2)*** - This formula grant program is awarded directly to the three eligible state agencies serving the targeted population. These agencies are: the NJ Department of Corrections (DOC), the NJ Department of Human Services (DHS), and the NJ Juvenile Justice Commission (JJC).

The three recipient agencies serve the target population by providing supplemental educational supports designed to aid students in making a successful transition from institutionalization to further schooling and/or employment. Each agency is charged with responsibility for the care and custody of neglected and/or delinquent children and youth who may or may not have had specific criminal charges against them. The agencies all operate statewide systems of facilities and schools, which serve this population. The project plan of each agency contains well-defined goals and objectives that allow for an assessment of progress in measurable terms. Activities described in the applications are logically sequenced and result in the achievement of the grant’s objectives.

Subpart II selection is based on those agencies providing services to youth served in county and local delinquent agencies in the state. Originally, the allocation was made to the LEA in which the agency serving the target population was physically located. In many cases, those LEAs transferred the funding (called a “pass thru”) to other LEAs that

actually provided the Title I activities. Over the past several years, however, we have encouraged these LEAs that provide services to accept full responsibility. We encourage them to request that the allocation be made directly to the supporting LEA. This strategy has been successful and several LEAs have changed.

In addition to identifying which LEAs receive allocations, we have changed the method by which we identify how many students are served in each institution. In past years, we sent surveys directly to the delinquent agencies asking how many youth were served. However, we found many of these agencies under-reported the number of youth and we were, therefore, required to make an adjustment. This year we changed the procedure and surveyed the support LEAs. We feel that being more familiar with the Title I law and regulations, the LEAs are better able to, in consultation with the delinquent agencies, make a more accurate determination of the correct number per delinquent agency. This process has reduced the number of post-allocation adjustments.

Applications for funds, which all LEAs receiving Title I monies must complete, describe services to be provided. If the LEA is providing services for N&D facilities, these services are described in the LEA application and the accompanying costs are reflected in the budget.

NJDE oversight of these programs includes activities such as data collection regarding outcomes associated with grant-related activities. Projects operate October 1, 2002, through September 30, 2003.

- ***Comprehensive School Reform (Title I, Part F)*** – In addition to the basic parameters and guidelines established by the NJDE for all subgrant programs, as described in the beginning of this section, the Comprehensive School Reform (CSR) program has additional priorities that will be used to award competitive contracts.

Three hundred schools have been identified as being *in need of improvement* based upon the state assessment data and failure to achieve adequate yearly progress. Priority in awarding grants will be given to those schools, and technical assistance will be provided regionally on the application process. These schools have been targeted since they are among the lowest performing in the state. Through the adoption and implementation of Whole School Reform, it is anticipated that these schools will employ research-based strategies that are most likely to improve student achievement.

The program application for CSR require subgrantees to set objectives for each of the 11 critical elements of school reform in conformance with federal requirements. Furthermore activities that are designed to assure attainment of objective set are listed in the project application, along with timelines. Quarterly reports are submitted showing completion of activities as outlined. These reports are reviewed closely to assure projects are progressing as planned.

To assist projects, the NJDE, in collaboration with the Laboratory for Student Success (LSS) of Temple University, has planned a series of technical assistance sessions that

focus on charting progress through the identification and use of key indicators. For indicators that show weakness, follow-up individualized technical assistance will be provided.

Finally, the NJDE plans to contract with an outside educational evaluator who will design, collect and analyze key data components that will be integrated into a statewide comprehensive evaluation of the program. This evaluation will provide necessary data to provide ongoing program improvement.

CSR awards will be granted on a competitive basis to those schools that show the most promise in effecting schoolwide change through the development of a thorough and detailed three-year plan. These plans will describe how the schools will address the need to improve student achievement with the adoption and implementation of a scientifically-based research model.

In 1999, New Jersey developed a Whole School Reform (WSR) initiative as a result of the New Jersey Supreme Court *Abbott v. Burke*. As part of this initiative, New Jersey identified nine elements that were essential to school reform. These elements ensure a comprehensive, cohesive approach to school improvement and achievement of the state's Core Curriculum Content Standards; therefore, similar elements are required under the CSR program. The NCLB legislation has added two new components to CSR, which New Jersey included in its program criteria. Consequently, CSR implementation in New Jersey has been consistent from the beginning with the New Jersey's school reform efforts and has had a seamless transition and implementation. These elements include:

1. Effective Research-Based Methods and Strategies: The program employs innovative strategies and proven methods for student learning, teaching, and school management that are based on reliable research and effective practices, and have been replicated successfully in schools with diverse characteristics.
2. Comprehensive Design with Aligned Components: The program has a comprehensive design for effective school functioning, including instruction, assessment, classroom management, professional development, parental involvement, and school management, that aligns the school's curriculum, technology, and professional development into a schoolwide reform plan designed to enable all students - including children from low-income families, children with limited English proficiency, and children with disabilities - to meet the Core Curriculum Content Standards and addresses needs identified through a school needs assessment.
3. Professional Development: The program provides high-quality and continuous teacher and staff professional development and training that is linked to the Core Curriculum Content Standards.
4. Measurable Goals and Benchmarks: The program has measurable goals for student achievement and benchmarks for meeting those goals, which should be tied to the Core Curriculum Content Standards.

5. Support Within the School: The program is supported by school faculty, administrators and staff, who participate in school-based decision making. A school-based budget is an integral part of the program.
6. Parental and Community Involvement: The program provides for the meaningful involvement of parents and the local community in planning and implementing school improvement activities.
7. External Technical Support: The program utilizes high-quality external support and assistance from a comprehensive school reform entity with experience or expertise in schoolwide reform and improvement.
8. Evaluation Strategies: The program includes a plan for the implementation of school reforms and the student results achieved.
9. Coordination of Resources: The program identifies how other resources (federal, state, local and private) available to the school will be utilized to coordinate services to support and sustain the school reform.

Two additional components have been added with the No Child Left Behind Act of 2001:

10. Scientifically-Based Research: The program has been found to improve significantly the academic performance of participating students compared to non-participating students; or show strong evidence that the model would significantly improve the performance of participating students.
11. Strong Support: Support must be provided for teachers, principals, administrators, and other school staff. Through the development of a comprehensive plan based on scientifically-based research and best practices, schools participating in the CSR are expected to show significantly improved academic achievement.

Each school is awarded funding for three years based upon successfully meeting the continuation requirements. This timeframe allows schools to initially train all staff in the model, and support implementation efforts and new instructional strategies, as well as allows for systemic changes to take root and become institutionalized in the school.

The 11 elements of CSR will be described in the needs assessment and be incorporated in the schools objectives to meet NGO requirements.

Under New Jersey's current program design, an award of \$50,000 is made to each applicant school, and an award of \$5,000 per funded school is made to the applicant LEA for technical assistance and evaluation of the project. This is consistent with the research that shows the successful implementation of reform models is more likely with central administrative support. Currently, there are 149 funded CSR projects. These projects are assigned to three districts cohorts. The implementation stage for each cohort is shown below:

Group	Award Approval Date	Grant Start Date	Grant End Date	Final Report Date
A	4/26/99	9/1/99	8/31/00	10/31/2000
B	8/11/00	11/1/00	8/31/01	10/31/2001
C	7/20/01	11/15/01	8/31/02	10/31/2002

The timeline for the next grant funding cycle is as follows:

Issue NGO: January 2003
 NGO Submission: March 2003
 Contract Start Date: July 1, 2003

It is anticipated that 146 awards will be made: 100 new and 46 continuation.

- ***Teacher and Principal Training and Recruiting Fund—Subgrants to Eligible Partnerships (Title II, Part A, Subpart 3)*** – The project period for Year Two of a two-year higher education continuation competitive subgrant will be from September 1, 2002 through August 31, 2003. Year One of these professional development programs is still underway, having been funded through the Eisenhower higher education competitive subgrant program. Eligible applicant candidates for Year Two were limited to the six higher education institutions awarded funding for Year One through a competitive process. A copy of the Notice of Grant Opportunity (NGO), Year Two of Two, is attached as Appendix A.

The six applications received by the NJDE on February 19, 2002, were reviewed and approved through an established internal review process. Award verifications were mailed in April 2002 to applicants determined to be eligible for funding consideration. The pre-award review process is presently underway and will be completed in June 2002. Grant agreements will be mailed in July 2002. To ensure that the funded projects are in compliance with the new requirements of Title II, Part A, the six higher education institution grantees will be required to submit narrative addenda and assurances and, where appropriate, revised partnership agreements and budgets in accordance with the following new Title II, Part A requirements:

- Eligibility partnerships must include: a private or state institution of higher education and the division of the institution that prepares teachers and principals; a school of arts and sciences; and a high-need LEA;
- No single participant in an eligible partnership may use more than 50 percent of the Title II, Part A funds made available to the partnership;
- Activities must be based upon review of scientifically-based research;
- Funds may be used to supplement, not supplant, state and local funding; and
- Professional development activities must promote improved student achievement.

In December 2002, a new competitive subgrant multi-year funding cycle will begin with a NGO to fund higher education/LEA partnership professional development programs. Priority will be given to applicants whose innovative professional development programs are: based upon a review of scientifically-based research; include activities that are aligned with the CCCS; and include evaluation plans that require baseline data and performance indicators geared toward promoting improved student academic achievement. The state will also ensure that the subgrants under this section are equitably distributed by geographic area within the state in the following manner: Of the \$1,609,212 available for these subgrants, the state will award 6 grants, two per region (North, Central, and South) at a maximum award of \$268,200 each.

Selection criteria will be based upon the following information that the candidates include in their applications:

- The stated local professional development needs, including the needs of the teachers (also novice paraprofessionals, principals, and other school personnel, if appropriate) are based upon the stated academic achievement needs of its students.
- The project plan is comprehensive, is based upon a review of scientifically-based research and addresses the identified local professional development needs that will result in an improvement in the quality of instruction and student academic achievement.
- The project goals are tied to the state and national teacher quality goals, and are supported by specific and measurable indicators, which include indicators for the improvement of student academic achievement.
- The professional development activities and initiatives represent a well-defined and logically-sequenced series of steps, which will result in the achievement of each goal for the improvement of teacher quality and student academic achievement.
- The project budget is integrated with the project plan, and proposed expenditures are necessary and reasonable for the effective implementation of professional development activities.

A copy of the Year One Performance Indicators matrix that grantees must complete and submit at the end of September 2003 is attached as Appendix B. The application submission deadline will be in February 2003. Evaluation/external review will take place in March 2003, and award verifications will be sent out in April 2003. Pre-award revisions will take place from April through June 2003, and grant agreements will be mailed in July 2003. The state will provide technical assistance to the grantees through all phases of the application process and during the project periods to ensure that the programs comply with the stated purposes of the act.

- ***Enhancing Education Through Technology (Title II, Part D)*** – Issuance of competitive grant awards under the Enhancing Education Through Technology program will be in accordance with NJDE procedures set forth in this section.

The NJDE confirms that the only eligible local education agencies for Enhancing Education through Technology funds are those funded under Title I, Part A (a high-need educational agency – high-poverty) and at least one of the following:

- o operates one or more schools identified (under Part A — Improving Basic Programs Operated by Local Educational Agencies, *Subpart 1 — Basic Program Requirements*, Sec. 1116. Academic Assessment and Local Educational Agency and School Improvement) as needing a corrective action plan (low performing), or
- o has a substantial need for assistance in acquiring and using technology (high technology need.)

In addition, eligible local partnerships may also apply for competitive funds. The partnership shall include at least one high-need local educational agency and one of the following:

- o A local educational agency that can demonstrate that teachers in schools served by the agency are effectively integrating technology and proven teaching practices into instruction, based on a review of relevant research, and that the integration results in improvement in
 - classroom instruction in the core academic subjects; and
 - the preparation of students to meet challenging State academic content and student academic achievement standards;
 - An institution of higher education that is in full compliance with the reporting requirements of section 207(f) of the Higher Education Act of 1965 and that has not been identified by its State as low-performing under section 208 of such Act;
 - A for-profit business or organization that develops, designs, manufactures, or produces technology products or services, or has substantial expertise in the application of technology in instruction; or
 - A public or private nonprofit organization with demonstrated experience in the application of educational technology to instruction; and
 - may include other local educational agencies, educational service agencies, libraries, or other educational entities appropriate to provide local programs.

The eligible agencies are expected to develop their projects based on clear guidelines issued through the Notice of Grant Opportunity (NGO). The NJDE Office of Educational Technology will develop the NGO. The NGO will provide a clear path for eligible agencies to develop a specific project that is aimed at improving academic achievement in their districts, and includes the activities described in section 2416.

The NJDE Office of Educational Technology will use Title II, Part D funds for competitive and formula driven programs. The competitive process and formula grant process is very different in timeline and focus. Therefore, there are two separate applications and procedures.

The formula driven grant process is currently underway for this year as part of the Consolidated Subgrant Application in New Jersey. Districts have an opportunity to apply and accept the formula driven grant funds in the various program areas (or Titles) outlined in NCLB. The Title I, Part A formula will generate a list of eligible recipients. The applications will be accessible to all school districts via the NJDE web site. Eligibility will be verified against NJDE records, the applications will be reviewed, and upon acceptability of the application, the funding process will begin.

The competitive grant process may occur throughout the year anytime a Notice for Grant Opportunity is published. Only eligible agencies will be notified that the competitive NGO document is available on our department's web site. Upon receipt of the competitive application, NJDE records will verify eligibility. The competitive process will continue with the NJDE process as detailed in the Consolidated State Application.

Those agencies funded with Enhancing Education through Technology funds are expected to develop their projects based on clear guidelines issued through the Notice of Grant Opportunity (NGO). The NJDE Office of Educational Technology will develop the NGO, and its contents will provide a clear path for eligible local education agencies to develop a specific project that is aimed at improving academic achievement in the high-need districts.

The NJDE has also provided leadership through the development and adoption of its *Strategic Plan*, and has positioned itself as a supporter of educational technology and its role in promoting student academic achievement.

- Objective 2.3 of the second strategic plan goal states: "The department will provide sufficient opportunities for all teachers to acquire the skills and knowledge needed to use educational technology as an efficient tool to support achievement of the [Core Curriculum Content Standards](#) by the anticipated date of fall 2000 and ongoing."
- Objective 3.5 of the third strategic plan goal states: "The department will provide ongoing guidance and resources to districts to ensure that facilities are appropriately equipped with technology."

In addition, the Office of Educational Technology has developed its vision and benchmarks or goals for all schools in New Jersey. All grant programs are expected to link their projects to the educational technology goals detailed in the vision and benchmarks, which are included in this Consolidated State Application. These goals will also be posted on the NJDE Web site.

Educational technology is recognized as a necessary tool in the classroom to support academic achievement. All of the goals and objectives established in the NGO will be linked to New Jersey's *Strategic Plan* and the Office of Educational Technology's Vision and Benchmarks. As a result, the competitive grant procedures including the standard selection criteria, New Jersey's *Strategic Plan* and the Office of Educational Technology's goals will be used by the eligible LEAs to design a consistent, well-developed, curriculum-driven, technology infused project that shows a clear vision for educational technology within the district. The LEAs will focus on the content of the proposed grant project to ensure academic achievement of all students.

During the summer of 2002, the Office of Educational Technology will finalize the assessment tools to be used by each grant recipient. The competitive grant process starting with writing the NGO documents will begin in the summer of 2002 for the grant period start date of February 1, 2003. Baseline data will be obtained for all involved students as part of the spring 2003 statewide testing program. For all multi-year grant programs, a continuation grant application is required annually. The following table shows the timelines for each grant program.

GRANT TITLE	START DATE	END DATE	LENGTH OF GRANT PERIOD
Technology in the Language Arts Literacy Curriculum	February 1, 2003	January 31, 2006	Three years
Development of On-line Courses (DOC)	June 1, 2003	May 31, 2005	Two years
Access~Collaboration~Equity plus Instruction (ACE +)	May 1, 2003	April 30, 2004	18 months

Along with the assurance required of all New Jersey competitive grant applicants, those LEAs that apply for Educational Technology funding will also have to assure that they will administer the teacher assessment tools to all teachers involved.

In addition, LEAs that receive educational technology formula grant awards that are of sufficient size to be effective and that meet the eligibility requirements under the Educational Technology competitive grant program will be given priority.

The program requirements/instructions will focus on the vision and capacity of the LEA to successfully implement the projects. Summaries of all proposed projects for the 2002-2003 funding year are attached as Appendix C. Sample applicant requirements and instructions are as follow:

- Identify as specifically as possible the major goals of the proposed project. For each goal, specify a time frame in which the goal is to be achieved.
- Specify objectives that will lead to the achievement of the identified goals.

- Specify objectives that are measurable, achievable, realistic and consistent with the needs described. Identify a time frame for the accomplishment of each objective.
- Describe how the success in achieving the goals and objectives will be evaluated.
- Describe how a minimum of 25 percent of grant funds awarded through this grant will be used for the professional development of classroom teachers, including mentoring, to assist in their acquiring proficiency in using technology for the instructional process and supporting school reform efforts for New Jersey's Core Curriculum Content Standards.
- Describe the program and specify activities that will lead to ongoing quality and meaningful professional development.
- Describe how the instructional program has promoted student achievement of the Core Curriculum Content Standards.
- Describe the process for the continuation or expansion of this project beyond the grant year.
- Provide a compelling rationale for selecting the key component or components from the local technology plan addressed under this grant program.
- Describe how the local technology plan component or components relate directly to the objectives for this grant program.
- Describe the ways in which private/non-public schools are involved in planning and implementation of this grant program at the local level described.
- Identify the criteria used to select the students to participate; describe how the children's needs will be identified, the benefits that will result, and how nonpublic participation will be evaluated.
- Identify and describe the ways in which some of the following agencies, as applicable, will be involved in planning and implementing of this grant program at the local level:
 - o public libraries
 - o institutes of higher education
 - o learning centers and museums
 - o business and industry
 - o statewide projects and non-profit organizations including, but not limited to: Educational Technology Training Centers (ETTCs) www.state.nj.us/njded/toc.htm; New Jersey Statewide Systemic Initiative - nj5.injersey.com/~njssi/ ; NJ Chamber of Commerce www.njchamber.com/; Revitalizing Science Teaching using Remote Sensing Technology (RST)² -

www.rst2.edu; and the Center for Mathematics, Science and Computer Education cmsce.rutgers.edu.

Regarding the “Technology in the Language Arts Literacy Curriculum” grant program:

- Identify the program staff responsible for each activity.
- Describe the process for replicating and disseminating this project described beyond the grant year as a pilot program.
- Describe the grades 3 to 5 professional development program as it relates to the goal and objectives, and include timelines/continuation or expansion of services over three years.

A priority for all grant programs is professional development and mentoring. All programs will have a 25 percent funding requirement for professional development activities. The NJDE encourages and will provide additional resources to include a mentoring component for teachers, preferably in class. As teachers develop a greater understanding of the uses of technology, and the levels of implementation of technology [with the implementation of LoTi (Levels of Technology Implementation)], their expanded knowledge and perspective will lead to students having a greater cognitive understanding in the content areas, resulting in greater academic achievement.

- ***Safe and Drug-Free Schools and Communities—Reservation for the Governor (Title IV, Part A, section 4112)*** - To ensure open competition and programs that respond fully to the provisions of the NCLB and the priorities established by the Office of the Governor and the NJDE, funds will be disseminated in accordance with the following procedures:

- NJDE Grants Management – The NJDE grants management process described in this section will be applied to grant awards made to LEAs, community-based organizations and other public entities and private organizations and their consortia. This process is designed to screen potential grantees and determine which funded programs are capable of implementing program requirements, consistent with the purpose of Title IV, Part A: to foster safe and drug-free learning environments that support academic achievement.
- Treasury Bids – The contract standards and competitive bid process established by the New Jersey Department of Treasury will be used to award contracts for purchases of services. These standards and procedures ensure that only qualified, responsive and cost-effective bidders are considered for state contracts that are intended to meet the criteria established by NJDE in accordance with the purposes of Title IV, Part A.
- Memoranda of Understanding – Memoranda of Understanding (MOU) will be established with state agencies and other state entities with which the state has reciprocal fiscal arrangements. MOUs provide the NJDE with a flexible, timely and

effective mechanism for implementing cooperative initiatives with other state entities for achieving the purposes of Title IV, Part A.

Each competitive subgrant will have a different start date and grant period duration. Therefore, competitive subgrants funded under Title IV, Part A will operate at various assigned intervals between the period of July 1, 2002, and September 30, 2004.

Title IV is intended to indirectly support academic achievement by creating school environments that are safe, disciplined, and conducive to learning. The data collected under the required Uniform Management Information and Reporting System and program evaluations will document progress toward fulfillment of the NJDE's performance indicators for Title IV, providing evidence of support for academic achievement.

- **Community Services Grants (Title IV, Part A, section 4126)** – In support of the Community Services Grants, the NJDE will:
 - develop and implement a community service program for suspended and expelled students, pending the receipt of federal categorical funds for this purpose;
 - plan the program and an effective mechanism for coordinating student involvement in the program in consultation with appropriate state agencies, school districts and other appropriate entities; and
 - award a contract for program administration and delivery, for which the services will be coordinated with and delivered through NJDE's demonstration program titled *School Discipline Reform Project*. The demonstration program will be implemented in LEAs with identified high rates of suspensions and expulsions.

In State FY03, the NJDE will assess the appropriate strategies and mechanisms for using these funds to implement a community service program for suspended and expelled students. Programs will be carried out during the period of September 1, 2003 through August 31, 2004 in accordance with the following schedule of activities:

Activity	Timeline
Conduct a needs assessment of rates of school suspensions and expulsions.	Fall 2002
Develop program to address identified needs and, as appropriate, mechanisms to distribute funds.	Winter 2002
Announce availability of program.	Spring 2003
Implement program.	Fall 2003

- **21st Century Community Learning Centers (Title IV, Part B)** - The 21st Century Community Learning Centers (21st CCLC) Program will award competitive subgrants in accordance with the competitive subgrant procedures described in this section. It is anticipated that the following timeline will apply for the issuance of competitive subgrants for this program: release Notice of Grant Opportunity (NGO) in fall 2002;

receive applications in winter 2002/2003; issue awards in spring 2003; begin program in summer 2003.

The NJDE competitive grant award process will be administered in accordance with the parameters set forth by the NJDE. All applications will be reviewed by a panel consisting of qualified individuals with diverse expertise. The panel will be fully representative of the regional areas of the state, gender, race, and ethnicity. Furthermore, this pool of highly qualified panelists will be representative of the appropriate constituencies as required by federal regulations. To adhere to this provision, NJDE plans to select panelists from the membership of the 21st CCLC Advisory Committee, key staff representatives from the NJDE, and external stakeholders.

Of the allowable activities described in statute, New Jersey plans to require subgrantees to incorporate a minimum of five activities in the development of a comprehensive program designed to target students enrolled in Title I, high poverty, low-performing schools and their families.

New Jersey's 21st CCLC Program grant period will be established at five years, with an annual renewal requirement for all grantees. The minimum grant award will be \$50,000 per award period and the maximum will be \$500,000 award period. If all applicants were to request and be funded at the maximum grant award amount of \$500,000, the NJDE anticipates that approximately 14 programs could be funded.

It is anticipated that New Jersey's allocation for funding in this program area will not address the anticipated demand of the state. As such, in selecting a subgrantee agency, NJDE plans to incorporate the use of a standard core funding formula to assist in determining the most efficient use of funds. This funding formula will be established and communicated to all eligible applicants. The following elements will be considered: fair market rate for the cost of services; collaborative resources; total number of students served; number of program activities proposed; and the total number of service days.

The NJDE will utilize the standard selection criteria as outlined in the Discretionary Grant Application as a framework for awarding competitive subgrants. In addition to the NJDE established selection criteria for discretionary grants, New Jersey's 21st CCLC Program design will incorporate priorities and requirements specific to this program. The specific priorities and requirements are developed to ensure the creation of high quality programs that assist student learning and achievement. They are designed to fill the gaps of student achievement through the provision of academic enrichment activities, scientifically-based practices, and extended learning time.

Furthermore, the additional priorities and requirements are aligned with the *Strategic Plan* to ensure that all students achieve the state's Core Curriculum Content Standards, and to ensure that the priorities developed are consistent with the Governor's educational agenda, which emphasize early reading and literacy, quality instruction, and the development and implementation of character education programs. These priorities and requirements are also aligned with Governor's economic agenda, which promotes good

citizenry and a productive workforce through the development and improvement of technological skills.

New Jersey's program-specific priorities and requirements for 21st CCLC will include:

- Scope of Service -To maximize student achievement that supports and complements the regular school program, New Jersey's 21st CCLC Program will be implemented to offer services in community learning centers before school, after-school, and/or during the summer. The NJDE plans to require 21st CCLC Program applicants to adhere to minimum service delivery requirements. Those intending to operate only after-school programs will be required to provide service for at least three hours per day, beginning when school is dismissed, and four days per week, during the academic school year. Programs that propose to incorporate a before-school component will operate one hour per day ending just before school begins when school is in session, and four days per week during the academic school year. Those programs proposing to operate on weekend or non-school days will be required to operate at a minimum of four hours per day. All programs must offer a daily nutritious snack that meets the requirements of the U.S. Department of Agriculture (USDA) National School Lunch Program for meal supplements.

- Collaborative Partnerships - Collaboration and coordination of services underscores the NJDE's philosophy of servicing families in an effort to foster a community approach to learning and increased retention rates. In order to provide New Jersey students and their families with the most comprehensive 21st CCLC Program, the NJDE will encourage the development and maintenance of collaborative partnerships throughout the entire grant period between a local educational agency (LEA), a community-based organization, and if applicable, another public or private organization.

- Collaborative Programs/Services - As a component for selection, the NJDE will encourage applicant agencies to coordinate their service delivery with that of other federal, state, and local programs and services. Applicant agencies should coordinate with those programs/services that are designed to service the same populations, *i.e.*, students from low-income families, and/or those attending low-performing schools in need of improvement under the Title I of the Elementary and Secondary Education Act and their families.

- Core Program Components - To maintain consistency with the state's philosophy on education and the federal regulations, core program components will be established for New Jersey's 21st CCLC Program. The implementation of these core components is crucial to the success of New Jersey's program and will improve student academic achievement. New Jersey will require the following core program components of all applicants:
 - o Implementation of at least five of the allowable program activities as described in the statute;

- o Implementation of activities that improve student or family literacy as one of the five allowable program activities; and
- o Development of a character education component or established linkage to a character education program in existence with demonstrated success.

The NJDE will adhere to the federal priority considerations for this program, which shall be applied to agencies that propose to serve students who attend schools identified for improvement *and* that submit a joint application with at least one LEA receiving funds under Title I, Part A and at least one public or private community organization.

In addition to the federal priority considerations, the NJDE has identified four additional components that will receive priority consideration for selection in an effort to maximize the impact of the 21st CCLC Program on students and their families in New Jersey. These priority considerations are those that have been identified by the preliminary results of the state's needs and resource assessments, requirements of the USDE, the demographic uniqueness of New Jersey, and Governor McGreevey's commitment to educational excellence. New Jersey will give additional priority consideration to:

- Applicants that propose to serve students (and their families) from low-income households in grades 9 through 12 and are enrolled in schools that serve as feeder schools from Title I Category I middle schools (schools that have been identified as in need of improvement having not achieved adequate yearly progress and having an achievement gap of more than 25 percent in attaining the state standards in either language arts literacy or mathematics);
- Applicants that provide a feasible plan for sustainability that begins with activities at the onset of the grant period to ensure the program services will continue beyond the end of the grant period;
- Applicants that demonstrate a system of collaboration and/or coordination with other agencies, programs or services that serve the same populations, without supplanting funds, to create a comprehensive program designed to provide a high quality sustainable service for all eligible students and families;
- Applicants with a history of documented success or who demonstrate a promise of success in implementing before-school, after-school, and/or summer programs/activities.

3. In the June 2002 submission, describe how the State will monitor and provide professional development and technical assistance to LEAs, schools, and other subgrantees to help them implement their programs and meet the State's (and those entities' own) performance goals and objectives. This description should include the assistance the SEA will provide to LEAs, schools, and other subgrantees in identifying and implementing effective instructional programs and practices based on scientific research.

In the following sections on monitoring/accountability, and professional development and technical assistance, there is necessarily some overlapping information due to the interconnectedness of these activities. It follows clearly that monitoring findings and accountability responsibilities lead to the implementation of specific professional development and technical assistance activities. Therefore, while these activities are addressed separately in this section, there is no intention to imply that they are discrete and independent of one another.

Monitoring/Accountability

The New Jersey Department of Education (NJDE) has developed a consolidated monitoring approach that involves a seven-year cycle of full, comprehensive monitoring of every school district in the state. This comprehensive monitoring includes the full scope of curricula and programs offered in the districts. The integrated review process ensures that services across the district and at the school level are well coordinated and well designed to address all of the needs within the community. In 2001, the first seven-year cycle was completed, and a new cycle was scheduled to begin this year. However, the start of the new cycle has been postponed to allow time to complete the following key activities:

- development and articulation of a new single statewide system of accountability; and
- development of a schedule for targeting districts based on needs.

Once the accountability design is fully articulated, a schedule for comprehensive program monitoring will be developed.

The monitoring process has also been revised to reward LEAs with high student achievement. Monitoring will focus on LEAs that do not meet student performance standards in the areas of assessment and attendance. The frequency and detail of monitoring for LEAs that demonstrate acceptable student achievement will be reduced, while failing LEAs will receive increased scrutiny. The emphasis will also be shifting from compliance monitoring to the evaluation of results.

Additionally, New Jersey has some unique aspects to its system of accountability, which support LEAs, schools, and other subgrantees in identifying and implementing effective instructional programs and practices. The NJDE uses its 21 county education offices as grassroots extensions of the department. The functions of the county offices include, but are not limited to, conducting district evaluations, overseeing task forces in troubled districts, conducting investigations, and placing special monitors in districts needing assistance. Additionally, county offices or county teams conduct evaluations to determine whether a district is certifiable.

The county process also supports the identification and implementation of effective instructional programs and practices based on scientific research, as follows:

- Application Review – The LEA application review process affords county office reviewers the opportunity to identify gaps in program requirements; identify requests to use non-scientifically based programs and make recommendations for adoption of

programs based on scientific research to address identified needs; and identify and share programs and strategies based on scientific research that are included in LEA applications with other LEAs.

- Technical Support – As a result of gaps identified during the application review process and in response to requests for assistance from LEAs, county staff can provide support and assistance in the use of programs based on scientific research.
- Training – County office staff provide training to LEAs in NCLB requirements, including resources for programs based on scientific research.

If a district does not meet the minimum academic and attendance levels specified in state regulations, the Commissioner of Education has the authority under New Jersey law to intervene. Intervention has several levels, the highest level being that of state operation of a school district. New Jersey was the first state to put school districts under state operation. Jersey City, Paterson, and Newark have been under state oversight for between six and 12 years. When legislation determines the method of return to local control, Jersey City will be the first to accomplish the full cycle of accountability.

In 1995, as another method of monitoring performance by school districts, the New Jersey State Legislature mandated the New Jersey School Report Card. Previously, the National Center for Educational Statistics (NCES) cited New Jersey's report card as the most comprehensive in the country. Report cards are issued for every public school, including vocational schools, special services schools, schools in regular school districts with only special education enrollments, and charter schools. The report card contains statistical, demographic, programmatic, and local information in order to inform parents and other citizens about the progress of public schools throughout the state. The report card is available as a software program on the NJDE Web site at: www.nj.gov/education/index.html.

In addition, the NJDE publishes the annual *Comparative Spending Guide* to give the public the ability to compare school spending in various categories among school districts of similar size and grade configuration. The major categories include: classroom instruction, student services, administration, operation and maintenance, food service, extracurricular activities, equipment, and employee benefits. The data can be compared across districts, as well as compared to state and group averages.

Monitoring for Federal Formula Programs - The NJDE monitoring of federal formula grant programs consists of the following:

1. Integration with the state monitoring system
2. Title I audits
3. Single audits
4. LEA Final Reports

1. Integration with State Monitoring System

Currently, New Jersey is operating as described below; however, as the NJDE reviews all state systems in order to establish a single statewide accountability system, criteria for monitoring will be reviewed and revised as needed. School groupings will also be linked to Title I categories to assure uniform, focused accountability systems across the state.

In compliance with *New Jersey Administrative Code, N.J.A.C. 6:8-4-Procedures for the Evaluation of the Performance of Each Public School District*, LEAs are evaluated for certification every seven years based on specific criteria and indicators that include test scores, attendance rates, finance, and facilities. In FY 2000, 127 of the 134 districts monitored met the student performance standards and demonstrated compliance with other standards through a combined equivalency process and limited on-site monitoring. The seven LEAs that did not meet the student performance standards were subjected to a complete on-site monitoring of all evaluation areas. These seven LEAs that did not meet all of the indicators are classified as Group 2 districts. These LEAs are subject to intense monitoring by NJDE staff, which includes an on-site review of the federal titles in the consolidated LEA application. A checklist of the federal monitoring is used as the monitoring tool during the site visit.

For each LEA that has not met the standards, technical assistance is provided for local development and implementation of a corrective action plan. Each of these LEAs is classified as "conditionally certified". If the LEA does not meet the criteria as planned within a specified time or if the LEA needs additional assistance, it is classified as a "Level II" district. An external review team further reviews each LEA. The LEA, parents, and the external review team then develop a corrective action plan. Intervention with the LEA becomes progressively more intensive. After a specified period of time, and if the LEA is still not in compliance with its corrective action plan, the NJDE may direct the LEA to a "Level III" monitoring. A "Level III" LEA is directed by the NJDE Commissioner to take specific corrective action. If the LEA does not comply with the directive, the NJDE may elect to take over the operations of the LEA. Currently, New Jersey has three LEAs classified as "Level III" and as "State-Operated" school districts. Adequate yearly progress is determined by the corrective action specified for the particular LEA that is not fully certified. LEAs are reviewed at least annually or more frequently if indicated in the corrective action plan.

2. Title I Audit

The NJDE Office of Finance auditors conduct annual audits of a pool of LEAs receiving Title I funds. For FY 2002, 40 Title I audits have been scheduled. Fiscal issues that were identified by the program and grants offices determined the selection of these LEAs. The Title I audit includes a review of board minutes, final expenditure reports, a selected sample of expenditures for allowable costs and salaried staff, benefits for salaried staff, maintenance of effort, comparability, general purchases, equipment, and LEA policy statements.

If issues are identified during the examination of the fiscal operations of the LEA, a letter is sent to the LEA's board president, with copies to the chief school administrator,

business administrator, board secretary and program director. This notification advises the LEA that it is required to publicly review and discuss all of the findings and recommendations at the next board meeting. Additionally, each board member must be provided with a copy of the full report.

The LEA is required to issue a response using the process outlined in the “Procedures for LEA/Agency Audit Response, Corrective Action Plan and Appeal Process.” The board is expected to address each audit finding by either submitting a corrective action plan or by filing an appeal. A certified copy of the minutes taken when this matter was considered must accompany the LEA response. Additionally, the LEA’s auditor is requested to comment on all areas of non-compliance and recommendations in the next certified audit submitted to the NJDE.

The Office of Finance reviews the LEA’s response, and makes a determination to accept or reject the planned corrective action. The LEA is notified of this determination in writing, and takes any additional action that is prescribed.

3. Single Audit

LEAs receiving federal formula funds are subject to the single audit requirements. The State of NJ has issued Circular Letter 93-05, Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid. The Department of Treasury has issued a fourth update to this compliance supplement to include the most recent compliance requirements.

The compliance supplement identifies what is to be reviewed during the annual single audit process and is made available to the independent auditors. The requirements include generally applicable requirements that must be considered in a financial and compliance audit.

The compliance requirements and Suggested Audit Procedures are organized into five categories:

- Types of Services Allowed or Unallowed
- Eligibility
- Matching, Level of Effort
- Reporting Requirements
- Special Tests and Provisions

In general, non-compliance with these requirements may materially affect the program. Each requirement is accompanied by suggested audit procedures to test for compliance.

LEAs are required to submit their single audit to the NJDE on an annual basis. The audits are reviewed for noncompliance and appropriate action is taken.

4. LEA Final Reports

The NJDE is responsible for fiscal and program oversight of the federal grant programs. As such, all grants must be closed out with an annual final reporting of expenditures for

the approved program objectives and activities. The report must provide the budget expenditures, equipment purchases, activities completed, and results obtained. LEAs must report accomplishments relative to the measurable objectives and benchmarks established in the Program Plan. At this time, LEAs assess the effectiveness of the elements of their application and prepare to revise them accordingly for the subsequent fiscal year.

Final reports are posted on the NJDE Web site and are submitted to the NJDE for review and approval. In accordance with the Tydings Amendment, unused funds may be carried over for use in the next project period. Although carry-over is permitted, with restrictions, LEAs are encouraged to use their funds during the fiscal year for which they are approved.

Monitoring for Discretionary Grant Programs - During the period of the grant agreement, the NJDE program office staff may conduct on-site visits at funded agencies. In the case of multi-year programs, the program office must certify whether a grantee is eligible to continue into the next year of funding; therefore, monitoring is required for *all multi-year projects*. In addition, the program officer will select, based on NJDE policy, single-year projects for on-site monitoring visits.

The NJDE program officer will observe the grantee’s project in action, meet with staff and review program and fiscal records. The program officer may conduct an on-site monitoring visit of any subgrantee as well. The NJDE assures to its grantor agency that grant recipient agencies comply with applicable state and federal requirements and that performance goals are being achieved. The NJDE conducts on-site monitoring to determine the extent to which the grantee is complying with the provisions of the grant agreement, and to determine the progress the grantee is making towards accomplishing the goals, objectives, and activities in the final approved grant application. The NJDE program officer prepares a written report that is shared with the grantee’s project director and CSA/CEO. This report details any concerns that the program officer may have with regard to the status of the project. The grantee may be asked to address any deficiencies noted by the program officer in a corrective action plan.

All grant agreements, whether or not they are subject to an on-site monitoring visit, are subject to *desk monitoring*. Desk monitoring is accomplished through the submission and review of interim and final program and fiscal reports. In most cases, interim reports are due to the NJDE on a quarterly basis, and final reports are due to the NJDE within 60 days after the end date of the grant agreement.

In general, all reports are cumulative and include the following:

Due	Program Report*	Fiscal Report*
First Quarter	Project Activity Plan Report	Expenditure Report
Second Quarter	Project Activity Plan Report	<i>For all Projects:</i> - Expenditure Report - Interim Equipment Inventory Report

		- Interim Non-Employee Compensation Report <i>Multi-Year Projects Add:</i> - Interim Personnel Report - Interim Subgrant Report
Third Quarter	Project Activity Plan Report	Expenditure Report
Final Quarter	Final Project Activity Plan Report	Final Expenditure Report Final Equipment Inventory Form Final Non-Employee Compensation Form

*Additional reports may be required.

Through the Mid-Grant Agreement Fiscal Performance Review, the NJDE collects specific information regarding expenditures made in two key areas: staff (salaries and fringe benefits) and subgrants.

The NJDE notifies grantees of delinquent reports. Since reports are considered part of desk monitoring, the NJDE reserves the right to withhold payments, suspend grant agreement activities or terminate the grant agreement if reports are not submitted as required. For multi-year projects, *Mid-Grant Agreement Fiscal Performance Reports* are used as documentation for on-site monitoring by the NJDE program officer. On-site monitoring and approved reports are also necessary for certification by the NJDE to be eligible to apply for continuation funding.

Program reports are reviewed to determine the extent to which the grantee is making progress in meeting the stated goals and objectives in the approved activity plan. Fiscal reports are reviewed to determine the extent to which the grantee has adhered to the approved budget. If discrepancies are noted in either the program or fiscal reports (or through on-site monitoring), the NJDE program officer contacts the grantee to obtain a written response addressing the NJDE concerns.

The NJDE will continue to implement these activities as key methods of monitoring district performance and achievement of the state standards. Additionally, the NJDE is committed to balancing monitoring and oversight with technical assistance and supports. Program specific issues regarding the monitoring process are described below:

- ***Title I Programs (generally)*** - The state has identified school districts in need of special interventions and supports based on state assessment results. Each identified low-performing school must modify its Title I program plan, provide intensive professional developed with 10 percent dedicated funds from the schools' Title I allocation and offer intra-district choice to parents of enrolled children. Furthermore, special Title I summer institutes are offered to identified districts to increase their capacity for school improvement.

Title I Program Monitoring: The county offices and the Office of Program Review and Improvement review each consolidated plan to assure its adequacy and likelihood to bring about improved student performance. Individual districts are provided technical assistance by these two regional units to assure their plans are realigned to meet federal Title I requirements and to better use resources to assure improved student achievement. Finally, the Title I audit office conducts ongoing audits of the Title I programs. Where appropriate, program issues that arise out of the audit process are referred to the Office of Title I Program Planning and Accountability for further technical assistance.

The integrated state monitoring process incorporates Title I program standards. The primary criteria will be how each subgroup of performing students is addressed with Title I funds. As noted earlier, all criteria are under review as part of the single accountability system review.

- ***Migrant Education (Title I, Part C)*** – NJDE staff review each continuation grant application on the basis of quality and comprehensiveness, including consistency with the comprehensive project plan selected and approved in the application under the initiating multiyear NGO. All NJDE monitoring procedures applicable to these programs will also be implemented.
- ***Improving Teacher Quality (Title II, Part A)*** - To help LEAs and teachers translate the Core Curriculum Content Standards into local curricula, content specialists in the NJDE have developed non-mandated curriculum frameworks for each of the core content areas. These “handbooks” contain sample lessons, teaching strategies and other resource materials to guide teachers in aligning their instructional activities to the standards and statewide assessment. The frameworks can be found on the NJDE Web site at: www.state.nj.us/njed/frameworks/index.html. Since the frameworks were first published in 1997, the NJDE’s content specialists have traveled around the state, visiting school districts and demonstrating the effective use of these guidebooks.

In addition, the content specialists continue to provide professional development to state and local community organizations, university faculty and school district educators covering topics such as:

- aligning curricula and classroom assessments with the state's *Core Curriculum Content Standards* and the statewide assessments (ESPA, GEPA, HSPA);
- developing and implementing a multidisciplinary approach to teaching and assessing the standards in the classroom;
- establishing and implementing world languages instructional programs at the elementary and secondary school levels;
- developing and implementing standards-based special needs inclusion adaptations for the secondary science classroom;

- developing rubrics for student assessment and materials; and
- working with parents to improve their children's achievement in the standards.
- ***Enhancing Education Through Technology (Title II, Part D)*** - The NJDE Office of Educational Technology will use Title II, Part D funds for competitive and formula driven programs. Monitoring, professional development and technical assistance to subgrantees to assist them in the implementation of the program will occur in many ways.

LEAs awarded a competitive grant:

- All subgrantees are offered an invitation to attend a technical assistance session to discuss the implementation and nuances of their grant program at the beginning and in the middle of the funded grant period. Questions are answered and state implementation expectations are reviewed.
- The Office of Educational Technology will develop a listserv of all recipients of Enhancing Education through Technology funds. The recipient's name, telephone number and e-mail address will also be posted on the NJDE Web site on a page summarizing abstracts from each of the grant projects awarded. The Office of Educational Technology customarily provides abstract listings of all grant project recipients. Both resources will allow the office and other individuals outside of the department to contact the subgrantees. It will also allow the subgrantees to contact each other for peer support and networking. The Office of Educational Technology will contact subgrantees regularly to disseminate pertinent information regarding the funding source or grant project, and to inform them of periodic technical assistance sessions that will occur to share successes and challenges.
- Monitoring will occur through the continued review of required district-based technology plans and, in the case of the 30 most needy districts identified in New Jersey (the Abbott districts), school-based technology plans. The technology plans will continue to be reviewed and approved through a peer review process. On-site monitoring is required for all subgrantees that were awarded over \$100,000 through the competitive process. This monitoring will be conducted in accordance with the NJDE procedures for discretionary grant program monitoring described previously in this section and detailed in the NJDE *Grants Recipients Manual for Discretionary Grants*, which can be found on the NJDE Web site at: www.nj.gov/njded/grants/discretionary/management/manual.shtml. With each of these monitoring and review activities, feedback and assistance is provided to the subgrantee by the NJDE, as well as the opportunity to identify effective instructional programs and practices based on research.

LEAs awarded a formula grant:

- The Office of Educational Technology will develop a listserv of all recipients of Enhancing Education through Technology funds. The Office of Educational

Technology will contact subgrantees regularly to disseminate pertinent information regarding the funding source or grant project, and to inform them of periodic technical assistance sessions that will occur to share successes and challenges.

- Monitoring will occur through the continued review of required district-based technology plans and, in the case of the 30 most needy districts identified in New Jersey (the Abbott districts), school-based technology plans. The technology plans will continue to be reviewed and approved through a peer review process. With each of these monitoring and review activities, feedback and assistance is provided to the subgrantee by the NJDE, as well as the opportunity to identify effective instructional programs and practices based on research.

Activities to occur for both competitive and formula subgrantees:

- As part of New Jersey's district monitoring process, where a school district is monitored every seven years in an overall comprehensive review of program implementation, educational technology will be added as a component for monitoring.
- Twenty local school districts around the state were awarded a grant funded by the federal Goals 2000 program and state funds over five years ago and are now recognized as Educational Technology Training Centers (ETTCs). The ETTCs are county-based resource centers that offer educators professional development opportunities. The ETTCs contain demonstration technology equipment and offer training programs to assist teachers in implementing the Core Curriculum Content Standards. Additional information about the ETTCs is available through the ETTC newsletter, which is found on the NJDE Web site at: www.state.nj.us/njded/techno/nlwinter2001.pdf. The ETTCs enjoy a close-knit collaborative relationship with the NJDE. As the professional development needs of the grant recipients are identified, the NJDE will meet with the ETTCs to determine how those needs may best be met.
- In addition, a system of delivery that was designed and implemented with Technology Literacy Challenge Fund (TLCF) dollars, called Coordinated County Services, identified best practices. Information about County Coordinated Services can be found on the NJDE Web site at: www.state.nj.us/njded/techno/tlcf/ccs_abstract.htm. Their associated lesson plans were posted on the Web sites of those LEAs that were the subgrantees of the Coordinated County Services grant program and are available to all school districts. These resources will assist LEAs to use best practices in their funded projects.
- ***Safe and Drug-Free Schools and Communities (Title IV, Part A, Subpart 1)*** – The NJDE Office of Educational Support Services (OESS), which administers the Safe and Drug-Free Schools and Communities programs, will conform to the NJDE's monitoring procedures for consolidated formula subgrants and other subgrants.

- **21st Century Community Learning Centers (Title IV, Part B)** - The NJDE Office of Educational Support Services (OESS) will maintain a core project management team to administer this program. This team will include the office director, program manager, additional professional staff from the Division of Student Services, including the Office of Educational Support Services (OESS,) the Office of Grants Management and Development (OGMD), and from the Office of Special Education Programs (OSEP). This project management team works with the 21st CCLC Advisory Committee and will ensure that collaboration is maintained on cross-cutting issues with various entities within the NJDE, such as the Office of Title I Programs. This team will also be responsible for the day-to-day administrative oversight of the program, policies, procedures, monitoring, and technical assistance and support provided to grantees and their partners. The 21st CCLC program monitoring will be consistent with the established NJDE procedures for discretionary grant program monitoring described previously in this section.

Professional Development and Technical Assistance

In September of 2000, the New Jersey State Board of Education (NJSBE) adopted regulations that require continuing professional development of 100 hours every five years for all of New Jersey's teachers. The new requirement plays a key role in systemic reform of education by helping teachers participate in high-quality professional development activities that are related to the teacher's professional improvement plan and geared toward assuring student achievement of the Core Curriculum Content Standards. In order to achieve this important goal, the state recognized that teachers would have to play a key role in implementing, developing, and administering the ongoing program.

The NJDE worked with teachers to create the new state-level Professional Teaching Standards Board (PTSB). Teachers represent the majority of the 19 board members, and the board advises the Commissioner of Education on professional development standards for teacher performance and conduct. In the fall of 2001, the NJDE initiated a similar program for administrators.

The following specific activities are underway and will continue under NCLB to ensure appropriate, effective professional development opportunities and technical assistance for New Jersey's public school teachers:

- **Title I Programs (generally)** - For the past two years, the NJDE Office of Title I Program Planning and Accountability has provided general regional training sessions to all Title I districts related to program implementation. In 2002, these sessions focused on:
 - Reading in the early grades: the session focused on the report of the National Reading Panel and implications for reading instruction;
 - Using Data for School Improvement: the use of data is key in the school improvement process; data analysis modules were developed for participants to engage in hands-on data analysis simulations;

- Planning and Implementing Title I Schoolwide Programs: the session reviewed the components of schoolwide plans and explored models for effective schoolwide planning and implementation;
- Title I Reauthorization: this session provided a preview of the new legislation and the new broader goals established, including a focus on closing the achievement gap;
- Parent Involvement in Title I: this session focused on specific Title I responsibilities such as developing school compacts as well as developing meaningful parent participation;
- Planning and Providing Nonpublic Services: this session spelled out district responsibilities in regard to consultation and planning for delivering services to nonpublic school students;
- Including All Students in Title I: this session focused on issues related to inclusion and addressing the needs of diverse student populations, specifically LEP, students with disabilities, migrant and homeless children; and
- Title I Program Manager Training: this session reviewed the Title I program manager's responsibilities and focused on such Title I processes such as determining school eligibility, comparability reporting, and program planning considerations.

In addition to these general sessions, specialized forums were also scheduled. In 2002, a series of three forums on disaggregated data and closing the achievement gap were offered. Superintendents from the 600 LEAs districts across the state were invited to these three regional sessions. In spring 2002, the NJDE co-sponsored a state conference focused on closing the achievement gap. All sessions were planned and facilitated in coordination with other agencies. The Region III Comprehensive Center was a key provider of these services. Others that assisted with these training efforts included: The Education Trust, The Children's Literacy Initiative, the Center for Education Law, the USDE Office of Compensatory Education and Rutgers University. As in the past two years, regional training sessions will be planned around emerging needs of LEAs and offered to all districts in the state.

Other collaborative information and training efforts are focused on state professional associations, which includes close collaboration with the New Jersey Association of Federal Program Administrators (NJAFPA). The NJDE has planned and presented sessions at NJAFPA winter and spring conferences and monthly meetings: The New Jersey Association of School Administrators and New Jersey School Public Relations Association have planned special forums focused on Title I issues, sponsored in collaboration with the NJDE. Again, these collaborative efforts will continue.

Other efforts to provide general support include: the development of a Title I Web site and listserv to disseminate information and provide links to other Title I resources.

- ***Migrant Education (Title I, Part C)*** - Technical assistance, as needed, is provided through direct referral to the NJDE. Each of the designated provider agencies contracted through this grant provides liaison services between and among LEAs both intra- and inter-state. Technical assistance workshops are offered by these agencies to local districts within their assigned services areas (*i.e.*, northern New Jersey and southern New Jersey). By facilitating timely enrollment in public schools, the agencies help to minimize disruptions in the continuity of individual student programs. Student participation in statewide assessment activities and a subsequent correlation of the results will provide source data to assess program effectiveness.
- ***Neglected & Delinquent Children and Youth (Title I, Part D)*** - The agencies receiving these funds attend an annual technical assistance presentation at which time program requirements are reviewed. At intervals, each agency that is responsible for implementation of the program, reports on progress and expenditures. Technical assistance, as needed, is provided through direct referral to the NJDE. State regulations governing programs in state facilities provide ongoing oversight of the basic programs and how these services interface with grant-funded activities. Required data reporting on graduation rates, promotion rates, and re-enrollment activities support the ongoing missions of the three agencies, as well as specific projects funded under this title.
- ***English Language Acquisition and Language Enhancement (Title III, Part A)*** - The NJDE Office of Bilingual Education will continue to provide formal and informal technical assistance to school districts by means of its five professional staff members. The NJDE will also continue to provide services to school districts to ensure that limited English proficient (LEP) students are provided with appropriate bilingual and ESL programs to enable them to develop English language skills and meet the same challenging academic standards expected of all students. Through training and technical assistance activities, the NJDE program will enable districts to design effective program models to meet the diverse needs of limited English proficient students. By means of regional training sessions, the development and dissemination of professional development materials, and workshop presentations at statewide conferences, the Office of Bilingual Education will present effective strategies for school districts to help LEP students meet high standards by providing access to quality educational experiences. These strategies will be based on principles such as:
 - Limited English proficient students are held to the same high expectations of learning established for all students;
 - Limited English proficient students will develop full receptive and productive proficiencies in English in the areas of listening, speaking, reading and writing consistent with expectations for all students;
 - Limited English proficient students will receive instruction that builds on their previous education and cognitive abilities and that is adapted to their language proficiency levels;

- Limited English proficient students will be evaluated with appropriate and valid assessments that are aligned with state standards and that take into consideration the language acquisition stages and cultural backgrounds of students;
- The academic success of LEP students is a responsibility shared by all educators, the family and the community.

Specifically, the NJDE will conduct the following activities:

- Coordinate the provision of regional training on instructional strategies and program models, based on scientific research, that results in the effective and efficient acquisition of English and high achievement levels for LEP students;
- Collect baseline data on LEP student achievement on ESL and academic tests;
- Set ESL performance objectives, adequate yearly progress indicators, and exit rate targets for LEP students; and
- Initiate a program to identify, showcase, and recognize successful programs. This will be done to assist districts in their efforts to improve their programs for LEP students; and
- Monitor school district achievement of performance objectives by collecting data on a biennial bases.
 - o If the state determines that the district has failed to make progress toward meeting such objectives for two consecutive years, the state will require the district to develop an improvement plan in consultation with the state.
 - o During the implementation of the improvement plan, the state will provide direct technical assistance by means of its three regional bilingual education coordinators and by identifying districts with similar LEP populations who have met their objectives and who can serve as a model.

The NJDE will work with New Jersey state colleges and universities, the Center for Applied Linguistics, and the Center for Excellence and Equity in Education at George Washington University to identify effective instructional programs based on scientific research. The NJDE will coordinate the provision of regional training and follow-up based on such models.

- ***Safe and Drug-Free Schools and Communities (Title IV, Part A, Subpart 1)*** - The NJDE Office of Educational Support Services (OESS), which administers the Safe and Drug-Free Schools and Communities programs, provides local, regional, and statewide professional development opportunities in support of the purposes of Title IV, Part A. OESS will also provide technical assistance to LEAs, grantees, contractors, state

agencies, and other entities through on-site consultation, telephone support, materials development, and workshops/professional development programs.

Pursuant to *N.J.S.A.* 18A:40A-3 and 18A:40A-15, each local board of education is responsible for providing annual inservice training in alcohol, tobacco, and other drug abuse prevention and intervention to ensure that educational staff members have the most current information available on the subject of substance abuse and the district's comprehensive alcohol, tobacco, and other drug abuse program, policies and procedures. Examples of technical support activities of OESS that are designed to support LEA annual inservice requirements and the effective implementation of Title IV, Part A are identified below:

- Support for Regulations – The OESS intends to provide technical support to aide LEA staff in implementing the new regulations addressing school safety, substance abuse, violence, and health services (*N.J.A.C.* 6A:16). Additionally, guidance documents will be developed to support portions of the regulations. The regulations set forth parameters and a framework for implementation best practices.
- Principals Institutes – Three regional two-day principals institutes will be provided under the Principals and Parents Promoting Youth Development and Discipline Project to provide principals with current research, resources, strategies, skills, and hands-on materials to use with parents in promoting positive discipline and safe schools.
- Principles of Effectiveness – Workshops will be offered to LEA staff in the effective implementation of the principles of effectiveness [section 4115(a)].
- Intervention and Referral Services – Training will be provided to LEAs for the establishment of building-based multidisciplinary problem-solving teams, and a Resource Manual for Intervention and Referral Services will be provided to all LEAs and participants in the training program. This program is based on positive research findings under an evaluation study conducted by the Educational Testing Service (ETS) of the NJDE's School Resource Committee pilot program.
- Roles and Responsibilities of Substance Awareness Coordinators (SACs) – This course provides a forum for consideration of issues related to the functions of SACs and the effective administration of comprehensive substance abuse and violence programs under Title IV, Part A. SACs are responsible for implementing the best practices set forth in the regulations (*N.J.A.C.* 6A:16) and applicable statutes, and are responsible for assisting in the development, implementation, and administration of research-based programs under Title IV. SACs will be given resources for research-based strategies.
- Peer-to-Peer Initiatives – Training and supportive materials will be provided to student peer leaders and their adult advisors. This program is designed to address the following research-based risk factors: (1) perceptions of approval of drug-using

behaviors in family, work, school, and peer and community environments; and (2) student transitions between schools.

- Electronic Violence, Vandalism and Substance Abuse Reporting System – The Violence, Vandalism and Substance Abuse Incident Report has been revised to increase reliability in reporting and evaluation. A videotape and discussion guide have been disseminated to support local in-service training, to heighten awareness of reporting responsibilities and to explain how to complete the form. Additional training will be provided to orient LEAs on the reporting system and on additional reporting requirements under the Uniform Management Information and Reporting System [section 4112(c)(3)]. This system supports implementation of the Principles of Effectiveness, which includes the requirement for all funded activities to be based on an assessment of objective data.
- Codes of Student Conduct – A publication will be developed to provide schools with guidance to support the ongoing review and development of local student codes of conduct, consistent with Section 4114(d)(7). The document will include a review of current case law as well as information on research-based strategies.
- ***21st Century Community Learning Centers (Title IV, Part B)*** - To ensure that federal and state goals are achieved, technical assistance will be provided to potential applicants and successful applicants. Prior to selection of the grantees, potential applicants will be invited to attend one of three regionally based information session intended to provide broad parameters of the program and an overview of state and federal requirements. Once selected, grantees will receive ongoing technical assistance and professional development throughout the entire grant period focusing on the following key elements of the 21st CCLC program:
 - Integration of character education into extended learning programs designed to increase student's academic performance;
 - Alignment of assessment standards into extended learning programs designed to improve student literacy;
 - Planning for project sustainability;
 - Program data collection, reporting and evaluation; and
 - Program start-up and implementation issues.

Professional development will be provided jointly by NJDE staff, educational consultants, 21st CCLC Advisory Committee members, and national consultants provided through USDE. The topics/areas to be covered will be based on feedback from the grantee agencies and areas determined by the NJDE and/or 21st CCLC Advisory Committee.

As part of ongoing technical assistance, the NJDE will broker grant funding resource information to assist grantees in becoming self-sustaining programs once NJDE funds expire. This service will be made available to assist 21st CCLC programs become self-

sustaining programs that bridge the gaps of learning in high-poverty, low-performing schools.

The NJDE will also provide structured networking opportunities for grant recipients and their partnering agencies/providers. These sessions will be designed to share best practices, resources and contacts related to key operational issues that impact the performance of the agencies. They will also help to identify issues that have become problematic and present barriers to successful program delivery.

4. *In the June 2002 submission, describe the Statewide system of support under section 1117 for ensuring that all schools meet the State's academic content and student achievement standards, including how the State will provide assistance to low-performing schools.*

In 1997, Whole School Reform (WSR), proposed by the New Jersey Department of Education (NJDE) to the New Jersey Supreme Court in *Abbott v. Burke* as a way to reinvent education in the failing urban districts, became a court mandate that initiated a massive reform effort that is still unfolding and represents a key state strategy of assistance to low-performing schools. In 1998, as part of the same court case, the NJ Supreme Court required half-day preschool programs for all three- and four-year-olds and full-day kindergarten for all 30 Abbott districts. By the deadline of June 2000, every elementary school in the 30 Abbott districts had adopted models that had met the NJDE's definition of WSR.

WSR is a complete restructuring of an entire school, putting in place a series of programs and strategies that have been proven by research to be effective. The WSR initiative is systemic in nature, unlike previous generations of reforms that were incremental and piecemeal. Current WSR programs systematically address curriculum alignment, assessment, teacher professional development, governance, and family and student support, and integrate these components with a common set of policies and priorities aimed at improving student achievement at the local school level. The specific WSR models identified for use by the Abbott districts were selected because of their success with populations similar to those in the Abbott districts.

WSR relies heavily on the involvement of parents in the operation and reform of each school. Parents are required to be part of the School Management Teams (SMTs) that make vital decisions concerning reform programs and the budgeting of funds to support them. Community resources are also coordinated with school programs to help meet some of the nonacademic needs of students who live in conditions of poverty. Many of the WSR models selected by schools also include a parental involvement component.

For the 30 Abbott districts affected by the NJ Supreme Court decision, implementation of WSR is a requirement. Every elementary school building in the 30 Abbott districts—approximately 400 schools—has adopted one of the state-approved models of total reform. Every aspect of the school's instructional program must conform to the chosen model, and all old practices must be discarded.

WSR in New Jersey incorporates a larger, more ambitious scope of reform measures than in any other state. WSR includes the following components: parity funding, school construction, early childhood education, implementation of WSR models in grades K-12, school-based management, and the provision of multiple support services in the schools. The ultimate goal of WSR is to enable every child in the disadvantaged urban districts to be able to achieve the standards and gain the knowledge and skills that will advance him or her in adult life.

Program specific examples of state assistance to low-performing schools are noted below:

- ***Title I Programs (generally)*** - In 2002, the NJDE identified 199 schools in need of improvement. A rubric placing schools in six categories ranging from I to VI was developed. These categories identified category I schools as those in need of improvement, and category V and VI schools as high-performing schools. Schools in categories II through IV, are making improvement, but need differing levels of support. This framework will accomplish two main objectives:
 - Category V and VI schools will form the basis for local support and models from which distinguished educators and schools support teams can be developed; and
 - The categories will identify the levels of support needed by our constituent schools and districts, category I being the first priority schools and districts for support.

In addition to the general supports described under the statewide system of supports, the Office of Title I has offered a Principals Institute during the past two years, to which principals and school leadership teams of four participants from targeted low-performing schools were invited. The institute was held over two days in the summer to have an impact upon school planning for the upcoming school year. These sessions were supported by two follow-up sessions, one in the fall and the other in the spring. The focus of the session is using data to drive reform, along with the development of leadership skills. Actual school data are provided to help schools analyze data, identify needs, and develop objectives. Also, discussions focus on using classroom data to determine progress and ongoing needs.

In 2002 and in the future, these sessions will be modified. Consistent with the new NCLB legislation, the sessions will focus on developing the capacity of the central office administrative teams in districts with low-performing schools. Currently, a needs assessment of the leadership capacity of these districts is being conducted to shape the 2002 training. Again, the NJDE is collaborating with the Region III Comprehensive Center. This new design will enable the NJDE to have an impact upon a greater number of schools.

As previously stated, the NJDE is currently undergoing a complete reorganization. A primary focus of this reorganization is the creation of regional service centers to bring a greater level of support closer to the district level. Although not fully defined, the design

will borrow extensively from the Board of Cooperative Educational Services (BOCES) model in New York State. Staff from the current regional office, including county offices and the Office of School Review and Improvement, will form the base corps of staff of the new regional centers. Through this new structure, direct support services to high need schools will be enhanced. Collaboration and partnerships with colleges and universities and other agencies will expand upon the resources available to support school improvement efforts across the state. Anticipated services to be offered include:

- Assistance with needs assessment and data analysis;
- Identification of scientifically-based research programs and strategies;
- Consultation and guidance in matching research-based practices with identified needs; and
- Tailored training for high-need schools and districts.

Seventy-five school districts have schools in Category I, some of which are not Abbott school districts.

In summary, direct assistance to low-performing schools is threefold. As indicated above, the Title I office provides workshops specific to school improvement and implementation of programs for all Title I school districts. In addition, an annual two-day Leadership Institute with quarterly follow-up sessions on data-driven reform is provided. Technical assistance is provided upon request. The Title I office will continue to provide Title I specific training and will do so in conjunction with the three regional centers. Therefore, a framework and strategies for systematic professional development for all Title I schools, including low-performing schools, is proposed and will be augmented with developed products, Web-based resources and listserv of Title I schools.

The following professional development sources are available for deployment to these school districts and are organized according to school improvement categories as follows:

SOURCES AND FORMATS OF PROFESSIONAL DEVELOPMENT
State Support Team to the District
Federal Regional Centers and Labs
Independent consultants
Leadership Institutes with follow up sessions
Staff Technical assistance
Exemplary schools and School Districts (Category VI)
Universities and colleges
Educational Service Commissions
NJ Organizations and Associations
Recognized Educators (national and statewide)
Regional Training Centers
Web and Listserv
Title I Workshop series
NJ Professional Education Port (NJPEP) – Virtual Academy
Forums on specific priority topics

Distance Learning

For those schools in need of improvement, the following proposed progression of support would occur. First, the schools would be required to develop a needs assessment and develop a new plan with outside technical assistance. The state support team would assist the school districts with implementing the plan and broker training assistance. School level liaisons would assure that the school improvement process was implemented and stayed on course. Finally, a variety of agencies with varying areas of expertise would assist with addressing school district implementation problems as indicated in the outline below. The process will be fully explained in a publication with references and Web links for assistance.

PROCESS	IMPLEMENTING GROUP
Needs Assessment and Collaborative Plan Development	Universities and Colleges, etc.
Implementation of Monitoring Plan & Brokers of Assistance	State Support Team
Internal Facilitators of Plan Implementation	School Liaisons
Problem Solving and Targeted Assistance	Regional Labs, Leadership Institutes, Consultants, Exemplary schools and School Districts (Category VI) &/or Staff Technical Assistance

With these systems in place, the NJDE is confident that it can increase the performance of all students and assure that all attain proficiency in reading, writing, and mathematics by the year 2014.

- ***Enhancing Education Through Technology (Title II, Part D)*** – The NJDE Office of Educational Technology (OET) will employ a number of different approaches to provide support to low-performing schools, including the following:
 - In collaboration with the NJDE Office of Title I, the OET will use the annual high-stakes student assessment system to provide the data to continuously identify those schools that are low performing. In addition, the annual assessment system will determine the academic achievement of those schools that are recipients of Title II, Part D funding. A state-funded evaluator will analyze the aggregate data. An analysis will identify the challenges the schools faced in implementing the program, and recommendations will be provided to improve the current programs. The analysis will be reviewed carefully and future funding will address the identified needs and challenges of the school districts to formulate future grant offerings that will further the academic achievement of all students.
 - The OET will provide technical assistance to all Title I school districts upon their request. In addition, OET will outreach proactively to all schools identified as low performing. The outreach will include the development of a listserv of all identified low performing schools to maintain constant communication in providing information

and for addressing school-based questions and concerns. The listserv will provide the schools with the opportunity to network with each other for the purpose of meeting and improving academic achievement standards.

- There will be regional technical assistance sessions offered specifically to those schools identified as low performing. These regional sessions will include information and Q&A opportunities for all of the programs involved with the ESEA reauthorization. These regional meetings will provide constant support for the successful implementation of projects. The meetings will be conducted via videoconferencing and as large group efforts.
 - Assistance will be offered and available via telephone, e-mail, any other vehicles used to address questions. District technology plans (and for the 30 most in-need districts in the state, school-based technology plans) will continue to be required and approved through a peer review process. Recommendations will be given to the school or district as a direct result of the technology plan review process.
 - Professional development related to educational technology for teachers, administrators, and staff will continue to be offered by the Educational Technology Training Centers (ETTCs). With guidance from the OET, the focus of the professional development activities will be to ensure that the cognitive relationship behind using the technology is transferred from the teacher to the student, and not focus on technology skills in isolation. As an established training entity throughout the state, the ETTCs will continue to be the NJDE's resource to share information and develop appropriate courses to meet the needs of the low-performing schools.
 - Another vehicle that is already established is the Abbott Consortium for Technology (ACT). The ACT was originally formed to meet the needs of the Abbott districts in submitting applications for Universal Service Fund (e-rate program) in April 1998. Each Abbott district sends at least one representative to regularly held meetings to discuss mutual needs, challenges and solutions for educational technology activities. This group worked extensively with the NJDE on reviewing procedures for program integrity review to successfully participate in the e-rate program. As a result, the Abbott districts were awarded \$38 million for the 1998-99 Universal Service Fund. More information may be obtained from the NJDE Web site at: www.state.nj.us/njded/abbotts/techcon.shtml. This gathering of educational technology district-level directors is a district resource for networking, curriculum development and a generally all-purpose vehicle to share information. The ACT group is in the process of developing a subcommittee of curriculum supervisors to discuss best practices and concerns regarding the infusion of technology into the curriculum.
- ***Safe and Drug-Free Schools and Communities (Title IV, Part A)*** – In cooperation with other appropriate state, regional, and county offices of the NJDE, staff funded under Title IV, Part A, from the Office of Educational Support Services (OESS) will provide support to LEAs, grantees, contractors, state agencies, and other entities through on-site

consultation, telephone support, materials development and workshops/professional development programs.

5. ***In the June 2002 submission, describe the activities the State will conduct to --***
- a. ***Help Title I schools make effective use of schoolwide programs to improve the achievement of all students, including specific steps the SEA is taking and will take to modify or eliminate State fiscal and accounting barriers so that schools can easily consolidate federal, State, and local funds for schoolwide programs;***
 - b. ***Ensure that all teachers, particularly those in high-poverty areas and those in schools in need of improvement, are highly qualified. This description should include the help the State's will provide to LEAs and schools to --***
 - i. ***Conduct effective professional development activities;***
 - ii. ***Recruit and hire highly qualified teachers, including those licensed or certified through alternative routes; and***
 - iii. ***Retain highly qualified teachers.***
 - c. ***Ensure that all paraprofessionals (excluding those working with parents or as translators) attain the qualifications stated in sections 1119(c) and (d) by the 2005-2006 school year.***
 - d. ***Help LEAs with a high need for technology, high percentages or numbers of children in poverty, and low-performing schools to form partnerships with other LEAs, institutions of higher education (IHEs), libraries, and other private and public for-profit and non-profit entities with technology expertise to improve the use of technology in instruction.***
 - e. ***Promote parental and community participation in schools.***
 - f. ***Secure the baseline and follow-up data for the core ESEA accountability system described in Part I.***
- a. ***Help Title I schools make effective use of schoolwide programs to improve the achievement of all students; SEA steps to modify or eliminate state fiscal and accounting barriers so that schools may easily consolidate funds.***

In 1997, the New Jersey Department of Education (NJDE) recognized and adopted Whole School Reform (WSR) as a key school improvement approach. This WSR initiative was adopted to address the unique educational challenges in the state's highest need districts. As a result of the New Jersey State Supreme Court decision *Abbott v Burke*, New Jersey's 30 poorest school districts were identified as needing special educational support and remedies. Those districts were required to conduct comprehensive needs assessments and adopt WSR models to meet their needs.

The NJDE encouraged the Abbott schools that were receiving Title I funds to become Title I schoolwide program schools in order to more effectively use all resources for school reform. Additionally, the NJDE established three special regional centers to support the WSR initiatives in the individual school districts. The staff of those centers supported the efforts of individual schools in the areas of shared decision making, school reform model implementation and school-based budgeting. Each school in a district had

a NJDE contact person who served as a resource to its school management team and provided support services and technical assistance regularly.

To further ensure the success of schoolwide programs, participating schools are required to complete comprehensive needs assessments. The state provides assistance in the coordination of needs assessment and literature review to identify models that match identified needs. This forms the basis of the schoolwide plan. The eight elements of the schoolwide design must be integrated into the schoolwide plan. Once a plan is developed, the state, district, and school support team will facilitate implementation.

Most recently, under the 2002 NJDE reorganization, a special division has been established to support whole school reform as well as the Title I Schoolwide programs in these school districts. Thus, individualized school support will continue for those schools.

In order to fully avail the schools of maximum flexibility, these schools have established blended funding procedures that require the development of school-based budget. Schools are guided by fiscal officers from NJDE to integrate both program services under the consolidated grant program and the resources made available under these programs. This process eliminates the traditional barriers of state fiscal and accounting requirements.

b. Ensure that all teachers, particularly those in high-poverty areas and those in schools in need of improvement, are highly qualified.

To ensure that all teachers teaching in core academic subjects within the state are highly qualified no later than 2005-2006, the New Jersey Department of Education (NJDE) will use the 2002-03 Title II Part A state activity funds to support the following statewide activities:

- Completion of the review, refinement and re-adoption of each of the state's eight Core Curriculum Content Standards (CCCS). As indicated elsewhere in this plan, the revision is taking place in two phases. The first phase, presently under way involves the following activities: review and discussion by the New Jersey State Board of Education (NJSBE) of the revised language arts literacy, mathematics, and science standards in May 2002; public review and testimony on the revised standards in June 2002; and NJSBE adoption of the revised standards in July 2002.

The second phase, which will begin in September 2002, will involve the review, discussion and adoption process of the revised standards in social studies, visual and performing arts, world languages, health and physical education, and workplace readiness. Included in the review process will be the Early Childhood Expectations and the CCCS for Students with Severe Disabilities. It is expected that these standards and the Early Childhood Expectations will be adopted by the NJSBE in November 2002.

- Professional development and technical assistance to teachers, principals, supervisors, and curriculum specialists on strategies for alignment and integration of the revised CCCS with local curricula, instruction and learning. This training provides the teachers with the knowledge and skills to integrate the CCCS into their curricula and instruction, resulting in an improvement in the quality of instruction. With this knowledge, these teachers can turn-key train other teachers in their schools, resulting in an increase in the number of highly qualified teachers.
- Recruitment of teachers in areas where there is a shortage, *e.g.*, science, mathematics, and world languages. Please see “Recruit and Retain Highly Qualified Teachers” below in this section.

Additionally, to ensure that New Jersey teachers are highly qualified and that schools and districts provide high-quality professional development, the following initiatives are either currently being implemented and will continue, or are currently under consideration:

Professional Development for Teachers – In May 1998, the NJSBE adopted professional development regulations requiring all of New Jersey’s teachers to complete 100 hours of professional development every five years. Highlights of this regulation include:

- Appointment in January 1999 of a 19-member Professional Teaching Standards Board (PTSB) composed of teachers, school district administrators, school board members, college representatives, and the public.

The PTSB has established professional development standards for continuing education and for guiding districts in designing their professional development programs and plans. These professional development standards were approved by the Commissioner of Education in January 2000. New Jersey’s professional development standards focus on the need for professional development that is job-embedded, core content standards-based, related to a teacher’s practice, and sustained over time as opposed to the discrete professional development workshops of the past. The professional development standards can be found on the NJDE Professional Development Web site at: www.state.nj.us/njded/profdev/.

In addition, the PTSB recommends approval/non-approval of all continuing education offerings, and maintains a list of approved professional development providers for local school district efforts. A County Professional Development Board, appointed in each of New Jersey’s 21 counties, approves the professional development programs and plans of the local school districts in the county. A district-level Professional Development Committee in each school district plans and implements professional development programs based upon the common professional development standards established by the PTSB.

- The PTSB developed a county process to review and approve the local professional development plans, involving a feedback matrix/rubric that is based on the Professional Development Standards. The matrix provides guidance for county boards in determining plans that are exemplary, good, satisfactory, or unacceptable. Failure in any section of the plan constitutes non-approval. This plan approval process will be used beginning in 2002-2003. Districts will be asked to revise non-approved plans for resubmission. The PTSB has also developed model plan “anchors”, which illustrate exemplary, good, satisfactory, or non-acceptable plans. In May and June of 2001, the NJDE conducted training for all county boards of education on the district approval process. In the fall of 2001, the county boards of education “turn-keyed” information on the new process for school districts.
- The NJDE requires an annual assessment of each teacher’s progress toward fulfilling the 100 hours of mandated professional development. In conjunction with this requirement, each individual teacher or educational services staff member must have a professional development plan that is aligned with the professional development standards, reflects the categories of opportunities outlined in the *Professional Development Framework (What Counts?)*, and is developed in compliance with the teacher evaluation regulations.
- The NJDE has established an online registration system of all professional development providers, including colleges and professional development associations, to ensure compliance with the CCCS. The Professional Development Provider System can be found on the NJDE Web site at: www.state.nj.us/njded/profdev/providers/index.html.

Professional Development for Principals and Supervisors

In the Spring of 2001, New Jersey was one of 15 states selected from among 37 applicant states for a \$50,000 State Action for Education Leadership Project (SAELP) design grant. The purpose of this grant was to support the development of a detailed implementation plan to prepare and enact new and innovative legislation and/or administrative policies and practices designed to attract, support and sustain school leaders in New Jersey who are capable of improving student achievement. SAELP is administered by the Council of Chief State School Officers and is funded by the Wallace-Readers Digest Fund through its *Leaders Count* initiative. The grant program is overseen by a national consortium whose members include representatives from the Council of Chief State School Officers, the National Governors Association, the National Conference of State Legislatures and the National Association of State Boards of Education. The mission of the national consortium is to support the creation of state policies and legislation that will strengthen school leaders (principals and superintendents) and focus them on the improvement of teaching and learning.

New Jersey’s receipt of this design grant supported the creation of a statewide consortium of policy makers and practitioners that mirrors the national consortium, adding vital representation from the professional associations, the higher education community, and

school boards. The consortium, working in conjunction with the NJDE, crafted a plan that was approved by the national consortium early in 2002, which resulted in an additional grant of \$250,000 to New Jersey to support implementation of the plan.

New Jersey's implementation plan focuses on the adoption of performance-based standards for school leaders and integrates all other reform efforts with this central commitment to ensure a comprehensive alignment of all reforms with those standards. The proposed reforms include policies to:

- Expedite reciprocity for qualified candidates and create an alternate preparation program that will allow experienced supervisors, without a masters degree in administration, to become principals;
- Partner with the National Council for Accreditation of Teacher Education (NCATE) and require college and university Educational Administration programs to align with adopted standards as the basis for continuing as state-approved programs;
- Replace the current written exam for licensure (Praxis II) with the standards-based assessments for school leaders (SLLA and SSA);
- Reconfigure and expand the mentor-directed residency;
- Explore governance structures that support and inhibit the quality practice of school leadership; and
- Increase the stability of superintendent positions by lengthening renewal contracts to a minimum of five years.

The timing of New Jersey's SAELP award is particularly fortuitous in that New Jersey is currently undergoing a comprehensive review of its licensing code and is working to implement professional development standards and regulations for school leaders. The grant allows New Jersey to move forward to create and align state policies with the best in standards-based education reform.

Licensing and Professional Development

The overarching goal guiding the licensing code review is to ensure that all professional educators are prepared to meet the challenges of educating New Jersey's students for success in the 21st century. To meet this goal, five critical categories of potential change are now under consideration. These include: 1) alignment of the code to standards-based reform; 2) development of provisions that enhance the quality of teaching and learning; 3) attention to professional preparation programs; 4) recommendations for certificate changes; and 5) revisions that improve operational aspects of the code.

1. *Standards-Based Reform* -The alignment of educator licensing and professional development with the Core Curriculum Content Standards and other aspects of

the standards-based reform initiative are necessary to ensure that all educators are prepared to provide the quality instruction and support needed to facilitate public school students' attainment of the standards. In order to support this effort, the department is considering the following:

- Align teaching certificates with the Core Curriculum Content Standards;
- Revise the generic pedagogy required of all teachers to include study of the content standards and the application of the standards to instruction;
- Develop standards for teaching that focus on the content standards;
- Revise administrator regulations that are aligned with state and national standards (see *Professional Development for Principals and Supervisors* above); and
- Include a professional development subchapter for administrators in *New Jersey Administrative Code*.

2. *Enhancing the Quality of Teaching and Learning* - The regulations currently in effect allow individuals with substandard certificates to be assigned to classrooms. These individuals are not fully prepared to meet the instructional needs of students and, in some circumstances, have little or no content preparation. In order to remedy this problem, the NJDE is considering the following revisions to *New Jersey Administrative Code*:

- Eliminate emergency certificates. The regulations governing issuance of emergency certificates do not identify any required preparation. The main requirement is the documentation of district need and the county superintendent's approval. As a result, in areas such as special education, bilingual and ESL education, and other areas of shortage, candidates are placed in assignments with little or no preparation. Therefore, the NJDE will recommend the elimination of the emergency certificate.
- Create conditional certificates in areas of need where there are teacher shortages. The NJDE will expand the issuance of conditional certification, which is currently available only in the area of world languages, to other areas where there is a shortage of teachers. A minimum level of preparation in the certification field will be required and a limited period of time for completion of requirements for standard certification will be prescribed. Candidates with no preparation will no longer be issued certificates.
- Create limited certificates for foreign teachers to ameliorate teacher shortages. The NJDE will consider reinstating the practice of issuing certificates with a three-year validity to teachers from other countries who

meet appropriate requirements. These teachers are recruited to teach in New Jersey by approved international agencies that work in collaboration with school districts. There is pending state legislation that will provide direction in this area.

- Amend the regulations governing county substitute certificates. The NJDE will recommend changing the authorization of the county substitute certificate to prevent misuse of substitute teachers. It has been the practice in some districts to assign county substitute teachers to long-term vacancies, removing them for one day at the end of the required limit of 20 days, and returning them after the one-day absence. The NJDE will recommend that time limits be developed to preclude the continuation of this practice.

The NJDE will also consider some flexibility for teachers who hold out-of-state teaching certificates, have three years of successful teaching experience under the out-of-state certificate, and are eligible for New Jersey standard certification with the exception of the test requirement.

The NJDE will also recommend completing employment clearances prior to issuance of the county substitute certificate.

- Revise world languages certificate requirements. All world language teachers and all elementary school teachers assigned to teach world languages should provide evidence of oral language proficiency and complete a course in second language acquisition. (See Recruiting World Languages Teachers below in this section.)

3. *Professional Preparation Programs* - New Jersey's commitment to high quality educational programs for all students requires a sound system for delivery of instruction by well-prepared certified educators. To that end, the NJDE must ensure that educators undergo a consistent, coherent, and rigorous program of studies. To achieve this goal, the NJDE is considering the following changes:

- Revise teacher preparation programs by:
 - Replacing the existing Boyer topics with the new generic pedagogy for state teacher preparation programs, including both college preparation programs and Alternate Route regional training centers. The new pedagogy focuses on preparing new teachers to understand how all children can achieve the Core Curriculum Content Standards, and how to implement the standards in the classroom. A strong emphasis is placed on providing new teachers with the knowledge of how students learn language arts literacy skills, methods of teaching those skills, and the role of language arts literacy skills in the acquisition of knowledge, skills, and attitudes appropriate to the area of certification.

- Allowing college programs to provide more than 30 credits in the professional education sequence. The additional credits will permit comprehensive professional preparation of pre-service teachers.
 - Developing regulations to govern post-baccalaureate and graduate-level teacher preparation programs. Currently, the regulations govern only baccalaureate programs. The NJDE has no regulatory oversight of post-baccalaureate or graduate teacher preparation programs. Representatives from New Jersey's institutions of higher education have recommended that regulations be adopted.
 - Expanding Alternate Route preparation program availability to include English as a second language, bilingual/bicultural education, and special education certification.
 - Reviewing special education professional preparation programs with the intent of reform. The NJDE has conducted a major review of the professional preparation required of all special education teachers to ensure that the regulations are aligned with the current research and practice in that field.
- Update educational services preparation programs. After review of stakeholder recommendations, the NJDE will revise the educational services preparation programs to align them with national standards where appropriate.
 - Revamp administrator preparation programs. The NJDE will require colleges and universities to revise administrator programs to meet the newly developed state administrator standards. This will likely include the adoption of modified *Interstate School Leaders Licensure Consortium* (ISLLC) standards and a state partnership with the *National Council for Accreditation of Teacher Education* (NCATE).
4. *Major Certificate Changes* - Certification changes are inherent in each of the topics discussed in the previous sections addressing this issue. This section specifically highlights proposed changes in the certification structure and/or requirements that are now under consideration.
- Explore early childhood/elementary grade-level authorizations. Recognizing that early childhood/elementary school teachers need to have levels of content preparation appropriate to the student population being taught, the department is exploring the revision of the current certification structure for teaching in preschool through grade eight. The goal will be to assure that teachers are prepared to teach the Core Curriculum Content Standards at the grade levels to which they are assigned. The following options have been suggested:

- A Preschool through Grade 3 certificate and a Grade 3 through Grade 8 certificate that would require content preparation in a minimum of two of the standards; or
 - A Preschool through Grade 3 certificate, a Kindergarten through Grade 5 certificate, and a middle school certificate in specific content standards areas.
 - Overhaul vocational-technical education by:
 - Aligning the vocational-technical education certificates with the USDE's 16 Career Clusters.
 - Exploring how to address certificates that are not aligned with the federal career clusters.
 - Investigating structured learning experiences and identifying appropriate certificates needed to supervise students in these experiences. Structured learning experiences are supervised educational activities designed to provide students with exposure to the requirements and responsibilities of specific job titles or job groups, and to assist students in gaining employment skills and making career and educational decisions.
 - Develop new certificates to meet the Core Curriculum Content Standards in the following areas:
 - Teacher of Vocational Arts/Drama
 - Teacher of Computer Science
 - Teacher of Technology Education
 - Teacher of Distance Learning
 - Teacher of Adult Literacy
 - Teacher of Physics and Teacher of Chemistry
 - Teacher of American Sign Language
 - Educational Interpreter
5. *Operational Changes* - The following proposed changes will provide the State Board of Examiners, the Office of Licensing and Credentials, and the Office of Standards and Professional Development with the structure necessary to execute their statutory and regulatory responsibilities efficiently.
- Codify all State Board of Examiners procedures. The department will change the appeal procedures for performance evaluation after residency programs for provisional teachers to eliminate conflicting procedures and to provide clarity. In addition, the revised code will have a provision for

the voluntary surrender of certificates and a uniform appeal process for all State Board of Examiners decisions.

- Replace the term “endorsement” with “certificate.” In the past, teachers were issued one certificate in one of three areas: instructional, educational services, and administrative. As a teacher completed the requirements for additional specializations within a certificate area, endorsements were added to the initial certificate. This practice has ceased. Individual certificates are issued each time an educator earns a new specialization. The regulation change will eliminate confusion.
- Provide flexibility to the 2.75 grade point average requirement. In an effort to continue to ensure the quality of the teacher pool, while addressing the realistic need to build the supply of new teachers, the NJDE is considering the following amendments:
 - Permitting teachers holding teaching certificates from other states, who have a minimum of three years of successful teaching experience under the certificate, to substitute the certificate and experience for the GPA requirement; or
 - Permitting candidates who achieve a 3.00 GPA in the academic major, as certified by the college/university, and an overall 2.50 GPA to satisfy the GPA requirement; or
 - Permitting candidates who achieve a 3.00 GPA in the junior and senior years of the bachelor’s degree program, as certified by the college/university, and an overall 2.50 GPA to satisfy the GPA requirement.
- Include criteria to allow nonpublic school participation in the Provisional Teacher Program. The NJDE will recommend that nonpublic schools, in which a student can fulfill compulsory school attendance requirements and that choose to participate in the Provisional Teacher Program, meet the same standards required of public school districts. These criteria will include such requirements as staff certification, formal agreements between the school and the NJDE, and acceptable teaching assignments for provisional teachers.

Recruit and Retain Highly Qualified Teachers

The NJDE’s teacher recruitment initiative, *Teach New Jersey – Reach the World*, was developed to improve both the quantity and the quality of the teaching force throughout all schools in New Jersey. This goal will be accomplished by utilizing aggressive recruitment practices, and researching trends and programs that focus on recruitment and retention of teachers. In an effort to find quality teacher candidates, recruiters have traveled throughout New Jersey and the east coast speaking to students about teaching in

our state. A major portion of the recruitment efforts focus on the use of the Alternate Route program to attract teaching candidates in areas of higher need.

To support New Jersey's urban districts in recruiting and retaining teachers, the teacher recruitment initiative developed an incentive program to support the early childhood needs of those districts: The Governor's Abbott Preschool Teacher Recruitment Program. This program, designed to attract those who are academic high achievers, offered a cash incentive and a laptop computer during the first year to individuals who would commit to working with three- and four-year-olds in full-day urban district kindergarten programs. The incentive program was designed to help retain these teachers for four years, with non-cash incentives during years 2, 3, and 4 of the program. The non-cash incentives include student loan forgiveness and/or tuition coupons for graduate studies in education at a New Jersey college or university. The incentive program has been very successful, having attracted a large number of minority candidates and candidates with GPAs of 3.0 and above.

To recruit minority candidates, recruiters have traveled to many historically black universities and diversity-based job fairs. The recruitment initiative's participation in these fairs has produced a larger percentage of minority candidates available to our districts through New Jersey's online hiring hall: NJHire (www.njhire.com).

NJHire provides school districts, colleges, and prospective teaching candidates with access to a no-cost internet-based hiring system. School districts in New Jersey review and recruit from resumes and employment applications posted online by prospective teachers from New Jersey and throughout the United States. NJHire has been a useful tool in connecting teaching candidates to school districts. Several colleges have required their education graduates to register on NJHire as a part of their senior year career services program, which helps to ensure that districts will have a larger pool of certified teachers from which to recruit. Also, NJHire has the listing of teacher preparation programs online for individuals who are interested in teaching. These relationships are being developed through the efforts of the teacher recruitment initiative.

The teacher recruitment initiative has provided a link between colleges and universities, and our school districts in New Jersey through outreach and the use of NJHire. These relationships have and will continue to provide the local education agencies with a larger and more qualified teaching candidate pool.

Recruiting World Languages Teachers

On April 27, 2002, the NJDE scheduled the third annual World Languages Teacher Recruitment Day. Hosted by the Office of Standards and Professional Development and supported by the department's Teacher Recruitment Initiative, these world languages events seek to attract college graduates who are fluent in a language other than English and who enjoy working with children. Candidates may either hold or be eligible to hold New Jersey teacher certification either through New Jersey's alternate route or new conditional certification.

To be eligible for a conditional certificate, candidates must hold a bachelor's degree from a regionally accredited college or university and have a cumulative grade point average of at least 2.75. Candidates must also possess oral linguistic competency in a language as demonstrated by receiving a minimum score of "Advanced-Low" on the Oral Proficiency Interview, a nationally recognized test developed by the American Council on the Teaching of Foreign Languages. For renewal of the certificate, candidates must complete a three-semester-hour course in world languages methodology within 12 months of obtaining the initial certificate. Candidates must also demonstrate progress towards meeting all state requirements for standard licensure within a five-year period. Additional information regarding world languages professional development, instructional programs, and professional organizations can be found on the NJDE Web site at: www.state.nj.us/njded/worldlanguages/.

On-Line Professional Development: NJPEP – Virtual Academy

The New Jersey Professional Education Port (NJPEP) is an online resource to support and assist the NJDE and New Jersey educators (www.njpep.org). The name, NJPEP, is designed to imply that the Web site is a portal, as well as to indicate movement of information to and from schools and the NJDE. It is designed as a user-friendly adjunct to the main NJDE Web site, and its goals focus the understanding of information associated with and surrounding the implementation of the NJ Core Curriculum Content Standards and their related skills and assessments, P–12. To that end, a database of standards and correlated Web resources is under development.

As with any online resource, the NJPEP Web site frees educators from the constraints of time and space by creating a virtual academy accessible anytime, anywhere, and thus allowing for reflection and revisiting. Activities of the NJPEP team include online support of workshops and tutorials, such as the mounting of PowerPoint presentations and subsequent moderated discussion boards. NJPEP provides for the ability to share and collaborate on activities statewide, or in district or county-wide academies of teachers and administrators. This latter activity is also made possible via an NJPEP recommendation of online software for sharing and mentoring. In other words, NJPEP evaluates online and technology programs, and makes possible coordinated buys, or subscriptions to programs and development space.

Additional activities of NJPEP consist of development of researched information sites, such as those requested by NJDE directors (Teacher Quality Review and Research, Early Reading and Literacy, and the Achievement Gap), and by educators (Assessments, Standards, Content). Tutorials, such as Rubrics, Interpreting Test Results, and Developing New Jersey Statewide Assessments, have been developed to support educators in the classroom and in parent conferences. Specific workshops that have been designed to help the teacher in the classroom include Steps from Standards to Assessment, and Helpful Hints for ESPA, GEPA, and HSPA.

Research is important to NJPEP. Two papers are being presented at the 2002 National Staff Development Council conference: Online Support of Mentoring, and Online Development and Sharing of Unit and Lesson Plan Development of Pre-service Teachers.

NJPEP is in active partnership with several grant and foundation submissions at the national and local levels.

Title I Schools and Teacher Quality

The LEA must assure in the Consolidated LEA Subgrant Application (for federal funds under Title I and II) that all teachers instructing Title I students for both targeted assistance and schoolwide programs are state certified teachers in the appropriate core academic area. New Jersey currently offers the following certifications: Prek-3, elementary certification, and secondary certification in content areas necessary for secondary teachers.

Title I schools identified as in need of improvement must devote 10 percent of designated Title I funds toward professional development over a two-year period. The content of the professional development must be based upon the comprehensive needs assessment that is directly linked to student achievement. All professional development must be based on scientific research-based programs and strategies and must be aligned with the schoolwide program, or with the district curriculum, if the school is a targeted assistance school.

Title I project directors are encouraged to utilize both Title I and Title II program resources to provide professional development opportunities to boost teachers' skills and help them develop effective strategies to meet Core Curriculum Content Standards. This is reflected in the plan's allocation process that requires districts to show the amount of Title I funds that are dedicated to professional development.

Districts are further urged to provide ongoing, sustained long-term training opportunities, rather than divergent one-shot workshop approach training. Therefore, the NJDE supports the designation of Whole School Reform facilitators in schoolwide projects, and the designation of reading coaches and mathematics specialists to support enhanced teaching practices in the classroom.

Additionally, the centerpiece of WSR, the Core Curriculum Content Standards, will be integrated with the training modules with primary emphasis on language arts literacy and mathematics. In order to best utilize resources, interdepartmental collaboration with other offices/programs such as Program Planning and Design, Standards and Professional Development, Virtual Academy, as well as with county offices, will be undertaken to plan, design, and assist in the implementation of state sponsored professional development training.

The NJDE sponsors annually a teacher of the year program. Teachers are nominated for this honor by school district and then by county. The program serves as primary source to identify Title I Distinguished Educators in New Jersey are referred to as the County Teacher of the Year and the Principal of the Year programs. For the teacher program, Title I criteria concentrates on how teachers ensure that all children, particularly low-performing students, achieve standards in the classroom. The Title I Distinguished Educator is selected on an annual basis from the county finalist of teachers. A parallel

program that identifies principals is sponsored in conjunction with the New Jersey Principals and Supervisors Association. Again, the Title I criteria focus on how the school educators focus on boosting the skills of low-performing students. The principal will be selected from among the Category V and VI schools that demonstrate that all students achieve standards in their schools.

- c. *Ensure that all paraprofessionals (excluding those working with parents or as translators) attain the qualifications stated in sections 1119(c) and (d) by the 2005-2006 school year.***

NJDE has consistently encouraged the use of highly qualified professionals to provide direct Title I instructional services. At the same time, the NJDE also recognizes that paraprofessionals play a key role in the school, most especially in the early childhood and special education classrooms. In many New Jersey schools, schoolwide programs include pre-school classes, kindergarten along with other primary grades. Furthermore, many special education programs provide the specialized one-on-one assistance of paraprofessionals. Thus, the new requirements will affect many New Jersey schools.

The NJDE has informed all chief school administrators of the new qualifications that must be met whenever a paraprofessional is paid in whole or in part with Title I funds. NJDE is also taking a leadership role, working with various educational organizations and agencies to assure all paraprofessionals currently employed in New Jersey schools meet these requirements by the 2006 timeline. This includes, outreach to:

- county community colleges in New Jersey, as well as the state’s four year institutions;
- Thomas Edison College of New Jersey which confers college credit for portfolio assessment of lifetime experiences; and
- the National Association for the Education of Young Children (NAEYC) regarding their on-site performance assessment of staff working early childhood centers.

Through these efforts NJDE will encourage districts to provide on-site college courses for paraprofessionals or make alternate assessments available.

NJDE is also collaborating with Educational Testing Services (ETS), in the development of an alternate assessment system for paraprofessionals as well. This organization located in Princeton, New Jersey. The NJDE to identify professionals in the field who might serve on the test specification committee.

All of this information will be shared with chief school administrators and program managers to assure they are aware of all the resources and avenues available to them to assure all paraprofessionals meet these requirements by 2006.

The NJDE issued preliminary guidance to assure all stakeholders are aware of the new requirements for paraprofessionals. Also, the LEA consolidated subgrant application for

funds now includes a statement of assurance that affirms that all paraprofessionals, as well as teachers, meet the new federal requirements listed in the NCLB.

Title I audit procedures require that all newly hired staff be approved in the district board minutes. This will provide a listing of newly appointed paraprofessionals against which Title I monitors can review for qualifications.

Last year there were 556 paraprofessionals paid by Title I. The state will revisit the annual performance report to amend it to help us capture these data so we can chart progress toward meeting this requirement, especially over the next three and a half years while current paraprofessionals move toward meeting all new requirements and qualifications.

- d. Help LEAs with a high need for technology, high percentages or numbers of children in poverty, and low-performing schools to form partnerships with other LEAs, institutions of higher education (IHEs), libraries, and other private and public for-profit and non-profit entities with technology expertise to improve the use of technology in instruction.***

The New Jersey Department of Education (NJDE) will encourage networking and partnerships involving LEAs with a high need for technology, high percentages or numbers of children in poverty, and low-performing schools, through a number of activities, including the following:

- For those LEAs participating in the competitive grants process, the NJDE will offer technical assistance sessions that address the practical implementation of their individual grant projects. The sessions will be held at the beginning and in the middle of the grant period. The sessions will also allow the opportunity for all subgrantees to gather together to share and discuss their project highlights and challenges.
- The NJDE will continue to support the Abbott Consortium for Technology (ACT). This gathering of educational technology district-level directors is a district resource for networking and curriculum development, and represents an all-purpose vehicle to share information.
- The Educational Technology Training Centers (ETTCs) focus on professional development activities that ensure technology education goes beyond teaching how technology works to conveying to students an understanding of the cognitive basis for using technology. As established training entities throughout the state, the ETTCs will continue to be the NJDE's vehicle by which to share information and develop appropriate courses to meet the needs of the low-performing schools.
- The NJDE will continue its collaboration with Verizon under the company's *Access New Jersey* program (www.bellatlantic.com/ba-

nj/education/advantrev.htm). This program will assist districts in building and supporting their existing infrastructure.

Some other available resources that encourage partnerships and that will continue to be a central focus of the NJDE Office of Educational Technology include:

- The Access~Collaboration~Equity (ACE) grant program was designed to provide technology resources in public locations such as libraries, community centers, housing complexes, or in school-based locations with extended hours. The ACE centers were established under a grant program whose purpose was to increase student achievement of the Core Curriculum Content Standards and family involvement in their children's education through the provision of staff-supported "off-hour" access to additional educational opportunities through technology. These centers provide an extension of a district's educational program for students, their families, and resources that support participation in educational activities. Local projects funded through the ACE grant program develop and deliver services that help to close the "digital divide" between those who have access to technology and those who do not. The NJDE continues to support the centers by supporting partnerships with the Chamber of Commerce and the National Executive Service Corp. Details on the ACE Centers throughout New Jersey can be found on the NJDE Web site at: www.state.nj.us/njded/techno/ace/abstract.htm.
- The Technology Fellowship: Mentoring & Modeling project, which can be found on the NJDE Web site at: www.state.nj.us/njded/techno/fellowship/index.html, was funded by the Technology Literacy Challenge Fund (TLCF) and developed Technology Fellowships in partnership with the New Jersey Education Association (NJEA). Twenty teachers were selected through a competition at local and county levels. The recipients are released by their districts from classroom responsibilities for a full school year to collaborate with the ETTCs in each county, and with the NJDE Office of Educational Technology. During the year, the teachers share their expertise on the effective use of technology in the classroom via mentoring and training experiences at the ETTCs and in schools throughout the state. Each Technology Fellow is also developing unique, Web-based projects for student achievement of the Core Curriculum Content Standards. The purposes of the one-year Technology Fellowship program are to celebrate the achievements of exemplary technology-using teachers and to share their success with others via a statewide program. The statewide "success sharing" program will continue to grow from teacher to teacher and school to school through the ETTCs.
- The New Jersey Exemplary Leadership Institutes for Technology in Education, which can be found on the NJDE Web site at: www.njelite.org/, was formed through a partnership among the NJDE, New Jersey Association of School Administrators (NJASA), and the New Jersey Principals and Supervisors Association (NJPSA) to help school superintendents and principals become

informed leaders who can use technology in their daily tasks and who support and encourage teacher use of technology to enhance student learning. The Institutes project is funded by a \$5.1 million grant from the Bill & Melinda Gates Foundation State Leadership Development Plan. The project extends from January 2001 through December 2003 and is intended to serve school leaders throughout the state.

Core activities include training opportunities via the three-day core workshops, and separate institutes with in-depth exploration of the Seven Dimensions for Progress in Educational Technology. The professional development activities are hands-on, small group institutes that address critical technology areas and systems change. Additional ongoing activities include showcases, videoconferences, Web-based programs, online support, and mentoring opportunities. The focus of the NJ ELITE program is to gain knowledge to effectively integrate technology into the learning environment, while enhancing leadership skills to encourage data-driven decisions regarding instruction and management. More than 3,400 public and nonpublic principals and superintendents will benefit from NJ ELITE over the three-year grant period.

- Verizon's *Access New Jersey* (www.bellatlantic.com/ba-nj/education/advantrev.htm) is designed to link K-12 schools and libraries. It was established in 1997 through an agreement reached by the Board of Public Utilities, Verizon, and the New Jersey Ratepayer Advocate, in partnership with the NJDE. The initiative represents a commitment of \$80 million over four years (1997 – 2001). *Access New Jersey* provides educational discounts ranging from 33 percent to 72 percent for ISDN, frame relay, SMDS, or ATM services. The program also provides free customer premise equipment and network development. In the fall of 2000, New Jersey's Video Portal became operational. A direct result of the partnership between Verizon and the NJDE, the Video Portal is funded through *Access New Jersey* and is solely for the use of Pre-K-12 schools. The Video Portal erases Local Access Transport Area (LATA) lines for statewide video connectivity and enables the sharing distance learning activities via interactive, multipoint video conferencing in a very cost-effective manner.
- The New Jersey Nonpublic School Technology Initiative Program, which can be found on the NJDE Web site at: www.state.nj.us/njded/techno/nptech.htm, provides technology aid for nonpublic school pupils. In FY 2001 and FY 2000, \$8 million was allocated each year and distributed at \$40 per pupil. In FY 1999, the appropriation was \$4 million or \$20 per pupil. In FY 98, there was no appropriation. The program requires that public school districts administer the technology funding for students attending nonpublic schools. This funding must be used to meet specific technology needs of students and teaching staff members, including equipment, software, maintenance, and professional development that is consistent with the provisions of the federal and state Constitutions.

- The Universal Service Fund (USF) (www.state.nj.us/njded/techno/toc.htm) has an active participant in New Jersey since the program was launched in 1998. The NJDE provides technical assistance and guidance for the program integrity review process. Following are highlights of annual participation:
 - First year (January 1, 1998 through June 30, 1999): New Jersey's schools and libraries received more than \$69 million in awards, which was about four percent of the total national awards. The Abbott districts (the 30 most needy districts in the New Jersey) received \$38.2 million. New Jersey was ranked seventh in the nation for number of applications, and sixth in the nation for award amounts in year one.
 - Second year (July 1, 1999 through June 30, 2000): The awards for New Jersey totaled \$42 million, which represents 2.2 percent of the awards throughout the nation. The Abbott districts received \$23.2 million.
 - Third year (July 1, 2000 through June 30, 2001): The awards for New Jersey schools and libraries totaled \$42.6 million, which represents 2.1 percent of the awards throughout the nation. The Abbott districts received \$24.5 million.
 - Fourth year (July 1, 2001 through June 30, 2002): The awards for New Jersey totaled \$53.4 million, which represents two percent of the awards throughout the nation. The Abbott districts received \$30.7 million.

e. Promote parental and community participation in schools.

The New Jersey Department of Education (NJDE) will continue to seek parental and community participation through a variety of key mechanisms and forums. Schools will be held accountable through public reporting of numerous measures of success, including test results, attendance and graduation rates, and efficient use of fiscal resources. In turn, parents and other community members will be strongly encouraged to become involved in the planning and implementation of programs. Strategies to support this goal include:

- developing a clearinghouse to advocate the use and expansion of school councils involving parents and community members in school-based planning;
- involving citizens in school reform efforts through town meetings, open hearings, and solicitation of input from all interested parties;
- providing the public with more information about the schools to better enable all stakeholders to participate in school planning and budgeting;
- encouraging a variety of school choice options to allow parents greater control over their children's education; and

- collaborating with business and higher education to develop common expectations and cooperative initiatives to better prepare students for advanced study and employment.

Additionally, the NJDE has developed a Parents' Circle on its Web site, which can be found at: www.nj.gov/njded/parents/index.html. This site has been written and designed specifically to provide assistance to parents in helping their children succeed in school, and includes information on such topics as: school health and safety, school choices, children with special needs, career preparation, teacher preparation, law and policy, standards, assessment, transportation, facilities, and preschool.

The Parents' Circle site also contains information about current happenings throughout the state that would be of interest to parents. For instance, the current schedules for all of the Families Achieving the New Standards (FANS) and Gaining Achievement in the New Standards (GAINS) projects are included in this center. There is also information in both print and video that will be of special interest to parents who are seeking information on how to assist their children in school.

The NJDE also sponsors the Commissioner's Urban Advisory Committee's Parent Participation Awards to give an added incentive to the state's neediest schools (*i.e.*, Abbott schools) to expend additional effort to improve parent involvement and parent education programs that will result in higher student achievement. For the 2001-2002 school year, there were 26 award winning districts, which received a total of \$78,000 in cash grants from the NJDE. A listing of the winning districts can be found on the NJDE Web site at: www.state.nj.us/njded/abbotts/act/ppp/.

Program-specific efforts to ensure parental and community involvement in schools include:

- ***Title I Programs (generally)*** – The NJDE, Office of Title I, recently put together its strategic plan. Included in this plan is a component to address parental involvement. Plans call for the following:
 - Ongoing training for school district staff to assure they are aware of both requirements and strategies for assuring full, appropriate parental involvement;
 - A new series of regional parent training sessions to apprise all parents of new Title I requirements, options available to them, and the importance of being involved in their children's education; and
 - Continued coordination and collaboration with the Statewide Parent Advocacy Network (SPAN) and the New Jersey Association of Parent Coordinators.

To assure all parents are fully apprised of school status and progress, the State Report Card will include all newly required elements. This spring, the Title I Office convened a committee to review the State Report Card. A key representative on this committee was from the New Jersey Parent Teacher

Association (NJPTA). The purpose of the group was to make the report card more user friendly so parents could more readily identify key data elements and the relative status of their school. The key recommendations of this group included:

- o Integration of graphics to display data and trend information;
- o Reorganization of information into related clusters; and
- o Brief narrative statements about the significance of each data set.

Finally, the Committee of Practitioners includes the representation of educational practitioners, but also parent and community members.

Enhancing Education Through Technology (Title II, Part D) - The

Access~Collaboration~Equity (ACE) program began as a grant program whose purpose was to increase student achievement of the Core Curriculum Content Standards and family involvement in their children's education with the provision of staff-supported "off-hours" access to additional educational opportunities through technology. The centers were designed to provide technology resources in public locations such as libraries, community centers, housing complexes or in school-based locations with extended hours. These centers provide an extension of a district's educational program for students, their families, and resources that support participation in educational activities. Local projects funded through the ACE grant program develop and deliver programs that help to close the "digital divide" between those who have access to technology and those who do not. The NJDE continues to support the centers by providing partnerships with the New Jersey Chamber of Commerce and the National Executive Service Corp. Details about the ACE program can be found on the NJDE Web site at: www.state.nj.us/njded/techno/ace/abstract.htm.

Additionally, all those local education agencies (LEAs) that were previously funded to develop an ACE Center will be encouraged to apply for an expansion grant as part of the Enhancing Education through Technology initiatives, the 21st Century Community Learning Centers grant program, as well as other federal and local grant programs.

- ***English Language Acquisition, Language Enhancement, and Academic Achievement (Title III, Part A)*** – New Jersey has had a strong parental consent law in place for bilingual and ESL programs since 1995 (P.L. 1995, c.327). Districts are required to assure their compliance with this law as part of their bilingual/ESL program state plan. This law, and its corresponding regulations in the administrative code, is aligned with the provisions of Title III, Sec. 3202. For example, during the spring of 2002, the NJDE had a sample parental consent letter translated into 46 languages and posted on our Web site in order to facilitate districts' compliance with this law. Districts have been provided with the specifics of this provision at NCLB information sessions conducted statewide

during June 2002. Moreover, districts must assure their compliance with the parental notification provisions of Sec. 3202 in the NCLB subgrant application.

- ***Safe and Drug-Free Schools and Communities (Title IV, Part A, Subpart 1)*** - Pursuant to section 4114(c)(1)(B), 4114(c)(2) and 4115(a)(1)(E), LEAs are required to develop Title IV, Part A Consolidated Formula Subgrant applications, programs and activities with timely, meaningful and ongoing consultation with a broad base of community representation, including parents, and to actively involve them in the administration of funded programs or activities. LEAs will be required to document all individuals who participate in the development of the application and funded programs and the administration of these programs, in accordance with the provisions of Title IV, Part A.

f. Secure the baseline and follow-up data for the core ESEA accountability system described in Part I.

New Jersey has maintained a state report card for over seven years as one overall method for collecting data on students and teachers. Through this mechanism, data regarding graduation rates is being collected. (For the 2002-2003 school year, however, this rate will be redefined in conformance with the National Center for Educational Statistics.) Student assessment data have been and will continue to be a key element included in the State Report Card. Teacher data (professional experience and advanced degrees) are also collected and report. This section will be revised to include elements related to teacher quality. Finally, the amounts and proportions of LEP students are also reported; however, a reporting format will be developed to reflect English language acquisition data.

The following summaries provide additional program specific information regarding baseline and follow-up data collection and methods that will be used for the core accountability system:

- ***Improving Teacher Quality (Title II, Part A)*** - To secure the baseline and follow-up data for Goal 4, performance indicators 4.1, 4.2 , 4.3, and the aligned state performance targets, New Jersey will use an online, electronic, and secure data collection questionnaire that LEAs will be required to complete.
- ***Enhancing Education Through Technology (Title II, Part D)*** - The Office of Educational Technology will use the state standardized assessments for baseline student achievement data as well as continued pre- and post-assessments. The NJDE is currently exploring the factors involved in adopting or developing an assessment tool to measure technology literacy, and is gathering research that will assist in choosing the literacy assessment tool for New Jersey students. The department will evaluate and adopt materials from the International Society for Technology in Education (ISTE) standards, as well as standards developed in individual school districts within the state. The NJDE is in discussions with several vendors and is previewing software packages to determine the best choice for long-term use in New Jersey. Additionally, the NJDE looks forward to the leadership of the U.S.

Department of Education (USDE) regarding the types of aggregate data analysis required from the states.

- **Safe and Drug-Free Schools and Communities (Title IV, Part A, Subpart 1) -** Baseline and follow-up data will be provided in the state application for state FY03 Title IV, Part A funds. A description of current needs and an explanation of NJDE’s measures for securing baseline and follow-up data are provided below.

To comply with section 4113(a)(9) requiring the results of ongoing needs assessment and evaluation conducted by the State for drug and violence prevention programs, the Office of Educational Support Services reviewed the results of statewide student surveys and data and other information submitted by LEAs. The analysis indicated the following priority data trends:

- New Jersey High School Survey – In “Drug and Alcohol Use Among New Jersey High School Students, 1999,” which provides the most recent statewide alcohol and other drug data for high school students, published by the Department of Law and Public Safety, lifetime, annual and monthly use of alcohol, marijuana and amphetamines has remained relatively stable between 1995 and 1998, but rates for hallucinogens, amphetamines and inhalants have declined markedly for the same time periods:

	Lifetime		Annual ³		Monthly	
	1995	1998	1995	1998	1995	1998
Alcohol	78.8	78.6	71.7	72.0	47.4	48.0
Marijuana	42.1	42.3	36.9	36.9	22.3	21.5
Hallucinogens	15.6	14.3	12.2	10.6*	6.0	4.6*
Amphetamines	9.6	11.0	7.3	8.0	4.2	3.7
Inhalants	22.5	18.2*	16.7	12.5*	7.7	5.1*
¹ Annual denotes “in the last year.” *Denotes statistically significant difference.						

- Youth Risk Behavior Survey – The results from the Youth Risk Behavior Survey (YRBS) did not yield weightable results for survey administrations in 1997 and 1999, however, the findings for 1995 and 2001 when weightable results were obtained are instructive:

Substance	Onset of Use	1995	2001
Cigarettes	Never Smoked	42%	49%
	Onset age 12 or below	20%	21%
Alcohol	Never had a drink	20%	16%
	Onset age 12 or below	30%	32%
Marijuana	Never tried marijuana	61%	59%
	Onset age 14 or below	18%	24%

- Electronic Violence and Vandalism Reporting System (EVVRS) – Pursuant to *N.J.S.A. 18A:17-46*, schools are required to report annually on violent incidents using the EVVRS. The EVVRS provides the NJDE with data in four broad categories of incidents: violence, vandalism, weapons, and substance abuse.

The data from the NJDE’s EVVRS indicates an increase in overall incidents of violence and weapons in the 2000-2001 school year. (These data represent unduplicated counts of incidents for the total number of incidents and the total by major reporting category.)

Reporting Year	Incidents of Violence	Weapons Incidents
1999-2000	12,663	1,424
2000-2001	15,971 (+26%)	1,523 (+7%)

Reporting Year	Incidents of Vandalism	Substance Abuse Incidents
1999-2000	5,141	2,455
2000-2001	4,914 (-5%)	2,956 (+17%)

There were increases in three of the four major categories of reporting. The largest increases occurred in the violence category, which rose by 26 percent, with the number of assaults increasing by 29 percent, and fights by 19 percent. Incidents of substance abuse increased by 20 percent, with increases in all three types of incidents: use, possession, and distribution.

While the number of weapons incidents increased slightly (seven percent), vandalism declined by four percent and bias was involved in 52 percent fewer incidents. (These data represent the second year of reporting under the EVVRS. As the LEAs varied in their abilities to adjust to the new system, some likely became more proficient in reporting only this year. Therefore, as may be expected, more incidents were reported in 2000-2001 than in the prior year.)

- New Jersey Communities That Care Survey – The New Jersey Department of Health and Senior Services conducted the “Communities That Care Survey” in 1999. The analysis of the results focused on risk and protective factors. Students who were low on protective factors and high on risk factors used alcohol and other drugs significantly more than their age mates. With regard to protective factors, “New Jersey students looked comparable to students in a matched sample with one exception, *Opportunities for Positive Involvement in the Community*.” The most elevated risk factor was *Community Disorganization*. Two other risk factors where New Jersey students stood out from their counterparts were *Academic Failure* and *Low School Commitment*. However, “compared to the national average, New Jersey students understand the law and norms of their communities toward antisocial behaviors better. They also see drugs as more risky than students in the comparison group.” Overall, this kind of data will help the NJDE, its fellow agencies and partner private organizations target their efforts toward reducing the factors that place students at risk for drug abuse and violence.

- Ongoing Statewide Needs Assessment and Data Collection - In response to the needs assessment and to ensure that schools will foster a safe and drug-free learning environment, the NJDE will continue to base its needs assessments on the following sources, which will assist the NJDE in fulfilling its needs assessment requirement, pursuant to section 4113(a)(9), as well as the requirement under section 4112(c)(3) for the establishment of a Uniform Management Information and Reporting System:
 - o Consolidated New Jersey Student Health Survey – In collaboration with the New Jersey Department of Health and Senior Services (NJDHSS) and the New Jersey Department of Law and Public Safety (NJDLPS), the NJDE is developing consolidated student surveys for middle school and high school students that will replace the Drug and Alcohol Use Among New Jersey High School Students Survey, conducted by NJDLPS, and the New Jersey Middle School Survey, administered by NJDHSS. The consolidated survey will use the Youth Risk Behavior Survey, administered by NJDE, as the framework, with adaptations made to address the data collection and reporting needs of the collaborating agencies, including the collection of student information on risk and protective factors, perception of health risks, perception of social disapproval among youth, the age of first use and other incidence and prevalence of illegal drug use and violence among youth. Pursuant to section 4112(b)(2)(B), NJDE will use Title IV, Part A funds to support the survey.

Data collected from all of these sources will be used by the NJDE for securing baseline and follow-up data and will provide the basis for its analysis of drug abuse and violence problems. The performance measures required under section 4113 (a)(10) will be based on these data sources and results of ongoing program evaluation activities, and will focus on objectives designed to achieve student behavior and attitude change. In addition, performance indicators contained in LEA applications and the Title IV Part A reports submitted by LEAs and other subgrantees will also be taken into consideration in identifying priority needs and follow-up issues, and in developing performance measures.

6. ***In the June 2002 submission, describe how***
 - a. ***SEA officials and staff consulted with the Governor's office in the development of the State plan;***
 - b. ***State officials and staff will coordinate the various ESEA-funded programs with State-level activities the State administers;***
 - c. ***State officials and staff will coordinate with other organizations, such as businesses, IHEs, nonprofit organizations; and***
 - d. ***State officials and staff will coordinate with other agencies, including the Governor's office, and with other Federal programs (including those authorized by Individuals with Disabilities Education Act, the Perkins Vocational and Technical Education Act, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act).***

a. Consultation with the Governor's office in the development of the State plan

The NJDE ensured appropriate consultation with the Governor's office in the development of the Consolidated State Application by seeking and securing formal staff representation from the Governor's office on the Advisory Council charged with responsibility for reviewing the Consolidated State Application.

b. Coordination of the various ESEA-funded programs with State-level activities the State administers

To ensure a common core focus for all programs and coordinated efforts on the part of all staff in support of federal education goals, the NJDE has established a long-range planning process for all federal programs. This process involves providing a detailed description of each appropriation, timelines, proposed use of funds, program description, and a budget analysis for each federal program. The purpose of this process is to ensure consistent alignment of federal programs with the *Strategic Plan for Systemic Improvement of Education in New Jersey (Strategic Plan)*, coordination among all programs at the state level, and prudent planning for the use of funds. The planning process has resulted in the use of multiple funding sources (state and federal) to support complementary state initiatives and federal programs.

NCLB Advisory Council - The NJDE has established a Council to advise the NJDE on all matters pertaining to NCLB. The Council includes broad representation of individuals and groups within and outside the NJDE with interest and knowledge in the various programs funded under NCLB. The Council provides NJDE with a mechanism for engaging in effective consultation and coordination across all program areas funded under NCLB.

Funds from all of the federal programs will be used to support the implementation of the five federally-mandated performance goals. All Title I programs and the McKinney Homeless program are targeted toward the enhancement of student academic achievement through high quality instruction and closely related educational services (goals 1, 2, and 3). Title IV activities will be focused on ensuring that schools are safe from violence (goal 4). Titles II and V will provide staff and materials to improve professional development and certification (goal 3), to encourage efficient and effective use of technology to enhance instruction and the management of information (goals 1-5), and to assist in the development of and training in curriculum frameworks to support the Core Curriculum Content Standards (goals 1-5).

Since the State of New Jersey has nearly 600 demographically diverse LEAs, it is important to allow each LEA maximum flexibility to determine its program needs and the appropriate means of responding to those needs, while ensuring coordination among programs and funding available to support them. Therefore, funds for programs consolidated under this Consolidated State Application will be disseminated using two established processes: 1) discretionary grants will be disseminated based on responses by

LEAs, state agencies, institutions of higher education, nonprofit organizations, and any other eligible agencies to Notices of Grant Opportunity (NGOs); and 2) entitlement funds will be distributed on the basis of formulas, consistent with the program requirements, to eligible LEAs who complete a Consolidated Subgrant Application.

The LEA Consolidated Subgrant Application process will occur in two stages in order to provide adequate time for needs assessment, planning, and coordination at the local level. The NJDE anticipates that the initial dissemination of LEA applications will allow time for review and approval prior to the beginning of the project period.

During the first stage, LEAs will be required to demonstrate coordination of all federal programs, while maintaining separate budgets and programs. All programs must be targeted toward the five federally mandated performance goals of the Consolidated State Application, and must be aligned with the state's *Strategic Plan*. LEAs will also be required to focus resources on planning activities and to perform a comprehensive needs assessment in order to develop a meaningful consolidated three-year plan for the application to be submitted the following year. This assessment will be based on the performance of students in relation to state content standards and student performance standards, as well as on other specific needs such as increased prevention programs for violence and alcohol, tobacco or other drug use.

During the second stage, LEAs will be required to submit a comprehensive three-year plan describing how the programs will be consolidated. The LEA plan will specify goals, objectives, and activities based on the results of the needs assessment and establish a corresponding budget for the use of federal funds. LEAs will also provide assurances that they are meeting the requirements of each program included in the consolidated application. Waiver requests will be considered if submitted in accordance with the state and federal waiver process.

Program specific information regarding program coordination follows:

- ***Enhancing Education Through Technology (Title II, Part D)*** - The NJDE will continue to meet with various collaborators to continue to coordinate its efforts in developing programs and services that will support successful academic achievement in students. All funded program offices will provide a portion of the allowable administration monies together to hire a professional evaluator who will analyze the implemented programs for effectiveness. Representatives from each program office will meet at the end of the grant periods to evaluate the success of the programs, and will engage experts to assist in addressing the challenges identified in the evaluative analysis.

c. Coordination with other organizations, such as businesses, IHEs, nonprofit organizations

New Jersey has long maintained a vision of fostering collaborative partnerships among the business, nonprofit, and educational communities to ensure input from stakeholders

such as higher education, community-based organizations, and teacher organizations to achieve educational excellence for all students. These efforts are supported by the unprecedented investment of professional expertise and resources designed to complement and strengthen the educational infrastructure of the state and ensure accountability to New Jersey students.

Involvement by stakeholders from the various sectors of the community most commonly is found in the form of individual representation on any of a number of NJDE advisory councils, committees, work groups, etc. Such representation ensures direct links with the community and direct community input from the perspective of business leaders and community leaders. In this manner, advisory committees have been established for such programs as the Improving America's Schools Act (IASA), and the School Renovation, IDEA, Technology grant program. In all cases, committee members have had the opportunity to offer expertise and insight in making key educational decisions, and to participate in formulating key educational policies for the state.

Additional program specific efforts to ensure coordination with other organizations include:

- ***Enhancing Education Through Technology (Title II, Part D)*** - As the Office of Educational Technology (OET) develops competitive grant programs and offers assistance to those formula-funded districts, the NJDE will continue to draw on the expertise of its ongoing partners such as the NJ Chamber of Commerce, New Jersey Statewide School Initiatives (NJSSI) program, New Jersey Principals and Supervisors Association (NJPSA), New Jersey Association of School Administrators (NJASA), the American Federation of Teachers (AFT), and the New Jersey Education Association (NJEA), as well as New Jersey's teachers, in addressing the needs of schools. Through programs such as NJ Elite, the NJDE is meeting regularly with its educational partners. The partners work together as needs arise and provide input or services, such as the National Executive Service Corporation in alliance with the NJ Chamber of Commerce, and provide technical assistance to subgrantees on becoming self-sufficient and developing business plans.

Through the formation of and NJDE participation in the Business Coalition for Educational Excellence (BCEE), the department has developed partnerships with strong education supporters. The BCEE lobbies for an accountability system for K-12 schools that includes high academic standards tests that measure and benchmark student achievement. The organization also helps school administrators hire technology-proficient teachers and evaluate training needs of incumbent teachers with The Technology Challenge, an online learning and self-assessment tool for educators. Business volunteers are assisting the NJDE in developing guidelines that will help teachers deliver workforce readiness skills to students in all academic classes throughout the state. Additional information about these programs can be found on the New Jersey Chamber of Commerce Web site at: www.njchamber.com/.

- ***English Language Acquisition, Language Enhancement, and Academic Achievement*** - New Jersey law and administrative code mandates that limited English proficient students have full access to all educational programs and services available to other students in the district. Thus, we will ensure coordination with other agencies and federal programs through the following means:
 - Participate in the Title I Leadership Development Institute to provide training to districts in how LEP students can best be served by Title I programs;
 - Establish links with New Jersey Teachers of English to Speakers of Other Languages/Bilingual Educators (NJTESOL/BE) and their special education subcommittee;
 - Coordinate staff development training with the offices of Migrant Education, Early Childhood Education, Charter Schools, Special Needs Districts, World Languages, and other academic disciplines in order to ensure broad-range understanding of the educational issues affecting English language learners in each of the areas; and
 - Collaborate with the Office of Special Education to ensure representation from the office of Special Education and Bilingual Education on each other's advisory committees, and develop training and guidance on intervention, identification, evaluation, placement and program options and instructional strategies for LEP special education students.

- ***Safe and Drug-Free Schools and Communities (Title IV, Part A, Subpart 1)***
 The following organizations are represented on the NCLB Advisory Council in support of Title IV: (1) the Governor's Council on Alcoholism and Drug Abuse; (2) the Office of the Governor; (3) the Association of Student Assistance Professionals of New Jersey (which is the statewide professional association for substance awareness coordinators); and (4) the Office of Educational Support Services, NJDE.

- ***21st Century Community Learning Centers (Title IV, Part B)***
 - Advisory Committee - At the department level, and in accordance with the federal statute, the NJDE established the 21st Century Community Learning Centers Advisory Committee to foster statewide collaboration, to assist in program design, and to address implementation issues that cross agencies. This council is representative of a broad and diverse group of stakeholders interested in establishing high quality services for children and families, and includes representation from state government agencies, community-based organizations (including faith-based organizations), teacher, parent and student organizations, the business community, and higher education. When selected, the grantee agencies will also be represented on this committee.

 - Additional Consultation - As an additional resource to the consultation and coordinating process for this program, the NJDE also maintains a collaborative relationship with the existing federally funded 21st CCLC projects within the state. The NJDE convened a focus group to meet with representatives from these agencies and their collaborative partners to gain valuable insight into the operations of existing programs. NJDE representatives also attend regular

meetings of existing agencies that are designed to network and share resources and best practices.

d. Coordination with other agencies, including the Governor's office, and with other Federal programs (including those authorized by Individuals with Disabilities Education Act, the Perkins Vocational and Technical Education Act, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act)

The NJDE is committed to excellence in schools as a key priority for all students in New Jersey. In this regard, Governor McGreevey has directed that all statewide educational planning efforts be undertaken collaboratively to ensure the state's education system maintains a focus on becoming a seamless system for students from preschool through college and beyond. This philosophy is designed to ensure that students are prepared to meet the needs and demands of employers in New Jersey, and to ensure that students have the skills necessary to compete in a changing and increasingly demanding economy.

At the executive level, Governor McGreevey has created an Educational Cabinet, which consists of business and educational leaders charged with responsibility for furthering the state's goal of establishing an educational structure that is seamless so that students are better prepared for the workforce. Additionally, a Governor's Council has been created to ensure quality education occurs on an ongoing basis in urban school districts of the state.

Also, the NJDE collaborates directly with the New Jersey Business Coalition for Educational Excellence, the Coalition for Responsible Educational Assessment, Testing, and Evaluation (CREATE), and the New Jersey Chamber of Commerce on assessment issues.

Program specific efforts to ensure coordination with other organizations include:

- ***Safe and Drug-Free Schools and Communities (Title IV, Part A, Subpart 1) – Coordination*** - Pursuant to section 4113, the programs, services and activities funded under the SEA and Governor's portions of Title IV, Part A and the activities of other State agencies and other programs will be coordinated through the mechanisms described below:
 - Governor's Council on Alcoholism and Drug Abuse - Statewide Responsibilities and Membership – In addition to the coordination of Title IV, Part A programs through NJDE's NCLB Advisory Council, these programs also will be developed in consultation and coordination with the Governors Council on Alcoholism and Drug Abuse (GCADA). Pursuant to N.J.S.A. 26:2BB-4, the GCADA was established by the New Jersey Legislature to coordinate the efforts of all State agencies with regard to the planning and provision of prevention, education, treatment, research and evaluation services for and public awareness of, alcoholism and other drug abuse. The GCADA is composed of the following state

officials or their designees: the Governor of New Jersey, the Commissioners of the NJ Departments of Education, Health and Senior Services, Human Services, Community Affairs, Personnel, Labor, and Corrections, as well as the Executive Director of the Governor's Council on Alcoholism and Drug Abuse, the Attorney General (Department of Law and Public Safety), the Adjutant General of the Department of Military and Veterans' Affairs, and the New Jersey Presidents of Higher Education Council.

- Statewide Master Plan – The GCADA is responsible for annually preparing the *Comprehensive Statewide Alcoholism and Drug Abuse Master Plan* for the prevention, education, public awareness, treatment, and research and evaluation of alcoholism and drug abuse for New Jersey. In this capacity, the GCADA reviews the substance abuse program activities of all state agencies, including those of the SEA and the Governor's portions of Title IV, Part A, and establishes a coordinated plan for addressing substance use and abuse in New Jersey. The broad representation of the GCADA, including the Commissioner of Education as a permanent member, and its function as a statewide coordinating body make it an ideal mechanism for the effective consultation and coordination of programs funded under Title IV, Part A. The Commissioner's designee to the GCADA and its committees is a staff member from the NJDE Office of Educational Support Services, which manages both the SEA and Governor's portions of funds under Title IV, Part A. This representation provides for ongoing consultation and coordination for the use of funds, pursuant to sections 4113(a)3 and 4113(a)4.

- Statewide Alliance and Municipal Alliances – The GCADA also administers the Alliance to Prevent Alcoholism and Drug Abuse, which was established to develop alcohol and other drug abuse prevention and public awareness programs in municipalities statewide. This is accomplished through an established system of local Municipal Alliance Committees (MACs), which are composed of community volunteers and representatives from local government, schools, health care providers, and law enforcement personnel, and which develop drug prevention programs designed to address locally determined needs and priorities for their respective communities. MACs are supported by Drug Enforcement Demand Reduction (DEDR) funds. The DEDR fund, which consists of mandatory state fines imposed on drug offenders, is disbursed by the GCADA through the county treasury to the MACs. The SEA and Governor's portions of Title IV, Part A will be coordinated with the activities of the MACs under common statewide planning goals and regular planning and coordination under NJDE's ongoing contributions to the mandated functions of GCADA. Additionally, the NJDE's and the Governor's participation in the Alliance program will address the requirements under section 4113(a)14 for community-wide comprehensive drug and violence prevention and organizing activities.

- Juvenile Justice Commission (JJC) – The JJC is responsible for planning, policy development, operations, contracting, and advocacy for youth involved in, or at risk for involvement in, the juvenile justice system. The JJC provides centralized,

statewide authority, leadership, and coordination with regard to primary prevention, early intervention, and dispositional alternatives for the juvenile population and related issues, including violence. As such, the JJC provides a mechanism for reviewing all the plans of all state agencies for the prevention and early intervention of youth violence in New Jersey. The NJDE is represented on the JJC.

- Education-Law Enforcement Working Group - This statewide working group is composed of representatives from all sectors of the law enforcement and education communities. The group addresses issues of common interest, resolves areas of concern, and develops and reviews program plans that affect educators and law enforcement personnel. The group will continue to assist in the planning and review of program activities funded under Title IV, Part A.
- Coordination with the Office of the Governor - While the Governor is represented on the NCLB Advisory Council and the GCADA, specific drug and violence programs funded under Title IV, Part A, section 4112, will also be developed in consultation with the Governor's designated liaison to the NJDE.
- Coordination with State Agencies and Other Programs or Entities - In addition to strategic planning under GCADA, the NJDE will coordinate with individual or groups of state or other agencies, as appropriate to the goals and designs of funded drug and violence activities.

7. *In the June 2002 submission, describe the strategies the State will use to determine, on a regular basis, whether LEAs, schools, and other subgrantees are making satisfactory progress in meeting State and local goals and desired program outcomes. In doing so, the SEA should also describe how it will use data it gathers from subgrantees on how well they are meeting State performance targets, and the actions the State will take to determine or revise interventions for any LEAs, schools, and other subgrantees that are not making substantial progress.*

In accordance with the requirement of a single accountability system, this summer the NJDE will both review all current administrative code and reporting requirements currently in place. These will be realigned to assure conformance with NCLB and internal consistency across all state requirements including administrative code, reporting requirements and state monitoring standards. The cornerstone of this new accountability design will be the state assessment system and progress of districts and schools toward meeting the goal of 100 percent proficiency. Other key indicators include: graduation rates, qualifications of staff and other performance data.

Annually, a summary of progress toward state goals and objectives will be folded into and reported on the State Report Card which is presented to the New Jersey State Board of Education the day it is released to the general public. The report card provides a summary report of general progress, however, other more discreet program and system analysis will be conducted. Data collected on individual federal programs will be analyzed to provide

information on the effectiveness of those programs at the local level. Surveys and feedback forms will assist in the evaluation of state-level activities.

Evaluation of discretionary grant programs will include review of the data collected through statistical, fiscal, and performance evaluation reports. The data will include numbers served and the type and scope of services provided. Reviews will include site visits, fiscal audits, and a review of progress toward the accomplishment of the program's measurable goals and objectives.

Program specific indicators of progress include the following:

- ***Title I Programs (generally)*** - In response to federal Title I requirements, New Jersey is required to establish a comprehensive accountability system, which includes identifying schools in need of improvement. The first step in the system was to define those skills needed to be successful in the 21st century economy. Those skills, defined in the Core Curriculum Content Standards, are then measured by state assessments at three checkpoint grades. New Jersey developed the Elementary School Assessment Program (ESPA) at grade four, the Grade Eight Proficiency Assessment (GEPA), and the High School Proficiency Assessment (HSPA) at grade 11 in response to this requirement.

The next phase of the accountability design was to determine school progress toward meeting established standards. Those schools that failed to meet state standards for two consecutive years, in school years 1998-1999 and 1999-2000, were expected to make incremental progress toward attaining standards within a seven-year timeframe. This progress measure is referred to as Adequate Yearly Progress (AYP).

Based upon review of the spring 2001 assessment data, schools across the state have been classified into six categories of progress toward achieving the state standards. These categories are described briefly below:

- Categories V and VI – These schools have attained state standards one or more years.
- Category IV – These schools have made adequate yearly progress and are progressing toward meeting the state standards.
- Category III – These schools have not met all progress standards, but have made significant progress toward meeting full standards. These schools should continue to monitor their progress.
- Category II - These schools have made some progress but require close monitoring to assure that gains continue.

- Category I –These schools have been identified as schools *in need of improvement*, a designation that must be reported to the federal USDE in accordance with federal reporting requirements.

Any school identified as a Title I school in need of improvement, must take the following steps in the Title I portion of the Consolidated application/plan for funding of programs governed under the *No Child Left Behind Act*. The plan must include:

- Improvement Plan - The school should develop an improvement plan showing what programs and strategies will be adopted to improve teaching and learning.
- Professional Development – The school must provide professional development for school staff to improve their skills. Ten percent of the school’s Title I allocation for two years must be spent to support these professional development activities.
- Intradistrict Choice – The school must describe how the district will offer choice and notify parents of students enrolled in the school of its designation as a school in need of improvement. Parents must be offered the opportunity to transfer their child to another school within the district that is not identified for improvement. These schools and their progress will be monitored closely to assure adherence to the improvement design and improved student performance.

Despite the fact that the new accountability system is focused on outcomes, inputs too are critical in attaining new standards. Therefore, the first stage of local program review occurs when their consolidated plan/application is submitted. The local consolidated plan collects comprehensive needs assessment data, which identifies priority needs. Each cycle, data related to progress in addressing these priority needs are then translated into local objectives. At the end of each project year, local projects will report out, based on local indicators, progress made.

Of course, the primary data to be reviewed will be state assessment results. These will be reviewed to assure each local project district and its schools make AYP in accordance with NCLB criteria.

Those projects that fail to make AYP will be targeted for intensified assistance and continued monitoring.

- ***Enhancing Education Through Technology (Title II, Part D)*** - Monitoring on a regular basis for subgrantees is an integral part of the NJDE’s discretionary grants management system. In addition to the desk audit and onsite monitoring, the NJDE Office of Educational Technology (OET) will conduct periodic meetings to discuss the challenges each subgrantee faces. The discussion will allow peers to assist schools with resolving challenging issues.

In addition, all competitive and formula-driven grant recipients will have the opportunity to contact the OET staff, via e-mail, with concerns and questions and, in turn, OET staff will be able to: survey success of grant activities, and provide immediate answers on questions and issues of concern.

In addition, the state-funded evaluator will observe and analyze program implementation as well as the achievement data of students involved in the OET's grant programs, as well as to provide recommendations to improve the current programs. The analysis will be reviewed carefully and future funding will address the identified needs and challenges of the school districts to formulate future grant offerings that will further the academic achievement of all students.

- **21st Century Community Learning Centers (Title IV, Part B)** – The NJDE will adhere to established procedures, as outlined in the *Grant Recipient's Manual for Discretionary Grants*, to ensure that subgrantees are making satisfactory progress in meeting federal, state, and local goals and desired program outcomes.

The 21st Century Community Learning Centers (CCLC) Program will ensure adherence to the federal and state performance goals and indicators. Program specific performance targets will be developed with input from the established collaborative planning process. The targets will be designed to ensure the availability of high quality academic enrichment opportunities and where appropriate will be guided by scientifically based research that has been proven effective toward assisting students achieve the Core Curriculum Content Standards (CCCS).

To monitor progress toward achievement of performance targets, the NJDE plans to require program grantees to submit outcome-based data specific to the 21st CCLC program requirements on an annual basis. Outcome data will be utilized to measure progress towards improvement in academic performance and literacy, and towards the fostering of character education principles. In addition, participant test scores and other relevant data will be collected to determine the effectiveness of New Jersey's 21st CCLC Program in improving academic achievement. Evaluation results will be analyzed and used to refine the program annually. As required, this information will be made available to the general public.

The NJDE also plans to contract with an educational evaluator who will design, collect, and analyze key data components in order to conduct a statewide comprehensive evaluation. This evaluation will ascertain the information required by USDE and determine the effectiveness of the statewide program performance outcomes. The evaluation will be designed to ensure information and key findings obtained are used to improve service delivery at the state and local levels.

PART III: ESEA KEY PROGRAMMATIC REQUIREMENTS AND FISCAL INFORMATION

In preparing a reply to the Part III request for information, States may find it helpful to align responses to ESEA goals. Funds from some ESEA programs explicitly support all of the ESEA goals (e.g., Title V) while other program funds concentrate on a specific ESEA goal (e.g., Title IV, Part A). To facilitate this alignment, we indicate the number of the ESEA goal(s) that we believe to be related to each program.

Alignment between ESEA Programs and ESEA Goals

ESEA Goals

Program	Goal 1: Reading and Math	Goal 2: English for LEP students	Goal 3: Qualified Teachers	Goal 4: Learning Environments	Goal 5: Graduation
Title I, Part A					
Title I, Part B, 3					
Title I, Part C					
Title I, Part D					
Title I, Part F					
Title II, Part A					
Title II, Part D					
Title III, Part A					
Title IV, Part A, 1					
Title IV, Part A, 2					
Title IV, Part B					
Title V, Part A					
Title VI, Part A, 1, 6111					
Title VI, Part A, 1, 6112					
Title VI, Part B, 2					

In the June 2002 submission, for items 1-14 and the two final questions on uses of funds, please provide a brief narrative response. Where applicable, the State may include Web site references, electronic files, or other existing documentation to comply with the requirements listed in the application. (All electronic references and hyperlinks should point explicitly to applicable content.)

1. **Title I, Part A -- Improving Basic Programs Operated By LEAs [Goals 1,2,3,5]**
 - a. ***Identify the amount of the reservation in section 1003(a) for school improvement that the State will use for State-level activities and describe those activities.***

The following amount has been identified for state-level activities: \$256,826. These funds will support The Leadership Institute offered by the Title I office, to which principals and school leadership teams of four participants from districts with targeted low-performing schools are invited. Consistent with the new NCLB legislation, the sessions will focus on developing the capacity of the central office administrative teams

in districts with low-performing schools. Currently, the department is conducting a needs assessment of targeted districts to better define the content of the full institute.

The funds reserved for state-level activities will also support the development of regional service centers to bring a greater level of support closer to the district level. Staff from current regional offices, including county offices and Program Review and Improvement, will form the base corps of staff of the new regional centers. It is through this new structure that direct support services to high need schools will be provided. Collaboration and partnerships with colleges and universities and other agencies will expand upon the resources available to support school improvement efforts across the state. It is anticipated that among the services offered will be:

- Assistance with needs assessment and data analysis;
- Identification of programs and strategies founded on scientifically-based research;
- Consultation and guidance in matching scientifically-based practices with identified needs; and
- Tailored training for high need schools and districts.

The Title I office provides direct assistance to low-performing schools by: conducting workshops specific to school improvement and implementation of programs for all Title I school districts, and an annual Leadership Institute with quarterly follow-up sessions on data-driven reform. The office provides follow-up technical assistance upon request.

The Title I office will continue to provide Title I specific training, and will do so in conjunction with the three regional centers. A framework and strategies for systematic professional development for all Title I schools, including low-performing schools, is proposed below and will be augmented with developed products, Web-based resources, and listserv of Title I schools.

For those schools in need of improvement, the following proposed progression of support will occur, as described previously. First, the schools will be required to develop a needs assessment and develop a new plan with outside technical assistance. The state support team will assist the school districts with implementing the plan and will broker training assistance. School-level liaisons will ensure that the school improvement process was implemented appropriately and remained focused. Finally, a variety of agencies with varying areas of expertise will assist with addressing school district implementation problems as indicated in the table below. The process will be fully explained in a publication with references and Web links for assistance.

PROCESS	IMPLEMENTING GROUP
Needs Assessment and Collaborative Plan Development	Universities and Colleges, etc.
Implementation of Monitoring Plan & Brokers of Assistance	State Support Team
Internal Facilitators of Plan Implementation	School Liaisons

PROCESS	IMPLEMENTING GROUP
Problem Solving and Targeted Assistance	Regional Labs, Leadership Institutes, Consultants, Exemplary schools and School Districts (Category VI) &/or Staff Technical Assistance

- b. For the 95 percent of the reservation in section 1003(a) that must be made available to LEAs, describe how the SEA will allocate funds to assist LEAs in complying with the school improvement, corrective action, and restructuring requirements of section 1116 and identify any SEA requirements for use of those funds.***

Each school with the greatest need for school improvement will received additional funding and be required to implement a three-part prescribed intervention strategy that includes a comprehensive analysis of the school and the context in which the school operates, school support program, and school choice.

Funded schools must also provide services in the area of professional development, use scientifically-based strategies, and promote parent and community involvement. Finally, a school choice plan must be developed and implemented for all school improvement schools.

All districts that receive Title I funds and that have schools in need of improvement must implement school improvement activities and public school choice at the same time, so that all students, including those who transfer out of schools identified for improvement and those who remain, achieve to high academic standards. However, the lowest performing schools are eligible to receive additional Title I funds to help them with their improvement efforts.

Within the application for federal funding, eligible school districts with eligible schools, based on a ranking calculated on state assessment results, will apply separately for these funds. Title I schools that are currently eligible for funding have:

- Failed to meet state assessment requirements for two consecutive years;
- Failed to make adequate yearly progress in year three; and
- Are among the lowest performing schools in the state.

Funding will support the improvement efforts of the school district and the eligible schools with funding amounts for LEAs based upon the number of schools in school improvement within the district.

The school district must use the portion of funds designated for its use for one or more of the following purposes only:

- Technical Assistance: Provide technical assistance as the school develops and implements its school accountability plan.

- Curriculum Alignment: Review and align, if necessary, the curriculum to assure that it is designed to help students attain the state standards and incorporate scientifically-based strategies as well as professional development for all relevant school staff.
- Coordination of Efforts: Have support from all constituent groups in the school, *i.e.*, administrators, staff, students, parents, and community members. In order to have a successful analysis and implementation, the plan needs to be aligned with all the other initiatives being implemented in the school (e.g., Whole School Reform (WSR), Even Start, No Child Left Behind (NCLB), Comprehensive School Reform Grant (CSR), etc.
- Corrective Action: Where appropriate, take corrective actions such as leading the school planning council, directing reform efforts, replacing staff, etc., as indicated in Section 1116 of NCLB.
- Private School Students: If the school district determines that its Title I program serving private school children has not made adequate progress for two consecutive school years, the LEA must develop a program improvement plan that has the greatest likelihood of improving the performance of participating children in meeting the state performance standards. Accordingly, the school district may use school improvement funds to improve its Title I program for private school children.
- School Choice (Required): Any school district receiving Title I school improvement funds must "provide all students in a school identified for school improvement with the option to transfer to another public school within the local educational agency.

For each identified low-performing school meeting the specific criteria set forth for these funds: A school district must use 100 percent of the school improvement funds in all of the following three areas for each school: an accountability plan, school instructional support, and intradistrict (and interdistrict) choice. The amount of funds used for each area is based on need and determined by the school in collaboration with the district administration.

School Accountability Plan - The development of the school accountability plan must be initiated with a thorough and comprehensive assessment of the school. It is required that an outside agency with expertise in educational research specific to school improvement and reform be used for this purpose. Technical assistance by external providers such as researchers from the educational laboratories, comprehensive assistance regional centers, and colleges and universities broadens the pool of knowledge that schools can draw upon. Additionally, it provides an impartial third-party view.

The subsequent analysis of the needs assessment of the school should answer the following questions:

- What contributes to the disparity in the beliefs of staff, administrators, and support staff that all children can achieve the core content standards?
- What needs to be changed for the teaching approach to be cohesive, focused, and linked to school improvement strategies and student attainment of the core curriculum content standards?
- What needs to be included for professional development to be linked to improving student learning and student attainment of the core content standards?
- What needs to occur for the parents and the community to work together to assist in improving student outcomes that are in line with the improvement objectives?

To answer these questions, three years of data should be reviewed and may include: state and local assessment results; a review of curriculum alignment; classroom observations; parent surveys and interviews; school demographics by gender, race, language groups and special education; and other descriptive data; enrollment, attendance and graduation rates, school climate and dropout data; and reports on incidents of violence and vandalism, drug and alcohol use and other risk behaviors. The desegregation of data by grade, gender, race and socio-economic background should address patterns and areas in need of improvement that will be addressed in a plan with clear goals and benchmarks for improvement.

The resulting plan must demonstrate a direct relationship to the findings and remedial activities, and address the vision for all students to achieve the core curriculum content standards; areas of improvement in the curriculum, pedagogy, instructional approaches and school climate; professional development; and parent and community involvement.

Rewards - Funded schools that exceed their adequate yearly progress benchmark for the 2003-2004 school year will receive an award of \$1,000 that can be spent on activities or products selected by a consensus of the entire school teaching staff as a reward.

Evaluation - The NJDE will evaluate the success of the school improvement funds through the current state assessment system based on adequate yearly progress. In addition the following information will be requested as a part of the evaluation:

- A description of the interventions that districts and schools have used to increase student achievement;
- The number of students who transferred out of low-performing schools in districts receiving the FY 2000 school improvement funds as a result of intradistrict (or interdistrict) choice statute requirements;
- The number of school districts that demonstrated to the state that they lacked capacity to provide choice and, for each, the reason they lacked that capacity;

- The number of schools receiving school improvement funds that subsequently met the state’s adequate yearly progress targets, and
- The disaggregated achievement data from the school’s performance profile for each Title I school receiving funds for the year prior to receiving the funds and for the funded year.

The impact of the program will be determined by comparing results prior to implementation to those after the new program has been in place for at least one or more school years. Specifically, the results will be analyzed to determine the percent of students in the various performance levels to verify that students are moving to higher performance levels. The final evaluation criteria will be based on whether the schools that received funds have made adequate yearly progress for two consecutive years and are no longer identified for improvement, and no longer qualify for the school improvement funds.

c. Identify what part, if any, of State administrative funds the SEA will use for assessment development under section 1004 of the ESEA, and describe how those funds will be used.

The NJDE may elect to use a portion of its state administrative funds for assessment development. Those funds may be used to support such activities as vendor solicitation and contract management for the development of assessments.

While SEA administrative funds under Title IV will not be used to support the development of statewide assessments for achievement of the Core Curriculum Content Standards, these funds will be used to develop the required Uniform Management Information and Reporting System and to conduct needs assessments and program evaluations in accordance with the Principles of Effectiveness.

d. Describe how the State will inform LEAs of the procedures they must use to distribute funds for schools to use for supplemental services under section 1167(e)(7) and the procedures for determining the amount to be used for this purpose.

New Jersey, as other states, is developing new systems to respond to the supplemental service provisions. The steps for this new process include:

- Development and dissemination of RFP for vendors/providers;
- Review and approval of vendors;
- Release of a list of approved vendors/providers;
- Development and dissemination of guidelines to schools; and
- Distribution of all relevant information through traditional mailing and posting on the Web.

In addition, this spring we provided statewide technical assistance on “how to” complete state applications for funds and also an overview of all Title I provisions under NCLB. A

series of eight training for all district superintendents and their key staff were held statewide, as well as a special spring conference held in collaboration with the New Jersey Association of School Administrators. Through this process, we have reached out to all of our constituents to help ensure they are apprised of these new federal requirements.

e. Describe how the State will use the formula funds awarded under section 6113(b)(1) for the development and implementation of State assessments in accordance with section 6111.

The New Jersey Department of Education (NJDE) plans to use formula funds awarded under section 6113(b) (1) for the development and implementation of state assessments in accordance with section 6111(1) and (2). New Jersey has begun by focusing first on grade 3. This is consistent with the goal of the Governor's new third-grade literacy initiative ("By 2013-2014, all students will be proficient in reading by the end of the third grade.") and with Goal 2 of the ESEA mandated performance goals ("All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.").

These funds will also be used to expand the grade levels assessed in accordance with the requirement of NCLB over the next four years. The state will begin with a new third grade level test in language arts literacy and mathematics in 2002-03, a grade level not previously included in the statewide assessment program. The state will also replace the existing fourth grade test, the Elementary Proficiency Assessment, with a new assessment aligned to the revised Core Curriculum Content Standards. This test will also be compatible with the new third grade test and the assessments for grades 5 through 7. Federal funds will also be used to develop and ensure vertical equating across all grade levels and content areas. New Jersey will continue to dedicate a sizable amount of state funds to support the entire statewide assessment system at all grade levels.

While SEA administrative funds under Title IV will not be used to support the development of statewide assessments for achievement of the Core Curriculum Content Standards, these funds will be used to develop the required Uniform Management Information and Reporting System and to conduct needs assessments and program evaluations in accordance with the Principles of Effectiveness.

2. Title I, Part B, Subpart 3 -- Even Start Family Literacy [Goals 1,2,5]

a. Describe how the SEA will use its indicators of program quality to monitor, evaluate, and improve its projects, and to decide whether to continue operating them.

The state will measure the progress of local programs through site-visits, desk audits, and annual formal monitoring visits that will identify goals that have been met and those that require more attention. Data received from these audits will determine if a program is working as designed or needs to be modified to meet its goals. The information collected will also highlight programs that are implementing promising practices that can be replicated. Programs will be required to submit end-of-year reports that identify the

completion of activities correlated with their stated goals and objectives. Fiscal progress will be measured through the review of quarterly fiscal expenditure reports.

In 2001, the NJDE developed indicators of program quality in response to federal regulations that required accountability for the quality and effectiveness of services provided to program participants. An indicator was developed for each component of the program with accompanying objectives to measure outcomes. Local programs are required to measure program success against the indicators and objectives. Programs are held accountable for this data when NJDE staff conducts official monitoring visits.

New Jersey's Even Start plan is an annual plan. The NJDE evaluates and measures program progress through on-site visits as well as through quarterly desk audits. Information received from a program will determine whether it is working as designed and whether any alterations would result in improved service delivery or goals achievement. The data collected identifies programs that are implementing practices that will benefit all programs.

Grant recipients entering years two through four will be expected to demonstrate that project services will produce measurable gains such as an increase in academic achievement, enhanced school readiness, an increase in job readiness skills, better use of language, and broadened parenting skills. Grant recipients entering years five through eight must demonstrate that gains have been made in these areas through project services. Affective gains such as managing conflict more effectively, improved relationships with others, better decision making and acceptance of self and others should also be noted for evaluative purposes.

On-site monitoring visits take place a minimum of once yearly by NJDE staff. These visits are designed to assess progress towards objectives, review records/files for compliance with grant requirements, and meet with staff, collaborators and families. Technical assistance is provided to all Even Start programs in New Jersey through quarterly Project Directors Training Institutes, as well as through on-site visits, especially to those low-performing projects. The technical assistance focuses on specific strategies and activities that will result in improved services. Projects may receive technical assistance in any area pertaining to the program at any time during the grant period by contacting their program officer. (Refer to Appendix D for a copy of New Jersey's Even Start Family Literacy Program Monitoring Instrument for Continuation Programs, and for New Jersey's Even Start Indicators of Program Quality.)

The final analysis of grant program success will be based on all of the above assessment tools, as well as the annual federal report, to determine whether the program has reached the desired outcomes in relation to the state goals.

Based on the data collected, technical assistance offered, meetings held and other information gathered, the Office of Program Support Services will determine grant program success and will make recommendations regarding continued funding based on

program evaluations and compliance with the New Jersey Even Start Indicators of Program Quality.

b. Describe what constitutes sufficient program progress when the SEA makes continuation awards.

Grant recipients entering years two through four will be expected to demonstrate that project services will produce measurable gains such as an increase in academic achievement, enhanced school readiness, an increase in job readiness skills, better use of language, and broadened parenting skills. Grant recipients entering years five through eight must demonstrate that gains have been made in these areas through project services. Affective gains such as managing conflict more effectively, improved relationships with others, better decision making, and acceptance of self and others should also be noticed for evaluative purposes.

All funded programs are required to report information and statistics annually for federal evaluation purposes and the state will also review this data. Based on the data collected, technical assistance offered, meetings held, and other information gathered, the Office of Educational Support Services will determine grant program success and will make recommendations regarding continued funding based on program evaluations and compliance with the New Jersey Even Start Indicators of Program Quality.

c. Explain how the State's Even Start projects will provide assistance to low-income families participating in the program to help children in those families to achieve to the applicable State content and student achievement standards.

New Jersey has incorporated an eight-prong approach to educating children through the Core Curriculum Content Standards (CCCS). One of the key elements of the CCCS is Language Arts Literacy, which includes developing skills in thinking critically, as well as in acquiring knowledge and communicating. These are key skill areas reflected in the underlying principles of New Jersey's Even Start Family Literacy Program.

The vision of Even Start in New Jersey is to develop and support long-term sustainable programs that improve family literacy. Sustainable programs are typically those that establish clear goals and objectives, conduct periodic assessment, set benchmarks, seek continuous improvement, and implement ongoing organizational strategies to achieve program quality and longevity. Programs may use the tools and strategies below to achieve this goal:

- Monthly meetings between the lead agency and other participating organizations to review progress toward program goals and review each agency's continued role and responsibilities to the Even Start program;
- Program flexibility to meet the changing needs of the target population;

- Recognition of mutual accountability among collaborating agencies to maximize progress toward achieving program goals;
 - Expansion of the number of collaborating agencies as programs enter each succeeding year in order to increase available resources and services; and
 - Coordination and integration of funds with Head Start, Adult Education and other relevant programs in order to provide the full range of services required to implement the Even Start Family Literacy program.
- d. ***Identify the amount of the reservation under subsection 1233(a) that the State will use for each category of State-level activities listed in that section, and describe how the SEA will carry out those activities.***

The New Jersey Even Start Family Literacy Program will allocate \$5,480,484 as follows:

- Administrative - Six percent of the federal grant will be allocated for the administration of the Even Start Family Literacy Program. Three percent will support the salaries of staff assigned to the Even Start project. The remaining portion (three percent) will be used for the provision of technical assistance for program improvement, development of indicators of program quality, monitoring and evaluation.
 - Technical Assistance will be provided to grantees on an as-needed basis. Additionally, each project director/coordinator will be required to attend a quarterly Project Director's Training Institute meeting designed to address ongoing needs of existing programs and improve existing services.
 - Program indicators have been developed to serve as a guide in the development of quality programming. However, modifications will be made to maintain consistency with federal regulations.
 - Monitoring/Evaluation tools will be designed to reflect the Indicators of Program Quality as an assurance that all funded programs are in compliance with state and federal requirements.
 - *Grantee Allocation* - Ninety-four percent of the federal grant will be allocated to eligible agencies that are approved through the SEA's competitive process. The actual funding amount will be based upon the grant cycle and match requirement.
3. ***Title I, Part C -- Education of Migrant Children [Goals 1,2,5]***
- a. ***Describe the process the State will use to develop, implement, and document a comprehensive needs assessment that identifies the special educational and related needs of migrant children.***

Each regional migrant project must maintain a current migrant student database. For each child, data should include a unique identification number, family information health information, move information and school information such as date of school enrollment, free lunch qualifier, participation in supplemental instructional programs, and special education information. In addition to providing general population information, the data collected will aid the NJDE in the identification of additional needs or any underserved segments of the target population. Data collected by the contracted service providers are submitted to the NJDE at regular intervals over the course of the project. The data provided by the regional projects will assist the NJDE in the identification of additional areas in need of support for the migrant student population.

- b. Describe the State's priorities for the use of migrant education program funds in order to have migrant students meet the State's performance targets for indicators 1.1 and 1.2 in Part I (as well as 5.1 and 5.2 that expressly include migrant students), and how they relate to the State's assessment of needs for services.***

The NJDE has established a five-year program that focuses on the provision of the following services for eligible children of migratory farm workers and migratory fishers: identification and recruitment of students, intrastate and interstate transfer of student records, supplemental instruction, and health and other support services. This is the fifth year of the multi-year grant program. Provider agencies are charged with the responsibility for documentation of services provided and outcomes related to those services. The NJDE collects assessment result data on all public school children. In addition, graduation and dropout data are also collected. Criteria included in assessing original applications included the level of integration with other local, state, and federal programs to ensure that migrant children are able to access the full range of services available to them. Each approved application contained measurable program goals and objectives on which the provider agencies report to the NJDE on a regular basis.

- c. Describe how the State will determine the amount of any subgrants the State will award to local operating agencies, taking into account the numbers and needs of migrant children, the statutory priority for service in section 1304(d), and the availability of funds from other federal, State, and local programs. (Applicable only if not previously addressed in Part II, #2.)***

The NJDE solicits applications from those currently funded agencies serving the northern and southern regions of the state to continue the provision and expansion of services to eligible children while they reside within the regional project's geographic boundaries.

Each regional migrant project must be coordinated with the regular school programs and with other relevant programs that are required to serve migrant children to ensure the full array of services available to migrant children are accessible to the target population. Award amounts are distributed on a proportionate basis, which is based on student count data submitted by the providers. The NJDE retains one percent of the total state amount for administration purposes.

The State of New Jersey agrees that, in determining the amount of any FY 2002 and subsequent fiscal year MEP subgrants it will award to local operating agencies, it will take into account the following funding factors: 1) the numbers of migratory children; 2) the needs of migratory children; 3) the service priority under subsection 1304 (d); and 4) the availability of funds from other programs. Furthermore, the State recognizes that a condition will be attached to the grant award requiring that it submit to the Department, by September 1, 2002, a detailed description of how these factors will be used in the State's determination of its FY 2002 and subsequent FY MEP subgrants (including the weights assigned to individual factors).

d. Describe how the State will promote continuity of education and the interstate and intrastate coordination of services for migrant children.

Each regional migrant program must build upon and strengthen the existing coordinated delivery system of programs and services that enable migrant children to meet the same content and student performance standards that all children are expected to meet.

A minimum of 60 percent of the migrant children enrolled in school during the regular and/or summer terms will receive appropriate supplemental instructional services that will enable them to meet the Core Curriculum Content Standards.

Program staff must meet with local school personnel and parents to plan and evaluate the local migrant education project at least twice during the regular term and at least once during the summer term.

Each regional migrant program must facilitate the transfer student records and other information about migrant children on an interstate and intrastate basis, including full participation in a migrant student record transfer system, as mandated by the NCLB.

e. Describe the State's plan to evaluate the effectiveness of its migrant education program and projects.

Information gathered from the quarterly reports and answers to specific questions based upon the state-mandated goals and objectives regarding the impact of providing the migrant education projects will assist the state in determining whether intended programmatic outcomes have been met. The reporting schedule for this final program year is:

Report	Reporting Period	Due Date
1 st Interim	1/1/03 – 3/31/03	4/15/03
2 nd Interim	1/1/03 – 6/30/03	7/15/03
3 rd Interim	1/1/03 – 9/30/03	10/15/03
Child Count Data	9/1/02 – 8/31/03	10/25/03
Final	1/1/03 – 12/31/03	1/15/04

The composite of local projects, through attainment of their objectives, determines whether the NJDE has achieved its statewide goals for the grant program. Areas of strength and accomplishments, as well as remaining challenges, will be identified.

- f. Identify the amount of funds that the SEA will retain from its Migrant Education Program (MEP) allocation, under section 200.41 of the Title I regulations (34 CFR 200.41), to carry out administrative and program functions that are unique to the MEP, and describe how the SEA will use those funds.***

Up to one percent of the total award may be retained for administration in implementing mandated data collection and reporting to the Secretary of Education as well as support of technical assistance to local educational agencies and the two contracted providers of services. Subject to change with the determination of the state's final award amount, approximately \$21,266 will be retained by the NJDE.

4. Title I, Part D -- Children and Youth who are Neglected, Delinquent, or At-Risk [Goals 1,2,5]

- a. Describe the program goals, performance indicators, performance objectives, and data sources that the State has established for its use in assessing the effectiveness of the program in improving the academic and vocational and technical skills of students participating in the program.***

State agency programs funded under this title are required to establish and document the implementation of programs that supplement the basic educational services funded through state funding. Each agency maintains program participant data.

Each agency maintains documentation specific to outcomes related to grant-funded activities including statewide assessment results, graduation/promotion rates. Such data are gathered quarterly by the agency and are reported annually to the NJDE.

Within the specific operational parameters of each of the state, agencies maintain and report on data related to maintenance of fiscal effort, coordination with local educational agencies and alternative educational programs, as well as activities related to the transition of students to locally operated programs. Each agency application contained measurable objectives with specific activities designed to support the academic achievement of students in facilities for neglected and/or delinquent children and youth.

- b. Describe how the SEA is assisting projects funded under the program in facilitating the transition of youth from correctional facilities to locally operated programs.***

The NJDE provides technical assistance and support to the recipient state agencies, local educational agencies, students, and their families. To facilitate the transition of children and youth back into locally operated programs, the NJDE has established additional regulatory language concerning the coordination of local programs with state facilities in order to strengthen the tie between agencies. *N.J.A.C. 6A:17-3.7, Students At Risk of Not Receiving a Public Education*, adopted by the New Jersey State Board of Education,

mandates a 10-day time limit for responses to requests between state facility programs and local educational agencies.

- c. ***Describe how the funds reserved under section 1418 will be used for transition services for students leaving institutions for schools served by LEAs, or postsecondary institutions or vocational and technical training programs.***

Funds reserved by the state will support NJDE oversight of the projects provided under this Title. Specific outcomes data will be collected from each recipient agency annually concerning the effectiveness of grant-funded transitional services. State agencies receiving these funds use the resources to directly support transition activities. Transition services are provided through either grant-support staff or through third-party contracts.

5. **Title I, Part F -- Comprehensive School Reform [Goals 1,2 5]**

- a. ***Describe the process the State educational agency will use to ensure that programs funded include and integrate all eleven required components of a comprehensive school reform program.***

The NJDE will require all LEAs and schools to integrate the eleven components of school reform throughout the application process, including the needs assessment, program description and the Goals and Objectives. Each applicant must develop an objective for each element to assure all eleven elements are fully integrated into the program design. Furthermore, each objective calls for an activity design that identifies activities and timelines for implementation of each objective/element.

This year the NJDE in collaboration with the Laboratory for Student Success (LSS) has planned a series of four technical assistance sessions; as described earlier, that focus on each element of school reform and indicators of full implementation that are to be used in internal monitoring. Where weaknesses are identified, follow-up site visits will be scheduled to provide individualized technical assistance.

- b. ***Describe the process the State will use to determine the percentage of Comprehensive School Reform schools with increasing numbers of students meeting or exceeding the proficient level of performance on State assessments in reading/language arts and mathematics.***

Currently, 149 schools are funded under the Comprehensive School Reform (CSR) program. These schools are assigned to three cohorts, designated according to how many years they have been funded as shown below:

Group	Number of Schools	Years of Program Implementation
A	28	3
B	75	2
C	46	1

As shown above, the first group of grantees will complete the first three years funding cycle this summer. The spring 2002 assessment data will be used to determine their full progress under the grant-funded program. Although data is collected and reviewed annually, because information is reported based on percent of students passing, information cannot be cross-aggregated and summarized readily. Based on preliminary information, two of the 28 schools in the Group A have met state standards. The others have generally show improvements, but until a final evaluation of the program is conducted, a full evaluation of progress cannot be made.

As noted earlier, an RFP has been developed and disseminated to bidders. This evaluation is designed to answer the following key questions:

- Does CSR affect a significant change in student performance?
- Were all of the required CSR elements put in place?
- Is the district continuing to implement the program?

In future years, as each cohort completes the third year of the program, the same evaluation process will be completed. Only after evaluation is completed will we be able to report the results of the program.

6. Title II, Part A -- Teacher and Principal Training and Recruiting Fund [Goals 1,2,3,5]

- a. *If not fully addressed in the State's response to the information on performance goals, indicators, and targets in Part I describe the remainder of the State's annual measurable objectives under section 1119(a)(2).*

No additional annual measurable objectives have been developed.

- b. *Describe how the SEA will hold LEAs accountable both for (1) meeting the annual measurable objectives described in section 1119(a)(2) of the ESEA, and (2) ensuring that the professional development the LEAs offer their teachers and other instructional staff is consistent with the definition of "professional development" in section 9101(34). Note: This program, and the financial support it provides to States, LEAs, and schools, is vitally important to ensure that all students have teachers who are highly qualified, and who can help students achieve to their maximum capabilities. The two items identified above supplement other information States need to provide in response to items in Part I, Goal 3; Part II, item 5, and Part III, information on Title II, Part D (Enhancing Education Through Technology program) on how they plan to implement key teacher quality activities.*

LEAs will be held accountable for meeting measurable objectives described in section 1119(a)(2) of the ESEA through proposed changes in the licensing regulations. The main goal of these changes is to ensure that all teachers are prepared to meet the challenges educating New Jersey's students in the twenty first century. To meet this goal, there is a need to set high standards for licensing and certification of teachers; for linking professional teaching and administrative standards; and for linking pre-service professional development at the college level and mentoring and professional

development at the district level. For greater detail on the proposed licensing changes, refer to the Professional Development and Technical Assistance section of this Consolidated State Application.

The methods by which LEAs will be held accountable by the state for ensuring that their professional development programs are consistent with the definition in section 9101 of the ESEA. These methods are described in greater detail in the Professional Development and Technical Assistance section of this Consolidated State Application. Briefly, Professional Development Standards for continuing education and for guiding districts in the development of their professional development programs and plans were created by the Professional Teaching Standards Board and approved by the Commissioner of Education in January 2000. A County Professional Development Board in each of New Jersey's 21 counties will approve the professional development programs and plans of the local districts in the county through a review and approval process involving a feedback matrix/rubric that is based upon the Professional Development Standards. This process will begin in 2002-2003. Districts will be asked to revise non-approved plans for resubmission.

- c. ***Describe the State Educational Agency and the State Agency for Higher Education's agreement on the amount each will retain under section 2113(d) of ESEA. Section 2113(d) allows for one percent of the State's program allocation for administration and planning costs.***

In the absence of an agreement between the two agencies to apportion the one-percent in another way, of this amount the Department annually will award to the SAHE for administration and planning the greater of-

- 1. The amount of FY 2001 funds it had received for administration under the predecessor Title II, ESEA Eisenhower Professional Development Program, or***
- 2. Five percent of the amount available each year for subgrants to partnerships under ESEA section 2113(a)(2).***

The Department annually will award the remainder of the one-percent of the State allocation to the SEA for its costs of administration and planning. We will provide further guidance on within-State allocations of Title II, Part A funds reserved for administration in the guidance it is developing for the program.

The NJDE and the state agency for higher education agree on the following apportionment of the one percent administrative funds:

SEA (NJDE): \$565,382

SAHE: \$84,804

Total Admin Reserve (1%) = \$650,186

Note: Determination of the one percent reserve is based on the following distribution of funds in accordance with the Title II, Part A guidance released in June 2002:

Total Award to New Jersey = \$65,018,661

99% of Total = \$64,368,474

A. 2.5% of 99% (for SEA program activities) = \$1,609,212

B. 2.5% of 99% (for subgrants to local partnerships – SAHE portion) = \$1,609,212

C. 95% of 99% (for subgrants to LEAs) = \$51,150,051

Determination of SAHE administrative portion:

5% of B above (\$1,609,212) = \$80,460

Total Admin (\$65,018) – SAHE share (\$80,460) = SEA share (\$569,726)

7. Title II, Part D -- Enhanced Education Through Technology [Goals 1,2,3]

- a. Describe the program goals, performance indicators, performance objectives, and data sources that the State has established for its use in assessing the effectiveness of the program in improving access to and use of educational technology by students and teachers in support of academic achievement.**

In 1997, the department implemented a systemic approach to accelerate the implementation of educational technology in all schools throughout the state. At that time a statewide vision and 15 benchmarks were established that defined the expected goals by the end of the 2001-02 school year. Our schools have made tremendous progress in implementing educational technology to enhance student achievement.

To measure progress, the department initiated the school technology survey in 1999. Three years of survey data indicate great progress. Most of the goals were fully or substantially achieved one year early, by the end of the 2000-01 school year. [For details, see the *NJ School Technology Survey 2001 Report* on the NJDE Web site at: www.state.nj.us/njded/techno/survey/results/.] Because of this achievement and because of rapid advances in technology, the department is now releasing these revised educational technology goals.

The NJDE's vision with the revised goals and benchmarks follow. The expectation is that these goals will be achieved by the end of the 2005-06 school year. The NJDE plans to conduct an ongoing review and revision process during the 2002-03 school year, so as to finalize before districts develop new technology plans for the 2004-2007 cycle.

These goals and benchmarks are intended to guide state, district, and school technology-related decisions. They are not to be considered mandates. As with the last set of goals, they represent a work in progress, and it is expected that they will evolve as we move forward.

VISION: All students, no matter which district or school they attend, will be able to achieve the Core Curriculum Content Standards because they will have unlimited access to people, to a vast array of curriculum and instruction, and to information and ideas -- no matter where they exist.

GOAL 1: Students will attain the educational technology and information literacy skills that will assist them in achieving the Core Curriculum Content

Standards and to succeed in the workplace of the 21st century.

Suggested benchmarks for Goal 1:

- 1.1 Educational technology will be infused into every school district's curriculum and instructional activities.
- 1.2 All school districts will adopt curricula that include information literacy and educational technology standards aligned with the Core Curriculum Content Standards and accepted national standards.
- 1.3 All students will demonstrate proficiency in using educational technology and information literacy skills to enhance learning, increase productivity and promote creativity.
- 1.4 All students will have equitable and easy access to effective and engaging software, CD ROMs and online resources for content delivery as an integral part of every school curriculum. Content materials will meet universal design standards to assure access for students with disabilities.
- 1.5 All students will have equitable and easy access to the Internet and other distance learning technology to obtain information and resources from remote locations to collaborate, publish and interact with peers, experts and other audiences.
- 1.6 All students will use technology tools and applications for solving problems, making informed decisions, and participating in authentic, project-based learning.
- 1.7 All students will act responsibly and ethically when obtaining and using onsite and online information resources.

GOAL 2: Educators will attain the skills and knowledge necessary to effectively use educational technology to assist students to achieve the Core Curriculum Content Standards.

Suggested benchmarks for Goal 2:

- 2.1 All educators will participate in high quality professional development activities and attain, at a minimum, intermediate proficiency levels in utilizing educational technology to enhance student achievement.
- 2.2 All supervision and evaluation practices will address the effective use of educational technology for student achievement of the Core Curriculum Content Standards.
- 2.3 All educators will use technology tools and applications that provide opportunities for authentic, student-centered, project-based learning.
- 2.4 All educators will have access to e-mail and other interactive tools to communicate with parents, students and other educators.
- 2.5 All educators will act responsibly and ethically when obtaining and using onsite and online information resources.
- 2.6 All schools will have technology coordinators for educators that offer timely, onsite guidance and modeling to enhance teacher and

administrator proficiency in using and managing technology-based resources.

GOAL 3: Students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, schools, and other educational settings such as community centers.

Suggested benchmarks for Goal 3:

- 3.1 All students and educators will have regular and equitable access to technology equipment (both desktop and portable) when needed in all learning environments. This includes access to technologies with universal design features or other design modifications that assure access for students with educational disabilities.
- 3.2 All school districts will provide a ratio of at least five students to one multimedia computer in all instructional classrooms, with each of these classroom computers connected to the Internet.
- 3.3 All districts, schools and classrooms will be connected to broadband, high-speed voice, video and data networks in all learning environments.
- 3.4 All schools will have Local Area Networks (a system or network of interconnected computers within a school building), and all districts, where appropriate, will have Wide Area Networks (a network that electronically interconnects multiple school networks -- usually within a school district).
- 3.5 All districts and schools will have high quality, highly informative, user-friendly Web sites.
- 3.6 All educators will have easy access to technical support via a technician and/or electronic assistance that is necessary to maintain operating technology equipment (e.g., help desks, hot lines, electronic monitoring, troubleshooters).
- 3.7 All school districts will establish relationships with appropriate partners, including but not limited to other public agencies and entities, education institutions, community-based organizations and private corporations to increase opportunities for sustained technology access and broad, collaborative learning environments.
- 3.8 All districts and schools will identify and support the needs of students who do not have access to technology in their homes to enable them to continue their learning through technology when school is not in session.
- 3.9 All school districts will adopt an Acceptable Use Policy and other means to ensure that all students, teachers and administrators are able to use technology systems, online resources and software in a safe and secure manner.

GOAL 4: New Jersey school districts will establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to communicate freely via technology.

Suggested benchmarks for Goal 4:

- 4.1 All school districts will obtain and maintain broadband, high-speed networks and reliable Internet access that enables students and educators to support their curricula activities.
- 4.2 All school buildings will have the equipment necessary to provide distance learning opportunities when and where it is needed in the school.
- 4.3 All schools will maintain quality hardware/software with adequate capacity and capability to support successful learning in classrooms, media centers and throughout the learning environment.

NOTE: The NJDE is in the process of developing indicators for each of the benchmarks. Indicators are descriptions of behaviors or measurable activities for a department/district/school/educator to determine achievement of the benchmark.

To determine the status of the educational technology goals and benchmarks statewide for the 2006 timeline, the department will gather data, conduct technology surveys and participate in evaluation activities on an ongoing basis. Listed below are examples of activities to determine achievement of the goals.

- The New Jersey Department of Education will continue to direct school districts and – in appropriate circumstances – schools to implement and update their local technology plans to address core elements of successful school educational technology activities, including facilities planning, maintenance and equipment upgrades, implementation strategies, staff development, curricula revision, spending and evaluation plans. These technology plans will be submitted to the department for approval.
- The New Jersey Department of Education will conduct the annual public school technology survey and report on the results.
- The New Jersey Department of Education will make available the results of national technology surveys with emphasis on New Jersey's results and related educational technology assessment information to the state's educational community and the public.

Listed below are examples of assistance that will be provided by the NJDE to enhance the achievement of the goals:

- Maintain its Web site with useful and pertinent information to inform the educational community in New Jersey, and to provide online learning activities for students and educators.
- Form strategic partnerships with the business community to develop projects and provide resources that will enhance student achievement of educational technology and information literacy skills.

- Conduct research to identify promising practices in educational technology implementation and disseminate this information to districts and schools.
 - Provide leadership and support for key initiatives such as the Educational Technology Training Centers, the state's NJ ELITE program, the federal E-Rate program, bridging the digital divide and Verizon's *Access New Jersey* program.
 - Develop initiatives with institutions of higher education to improve and enhance educational technology experiences for the pre-service teachers.
 - Identify resources from the federal, state, county and local government, and the private sector to support necessary and effective implementation of educational technology.
 - Identify and reward established projects and programs at the state, county, and local levels that are exemplary practices for the application of technology in teaching, learning, and collaboration.
 - Encourage innovative programs and fill gaps in implementation through targeted grant programs.
- b. Provide a brief summary of the SEA's long-term strategies for improving student academic achievement, including technology literacy, through the effective use of technology in the classroom, and the capacity of teachers to integrate technology effectively into curricula and instruction.***

The Office of Educational Technology will continue with successful and established strategies as well as implement new strategies for improving student academic achievement. All strategies are based on New Jersey's Core Curriculum Content Standards (CCCS) where educational technology is an integral component across all content areas. It is interwoven throughout all standards and ultimately throughout all curricula for true infusion in instruction. All students in New Jersey will be affected by technology as they become productive and successful citizens.

Continue Existing Strategies - In 1997, the NJDE implemented a systemic approach to accelerate the implementation of educational technology in all schools throughout the state. At that time a statewide vision and 15 benchmarks were established that defined the expected goals by the end of the 2001-02 school year. Our schools have made tremendous progress in implementing educational technology to enhance student achievement.

To measure progress, the NJDE initiated the school technology survey in 1999. Three years of survey data indicate great progress. Most of the goals were fully or substantially achieved one year early, by the end of the 2000-01 school year. (For details, see the *NJ School Technology Survey 2001 Report* on the NJDE Web site at: www.state.nj.us/njded/techno/survey/results/.) Because of this achievement and because

of rapid advances in technology, the department is now releasing these revised educational technology goals.

The expectation is that these goals will be achieved by the end of the 2005-06 school year. The NJDE plans to conduct an ongoing review and revision process during the 2002-03 school year, to finalize these goals before all districts develop new technology plans for the 2004-2007 cycle. Revised technology plans will be required for those recipients of Title II, Part D funds.

These goals and benchmarks are intended to guide state, district and school technology-related decisions. They are not to be considered mandates. As with the last set of goals, they represent a work in progress, and it is expected that they will evolve as we move forward.

The partnership with 20 school districts that have the Educational Technology Training Centers (ETTC) will continue to thrive. The ETTCs are kept abreast of the NJDE's educational technology goals and initiatives and will use this knowledge to provide related professional development and leadership to teachers on the effective use of technology in the classroom. Through the ETTC involvement, the capacity of teachers to integrate technology effectively into the curricula and instruction will continue to occur.

The Office of Educational Technology will continue its partnerships with other committees and entities including the Distance Learning Depot Committee, which is composed of school district personnel to further distance learning in the state; the Abbott Consortium for Technology, which is composed of the 30 neediest school districts' computer technology directors to address issues of concern related to educational technology; and New Jersey education associations such as New Jersey Association of Educational Technologists (NJAET) and New Jersey Educational Computing Cooperative (NJECC), which focus on providing teachers with resources for effective technology integration strategies.

The Abbott Consortium for Technology (ACT) is a valuable resource for the state and the 30 most needy districts in the state. They provide a body of technologists who share information, expertise and sound implementation strategies among each other.

New Long-Term Strategies - NJDE can ensure that teachers are learning how to use the technology effectively in the classroom through many initiatives identified above. However, we want to ensure the technology that is learned is effectively used in the classroom. It is only through implementation that the students will better understand and use the available technologies. Therefore, we will assess technology use in the classroom by requiring teachers to participate in LoTi (Levels of Technology Implementation.) LoTi is a conceptual framework that measures levels of technology implementation so that school districts can restructure their staff's curricula to include concept/process-based instruction, authentic uses of technology and qualitative assessment. More information may be found at www.learning-quest.com/LoTi/.

The Office of Educational Technology will hire an evaluator to analyze student achievement data in relationship to LoTi and draw conclusions to determine if the professional development is assisting teachers to effectively use technology in the classroom.

The LoTi model will begin in New Jersey as a requirement for all teachers that participate in the competitive funded programs. We will then deploy the model as part of all funded programs, competitive and formula-funded programs.

The three competitive programs to be developed for the 2002-2003 school year are “Access~Collaboration~Equity plus Instruction (ACE +)”, “Development of On-line Courses (DOC)”, and “Technology in the Language Arts Literacy Curriculum.” Although using different methods, all of these programs are to focus on promoting and assessing student achievement. All programs will target grade levels and offer support and resources for implementation. See attached program summaries.

The NJDE will also address the fact that instructional television is underutilized throughout the state. The NJDE will lead an effort to notify and assist districts in using instructional television to achieve the NJ Core Curriculum Content Standards. The NJDE is currently partnering with PBS and the Annenberg Channel, and will initiate a system to notify high need districts of programs and registration procedures for these services. Some of these services are purchased, yet some may be borrowed, rented, or offered free of charge. They are a valuable resource for schools and libraries.

Technology literacy is one area that the NJDE is currently exploring. The department has not defined technology literacy and is reviewing standards of the International Society for Technology Education (ISTE) and that of other states. New Jersey’s Somerset County Coordinating Council consists of various members of the school and community. The council assembled several computer literacy standards, which we are evaluating. We are looking closely at what currently exists so that we are not “reinventing the wheel.” We hope to adopt a long-term assessment tool for technology literacy by January 2003.

- c. Describe key activities that the SEA will conduct or sponsor with the funds it retains at the State level. These may include such activities as provision of distance learning in rigorous academic courses or curricula; the establishment or support of public-private initiatives for the acquisition of technology by high-need LEAs; and the development of performance measurement systems to determine the effectiveness of educational technology programs.*

The Office of Educational Technology will use the state-level funds to:

- maintain staff to administer and facilitate the competitive and formula-driven grant programs that includes onsite monitoring, quarterly reviews, and technology plan assistance to all high-need LEAs;
- conduct ongoing technical assistance sessions for potential and awarded grant recipients;

- collect annual technology survey and inventory data of every school in New Jersey;
- hire an evaluator to analyze the data and observations from the grant recipients to determine the effectiveness of all ESEA programs including the educational technology programs;
- establish a curriculum subcommittee of Abbott Consortium for Technology (ACT) to identify best practices, preliminary distance learning course feasibility studies and identify professional development activities for teachers and principals that may be addressed statewide; and
- purchase an assessment tool, such as LoTi, that measures levels of technology implementation within the classroom to determine the effect of the type of technology use on instruction.

d. Provide a brief description of how –

- i. The SEA will ensure that students and teachers, particularly those in the schools of high-need LEAs, have increased access to technology, and***
- ii. The SEA will coordinate the application and award process for State discretionary grant and formula grant funds under this program.***

The Annual Educational Technology School Survey is conducted and collected by the department in the spring of each year. In 2001, 87 percent of New Jersey's public schools responded voluntarily. Some of the highlights from the survey are as follows:

- 99.6% of the public schools have technology coordinators;
- 99% of the public schools have Internet connectivity;
- 90% of the public schools have Web sites;
- 86.8% of the public schools are using Internet filtering software;
- Student to multi-media computer ratio is 4.5:1.

The student-to-computer ratio is a very important factor that quantifiably identifies those schools that has a substantial need for assistance in acquiring and using technology. The ratio is used to identify those school districts that will need increased access to technology. State efforts will be focused on providing them with technical assistance (again using multiple methods), and encouraging participation in various programs offered through the federal, state or local governments.

Continued support of the Access~Collaboration~Equity (ACE) Centers will assist them in providing increased access to students, their parents and the community at large. The new program, ACE +, will afford more individuals across the state with the opportunity to have access to technology by adding more centers within the state and expanding those that exist.

Past and future ACE grant recipients will also be encouraged to apply for the 21st Century Community Learning Centers grant program to extend the program's intent and goals.

All discretionary grant and formula grant funds are coordinated through the NJDE Office of Grants Management. The 21 New Jersey county office of education staff review the consolidated applications for acceptance. The Office of Educational and Informational Technology will offer our assistance in the review of the educational technology component of the consolidated applications. In the case of formula funded applications, the Office of Educational and Informational Technology staff will be an active reviewer for all LEAs receiving \$100,000 or more of educational technology funds. The grant application and award process are outlined in informative documents in a systemic and comprehensive manner that is consistent across all program areas.

In addition, LEAs that receive educational technology formula grant awards that are of insufficient size to be effective and meet the eligibility requirements under the Educational Technology competitive grant program will be given priority in the Educational technology competitions. They will be provided additional points when their competitive grant application is submitted.

8. Title III, Part A -- English Language Acquisition and Language Enhancement [Goals 1,2,3,5]

- a. *Describe how the SEA will ensure that LEAs use program funds only to carry out activities that reflect scientifically based research on the education of limited English proficient children while allowing LEAs flexibility (to the extent permitted under State law) to select and implement such activities in a manner that the grantees determine best reflects local needs and circumstances.*

The NJDE will ensure that LEAs use program funds only to carry out scientifically-based research on the education of LEP children through the following means:

- Coordinating the provision of regional statewide training on research-based methods and approaches to teaching limited English proficient students. The SEA will engage consultants with demonstrated background and experience in training teachers on research-based methods of instruction;
- Requiring subgrantees to provide assurances that they will only use such scientifically-based methods in their instruction; and
- Continuing to allow districts flexibility in choosing program models and approaches that best work for their students. While New Jersey has a law and regulations requiring districts to provide bilingual education program services when the district enrolls significant numbers of LEP students of a particular language background, districts have a great deal of flexibility in how the instructional programs are organized and delivered. Bilingual programs in New Jersey are transitional, with the goal of ensuring access to academic instruction

and the development of English proficiency; however, districts may implement any variety of program models to achieve this aim.

b. Describe how the SEA will hold LEAs accountable for meeting all annual measurable achievement objectives for limited English proficient children, and making adequate yearly progress that raises the achievement of limited English proficient children.

The NJDE will carry out the following activities to ensure the accountability of school districts in meeting annual objectives and making adequate yearly progress for LEP children:

- Provide awareness sessions to districts to ensure that all subgrantees understand the accountability measures, the data that will be collected by the state, and the consequences of failing to meet such objectives;
- Collect annual disaggregated data on LEP student achievement on statewide tests;
- Collect annual ESL achievement data every two years;
- Collect annual LEP program exit data;
- Subcontract a consultant to analyze the data on a district-by-district basis and determine which, if any, districts have failed to meet state standards;
- NJDE staff will monitor the district to determine what factors prevented them from meeting objectives and jointly develop an improvement plan that addresses such factors;
- Provide technical assistance and professional development during the implementation of the improvement plan;
- Provide information on districts with similar LEP populations that are meeting state standards and facilitate site visits; and
- Continue to monitor district progress to determine any further interventions that are necessary.

c. Specify the percentage of the State's allotment that the State will reserve and the percentage of the reserved funds that the State will use for each of the following categories of State-level activities: professional development; planning, evaluation, administration, and interagency coordination; technical assistance; and providing recognition to subgrantees that have exceeded their annual measurable achievement objectives. A total amount not to exceed 5 percent of the State's allotment may be reserved by the State under section 3111(b)(2) to carry out one or more of these categories of State-level activities.

New Jersey proposes to reserve a total of five percent of the state's allotment. Of this reserve, New Jersey will use two percent for professional development, planning, evaluation, interagency coordination, technical assistance, and recognition to grantees. The remaining three percent will be set-aside for state administrative purposes. The following is a breakdown of costs by activity:

- Administrative set-aside (3%) \$365,474:
 - Salaries - \$190,487
 - Employee benefits - \$49,241
 - Non-salary items - \$6,000
 - Telephone, technology, travel, other services - \$34,424
 - Grants administration - \$55,000
 - Direct administrative costs (@4.9%) - \$16,422
 - Indirect costs (@3.1%) - \$10,899
 - Improvements, buildings & grounds, equipment - \$3,000

- State-Level Activities (2%) \$243,649:
 - Professional development - \$75,000
 - Planning, Evaluation, and Interagency Coordination - \$40,000
 - Technical Assistance - \$28,649
 - Recognition Programs - \$100,000

d. Specify the percentage of the State's allotment that the State will reserve for subgrants to eligible entities that have experienced a significant increase in the percentage or number of immigrant children and youth. A total amount not to exceed 15 percent of the State's allotment must be reserved by the State under section 3114(d)(1) to award this type of subgrant.

New Jersey proposes to reserve 15 percent of the state's allotment for subgrants to eligible entities that have experienced a significant increase in the percentage or number of immigrant children.

The Immigrant Grant portion of Title III will be administered by means of a competitive subgrant process. A Notice of Grant Opportunity (NGO) will be disseminated in the fall to all school districts outlining the eligibility requirements for such grants, including the following:

LEAs that have experienced an increase of two percent or more in the number of immigrant children and youth enrolled in the public and nonpublic schools within the LEA's jurisdiction, as compared to the average of the two preceding years. In awarding subgrants, the NJDE will consider the degree of impact the increased enrollment of immigrant students has had on the applicant LEAs, and the quality of each local plan in addressing the educational needs of its immigrant population. In addition, the NJDE shall equally consider eligible LEAs that satisfy the eligibility criteria, but that have limited or no experience in serving immigrant children and youth.

- e. ***Describe the process that the State will use in making subgrants under section 3114(d) to LEAs that have experienced a significant increase in the percentage or number of immigrant children and youth.***

The Immigrant Grant portion of Title III will be administered by means of a competitive subgrant process. A Notice of Grant Opportunity (NGO) will be disseminated in the fall to all school districts outlining the eligibility requirements for such grants, including the following:

- LEAs that have experienced an increase of two percent or more in the number of immigrant children and youth enrolled in the public and non-public schools within the LEA's jurisdiction, as compared to the average of the two preceding years.
- Special consideration will be given to LEAs that have limited or no experience in serving immigrant children and youth.
- LEAs must use the funds for providing enhanced instructional opportunities for immigrant children and youth as described in the guidance.

A project start date of January 1, 2003 will be set.

- f. ***Specify the number of limited English proficient children in the State. (See definitions of "child" in section 3301(1), and "limited English proficient" in section 9101(25).)***

There are 56,712 limited English proficient children in New Jersey. These data were collected on October 15, 2001, as part of the Application for State School Aid (ASSA) and the LEP enrollment summary. The 56,712 figure does not include the nonpublic school figure of 1,506, which will be factored into the total count.

- g. ***Provide the most recent data available on the number of immigrant children and youth in the State. (See definition of "immigrant children and youth" in section 3301(6).) (Note: Section 3111 of the ESEA requires that State allocations for the Language Acquisition State grants be calculated on the basis of the number of limited English proficient children in the State compared to the number of such children in all States (80 percent) and the number of immigrant children and youth in the State compared to the number of such children and youth in all States (20 percent). The Department plans to use data from the 2000 Census to calculate State shares of limited English proficient students. However, these data on limited English proficient students will not be available for all States until September 2002. To ensure that States have access to funds as soon as they are available, the Department proposes, for FY 2002 only, to provide an initial distribution of 50 percent of the funds under the limited English proficient portion of the formula based on State-reported data. As soon as Census data become available, the Department will recalculate and make final State allocations using 2000 Census data. For the 20 percent of formula funds distributed to States based on State shares of immigrant children and youth, the Department will use the***

most recent State-reported data year in allocating these funds. Census does not collect data that can be used to calculate State allocations for this part of the formula.)

There are 53,783 immigrant children and youths in New Jersey. The immigrant count data were collected during February 2002. This is the annual count as specified by the USDE.

9. ***Title IV, Part A -- Safe and Drug-Free Schools and Communities [Goal 4]***
- a. ***Describe the key strategies in the State's comprehensive plan for the use of funds by the SEA and the Governor to provide safe, orderly, and drug-free schools and communities through programs and activities that –***
- i. ***Complement and support activities of LEAs under section 4115(b) of the ESEA;***
 - ii. ***Comply with the principles of effectiveness under section 4115(a); and***
 - iii. ***Otherwise are in accordance with the purpose of Title IV, Part A.***
- (Note: The reauthorized provisions of the Safe and Drug-Free Schools and Communities (SDFSC) Program clearly emphasize well-coordinated SEA and Governors Program activities. The statute requires that significant parts of the program application be developed for each State's program, not for the SEA and Governors Programs individually. For this reason, each State must submit a single application for SDFSC SEA and Governors Program funds. States may choose to apply for SDFSC funding through this consolidated application or through a program-specific application.)***

Providing a safe, disciplined environment conducive to learning is an important aspect of New Jersey's efforts to support academic achievement. The components of New Jersey's Consolidated State Application under Title IV, Part A, are organized according to strategic planning and policy, statute and administrative code, curriculum, programs, professional development/technical assistance and support and products. Title IV, Part A funds will be used to support these strategies in New Jersey schools and communities, consistent with applicable federal and State statutes, regulations and policies.

The following strategic planning strategies and policy documents will guide the use of Title IV, Part A funds.

Strategic Planning and Policy

Strategic Goals on Substance Abuse for New Jersey

The Governor's Council on Alcoholism and Drug Abuse (GCADA) has established a strategic planning process to fulfill its mandated planning and coordination functions. GCADA has established the following overarching goals for drug abuse under its statewide strategic plan:

Goal #1 Establish and maintain an inclusive and collaborative strategic planning process to reduce alcohol, tobacco and other drug abuse.

Goal #2 Increase public awareness concerning alcohol, tobacco and other drug abuse and awareness of prevention, intervention and treatment programs.

- Goal #3 Develop prevention and education programs that prevent alcohol, tobacco and other drug abuse among all New Jersey residents and in particular its youth.
- Goal #4 Promote the development and implementation of prevention, intervention and treatment programs and services based on documented needs, program effectiveness research and program outcome measures.
- Goal #5 Increase access and remove barriers to treatment for all New Jersey residents in need of treatment.

All State agencies develop plans for substance abuse consistent with these strategic goals. Programs funded under Title IV, Part A will support Strategic Goals #1 through #4. In particular, Strategic Goals #1 and #4 support the principles of effectiveness, pursuant to section 4115(a).

Strategic Plan for Systemic Improvement of Education in New Jersey - In addition to a comprehensive statutory and regulatory framework, the New Jersey State Board of Education has developed a Strategic Plan for Systemic Improvement of Education in New Jersey (www.state.nj.us/education) that sets forth the NJDE's mission and strategic goals and provides a policy framework for schools to fulfill their educational missions. The SEA and Governor's programs supported under Title IV, Part A will be designed to complement the following Strategic Goal of the NJDE, which is consistent with Goals #1 through #4 of GCADA's Strategic Goals on Substance Abuse for New Jersey:

- Strategic Goal #5 – To ensure that policies and programs promulgated by the State Board and the Department of Education will positively impact the health, social and emotional well being of all students, and to foster the delivery of state services that effectively address the needs of the whole child.

In support of this Strategic Goal, the State Board of Education has explained: "In order to assist all students in achieving the Core Curriculum Content Standards" (required under *N.J.A.C. 6A:8*) "it is necessary that all educational policies of the State Board and the department reflect a consideration of the whole child. We must provide all students with the necessary services, including those that are non-educational, to address their physical, social and emotional needs. As we move forward, we will ensure that what we do takes into consideration the needs of the whole child."

Safe Schools Initiative - In support of the NJDE's Strategic Goal #5, the Safe Schools Initiative has been adopted by the New Jersey State Board of Education (NJSBE), following review and input by educators and the public. This policy document emphasizes prevention and support, while also targeting the provision of a thorough and efficient education free from the threat of drugs and violence for all students.

The SEA funds under section 4112(c)(1) and Governor's funds under section 4112(a)(1) will be used to carry out New Jersey's Safe Schools Initiative in support of the comprehensive state plan for Title IV, Part A described in section 4113(a) that is

designed to provide safe, orderly and drug-free schools that support academic achievement and complement and support the activities of LEAs under section 4115(b).

Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials - As a result of the cooperative efforts with the Education-Law Enforcement Working Group, the New Jersey Department of Law and Public Safety, the NJDE has issued a model agreement for use by local law enforcement and education officials. The Agreement provides a comprehensive framework for communities across the State to work together as equal partners in addressing substance abuse and violence among school-age children and youth. The Agreement is updated periodically to address emergent issues and requirements.

Statute and Administrative Code

The provisions of *N.J.S.A. 18A:40A et seq.*, Substance Abuse, *N.J.S.A. 18A:37-7 et seq.*, Zero Tolerance for Guns Act, *N.J.S.A. 18A: 37-2.2 et seq.*, Assaults with Weapons Offenses, *N.J.S.A. 18A:17 et seq.*, Reporting of Violence, establish the statutory framework for the implementation of comprehensive drug and violence programs in New Jersey. Pursuant to *N.J.S.A. 18A:40A-18*, Substance Awareness Coordinators, the State Board of Education has established regulations under *N.J.A.C. 6:11-11.5* for a professional certificate for a school-based substance awareness coordinator (SAC) position, for which the responsibilities include assisting local school districts in the effective implementation of comprehensive substance abuse and related programs.

Pursuant to *N.J.A.C. 6A:16*, Programs to Support Student Development, which can be found on the NJDE Web site at: www.nj.gov/njded/code/title6a/chap16/index.html, the New Jersey State Board of Education has adopted regulations that provide standards and parameters for the implementation of comprehensive programs designed to support student health and development, including drug and violence prevention and intervention in New Jersey schools. The provisions of *N.J.A.C. 6A:16* provide the basis for school planning for comprehensive drug and violence programs and set forth the framework for programs supported under both the SEA and Governor's portion of Title IV, Part A funds. An outline of the key provisions of *N.J.A.C. 6A:16* that provide the foundation for comprehensive drug and violence prevention programs is provided below:

Chapter 6 Programs to Support Student Development

Subchapter 3. Comprehensive Substance Abuse Programs

- 6A:16-3.1 Establishment of comprehensive alcohol, tobacco and other drug abuse programs
- 6A:16-3.2 Confidentiality of student alcohol and other drug information

Subchapter 4. Procedures for Substance Abuse Intervention

- 6A:16-4.1 Adoption of policies and procedures for the intervention of student alcohol and other drug abuse
- 6A:16-4.2 Review and availability of policies and procedures for the intervention of student alcohol and other drug abuse

6A:16-4.3 Report, notification and examination procedures for students suspected of being under the influence of alcohol and/or other drugs

Subchapter 5. School Safety

6A:16-5.1 Code of student conduct
6A:16-5.2 Emergency and crisis management plans
6A:16-5.3 Incident reporting of violence, vandalism and substance abuse
6A:16-5.4 Access to juvenile justice information
6A:16-5.5 Removal of students from general education for firearms offenses
6A:16-5.6 Removal of students from general education for assaults with weapons offenses
6A:16-5.7 Assaults on district board of education members or employees
6A:16-5.8 Remotely activating paging devices

Subchapter 6. Law Enforcement Operations for Substances, Weapons and Safety

6A:16-6.1 Adoption of policies and procedures
6A:16-6.2 General requirements
6A:16-6.3 Reporting of students or staff members to law enforcement authorities
6A:16-6.4 Handling of substances, firearms and other items
6A:16-6.5 Confidentiality of student or staff member involvement in substance abuse intervention and treatment programs

Subchapter 7. Intervention and Referral Services

6A:16-7.1 Establishment of intervention and referral services
6A:16-7.2 Functions of intervention and referral services
6A:16-7.3 School staff and community member roles for implementing intervention and referral services

Subchapter 8. Alternative Education Programs

6A:16-8.1 Program approval
6A:16-8.2 Application Process and Approval Criteria
6A:16-8.3 Mandatory student placements

Subchapter 9. Home or Out of School Instruction for General Education Students

6A:16-9.1 Student placement
6A:16-9.2 Service requirements

Subchapter 10. Reporting Allegations of Child Abuse and Neglect

6A:16-10.1 Purpose
6A:16-10.2 Adoption of policies and procedures

Curriculum

Pursuant to N.J.A.C. 6A:8, the New Jersey State Board of Education has adopted Core Curriculum Content Standards and Cross-Content Workplace Readiness Standards (CCWRS) that define what every student must know and be able to do to receive a diploma in New Jersey, and include the learning outcomes that will be measured at grades four, eight and twelve. The following Comprehensive Health and Physical

Education (CHPE) and CCWRS Standards, which are based in scientific research and are consistent with Title IV, Part A, address various aspects of drugs, student safety, violence, domestic abuse and child abuse and related prevention education performance indicators, provide the framework for the delivery of drug and violence instruction in New Jersey schools and will guide the use of Title IV, Part A funds to support effective implementation of the CHPE Standards:

Comprehensive Health and Physical Education Standards

Standard 2.1: All students will learn health promotion and disease prevention concepts and health-enhancing behaviors;

Standard 2.2: All students will learn health-enhancing personal, interpersonal and life skills;

Standard 2.3: All students will learn the physical, mental, emotional and social effects of the use of alcohol, tobacco and other drugs; and

Standard 2.4: All students will learn the biological, social, cultural and psychological aspects of human sexuality and family life.

Cross-Content Workplace Readiness Standards

Standard 4: All students will demonstrate self-management skills.

Support for school implementation of the Standards was provided through the dissemination of the publication titled *New Jersey Comprehensive Health Education Curriculum Framework* (www.state.nj.us/education), which is a resource and guide designed to help educational communities in aligning existing health and physical education curriculum with the Core Curriculum Content Standards.

Programs

Program Purposes – Pursuant to *N.J.S.A. 18A:40A-10*, Comprehensive Substance Abuse Intervention, Prevention and Treatment Referral Programs in Public Elementary and Secondary Schools, the New Jersey State Board of Education has adopted regulations (*N.J.A.C. 6A:16-3*) that provide for the establishment of comprehensive programs of prevention, intervention, referral for evaluation, referral for treatment and continuity of care for student alcohol, tobacco and other drug abuse and set forth the purposes of each component. The purpose of each component of the required comprehensive program is described below:

- Prevention Program Component
 - Keep students from using alcohol, tobacco or other drugs;
 - Reduce the incidence and prevalence of student alcohol, tobacco and other drug abuse;
 - Increase the age of onset of students' first use of alcohol, tobacco or other drugs;

- Reduce the factors that place students at risk for involvement with alcohol, tobacco or other drugs through school and community-based planning processes;
 - Contribute to the development of school environments and alternative activities that are free of alcohol, tobacco and other drugs;
 - Increase the knowledge and skills of students, staff and community members for avoiding the harmful effects of alcohol, tobacco and other drug use; and
 - Actively involve staff, parents and other community members in the development and implementation of prevention program plans.
- Intervention, Referral for Evaluation and Referral for Treatment Component
 - Identify students who are at risk for, or who have exhibited, alcohol, tobacco or other drug abuse or related problems;
 - Help students or their families who have requested assistance for an alcohol, tobacco or other drug abuse problem;
 - Make a preliminary assessment of a student's need for educational programs, supportive services or treatment which extends beyond the general school program by virtue of the use of alcohol, tobacco or other drugs by the student or the student's family;
 - Refer students for evaluation to make a positive determination regarding a student's need for alcohol, tobacco or other drug treatment; and
 - Help a student or a student's family follow through on the recommendations of an evaluation which has positively determined the harmful use of alcohol, tobacco or other drugs by the student or the student's family.
 - Continuity of Care Component
 - Assist with the provision of educational programs and services for students in treatment; and
 - Plan and provide supportive services for students who are returning from treatment.

Program Descriptions – Program activities designed to achieve the purposes set forth under N.J.S.A. 18A:40A-10 and N.J.A.C. 6A:16-3 (described above) and that support the Strategic Goals on Substance Abuse for New Jersey established by the Governor's Council on Alcoholism and Drug Abuse, NJDE's Strategic Goal #5 and the Safe Schools Initiative include the following grants and other prevention and intervention programs and services supported by Title IV, Part A funds. A number of the program activities are specifically designed to fulfill the provisions of sections 4112(a)(2) and 4113(a)(5) which require the use of applicable Title IV, Part A funds to serve populations not normally served by the SEA and LEAs and populations that need special services, such as school dropouts, suspended and expelled students and youth in detention centers.

- Showcasing of Best Practices for Substance Abuse and Violence Prevention – In an effort to promote the fulfillment of the principles of effectiveness [section 4115(a)], in general, and the use of programs based on scientifically-based research, in particular, selected programs from the list of exemplary and

promising programs developed under the United States Department of Education's Expert Panel Initiative will be invited to showcase their programs for New Jersey educators at a one-day conference, targeted for Title IV, Part A coordinators from LEAs, substance awareness coordinators and health and social services coordinators. Workshop sessions will be videotaped and disseminated to all LEAs.

- New Jersey Peer-to-Peer Program (NJPPP) – This program and the Peer-to-Peer Transitions Project, described below, address the requirement under section 4113(a)(13) for the State to describe special outreach activities that will be carried out “to maximize the participation of community-based organizations of demonstrated effectiveness that provide services such as mentoring programs in low-income communities.” The NJPPP is designed to develop and maintain a statewide network of peer leadership programs. Under this collaborative effort among the NJDE, the New Jersey Department of Health and Senior Services, the Governor's Council on Alcoholism and Drug Abuse and the Department of Law and Public Safety, training and supportive materials are provided to prepare students to deliver prevention education activities in their schools and communities. Training and materials are also provided to local teams of community and school adult leaders who coordinate the program, provide ongoing training for students and supervise students' peer education activities. Communities representing all demographics, including low-income communities, participate in this statewide program.
- Peer-to-Peer Transitions Project – This project, which is a collaborative initiative of the NJDE and the New Jersey Department of Health and Senior Services, is designed to reduce factors that place students at risk for substance abuse and other negative behaviors as they transition from middle school to high school. The project utilizes the existing network of peer leadership programs established under the New Jersey Peer-to-Peer Program, described above.
- Student Discipline Project – Described below are the primary components of the NJDE's efforts to address a broad range of student discipline issues. These activities are based on the recommendations resulting from nine statewide student discipline policy forums conducted in the fall of 2001, which were comprised of representatives from a broad range of agencies and organizations with interests in education.

Regulatory and Policy Framework – While New Jersey statute (*N.J.S.A. 18A:37 et seq.*) establishes general obligations regarding student discipline, school regulations will be developed to provide guidance to schools on a range of issues that are not addressed in the statute, including definitions for suspensions, removals and expulsions of students, school and staff responsibilities, graduated disciplinary responses relative to the severity of offenses and developmental levels of student offenders and due process rights.

Technical Support – Training and guidance documents and other publications will be provided on the new regulations and related student discipline issues, including zero tolerance policies and violence, vandalism and substance abuse incident reporting.

Alternative Education – An advisory panel will be convened to assist the NJDE in establishing guidelines for consistent uses of alternative education policies and programs for general education students who are suspended, removed or expelled from school.

School Discipline Reform Project – The purpose of this cooperative initiative between the NJDE and the Education Law Center is to effectively prevent and address school violence and disorder, without excluding students from school. The project is designed to demonstrate the application of comprehensive, research-based prevention and intervention practices in a representative sampling of New Jersey schools.

Principals and Parents Promoting Youth Development and Discipline – The goal of this cooperative project among the NJDE, the New Jersey Principals and Supervisors Association, the New Jersey Parents and Teachers Association and the College of New Jersey is to help schools effectively engage parents and families in promoting positive youth development, with particular attention to discipline issues. The project includes the following activities: development and dissemination of a state-of-the-art manual for all public and nonpublic school principals and charter school lead persons to provide them with research, resources, strategies and hands on materials to use with parents in promoting positive discipline and safe schools; development and dissemination of an interactive CD-ROM to be used to enhance the material in the manual; and three regional two-day principals institutes.

- Intervention and Referral Services (I&RS) Initiative – This initiative provides technical assistance to LEAs for the establishment of building-based multidisciplinary problem-solving teams that are designed to assist students who are experiencing learning, behavior or health difficulties and to assist staff who have difficulties in addressing students’ learning, behavior or health needs. The technical assistance provided includes the provision of training to prepare building administrators and building-based teams to implement the teams and dissemination to all LEAs of a revised I&RS Resource Manual which provides detailed information on planning, implementing, evaluating and maintaining I&RS teams in accordance with the new I&RS regulations (N.J.A.C. 6A:16-7).
- Gang Prevention Project – Under this collaborative initiative between the NJDE and the Juvenile Justice Commission, a variety of gang-related services and programs will be delivered in school and community settings and in juvenile facilities. Activities will be provided in high-risk and low-income communities to prevent youth participation in gangs. The project will also provide mentoring, supervision and service coordination for the reintegration of gang members in detention facilities who are returning to their school communities. This project addresses the requirement under section 4113(a)(13) for the State to describe special outreach activities that will be carried out “to maximize the participation

of community-based organizations of demonstrated effectiveness that provide services such as mentoring programs in low-income communities.”

- Serious and Violent Offender Reentry Initiative – Under a collaborative initiative among the NJDE, the New Jersey State Parole Board, the Juvenile Justice Commission and the New Jersey Department of Corrections, special support services, including mentoring [pursuant to section 41 14(a)(13)], and service coordination will be provided for identified groups of serious and violent juvenile offenders to attenuate the special problems they face as they transition from juvenile facilities to the community.
- Disaffected Youth Grant Program – This program is designed to help targeted school-age children and adolescents in the municipalities of Asbury Park, Camden, Elizabeth and Trenton remain in school or return to school and to achieve the Core Curriculum Content Standards. This goal will be supported by addressing the academic and nonacademic needs of disaffected youth, and their families, in these high-crime communities who demonstrate one or more of the following characteristics or life status conditions:
 - Multiple disciplinary infractions or suspensions;
 - A school record placing them at-risk of dropping out of school;
 - Youth who have dropped out of school;
 - First- and/or second-time juvenile offenders; and
 - Youth who have been referred to the local Juvenile Conference Committee, as a pre-adjudication intervention.
- Student Support Services Planning and Development Initiative – This initiative will provide support to school districts interested in refining or reforming their student support services and programs. The foundation of the project is the self-study conducted by each district, in cooperation with a consultant provided by NJDE, which will encompass the identification of existing programs, an analysis of student services in relation to identified student needs, an assessment of effectiveness and efficiency of existing programs and recommendations for reforming or refining these programs.
- Violence Awareness Week – The third week in October of each year has been designated by the New Jersey Legislature as “School Violence Awareness Week.” During this week, LEAs will be required to organize violence awareness activities, including age-appropriate forums for student discussions on conflict resolution and issues of diversity and tolerance. The NJDE will provide guidelines and information to LEAs for use in planning the activities in observance of the week.
- Collaboration with Mental Health Agencies and Student Support Personnel – The effective use of student support personnel and the development of relationships between them and mental health providers are important components of schools’ responses to violence. Therefore, the NJDE continues to forge effective links

between New Jersey LEAs and mental health providers. Specifically, NJDE continues to have discussions with the leadership of the New Jersey Association of School Psychologists, the Association of Student Assistance Professionals of New Jersey and the New Jersey Association of Mental Health Agencies to help NJDE develop priorities and build collaborative partnerships that increase the capacity of schools to respond to violent events.

- Professional Staff Positions – Program staff positions will coordinate and provide support for all program activities funded under Title IV, Part A. Responsibilities for program staff positions include:
 - Assisting in the development and coordination of the programs described in the Consolidated State Application;
 - Providing technical assistance to LEAs and other subgrantees in furthering the Strategic Goals on Substance for Drug Abuse for New Jersey, the State Board of Education’s Strategic Plan for Systemic Improvement of Education in New Jersey, the NJDE’s Safe Schools Initiative and the provisions of Title IV, Part A;
 - Providing technical support, consultation and assistance to LEAs and other subgrantees, and State and local agencies and organizations for the development and implementation of drug and violence prevention program activities, including demonstration programs, model programs and best practices, staff training, curriculum development and the adoption of policies, procedures and practices for comprehensive school drug and violence prevention programs and that fulfill the principles of effectiveness [section 4114115(a)];
 - Assisting in the design, development, delivery and evaluation of professional development strategies in drug and violence prevention and other at-risk issues;
 - Providing technical assistance and networking with State, county and local agencies and organizations that provide services to LEAs and target children and youth not normally served by the SEA or LEAs as well as at-risk youth in need of special services;
 - o Serving as liaisons to local, regional and State advisory committees, task forces, planning bodies and professional associations; and
 - o Producing training materials, products, reports, briefings, background papers, correspondence and other information for the prevention of drugs, violence and other at-risk youth issues.

- Student Support Services Record Keeping System – The NJDE has developed a computer-based record keeping software program for voluntary use by substance awareness coordinators to track and report on prevention and intervention activities. The software will be converted from a DOS-based system to a Windows-based system and expanded to allow for use by other student support services staff (e.g., school counselors, school social workers, health and social services coordinators, school psychologists) and programs (e.g., Student Assistance Programs, Intervention and Referral Services teams).
- Program Evaluation – The department will evaluate three major categories of activities funded under Title IV, Part A: 1) Grants and contracts; 2) LEA programs funded under sections 4112(b) and 4114(a); and 3) Professional development/technical assistance:
 - Grants and Contracts – The principles of effectiveness [section 4115(a)] will serve as the foundation for state grant programs and contracts, which will be designed based on an analysis of the literature and needs assessment data and related information. Program objectives and activities will reflect this analysis. Evaluation, which will focus on the accomplishment of behavioral and attitudinal objectives, will contain an element of control, for example, a comparison group, in order to increase confidence in program effects.
 - LEA Formula Grants – LEAs' formula grants will be evaluated from a process and outcomes standpoint. Elements to be captured for the process evaluation will include the use of research-based curricular programs, the adoption of the elements of comprehensive drug and violence programs, and the levels of professional development and technical assistance provided by NJDE staff in support of drug and violence prevention and intervention activities. Outcome evaluation will be locally determined, specified by districts in their applications for Title IV, Part A funds and documented in their performance reports to the NJDE. Outcomes will be both a measurement of progress and an indicator of need for further activity.
 - Professional Development/Technical Assistance – With regard to training, in addition to the immediate evaluations by participants of each training session, the NJDE will contact a sample of participants to gauge the benefits of the trainings at the local level. Targeted direct technical assistance to districts will be similarly evaluated.

In accordance with section 4113(a)(11), the NJDE will publicly report progress toward meeting its performance measures, pursuant to section 4113(a)10, using the following procedures:

- State Board of Education Meetings – Results will be presented annually at a public meeting of the State Board of Education; and

- NJDE Web site – Results will be posted on NJDE’s Web site as they become available.

b. Describe the State’s performance measures for drug and violence prevention programs and activities to be funded under Title IV, Part A, Subpart 1. These performance measures must focus on student behaviors and attitudes. They must consist of performance indicators for drug and violence prevention programs and activities and levels of performance for each performance indicator. The description must also include timelines for achieving the performance goals stated, details about what mechanism the State will use to collect data concerning the indicators, and provide baseline data for indicators (if available).

Described below are the preliminary performance measures for Title IV, Part A. As appropriate, additional and/or revised performance measures and indicators will be established by May 2003, in accordance with federal requirements.

Substance Abuse Indicators, Levels of Performance and Timelines:

- Reduce by three percent the 30-day use rates of alcohol and marijuana and the smoking of tobacco at grades ten and twelve by June 30, 2005.
- Decrease by five percent the incidents of substance abuse on school grounds or at school events by June 30, 2005.
- Reduce by three percent the percentage of students who begin using alcohol and marijuana and smoking tobacco by age 14 or younger.

Violence Indicators, Levels of Performance and Timelines:

- Reduce by five percent the incidents of violence on school grounds or at school events by June 30, 2005.
- Decrease by five percent weapons incidents on school grounds or at school events by June 30, 2005.

To comply with program data collection requirements under Title IV, Part A, LEAs receiving Consolidated Formula Subgrants under NCLB submit two forms that provide program and performance information:

- Local Substance Abuse and Violence Prevention Program Elements Survey; and
- Safe and Drug-Free Schools and Communities Act Impact Data

These forms are being converted from a “bubble sheet” format to Web-based reporting system. This new reporting system will increase efficiency in LEA reporting and provide

a means for LEAs and the SEA to use the data for needs assessment and program planning and reporting purposes.

All subgrantees, other than Consolidated Formula Subgrants under NCLB, submit program data collection forms designed to collect information required under Title IV, Part A. These subgrantees also submit quarterly and final program and fiscal reports, and NJDE staff conduct desk audits and, as appropriate, on-site program audits of grantees' performance.

All information collected from LEAs and other subgrantees, as well as data collected under the UMIRS, will be reported to the United States Department of Education in the Consolidated Annual Performance Report.

The measures described above in A-3, Documentation of Compliance and Program and Assessment Data Collection will assist the NJDE in determining subgrantees' progress in meeting state and local goals and desired program outcomes. By adopting USDE's performance indicators, the NJDE will be able to gauge progress toward performance on these "universal" measures. In addition, LEAs will document their progress toward achieving their performance measures for each indicator on their applications for subsequent year funds and in their annual reports for the use of previous year funds. This information will be used by NJDE staff in reviewing LEAs' applications and in providing technical assistance to LEAs, as appropriate.

- c. Describe the steps the State will use to implement the Uniform Management Information and Reporting System (UMIRS) required by section 4112(c)(3). The description should include information about which agency(ies) will be responsible for implementing the UMIRS, a tentative schedule for implementing the UMIRS requirements, as well as preliminary plans for collecting required information.***

The NJDE will be responsible for implementing the UMIRS. Data required under Title IV, Part A will be collected through the existing Electronic Violence and Vandalism Reporting System (EVVRS) and the New Jersey Consolidated Student Health Survey. The EVVRS is currently in operation and will continue through the grant period. Data from the EVVRS for the 2002-2003 school year will be available by June 30, 2003. The New Jersey Consolidated Student Health Survey (NJCSHS), which is currently being developed as a collaboration initiative among the NJDE, New Jersey Department of Health and Senior Services, and the New Jersey Department of Law and Public Safety, will be implemented by February 2003. Data from the NJCSHS will be available by June 30, 2003.

The NJDE works in collaboration with other agencies and private organizations to reduce the levels of youth substance abuse and violence and to document these problems through data collection. The Uniform Management Information and Reporting System (UMIRS) required under section 4112(c)(3) will be designed to capture movement in key indicators reflective of this concerted effort. State-level data will include attitudes, behaviors, and risk and protective factors captured from the Consolidated New Jersey Student Health Survey, which is based on the Youth Risk Behavior Survey. The Consolidated New

Jersey Student Health Survey is currently under development by a joint committee of staff from the NJDE, the New Jersey Department of Health and Senior Services and the Department of Law and Public Safety. Incident data, which will be obtained under NJDE's Electronic Violence and Vandalism Reporting System, will include violence, vandalism and substance abuse, and behavioral data, such as suspensions, expulsions and truancy. These data will be disaggregated by school and district type, as well as by county and region. The NJDE will not base progress on any one measure; instead it will use multiple measures aggregated at different levels to determine progress and the need for further program intervention.

10. Title IV, Part A, Subpart 1, section 4112(a) -- Safe and Drug-Free Schools and Communities: Reservation of State Funds for the Governor [Goal 4]

- a. The Governor may reserve up to 20 percent of the State's allocation under this program to award competitive grants or contracts. Indicate the percentage of the State's allocation that is to be reserved for the Governor's program.***

The Governor of New Jersey will reserve 20 percent of New Jersey's allocation under Title IV, Part A, section 4112 to award grants and contracts to local educational agencies, community-based organizations, other public entities and private organizations and their consortia.

- b. The Governor may administer these funds directly or designate an appropriate State agency to receive the funds and administer this allocation. Provide the name of the entity designated to receive these funds, contact information for that entity (the name of the head of the designated agency, address, telephone number) and the "DUNS" number that should be used to award these funds.***

The following entity is designated to receive and administer New Jersey's allocation under the Governor's portion of Title IV, Part A, section 4112(a):

William L. Librera, Ed.D., Commissioner
New Jersey State Department of Education
P.O. Box 500
Trenton, NJ 08625-0500
(609) 292-4450
DUNS Number: 806417911

11. Title IV, Part A, Subpart 2, section 4126 -- Safe and Drug-Free Schools and Communities: Community Service Grants [Goal 4]

Describe how the SEA, after it has consulted with the Governor, will use program funds to develop and implement a community service program for suspended and expelled students.

In support of the Community Services Grants, the NJDE will:

- develop and implement a community service program for suspended and expelled students, pending the receipt of federal categorical funds for this purpose;

- plan the program and an effective mechanism for coordinating students involvement in the program in consultation with appropriate state agencies, school districts, and other appropriate entities; and
- award a contract for program administration and delivery, for which the service will be coordinated with and delivered through the NJDE's demonstration program titled *School Discipline Reform Project*. The demonstration program will be implemented in LEAs with identified high rates of suspensions and expulsions.

12. Title IV, Part B: 21st Century Community Learning Centers [Goals 1, 2, and 5]

Identify the percentage of students participating in 21st Century Community Learning Centers who meet or exceed the proficient level of performance on State assessments in reading and mathematics. The State must collect baseline data for the 2002-2003 school year, and submit all of these data to the Department no later than early September of 2003 by a date the Department will announce.

Currently, NJDE reviews statewide academic assessment data, which outlines schools that have made adequate yearly progress and that are progressing toward meeting state standards as well as schools that have attained state standards in one or more years. According to the spring 2001 New Jersey assessment data, of the current eight 21st Century Community Learning Centers (CCLCs) Program grantees (covering 27 local program sites):

- 30 percent have made adequate yearly progress and are progressing toward meeting state standards or have attained state standards in one or more years;
- 62 percent of the 21st CCLCs Program sites have been identified as schools in need of improvement; and
- eight percent have made some progress toward meeting the state standards, but require close monitoring.

Based on this information, the NJDE has determined that there is continued need for comprehensive services, including those services relating to academic enrichment and literacy development, which can be provided through the 21st CCLC Program.

The NJDE will develop a mechanism to identify the percentage of students participating in the 21st CCLC Program who meet or exceed the proficient level of performance on state assessments in reading/language arts and mathematics by collecting and analyzing standardized test scores and grade reports. The NJDE uses the following standardized tests to assess student achievement: Elementary School Proficiency Assessment (ESPA), Grade Eight Proficiency Assessment (GEPA), and the High School Proficiency Assessment (HSPA). This strategy of data collection will also be used to establish the required baseline data for 2002-2003 grantees.

All data collected and analyzed will be submitted to the USDE pursuant to federal guidelines.

13. Title V, Part A -- Innovative Programs [Any goal(s) selected by State]

- a. In accordance with section 5112(a)(1) of the ESEA, provide the SEA's formula for distributing program funds to LEAs. Include information on how the SEA will adjust its formula to provide higher per-pupil allocations to LEAs that have the greatest numbers or percentages of children whose education imposes a higher-than-average cost per child, such as –**
- i. Children living in areas with concentrations of economically disadvantaged families;**
 - ii. Children from economically disadvantaged families; and**
 - iii. Children living in sparsely populated areas.**
 - iv. Identify the amount or percentage the State will reserve for each State-level activity under section 5121, and describe the activity.**

Pursuant to *No Child Left Behind*, Section 5112, the New Jersey Department of Education distributes 85 percent of the FFY 2002 baseline amount to local education agencies (LEAs), including charter schools, using the relative enrollments of children in public and private nonprofit schools. The allocation amounts are adjusted to provide a higher per pupil amount to LEAs that have the greatest number of children from economically disadvantaged families.

Formula:

- Enrollment - 70 percent of the total LEA portion - The enrollment calculation is based on the total number of students, ages 5-17, in eligible public and private nonprofit schools as of the 10/15 data collection of the preceding year; *i.e.*, SFY 2003 uses 10/15/01 enrollment data.
- Economically Disadvantaged (Low-income) - 30 percent of the total LEA portion
The low-income calculation is based on the U.S. Department of Agriculture criteria for determining eligibility for free lunch/free milk. The allocation amounts are adjusted to provide additional funds to LEAs and private nonprofit schools whose number of low-income students equal or exceed the statewide low-income threshold.

Calculation:

1. Statewide low-income threshold: Statewide enrollment count divided into the statewide low-income count.
2. Low-income (30 percent):
 - a. For each LEA, total LEA students divided into total LEA low-income students determines LEA low-income eligibility percentage (percentage must meet or exceed statewide low-income threshold).
 - b. Total statewide low-income students in eligible LEAs divided into the LEA low-income students = the low-income percentage.
 - c. LEA low-income percentage multiplied by the low-income amount = the LEA low-income entitlement.

3. Enrollment (70 percent):
 - a. Total statewide enrollment count divided into the LEA enrollment count = the enrollment percentage.
 - b. LEA enrollment percentage multiplied by the enrollment amount = LEA enrollment entitlement.
4. Public and Private Allocation:
 - a. Total LEA amount = item 2 plus item 3.
 - b. LEA per pupil amount for enrollment and low-income = total amounts of enrollment and low-income divided by LEA enrollment and low-income counts.
 - c. Private allocation for enrollment and low-income = LEA per pupil amount multiplied by private enrollment and low-income counts.

The New Jersey Department of Education will reserve 15 percent of 15 percent, \$236,822, for administration, and the balance of the 15 percent, \$1,330,866, for state level activities.

A total of \$800,00 will be used to support statewide reform initiatives such as the development and update of the Core Curriculum Content Standards and the assessment system, promotion of educational equity, the Effective Schools initiative, and implementation of Whole School Reform. The funds will be used to:

- Coordinate implementation of the Social Studies Standards and Frameworks, the Language Arts Literacy Standards, the Visual and Performing Arts Standards, and the Science Standards and Frameworks in the state's public schools through technical assistance and writing.
- Support the implementation of the various Core Curriculum Content Standards.
- Support for the implementation of Whole School Reform through the provision of assistance with technology training, preparation of data and materials, the development and updating of data systems and professional planning of Whole School Reform educational programs.
- Provide technical assistance through statewide conferences and regional workshops for Educational Equity, the Effective Schools Initiative, the Core Curriculum Content Standards and Whole School Reform.
- Coordinate the continuing education initiative for teachers through the development of regulations and policy, and supporting the state-level Professional Teaching Standards Board.
- Support efforts to address school health related issues that impact on student attendance, health and achievement that include technical assistance, developing regulations and policy guidelines, collaboration with other state agencies, nonprofit health related organizations, professional organizations, health care providers, crisis

management teams, health education, and programs for students at risk, i.e., special needs students (classified 505).

A total of \$200,000 of the state level activities funds will be used to support the Virtual Academy project. The Virtual Academy project will use the technological infrastructure that exists throughout the New Jersey public education system to deliver high-quality, cost-effective professional development that relates directly to the NJDOE initiatives through the use of interactive television, teleconferencing, and the Internet. The Virtual Academy provides coordinated, self-contained training modules that address a range of areas, including: (1) evaluation of the alignment of curricula and instruction to the Core Curriculum Content Standards, (2) instructional needs analysis, (3) classroom and district-level assessment, (4) preparation of staff to understand and administer the statewide assessments, (5) use of statewide assessment and other off-grade assessment results to have a positive impact upon teaching and learning, and (6) communication of assessment results to parents, the public, and the press.

A total of \$150,000 of the state level activities fund will be used to support the Technical Assistance Center for Public Charter Schools that will provide assistance to New Jersey's charter schools that have been identified as needing intervention. Technical assistance may be in the areas of curricula alignment, instructional program design, or delivery of special services. Successful interventions will be documented so that processes and prototypes can be developed to serve as models of intervention.

A total of \$150,000 of the state level activities fund will be used to support a Charter School Summer Institute in which intensive training and simulation activities will be provided by currently successful charter leaders to newly appointed charter school directors. The goals of the trainings are to: increase the capacity of the participants to provide strong instructional leadership for teaching staff, analyze student achievement data and use the results to improve curriculum and instruction and develop and maintain an effective and efficient governance model.

14. ***Title VI, Part A, Subpart 1, Section 6111 – State Assessments Formula Grants [Goals 1,2,3,5] - Describe how the State plans to use formula funds awarded under section 6113(b)(1) for the development and implementation of State assessments in accordance with section 6111(1) and (2).***

The New Jersey Department of Education (NJDE) plans to use formula funds awarded under section 6113(b) (1) for the development and implementation of state assessments in accordance with section 6111(1) and (2). New Jersey has begun by focusing first on grade 3. This is consistent with the goal of the Governor's new third-grade literacy initiative ("By 2013-2014, all students will be proficient in reading by the end of the third grade.") and with Goal 2 of the ESEA mandated performance goals ("All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.").

15. Title VI, Part B, Subpart 2 -- Rural and Low-Income School Program [Goals 1,2,3,5]

- a. Identify the SEA's specific measurable goals and objectives related to increasing student academic achievement; decreasing student dropout rates; or improvement in other educational factors the SEA may elect to measure, and describe how Rural and Low-Income School program funds will help the SEA meet the goals and objectives identified.***

The funding available to New Jersey is minimal under this program. However, the department will seek to maximize the use of the available funds for the rural and low-income schools in greatest need. Specific measurable goals and objectives will be established for increasing student achievement, decreasing student dropout rates in the eligible districts.

- b. Describe how the State elects to make awards under the Rural and Low-Income School Program:***
- i. By formula proportionate to the numbers of students in eligible districts;***
 - ii. Competitively (please explain any priorities for the competition); or***
 - iii. By a State-designed formula that results in equal or greater assistance being awarded to school districts that serve higher concentrations of poor students. (NOTE: If a State elects this option, the formula must be submitted for the Department's approval. States that elect this option may submit their State-designed formulas for approval as part of this submission.)***

The NJDE elects to make awards by a State-designed formula that results in equal or greater assistance being awarded to school districts that serve a higher concentration of poor students. The NJDE awards funds in a proportionate formula based on the average daily attendance information reported by the four eligible Local Educational Agencies.

- Step 1: Count the number of eligible students enrolled in the eligible LEAs, per reported average daily attendance (ADA).
- Step 3: Calculate each district's percentage of the total ADA.
- Step 4: Apply each district's percentage of total ADA to the total allocation amount.
- Step 5: Calculate the percentage of Title VI, part B funds allocated to each LEA.
- Step 6: Run Allocation Notices.

GEPA (General Education Provisions Act), Section 427

All applicants for new awards must include information in their applications to address GEPA, Section 427 in order to receive funding under this program. GEPA 427 requires a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted programs for students, teachers,

and other program beneficiaries with special needs. For a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 to the State.

Equitable Access and Participation in New Jersey

It is a policy of the New Jersey State Board of Education and the New Jersey Department of Education (NJDE) that no person, on the basis of race, color, creed, national origin, age, gender, handicap, or marital status, shall be subjected to discrimination in employment or be excluded from or denied benefits of any activity, program, or service for which the NJDE has responsibility (*N.J.A.C. 6:4-1.1*). The NJDE complies with all state and federal laws and regulations concerning nondiscrimination. In addition, the NJDE *Strategic Plan* and Core Curriculum Content Standards contain sections related to equal access and participation.

The NJDE and funded agencies ensure equitable participation in and access to all state-level activities for students, teachers, and other beneficiaries of programs and services funded under the programs included in this consolidated state application by:

- providing inservice training and professional development programs for teachers regarding access and reducing bias, discrimination, and stereotyping;
- disseminating information statewide to all schools, including nonpublic schools, regarding the availability of grants, student support services, resources, model programs, and inservice training opportunities;
- providing financial assistance, grant availability, and student and teacher services to economically disadvantaged and other specified LEAs and communities;
- coordinating programs through partnerships with other state agencies and other appropriate organizations; and
- analyzing student enrollments by race, color, gender, and disability.

As a requirement for consolidated LEA subgrant application approval, each LEA must describe the steps that will be taken to ensure equitable access, in accordance with Section 427 of the General Education Provisions Act (GEPA).

Consolidated Administrative Funds

1. Does the SEA plan to consolidate State-level administrative funds?

If yes, please provide information and analysis concerning Federal and other funding that demonstrates that Federal funds constitute less than half of the funds used to support the SEA.

If yes, are there any programs whose funds are available for administration that the SEA will not consolidate?

2. Please describe your plans for any additional uses of funds.

Yes. A percentage of funds received under each title will be used for administration as follows:

PROGRAM	%
TITLE I, PART A	1.00%
TITLE I, PART B: EVEN START	3.00%
TITLE I, PART C: MIGRANT	1.00%
TITLE I, PART D: NEG & DELINQ	1.00%
TITLE I, PART F: COMP SCH REF	5.00%
COMP SCH REF (FIE TITLE X)	5.00%
TITLE II, PART A: TEACHER QUALITY	1.00%
TITLE II, PART B: TECHNOLOGY GRANTS	5.00%
TITLE IV, PART A: SAFE & DRUG FREE (SEA)*	4.00%
TITLE IV, PART B: 21ST CENTURY COMM	2.00%
TITLE V, PART A: INNOVATIVE PROGS	2.25%
TITLE VI, PART B: RURAL & LOW-INC SCH	5.00%

In State fiscal year 2002 (SFY), over \$50 million was used to support the SEA. The consolidated administrative funds anticipated in SFY 2003 represents approximately 10 percent of the state support.

The NJDE will consolidate all administrative funds from all federal programs permitted to be consolidated (see chart above).

Transferability

Does the State plan to transfer non-administrative State-level ESEA funds under the provisions of the State and Local Transferability Act (sections 6121 to 6123 of the ESEA)? If so, please list the funds and the amounts and percentages to be transferred, the program from which funds are to be transferred, and the program into which funds are to be transferred.

(Note: If the State elects to notify the Department of the transfer in this document, the State's responses to the application's requests for information should reflect the State's comprehensive plan after the transfer. If the State has not elected to transfer funds at this time, it may do so at a later date. To do so, the State must (1) establish an effective date for the transfer, (2) notify the Department (at least 30 days before the effective date of the transfer) of its intention to transfer funds, and (3) submit the resulting changes to the information previously submitted in the State's consolidated application by 30 days after the effective date of the transfer.)

The NJDE will not transfer funds under any of the Titles at this time.

ASSURANCES and CERTIFICATIONS

Instructions:

The Consolidated State Application Signature Page, signed by the authorized State/SEA representative and submitted in June 2002, certifies the State's agreement to the following sets of assurances, the crosscutting certification, and the requirements of GEPA, Section 427.

General and Cross-Cutting Assurances

Description: Section 9304(a) requires States to have on file with the Secretary a single set of assurances, applicable to each program included in the consolidated application, that provide that—

- 1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;*
- 2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, or organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities; and*
- 3. The public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer those funds and property to the extent required by the authorizing law;*
- 4. The State will adopt and use proper methods of administering each such program, including—*
 - a. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;*
 - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation; and*
 - c. The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of the programs;*
- 5. The State will cooperate in carrying out any evaluation of each such program conducted by or for the Secretary or other Federal officials;*
- 6. The State will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the State under each such program;*
- 7. The State will—*
 - a. Make reports to the Secretary as may be necessary to enable the Secretary to perform the Secretary's duties under each such program; and*
 - b. Maintain such records, provide such information to the Secretary, and afford such access to the records as the Secretary may find necessary to carry out the Secretary's duties; and*
 - c. Before the plan or application was submitted to the Secretary, the State afforded a reasonable opportunity for public comment on the plan or application and considered such comment.*

Certification

Certification of compliance with Unsafe School Choice Option Requirements

The State certifies that it has established and implemented a statewide policy requiring that students attending persistently dangerous public elementary or secondary schools, as

*determined by the State (in consultation with a representative sample of local educational agencies), or who become victims of violent criminal offenses, as determined by State law, while in or on the grounds of public elementary and secondary schools that the students attend, be allowed to attend safe public elementary or secondary schools within the local educational agency, including a public charter school. **

* Pursuant to Title IX, the State of New Jersey certifies that it will establish and implement a statewide policy requiring that students attending persistently dangerous public elementary or secondary schools, as determined by the state (in consultation with a representative sample of local educational agencies), or who become victims of violent criminal offenses, as determined by state law, while in or on the grounds of public elementary and secondary schools that the students attend, be allowed to choose to attend a different, safe public elementary or secondary school (which may include a charter school) within the local educational agency.

ESEA Program Specific Assurances

Each SEA that submits a consolidated application also must provide an assurance that it will comply with all requirements of the ESEA programs included in their consolidated applications, whether or not the program statute identifies these requirements as a description or assurance that States would address, absent this consolidated application, in a program-specific plan or application. States are required to maintain records of their compliance with each of those requirements. (Note: For the Safe and Drug Free Schools programs, the SEA must have all appropriate assurances from the Governor on record.)

Through the general assurance and assurance (1) in section 9304 (a), the SEA agrees to comply with all requirements of the ESEA and other applicable program statutes. While all requirements are important, we have identified below a number of key requirements of each program that the SEA is agreeing to meet through this general assurance. This list of program-specific requirements the SEA is assuring is not exhaustive; States are accountable for all program requirements.

1. Title I, Part A – Improving Basic Programs Operated By LEAs

Assurance that –

- a. The State plan for the implementation of Title I, Part A was developed in consultation with LEAs, teachers, principals, pupil services personnel, administrators, other staff and parents and that the plan for Title I, Part A coordinates with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act.***
- b. The SEA has a plan for assisting LEAs and schools to develop capacity to comply with program operation and for providing additional educational assistance to students needing help to achieve State standards, including:***
 - i. the use of schoolwide programs;***
 - ii. steps to ensure that both schoolwide program- and targeted assisted program schools have highly qualified staff (section 1111);***

- iii. *ensuring that assessments results are used by LEAs, schools, and teachers to improve achievement (section 1111);*
- iv. *use of curricula aligned with state standards (section 1111);*
- v. *provision of supplemental services, including a list of approved service providers and standards and techniques for monitoring the quality and effectiveness of services (section 1116);*
- vi. *choice and options (section 1116);*
- vii. *the state support system under section 1117; and*
- viii. *teacher and paraprofessional qualifications (section 1119).*
- c. *The State has a strategy for ensuring that children served by Title I, Part A will be taught the same knowledge and skills in other subjects and held to the same expectations as all children.*
- d. *The State will implement the accountability requirements of section 1116(f) regarding schools identified for improvement prior to the passage of NCLB.*
- e. *The State will implement the provisions of section 1116 regarding LEAs and schools in improvement and corrective action.*
- f. *The State will produce and disseminate an annual State Report Card in accordance with section 1111(h)(1) and will ensure that LEAs that receive Title I, Part A funds produce and disseminate annual local Report Cards in accordance with section 1111(h)(2).*
- g. *The SEA will ensure that LEAs will annually assess English skills for all limited-English proficient students.*
- h. *The SEA will coordinate with other agencies that provide services to children, youth and families to address factors that have significantly affected the achievement of students.*
- i. *The SEA will ensure that assessment results are promptly provided to LEAs, schools, and teachers.*
- j. *The State will participate in State academic assessments of 4th and 8th grade reading and mathematics under NAEP if the Secretary pays the cost of administering such assessments, and will ensure that schools drawn for the NAEP sample will participate in all phases of these assessments, including having results published.*
- k. *The SEA, in consultation with the Governor, will produce a plan for carrying out the responsibilities of the State under sections 1116 and 1117, and the SEA's statewide system for technical assistance and support of LEAs.*
- l. *The SEA will assist LEAs in developing or identifying high-quality curricula aligned with State academic achievement standards and will disseminate such curricula to each LEA and local school within the State.*
- m. *The State will carry out the assurances specified in section 1111(c).*

1. Title I, Part B – Even Start Family Literacy

Assurance that –

- a. *The SEA will meet its indicators of program quality developed in section 1240.*
- b. *The SEA will help each project under this part to fully implement the program elements described in section 1235, including the monitoring of the projects' compliance with staff qualification requirements and usage of instructional programs based on scientifically based reading research for children and adults.*

- c. The SEA collaborated with early childhood specialists, adult education specialists, and others at the State and local level with interests in family literacy in the development and implementation of this plan.*

2. Title I, Part C – Education of Migrant Children

Assurance that –

In addition to meeting the seven program assurances in Section 1304(c), the SEA will ensure that –

- a. Special educational needs of migratory children, including preschool migratory children, are identified and addressed through – (a) the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs; (b) joint planning among local, State, and Federal educational programs serving migrant children, including language instruction educational programs under part A or B of title III; and (c) the integration of services available under this part with services provided by those other programs, a (d) measurable program goals and outcomes.*
- b. State and its local operating agencies will identify and address the special educational needs of migratory children in accordance with a comprehensive State plan as specified in section 1306 (a).*
- c. State will provide for educational continuity through the timely transfer of pertinent school records in a manner consistent with procedures the Secretary may require.*

4. Title I, Part D – Children and Youth Who Are Neglected, Delinquent or At-Risk

Assurance that the SEA –

- a. Will ensure that programs will be carried out in accordance with the State plan.*
- b. Will carry out the evaluation requirements of section 1431.*
- c. Has collaborated with parents, correctional facilities, local education agencies, public and private business and other state and federal technical and vocational programs in developing and implementing its plan to meet the educational needs of neglected, delinquent, and at-risk children and youth.*
- d. Conducts a process to award Subpart 2 subgrants, to programs operated by local education agencies and correctional facilities.*
- e. Will integrate programs and services for neglected, delinquent, and at-risk children and youth with other programs under this Act or other Acts.*

5. Title I, Part F – Comprehensive School Reform

Assurance that the SEA will --

- a. Fulfill all requirements relating to the competitive subgranting of program funds.*
- b. Awards subgrants of not less than \$50,000 and of sufficient size and scope to support the initial costs of the program.*
- c. Award subgrants renewable for 2 additional one year periods if the school is making substantial progress.*
- d. Consider the equitable distribution of subgrants to different geographic regions in the State, including urban and rural areas and to schools serving elementary and secondary students.*

- e. *Reserve not more than five (5) percent of grant funds for administrative, evaluation, and technical assistance expenses.*
 - f. *Use funds to supplement, and not supplant, any other funds that would otherwise be available to carry out these activities.*
 - g. *Report subgrant information, including names of LEAs and schools, amount of award, and description of award.*
 - h. *Provide a copy of the State's annual program evaluation.*
6. **Title II, Part A – Teacher and Principal Training and Recruiting Fund**
Assurance that –
- a. *The SEA will take steps to ensure compliance with the requirements for “professional development” as the term is defined in section 9101(34).*
 - b. *All funded activities will be developed collaboratively and based on the input of teachers, principals, administrators, paraprofessionals, and other school personnel.*
 - c. *The SEA will implement the provisions for technical assistance and accountability in section 2141 with regard to any LEA that has failed to make adequate yearly progress for two or more consecutive years.*
7. **Title II, Part D – Enhanced Education Through Technology**
Assurance that the SEA --
- a. *Will ensure that each subgrant awarded under section 2412 (a)(2)(B) is of sufficient size and duration, and that the program funded by the subgrant is of sufficient scope and quality, to carry out the purposes of this part effectively.*
 - b. *Has in place a State Plan for Educational Technology that meets all of the provisions of section 2413 of ESEA.*
8. **Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement**
Assurance that --
- a. *Subgrantees will be required to use their subgrants to build their capacity to continue to provide high-quality language instruction educational programs for LEP students once the subgrants are no longer available.*
 - b. *The State will consult with LEAs, education-related community groups and non-profit organizations, parents, teachers, school administrators, and researchers in developing annual measurable student achievement objectives for subgrantees.*
 - c. *Each subgrantee will include in its plan a certification that all teachers in a Title III language instruction educational program for limited English proficient children are fluent in English and any other language used for instruction.*
 - d. *In awarding subgrants to eligible entities that have experienced a recent significant increase in the percentage or number of immigrant students, the State will equally consider eligible entities that have limited or no experience in serving immigrant children and youth, and consider the quality of each local plan.*
 - e. *Subgrants will be of sufficient size and scope to support high-quality programs.*
 - f. *Subgrantees will be required to provide for an annual reading or language arts assessment in English of all children who have been in the United States for three or more consecutive years.*

- g. Subgrantees will be required to assess annually the English proficiency of all LEP children.*
- h. A subgrantee plan will not be in violation of any State law, including State constitutional law, regarding the education of LEP children.*
- i. Subgrantee evaluations will be used to determine and improve the effectiveness of subgrantee programs and activities.*
- j. Subgrantee evaluations will include a description of the progress made by children in meeting State academic content and student academic achievement standards for each of the two years after these children no longer participate in a Title III language instruction educational program.*
- k. A subgrantee that fails to make progress toward meeting annual measurable achievement objectives for two consecutive years will be required to develop an improvement plan that will ensure the subgrantee meets those objectives.*
- l. Subgrantees will be required to provide the following information to parents of LEP children selected for participation in a language instruction educational program:*
 - 1) How the program will meet the educational needs of their children;*
 - 2) Their options to decline to enroll their children in that program or to choose another program, if available;*
 - 3) If applicable, the failure of the subgrantee to make progress on the annual measurable achievement objectives for their children.*
- m. In awarding subgrants, the State will address the needs of school systems of all sizes and in all geographic areas within the State, including school systems with urban and rural schools.*

9. Title IV, Part A – Safe and Drug-Free Schools and Communities

Assurance that --

- a. The State has developed a comprehensive plan for the use of funds by the State educational agency and the chief executive officer of the State to provide safe, orderly, and drug-free schools and communities through programs and activities that complement and support activities of local educational agencies under section 4115(b), that comply with the principles of effectiveness under section 4115(a), and that otherwise are in accordance with the purpose of this part.*
- b. Activities funded under this program will foster a safe and drug-free learning environment that supports academic achievement.*
- c. The application was developed in consultation and coordination with appropriate State officials and others, including the chief executive officer, the chief State school officer, the head of the State alcohol and drug abuse agency, the heads of the State health and mental health agencies, the head of the State child welfare agency, the head of the State board of education, or their designees, and representatives of parents, students, and community-based organizations.*
- d. Funds reserved under section 4112(a) will not duplicate the efforts of the State education agency and local educational agencies with regard to the provisions of school-based drug and violence prevention activities and that those funds will be used to serve populations not normally served by the State educational agencies and local educational agencies and populations that need special services, such as*

- school dropouts, suspended and expelled students, youth in detention centers, runaway or homeless children and youth, and pregnant and parenting youth.*
- e. The State will cooperate with, and assist, the Secretary in conducting data collection as required by section 4122.*
 - f. LEAs in the State will comply with the provisions of section 9501 pertaining to the participation of private school children and teachers in the programs and activities under this program.*
 - g. Funds under this program will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this program, and in no case supplant such State, local, and other non-Federal funds.*
 - h. A needs assessment was conducted by the State for drug and violence prevention programs, which shall be based on ongoing State evaluation activities, including data on the incidence and prevalence of illegal drug use and violence among youth in schools and communities, including the age of onset, the perception of health risks, and the perception of social disapproval among such youth, the prevalence of protective factors, buffers, or assets and other variables in the school and community identified through scientifically based research.*
 - i. The State will develop and implement procedures for assessing and publicly reporting progress toward meeting the performance measures.*
 - j. The State application will be available for public review after submission of the application.*
 - k. Special outreach activities will be carried out by the SEA and the chief executive officer of the State to maximize the participation of community-based organizations of demonstrated effectiveness that provide services such as mentoring programs in low-income communities.*
 - l. Funds will be used by the SEA and the chief executive officer of the State to support, develop, and implement community-wide comprehensive drug and violence prevention planning and organizing activities.*
 - m. The State will develop a process for review of applications from local educational agencies that includes receiving input from parents.*

10. Title IV, Part B – 21st Century Community Learning Centers

Assure that the SEA will –

- a. Write the State application in consultation and coordination with appropriate State officials, including the chief State school officer, and other State agencies administering before and after school programs, the heads of the State health and mental health agencies or their designees, and representatives of teachers, parents, students, the business community, and community-based organizations.*
- b. Award subgrants of not less than three years and not more than five years that are of not less than \$50,000 and of sufficient size and scope to support high quality, effective programs.*
- c. Fund entities that propose to serve students who primarily attend schools eligible for schoolwide programs under section 1114 or schools that serve a high percentage of students from low-income families, and the families of such students.*

- d. Require local applicants to submit a plan describing how community learning centers to be funded through this grant will continue after the grant period.*
- e. Require local applicants to describe in their applications how the transportation needs of participating students will be addressed.*

11. Title V, Part A – Innovative Programs

Assure that --

- a. The State has set forth the allocation of funds required to implement section 5142 (participation of children enrolled in private schools).*
- b. The State has made provision for timely public notice and public dissemination of the information concerning allocations of funds required to implement provisions for assistance to students attending private schools.*
- c. Apart from providing technical and advisory assistance and monitoring compliance with this part, the SEA has not exercised, and will not exercise, any influence in the decision making processes of LEAs as to the expenditure made pursuant to the LEAs' application for program funds submitted under section 5133.*

APPENDIX A

NOTICE OF GRANT OPPORTUNITY

**DWIGHT D. EISENHOWER PROFESSIONAL DEVELOPMENT
HIGHER EDUCATION GRANT PROGRAM**

Notice of Grant Opportunity

**DWIGHT D. EISENHOWER PROFESSIONAL DEVELOPMENT
HIGHER EDUCATION GRANT PROGRAM**

YEAR TWO OF TWO

**Vito A. Gagliardi, Sr.
Commissioner of Education**

**Jay Doolan
Acting Assistant Commissioner
Division of Academic and Career Standards**

**Robert J. Riels
Acting Director
Office of Standards and Professional Development**

December 2001

Application Due Date: February 19, 2002

**NEW JERSEY DEPARTMENT OF EDUCATION
P.O. Box 500
Trenton, NJ 08625-0500**

<http://www.state.nj.us/education>

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

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SECTION 1: GRANT PROGRAM INFORMATION

1.1 DESCRIPTION OF THE GRANT PROGRAM

The purpose of the Dwight D. Eisenhower Professional Development Program is to provide sustained, intensive, high-quality professional development to new and current teachers, administrators and other school personnel from individual schools or Local Education Agencies (LEAs), as well as student teachers in teacher preparation programs so that the quality of teaching and learning of all students is improved. Eisenhower grants will allow institutions of higher education, schools of education, and/or educational nonprofit organizations, in partnership with LEAs, to determine how best to improve professional preparation and development for prospective and current teachers to assist students in meeting the state's Core Curriculum Content Standards and the state's student performance standards. The program activities must be aligned with the state's *Standards For Required Professional Development For Teachers (N.J.A.C.6:11-13)*, Core Curriculum Content Standards and the state's student performance standards. This Notice of Grant Opportunity (NGO) is for Year Two of the Eisenhower Professional Development Higher Education Grant Program, with the second project period beginning September 1, 2002 and ending August 31, 2003.

Reaching the National Education Goals, particularly the third, fourth, and fifth Goals, requires a comprehensive reform strategy that involves parents, schools, government, communities, and other public and private organizations at all levels. Research studies have shown that sustained, intensive, high-quality professional development must be focused on teaching and learning in order to improve the opportunities of all students to achieve higher standards. This requires that professional development must: (1) be based upon discipline-based content knowledge and effective subject-specific pedagogical skills, involving teams of teachers, school administrators, pupil services personnel, parents, higher education, and the community; 2) be interactive and collaborative, built on experience and learning-by-doing, and become incorporated into the everyday life of the school; 3) include time for teachers to learn new and innovative strategies to teach to high standards; 4) be sustained, and on-going over the course of the year, driven by a coherent two-year plan; and 5) be intensive so that it ensures depth of content knowledge.

The NJDE fully supports the principle on which the federal Dwight D. Eisenhower Professional Development Program as enacted by the Improving America's Schools Act of 1994; that Eisenhower-assisted activities should be designed to improve teacher practice and ultimately, student performance. The law also places particular emphasis on serving teachers in schools with high poverty rates and the program supports systemic education reform and deeper learning among teachers. The Dwight D. Eisenhower Professional Development Program enhances the state's standards for professional development by providing funds to implement professional development activities that complement both the needs of the educator and the goals and objectives of the school district.

The Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Improving America's Schools Act (IASA) of 1994, requires every state that receives funds under

Title II, Part B (Dwight D. Eisenhower Professional Development Program) to “set specific performance indicators for professional development.” The U.S. Department of Education (USDOE) has prepared a national Eisenhower Professional Development Program performance plan containing objectives and indicators to assess the effectiveness of each state’s program.

This mandate is under the auspices of the Government Performance and Results Act of 1993 (GPRA). GPRA requires the USDOE and other federal agencies to prepare plans from which Congress and the public will be able to determine whether federal programs are working effectively. The USDOE can best meet its responsibility under GPRA, if states and school districts align some of their own objectives with USDOE’s objectives and indicators. Therefore, to have national reporting consistency, the following goals will be used to evaluate the Dwight D. Eisenhower Professional Development Program:

- To improve the knowledge, skills and classroom instruction in the core curriculum content standards of participating teachers by engaging them in sustained and intensive high-quality professional development. Eisenhower-assisted professional development activities must be aligned with the Core Curriculum Content Standards and the New Jersey Professional Development Standards for Teachers;
- To train certified experienced teachers as mentors to novice teachers who have not yet completed two years of teaching under a standard state teaching certificate in their local schools. As a result, novice teachers will increase their knowledge of the core curriculum content areas and develop innovative and effective teaching strategies. Novice teachers will also develop competency in curriculum design, student assessment, classroom management, student development, and school policy. Finally the trained mentors will familiarize novice teachers with the responsibilities of teaching and the culture of the schools in which they teach;
- To engage preservice teachers enrolled in teacher education programs in sustained and intensive high-quality professional development that will prepare them to teach to the Core Curriculum Content Standards;
- To train participating teachers to become proficient in the use of educational technology and to become part of the on-line networking infrastructure in the state; and
- To recruit teachers who teach in high and very high poverty schools and/or the Abbott districts to participate in Eisenhower-assisted professional development activities. (High and very high poverty are defined by the state’s Title I Schoolwide Schools classification information.)

As part of the subgrant process, applicants will describe the comprehensive professional development plan for Year Two that is consistent with the two-year plan described in the Year One application and is a continuation of the professional development program implemented in Year One. This plan will provide the conceptual framework for the implementation of the above goals and for all proposed objectives and activities for the second year, September 1, 2002 –

August 31, 2003, as well as describe results and changes for the school districts and the learning environment.

1.2 ELIGIBILITY TO APPLY

Since this NGO pertains to the second year of a two-year Eisenhower Higher Education grant program, only Year One award recipients are eligible to apply for Year Two funding.

The eligible institutions are listed below:

- Fairleigh Dickinson University
- Middlesex County College
- New Jersey City University
- Princeton University
- Rutgers University
- Salem Community College

Partnerships must continue to be established with a minimum of three LEAs , two of which must be Abbott districts (Appendix A) and/or Title 1 high or very high poverty schools (Appendix B). Partnerships may continue with LEAs whose high/very high poverty status may have changed to medium or low poverty since last year.

Applications must include documentation of collaboration for each of the continuing partner LEAs and partner institutions. A Documentation of Collaboration form can be found at the end of this NGO. A list of the partner agencies can be found in section 2.1.

1.3 STATUTORY/REGULATORY SOURCE AND FUNDING

The applicant's project must continue to be implemented in conformance with all applicable state and federal regulations. The Dwight D. Eisenhower Professional Development Program is 100% federally funded under Title II, Part B of the Improving America's Schools Act of 1994, P.L., 103-382. Grantees are required to comply with the Education Department Administrative Regulations (EDGAR) 34 CFR Parts 76, 77, 80, 81, 82, 85, and 86.

As a result of this Year Two continuation NGO, there will be approximately \$1,483,800 in federal funding available for distribution to the six eligible grantees listed above. The six eligible grantees will be funded at a maximum award of \$247,300. The state whole grant agreement period will be from September 1, 2002 to August 31, 2003. The primary funds of the Eisenhower program are for professional development in mathematics and science.

According to the funding allocation, **no less than** \$185,475, 75% of the maximum grant award, must be designated for mathematics and/or science professional development activities and **no more than** \$61,825, 25% of the maximum grant award, may be designated for professional development activities in the other core content areas, such as visual and performing arts, language arts literacy, social studies, world languages, health and physical education. Grantees will be required to identify funds requested for the two main instructional components: 1) the

proposed mathematics and science activities; and 2) the proposed other core subject activities on the Budget Detail forms. Eligible grantees will be subject to all requirements set forth in this NGO and the Eisenhower statute.

Final awards are subject to the availability of Dwight D. Eisenhower Professional Development federal funds.

1.4 DISSEMINATION OF THIS NOTICE

The Office of Standards and Professional Development will make this notice available to all eligible agencies identified in Section 1, subsection 1.2 and to the county superintendents in which the eligible agencies are located. **Important:** This NGO does **not** constitute the complete application package. All applicants **must** use this NGO in combination with the Discretionary Grant Application (DGA), which contains required guidance, application forms and instructions, necessary to prepare a complete application.

The DGA is available on the NJDE website at: www.state.nj.us/njded/grants/discretionary/index.html or by contacting the Application Control Center at the New Jersey Department of Education, Riverview Executive Plaza, Building 100, Route 29, P.O. Box 500, Trenton, NJ 08625-0500; telephone (609) 777-1051.

Additional, copies of the NGO are also available on the NJDE website (above) or by contacting the Office of Standards and Professional Development at the New Jersey Department of Education, Riverview Executive Plaza, Building 100, Route 29, P.O. Box 500, Trenton, NJ 08625-0500; telephone (609) 984-6031; fax (609) 292-7276.

1.5 TECHNICAL ASSISTANCE

The Technical Assistance Workshop will be held: Tuesday, January 8, 2002 from 9 a.m. to 12 p.m. in the 3rd floor, Conference Room, NJDE, 100 River View Plaza, Trenton, NJ. The purpose of technical assistance for second-year grant programs is the continual refinement and improvement of the grantee's program design.

Pre-registration is required by Friday, December 21, 2001. Please call Iris Nagler at (609)984-6031 to register. Registrants requiring special accommodations for the Technical Assistance Workshop should identify their needs at the time of registration.

1.6 APPLICATION SUBMISSION

The Department of Education operates discretionary grant programs in strict conformance with procedures designed to ensure accountability and integrity in the use of public funds, and therefore, will not **accept late applications**.

The responsibility for a timely submission resides with the applicant. The Application Control Center (ACC) must **receive** an original and four copies of the complete application **NO LATER THAN 4:00 P.M. ON February 19, 2002**. **Without exception**, the ACC will not accept, and

the Office of Grants Management and Development cannot evaluate for funding consideration, an application received after this deadline. An applicant agency will lose the opportunity to be considered eligible for an award if its application is received after the due date.

The original and four (4) copies of the application must be mailed or delivered to:

Application Control Center
New Jersey Department of Education
River View Executive Plaza, Building 100
P.O. Box 500
Trenton, NJ 08625-0500

Applicants are encouraged to either:

- hand deliver the application to the address above which is located next to Mercer County Waterfront Park, on Route 29 in Trenton, between the hours of 8:30 a.m. and 4:00 p.m., Monday through Friday (excluding state holidays) obtain a dated receipt; or
- send the application by Certified Mail, Return Receipt Requested; or
- arrange for delivery by an overnight delivery service to ensure timely delivery of the application.

Postmarks are not acceptable evidence of timely submission. Receipt by the due date and time is required. Applicants are encouraged to obtain receipt or to sign in upon delivery to verify DOE receipt. Complete applications are those that include all elements listed in Section 3.3, “Application Component Checklist”, of this notice. Applications received by the due date and time will be screened to determine whether they are, in fact, eligible for evaluation. The Department of Education reserves the right to reject any application not in conformance with the requirements of this NGO.

Applications submitted by fax cannot be accepted under any circumstances.

1.7 REPORTING REQUIREMENTS

Grant recipients are required to submit periodic project and fiscal progress reports (for additional information about post-award requirements see the *Grant Recipient’s Manual for Discretionary Grants* at www.state.nj.us/njded/grants/discretionary/index.html documenting grant-related activities relevant to the current agreement period of the two-year grant program. The reports will be reviewed to ascertain the degree of the grantee’s progress within the scope of work appropriate to the current agreement period, and its conformance with program regulations and enabling legislation. At the end of each grant award period, grantees will also be required to submit the data outcome of the project performance indicators as well as demographic data on project activities and participating teachers to evaluate and measure progress on the mandated goals and objectives. The performance indicator data and the demographic data will be compiled

into the department's Consolidated Report and submitted to U.S. Department of Education. The forms will be sent under separate cover at the beginning of each contract period.

In each agreement period, the grantee is expected to complete all of the Eisenhower program requirements and to make satisfactory progress toward the completion of the comprehensive two-year plan. Failure to do so may result in the withdrawal by the Department of Education of certification of the contractor's eligibility for continuation funding.

Reports for this program will be due as follows:

<u>Report</u>	<u>Reporting Period</u>	<u>Due Date</u>
1 st Interim	9/1/02-11/30/02	12/13/02
2 nd Interim	9/1/02-2/28/03	3/14/03
3 rd Interim	9/1/02-5/31/03	6/13/03
Final	9/1/02-8/31/03	10/31/03

1.8 ASSESSMENT OF STATEWIDE PROGRAM RESULTS

The Eisenhower Professional Development Program supports the department's priorities for improving the knowledge and skills of teachers through ongoing and sustained professional development endeavors in mathematics, science and the other core subjects to help all students achieve high academic standards.

All projects that receive Eisenhower Professional Development funding must comply with state and federal evaluations. The Department of Education will summarize agency data submitted in the quarterly project and fiscal reports. The data will be analyzed to identify areas of strengths, weaknesses, and progress toward anticipated outcomes or outcome results.

As a result of the second year of funding, grantees will demonstrate the professional development of participants in the following: 1) an increase in their knowledge and skills in the content area(s); 2) improvement in classroom instruction in the content area(s); 3) an increase of mentor teachers in the school districts; 4) engagement of preservice teachers in sustained, intensive, high-quality professional development in the Core Curriculum Content Standards; 5) teacher participation in the use of current technology and educational software to enhance instruction and learning; 6) formation of an electronic network for teachers in and outside the districts; and 7) an increase in the number of teacher participation from the Abbott districts and/or from high or very high-poverty schools.

To assess the outcomes of the Eisenhower program's goals and objectives a Performance Indicator Outcome Matrix will be transmitted to all Eisenhower grantees under separate cover at the beginning of the second agreement period. The program officer will meet with each grantee to discuss the matrix and clarify any questions they may have. In conjunction, with the Performance Indicator Outcome Matrix, an Annual Demographic Performance Data report form will also be transmitted. Both reports will be collected at the end of the second project period,

compiled into the department's Consolidated Report and submitted to the U.S. Department of Education. (See Section 2.1: PROJECT DESIGN, below on assessing the Eisenhower program's goals and objectives.)

SECTION 2: PROJECT GUIDELINES

The intent of this section is to provide the applicant with the program framework within which it will plan, design, and develop the proposed second year of the project to meet the purpose of this grant program. Before preparing the application, applicants are advised to review Section 1.1, Description of the Grant Program, of this NGO to ensure a full understanding of the state's vision and purpose for offering the program. Additionally, the information contained in Section 2 will complete the applicant's understanding of the specific considerations and requirements that are to be considered and/or addressed in their project. The eligible applicants should also review plans for Year 2 that were described in the Year 1 application to ensure continuity and logical progression from the first to the second year.

When developing an application, the agency **must** use the **Discretionary Grant Application (DGA)**. The DGA contains the requirements, forms and instructions applicable to all grant programs. The application selection process is based upon conformance with the application requirements contained in the DGA and the project specific information contained in Section 2 and 3 of this NGO.

2.1 PROJECT DESIGN

The eligible applicant institutions will continue their professional development planning and activities with the following partnered schools, LEAs and/or institutions of higher education, whose partnerships were established in Year One of this project:

Fairleigh Dickenson University

Jersey City Public Schools
Garfield Public Schools
West New York Public Schools
Plainfield Public Schools
Hackensack Public Schools
Teaneck Public Schools
Chatham Public Schools
Palisades Park Public Schools

Middlesex County College

Institutions of Higher Education
Atlantic Cape Community College
Camden County College
Mercer County Community College
Ocean County College
Raritan Valley Community College
Montclair State University
Kean University

New Jersey City University

Newark Public Schools
Jersey City Public Schools
Perth Amboy Public Schools

Princeton University

Institutions of Higher Education
Program for Teacher Education
Environmental Institute
Plasma Physics Laboratory
Education Resources Group
School Districts
Burlington City
Florence Twp
Trenton
Mercer County ETTC

School Districts

Bound Brook	Lakewood Twp	Point Pleasant Boro
Camden	Manchester Twp	Point Pleasant Beach
Carteret	Middlesex Co. Voc.	Southern Regional
Gloucester City	North Plainfield	Toms River
Greater Egg Harbor	Perth Amboy	Trenton
Lacey Twp	Pinelands Regional	Upper Township

Rutgers University

Kenilworth Public Schools
New Brunswick Public Schools
Perth Amboy Public Schools
Plainfield Public Schools

Salem Community College

Penns Grove-Carneys Point Public Schools
Paulsboro Public Schools
Salem City Public Schools

Applications must include documentation of collaboration for each of the continuing partner LEAs and partner institutions listed above. Alteration to the original partnerships of collaborating districts must be justified in the application narrative and is subject to DOE approval.

Partnership means that the entity shall participate with the applicant in the preparation of the Eisenhower Professional Development Grant Program application and that both the applicant and the collaborating entity shall participate in the implementation of the two-year plan and program activity contained therein. Participating nonprofit organizations must also submit their IRS 501© 3 non profit status letter.

The Eisenhower Professional Development Program was enacted in 1994 as part of the Improving America’s School Act. In reauthorizing the Elementary and Secondary Education Act (ESEA), Congress concluded that reaching the National Education Goals requires sustained and intensive high-quality professional development as a component of a reform strategy—essentially, to provide professional development in teaching and learning skills to teachers so that they are able to prepare all students to achieve high standards of learning and development.

With the implementation of New Jersey’s Core Curriculum Content Standards and the required 100 hours of professional development, the state will assure that all teachers are upgrading their skills and knowledge so that they help all students reach the standards. The higher education portion of the Dwight D. Eisenhower Professional Development Program seeks to engage institutions of higher education, schools of education and/or educational non-profit organizations, such as museums, in developing with LEAs a two-year comprehensive professional development plan that provides a thorough grounding in the content area and corresponding pedagogical practices. The Eisenhower Professional Development Program makes a firm commitment to high standards and to improving teacher quality that will ensure high-quality instruction for all children. As a result, the state’s Eisenhower goals and objectives are in alignment with the federal Dwight D. Eisenhower Professional Development Program goals and objectives. To assess the outcomes of the Eisenhower program goals and objectives, a Performance Indicator Outcome Matrix is transmitted to each grantee at the beginning of the agreement period. The program officer then will meet with each grantee to discuss the reliability

and validity of the data instruments assigned to measure results on each performance indicator. At the end of the agreement period, the performance indicator results are collected and compiled into the department's Consolidated Report and submitted to U.S. Department of Education. (See Section 1.8: ASSESSMENT OF STATEWIDE PROGRAM RESULTS on page 6.) The specific mandated goals, objectives and performance indicators are as follows:

Goal One

To improve the knowledge and skills and classroom instruction in the core curriculum content standards of participating teachers by engaging them in sustained, intensive high-quality professional development. Eisenhower-assisted professional development activities must be aligned with the Core Curriculum Content Standards and the New Jersey Professional Development Standards for Teachers.

Objective 1: Develop and implement professional development activities that are sustained, intensive, and high-quality.

Indicator 1.1 Sustained and Intensive

By 2003, over 95 percent of teachers participating in higher education Eisenhower-assisted activities will participate in activities that extend over the school year and not consist of single, unconnected events or two-day conferences.

Objective 2: Implement high-quality professional development activities aligned with state content and student performance standards.

Indicator 1.2 High-quality

By 2003, over 95 percent of teachers participating in higher education Eisenhower-assisted professional development activities will participate in activities that are aligned with high standards.

Objective 3: Classroom instruction is improved through effective professional development.

Indicator 1.3 Teachers' skills and classroom instruction

By 2003, over 95 percent of teachers will show evidence that participation in higher education Eisenhower-assisted professional development activities have resulted in improvements in their knowledge, skills, and in classroom instruction.

Goal Two

To train certified experienced teachers as mentors to novice teachers who have not completed two years of teaching under a standard state teaching certificate in their local schools. As a result, novice teachers will increase their competency in content knowledge development, innovative teaching strategies, curriculum design and assessment, classroom management, student development, school policy, and familiarity with the responsibilities of teaching and the culture of their school.

Objective 1: Mentor teachers are knowledgeable and will provide in-depth, content-based pedagogy support and guidance to novice teachers in the core curriculum content standards to facilitate student achievement.

Indicator 1.1

By the year 2003, 50 percent of mentor teachers participating in Eisenhower-assisted activities will provide to novice teachers strategies for developing exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching to the Core Curriculum Content Standards.

Objective 2: Mentor teachers will assist in the retention of novice teachers by providing support and guidance to help smooth the new teachers' transition from beginners to experienced professionals.

Indicator 2.2

By the year 2003, 50 percent of mentor teachers participating in Eisenhower-assisted activities will assist novice teachers in the performance of their duties and adjustment to the challenges of teaching.

Goal Three

To engage pre-service teachers enrolled in teacher education programs in sustained, intensive, high-quality professional development that will prepare them to teach to the Core Curriculum Content Standards.

Objective 1: Develop and implement pre-service professional development activities that are sustained, intensive and high-quality.

Indicator. 1.1 Sustained and Intensive

By the year 2003, 95 percent of a representative sample of pre-service teachers participating in higher education Eisenhower-assisted activities will be engaged in professional development activities that extend over the school year and that will expose them to actual classroom teaching and management, master teachers, and innovative teaching strategies.

Objective 2: Implement high-quality professional development activities aligned with state content and student performance standards.

Indicator 2.1 High-quality

By 2003, 95 percent of a representative sample of pre-service teachers will participate in higher education Eisenhower-assisted activities aligned to high standards thereby increasing their abilities to teach to the content standards.

Goal Four

To engage participating teachers in professional development activities that will result in their proficiency in the use of educational technology and in being part of the on-line networking infrastructure through professional development.

Objective 1: Prepare teachers to become proficient in the use of educational technology and to become part of the on-line network's infrastructure.

Indicator 1.1

By the year 2003, 75 percent of teachers participating in higher education Eisenhower-assisted professional development activities will demonstrate proficiency in the use of current educational technology and software to enhance instruction.

Indicator 1.2

By the year 2003, 75 percent of LEAs and partnering schools in higher education Eisenhower-assisted professional development activities will establish electronic networks connecting teachers within schools, as well as, teachers across districts.

Goal Five

Increase, through recruitment, the numbers of teachers from high and very high poverty schools, as well as from Abbott districts, who are participating in Eisenhower-assisted professional development activities.

Objective 1: An increased number of teachers who teach in the high and very high poverty schools and/or designated Abbott districts will participate in Eisenhower-assisted professional development activities.

Indicator 1.1 High and very high poverty schools

By the year 2003, 75 percent of teachers participating in higher education Eisenhower-assisted professional development activities will be from high and very high poverty schools.

Applicants who are awarded an Eisenhower grant will be required to be registered as a professional development provider with the department of education.

PROJECT UPDATE

Eligible applicants will be required to provide a report on progress made to date in the implementation of the approved two-year project plan. In this section the applicant may propose any enhancements or improvements to the project in the upcoming agreement period and clarify the ways in which such refinements will support the achievement of the approved two-year plan. All such enhancements or improvements must be consistent with the approved two-year project plan. In this section, the applicant will:

- Identify the key activities that will be undertaken in year two;

- Describe any unanticipated outcomes (positive and/or negative) resulting from the implementation of the program plan and the program requirements in year one;
- Identify any unforeseen obstacles or challenges that may have had an impact upon desired progress to date toward achievement of the goals and objectives, program requirements, budget, etc. for the current contract period. Describe actions taken to address those obstacles or challenges and the outcomes of those efforts. Specifically, 1) evaluating the professional development of teachers in increasing their knowledge and skills in the content area(s) and as a result their impact on classroom instruction; and 2) recruiting teacher participation from high or very high poverty schools;
- Describe any plans for strengthening, enhancing or clarifying the approved two-year plan in the upcoming contract year through additional or revised program activities; and
- Describe how the applicant will build upon the successes of the current contract year in support of the achievement of the approved two-year plan for the second and final year.

The project plan for year two must demonstrate that it will continue to meet the **mandated goals and objectives** required by Eisenhower Professional Development Program that are articulated in Section 2, subsection 2.1 above. Under the Program Plan, describe the specific Dwight D. Eisenhower Professional Development Program requirements as follows:

- Professional development activities must be aligned to the state's *Standards For Required Professional Development for Teachers*, the Core Curriculum Content Standards, and student performance standards and assessment;
- Professional development activities should be integrated with other federal, state, or local, professional development reform efforts;
- Professional development activities should extend over the school year and not consist of one-day content workshops or conferences. They should include the total number of contact hours and content focus. Emphasis should be on standards-based instructional strategies described as effective in current literature such as: inquiry-based; process-oriented; problem-solving; hands-on approaches; integrated instruction; collaborative teaching-learning environment; multiple measures of assessment; assessment systems linking teacher performance and student learning; team teaching comprised of master/novice teachers sharing responsibility for planning, analysis, and instruction; and clinical experiences that encourage reflection, and project-based instruction;
- Follow-up activities should be designed to ensure that the knowledge and skills learned are implemented in the classroom;
- Models for district-based professional development that can demonstrate the impact of professional development on student achievement must be developed and shared. Such

models should show clearly the relationship between professional development and student activities;

- Professional development activities must take into account the need for greater access to students from historically underrepresented groups, including females, and minorities, individuals with limited English proficiency, the economically disadvantaged, and individuals with disabilities, by incorporating strategies and techniques which meet such individuals' educational needs; and
- Collaboration of professional development activities must take place between department chairs or deans with schools of education to ensure pedagogical soundness of the content areas.

2.2 BUDGET DESIGN

A well-considered budget is one that implements cost-effective approaches to the development and delivery of programs and services. Commitment of in-house resources is strongly encouraged.

For each staff member whose duties include both administration and direct services, provide a job description which includes the percentage of time spent on each task or responsibility.

Applicants will be required to identify the specific use of costs associated with activities for mathematics and science and costs associated with activities for the other core subjects by highlighting in bold expenditures related to mathematics and science activities.

Maximum Eligible Costs:

Faculty salary/release time: Reimbursement for faculty release time will be provided on the basis of reduced course work, at the rate of up to \$2,500 per credit, up to a maximum of \$30,000 (the equivalent of 12 credits) per semester. Reimbursement for release time from an institution for persons who provide lectures or other educational services for the project will be provided only if their contribution is the equivalent of one credit (15 hours) or more.

Non-faculty salary/release time: Non faculty personnel will be reimbursed at a rate less than or equal to that of faculty; i.e., \$60,000 is the maximum reimbursement for a person working full-time on a project for two semesters; \$30,000 is the maximum for a person working half-time on a project for two semesters, etc.

Clerical/support personnel salaries and wages: **Salaries will be considered only in those instances where existing staff will not be adequate.**

Stipends for teachers: Institutions and nonprofit agencies are encouraged to seek funding for stipends from sources other than this grant program for K-12 teachers participating in grant program projects. In any case, the grant program's contribution for teacher's stipends will be \$600 for each participant who completes the professional development training, regardless of

whether or not funds are available from other sources. Additional compensation of \$600 will be allowed for each participant involved as a turnkey trainer, a lead teacher, and or a mentoring teacher.

Consultant services: Excluding expenses, a consultant can be paid up to \$3,000 in one fiscal year. Consultant expenses should be calculated according to the state regulations governing travel and lodging expenses. Overnight room charges may not exceed \$75 per night and meals may be reimbursed at \$36 total per day. Travel should employ the most economical means possible. Travel by private automobile may be reimbursed at \$.31 per mile.

Travel: Travel expense reimbursement is limited to the agency-approved rate per mile. Other travel arrangements should be made by the least expensive means available.

Instructional equipment: Purchase of equipment will be considered only if the equipment is essential to the program and will be used primarily and extensively by participating LEAs. The institution/nonprofit agency should consider allowing the LEAs continued use of the equipment after the project has ended.

Software: Pricing should reflect standard educational and/or volume discounts and should not be based on manufacturer's suggested list prices. Project plans for the use of software must comply with copyright laws.

Other instructional materials: Library and other materials directly related to instructional and other objectives of the specific project can be supported if fully justified.

Indirect costs: Indirect costs are allowable with documentation of a federally approved indirect cost rate. Eight percent of the modified total direct cost for the project (total direct costs minus equipment and sub-grants) is the maximum allowed.

Refer to the *DGA, page 17 – Form F*, for more information on requesting indirect costs. However, institutions are strongly encouraged to maximize the use of grant funds for direct services.

Dissemination efforts: Funding may be requested to support dissemination of the project's results in the form of print and non print publications and in the form of in-state faculty and participant presentations. Funding out-of-state dissemination efforts will only be considered when fully justified. **All materials, publications, and announcements developed and disseminated as program activity must be acknowledged as supported by the federal Dwight D. Eisenhower Professional Development Program.**

INELIGIBLE COSTS

Applicants may not expend funds for the following purposes:

- Costs associated with writing the application;

- To support the research of individual scholars or faculty members;
- To support faculty leave. The support of release time for faculty to participate in the project is permissible as described under Maximum Eligible Costs;
- To provide funding for academic year salaries of current employees of the recipient institution submitting a proposal; (Institutions/nonprofit agencies will be reimbursed for such services only on a release-time basis.)
- To provide stipends for faculty attending workshops or conferences; (Stipends will not be paid for persons other than stipulated under eligible costs.)
- To support travel to out-of-state professional meetings, unless it is demonstrated that attendance at a meeting will directly and significantly advance a project;
- Costs that are not directly related to the educational program and that are unsupported by the NGO;
- To pay tuition costs, either of project participants or graduate students staffing a project;
- To purchase non-instructional equipment; and
- Entertainment; (Excludes meals for professional development workshops and institute training sessions.)

SECTION 3: COMPLETING THE APPLICATION

3.1 GENERAL INSTRUCTIONS FOR APPLYING

To apply for a grant under this NGO, you must prepare and submit a complete application. Your application will be a response to the state vision as articulated in Section 1: Grant Program Information of this NGO. It will be planned, designed and developed in accordance with the program framework articulated in Section 2: Project Guidelines of this NGO. Your application package must also be constructed in accordance with the guidance, instructions and forms found **only** in the DGA. You **must** use the DGA in combination with this NGO to prepare a complete application.

3.2 REVIEW OF YEAR TWO APPLICATION

Department staff will review each continuation grant application on the basis of quality and comprehensiveness, including consistency with the comprehensive project plan selected and approved in the application under the Year One NGO. Applications will also be reviewed for completeness, accuracy and appropriateness of response to each of the items identified in Section 2.

3.3 APPLICATION COMPONENT CHECKLIST

The following forms are required (see *Required ✓ Column*) to be included as part of your application. Failure to include a required form may result in your application being removed from consideration for funding. Use the checklist (see *Included ✓ Column*) to ensure that all required forms are included in your application.

(Note: The Application Title Page and all special forms are attached to the NGO. All other forms are part of the Discretionary Grant Application and can be downloaded from the Internet at www.state.nj.us/njded/grants/discretionary/index.html)

Required	Location	Form	Included
✓	NGO	Application Title Page	
✓	NGO	Documentation of Eligibility (Collaboration)	
✓	DGA	Board Resolution to Apply	
✓	DGA	Statement of Assurances	
✓	DGA	Project Abstract (Update)	
	DGA	Statement of Need	
✓	DGA	Project Description	
✓	DGA	Goals, Objectives and Indicators	
✓	DGA	Project Activity Plan	
		Organizational Commitment and Capacity	
✓	DGA*	Budget Form A: Full-Time and Part-Time Salaries	
✓	DGA*	Budget Form B: Personal Services-Employee Benefits	
✓	DGA*	Budget Form C: Purchased Professional/Technical Services	

✓	DGA*	Budget Form D: Supplies and Materials	
✓	DGA*	Budget Form E: Equipment	
✓	DGA*	Budget Form F: Other Costs	
✓	DGA*	Subgrant Budget Summary	
✓	DGA	Application for Funds – Budget Summary	
	DGA	Matching Funds Summary and Expenditure Report	

*Budget Forms required if applicable budget items are being requested.

**DOCUMENTATION OF COLLABORATION
YEAR TWO**

Lead Agency _____

This document is to be signed and included with the application submitted by the applicants as evidence of the collaboration between the applicant and the entity(ies) with which the applicant has and will collaborate in the planning and implementation of the Eisenhower Professional Development Program described in the application. The statement must be signed by the chief executive officer of the LEA(s) with which the applicant is collaborating.

I, _____ certify that a designated representative of
_____ collaborated in the development of this
(Name of Partner Agency)

application, and furthermore I attest that _____

agrees to participate in the activities of the proposed Eisenhower Professional Development Program as described in the application.

(Signature) (Date)

(Name, Please Print) (Date)

APPENDIX B

EISENHOWER PERFORMANCE INDICATOR SYSTEM

NEW JERSEY STATE DEPARTMENT OF EDUCATION
EISENHOWER PERFORMANCE INDICATOR SYSTEM
2000 – 2001 UPDATE

Goal I: An increased number of teachers will be engaged in sustained and intensive, high-quality professional development that will result in the implementation of challenging learning experiences for their students in meeting New Jersey's Core Curriculum Content Standards.

Objectives	Indicators	Baseline Date	Progress, Most Recent Data	Strategies	Data Sources
I. A. Professional development activities are aligned with New Jersey's Core Curriculum Content Standards (CCCS).	<p>I.A. District-level (LEA) professional development: By 1997-98, 85% and by 2000-01, 90% of Eisenhower-assisted professional development activities will be aligned with CCCS in science and mathematics.</p> <p>I.A. Higher Ed. Professional development: By 2001, over 95% of Eisenhower-assisted professional development activities will be aligned with the state's Core Curriculum Standards.</p>	<p>I.A. In 1996-97: 76% of LEAs reporting implemented science professional development activities that were aligned with state science standards. 81% implemented math professional development activities that were aligned with state math standards.</p> <p>I.A. Higher Ed.: In 1998-99, 93% of Eisenhower (IKE)- assisted professional development activities were aligned with the CCCS.</p>	<p>I.A. In 2000-01, 92% of LEA's reporting implemented science activities that were aligned with the state science standards, and 91.5% implemented math activities that were aligned with state math standards.</p> <p>I.A. Higher Ed.: In 2000-01, 100% of IKE-assisted prof. dev. activities were aligned with the CCCS.</p>	<p>I.A.1 Develop, publish, and disseminate the CCCS. Provide ongoing technical assistance to LEAs on aligning math and science curricula with the CCCS. Develop, publish, and disseminate frameworks in math and science to assist LEAs in implementing the standards in classrooms. Provide professional development on how to use frameworks.</p> <p>I.A. Higher Ed.: a. An approved Eisenhower Prof. Dev. Grant Application requiring the following: 1. long-term prof. dev. collaboration with partner LEAs; 2. prof. dev. activities that extend over the school year; 3. activities that reflect best practices and are aligned to State content and student performance standards; 4. State technical assistance on the programs' performance indicators; 5. Dissemination of NJ CCCS frameworks; 6. State on-site monitoring.</p>	<p>I.A.1 1996-97 – 1999-2000 LEA Title II Data Collection forms. 2000-01 Eisenhower on-line data collection questionnaire.</p> <p>I.A. Higher Ed: a. Grantee quarterly/final performance reports. b. Programs' performance indicator assessment reports. c. Eisenhower Annual Data Performance Reports. d. Monitoring reports.</p>

Objectives	Indicators	Baseline Data	Progress, Most Recent Data	Strategies	Data Sources
<p>I.B. Professional development participations in activities are sustained, intensive and high quality, and have a lasting impact on class-room instruction.</p>	<p>I.B.1 Sustained and intensive-District-level: By 2002-03, 30% of LEA participations by time period will extend to at least one week and 15% will extend over the school year.</p> <p>I.B.1 Sustained and intensive-Higher-Ed: By 2001, 95% of Higher Ed. professional development activities will extend over the school year and not consist of single unconnected events or two-day conferences.</p> <p>I.B.2 High Quality-District-level: By 1997-98, 85% of a sample of LEA IKE-assisted professional development program plans will have identified objectives, annual benchmarks and strategies for achieving the objectives; will be content standards-based.</p>	<p>I.B.1 District-level: In 2000-01, the participations by time period were as follows: 53% = 1 day or less 15% = 1 day+ to 1 wk 5% = 1 wk+ to 1 month 6% = 1 mo+ to – 3 mo 21% = 3 month s+</p> <p>I.B.1 Higher Ed: In 1998-99, 62% of Eisenhower-assisted professional development activities extended throughout the school year.</p> <p>I.B.2 In 1996-97, 100% of LEA professional development plans had identified objectives and strategies for achieving objectives.</p>	<p>I.B.1 None more recent than 2000-01</p> <p>I.B.1 Higher Ed: In 2000-01, 94% of Eisenhower-assisted professional development activities extended throughout the school year</p> <p>I.B.2 In 2000-01, 92% of a sample (515 LEAs) of professional development program plans in Science and Mathematics were standards-based and outcomes-based</p>	<p>I.B.1 2000-01 IASA Consolidated LEA Application Guidelines required program plans extending over three years. Technical assistance and awareness sessions to LEAs on the significance of sustained, intensive, high-quality professional development. Encourage LEAs to include in their program plans objectives to extend the length of PD activities.</p> <p>I.B.1 Same as Higher Ed. IA</p> <p>I.B.2 Train LEAs to develop professional development program plans with objectives that are: standards-based, outcomes-based; are measurable; include annual benchmarks; include strategies to achieve objectives</p>	<p>I.B.1 1996-97, 1999-00 LEA <i>Title II Data Collection</i> forms & 2000-01 on-line data collection questionnaire.</p> <p>I.B.1 Same as Higher Ed I.A.</p> <p>I.B.2 1996-97 – 2000-01 IASA Consolidated LEA Applications. 2000-01 Eisenhower on-line data collection questionnaire.</p>

Objectives	Indicators	Baseline Data	Progress, Most Recent Data	Strategies	Data Sources
	I.B.2 High Quality- Higher Ed.: By 2001, 90% of Higher Ed. professional development activities will reflect best practices; have identified objectives, benchmarks, strategies for achieving objectives and improving teacher knowledge and skills.	I.B.2 In 1998-99, 73% of Higher Ed. professional development activities reflected best practices, had goals, objectives, activity plans and evaluation plans.	I.B.2 1999-00, 85% of Higher Ed. prof. dev. activities reflected best practices, had goals, objectives, activity plans and evaluation plans.	I.B.2 Higher Ed.: Same as IA	I.B.2 Same as Higher Ed I.A
I.C. High quality professional development is provided to teachers and other school staff who teach in high poverty schools.	I.B.3 Higher Ed: Higher Ed. Teacher participants' content knowledge , skills and class – room instruction are improved. I.C. Eisenhower LEA and Higher Ed. participants from high-poverty (50+%) LEAs will increase proportionately to the total state pool of Eisenhower participants. (<u>High poverty</u> is defined by the state's Title I Schoolwide Schools classification information.	I.B.3 Higher Ed.: In 1998-99, 60% of participating teachers showed evidence of familiarity with the state standards and improved their knowledge and skills in the content area and instruction. I.C. District-level: In 1996-'97, 8864 participants, 19.8% of total state pool of Title II participants (44,859) consisted of teachers, administrators and other school staff from high poverty LEAs. I.C. Higher Ed: In 1998-99, 35% of participating teachers were from high-poverty schools and districts.	I.B.3. In 2000-01, 97% of Higher Ed. teacher participants improved their knowledge and skills in the content area(s) and instruction. I.C. District-level: In 2000-01, 9701 participants, 20.4% of total state pool of Title II participants (47,485) consisted of teachers, administrators and other school staff from high poverty LEAs. The high poverty teacher pool in the state is 23% of the total state teacher pool. I.C. Higher Ed.: In 2000-01 , 93% of teacher participants were from high poverty schools and/or Abbott districts.	I.B.3 Same above (Higher Ed I.B.1 & I.B.2) I.C. Require LEAs, to set objectives and performance indicators for increasing Title II professional development participation by school staff who teach and serve students in high poverty LEAs. I.C.Higher Ed.: a. Grantees must partner with a minimum of two Abbott districts and recruit teachers for IKE-Assisted prof. dev. activities. b. Non-Abbott teachers in high poverty schools are also targeted. c. Grantees are required to provide teacher enrollment data.	I.B.3 Same as Higher ED I.A.2 I.C. 1996-97 – 1999-00 LEA Title II Data Collection forms, & 2000-01 on-line question -naire. I.C. Higher Ed.: a. Eisenhower Quarterly and Annual Performance Reports and Performance Indicator Reports. b. Observations of activities and interviews associated with observations.

Goal II: An increased number of pre-service teacher education programs will provide new teachers with the knowledge and instructional skills to implement challenging learning experiences for their students in meeting the New Jersey Core Curriculum Content Standards.

Objectives	Indicators	Baseline Data	Progress, Most Recent Data	Strategies	Data Sources
<p>II. Higher Ed.: Pre-service teacher education programs will provide new teachers with the knowledge and skills to implement challenging learning experiences for their students in the CCCS.</p>	<p>II. Higher Ed.: By 2001, 50% of a representative sample of pre-service teachers will participate in higher education IKE-assisted, standards-based activities that extend over the school year.</p>	<p>II. Higher Ed.: In 1998-99, 39% of pre-service teachers participated in Eisenhower-assisted activities that were aligned with New Jersey's CCCS.</p>	<p>II. Higher Ed.: In 2000-01, 83% of a sample of pre-service teachers participated in IKE-assisted activities aligned with the NJCCCS, and 71.6% of the participations extended over the school year.</p>	<p>II. Higher Ed.:</p> <ul style="list-style-type: none"> a. Approved application requiring pre-service professional development activities plan geared to the content area and the CCCS. b. On-site monitoring to assess compliance and achievement of Eisenhower program's goals, objectives, activity plan, and performance indicators c. Same as Goal I Higher Ed. strategies. 	<p>II. Same as Goal I Higher ED. data Sources.</p>

Goal III. An increased number of teachers will be proficient in the use of educational technology and will be a part of the on-line networking infrastructure.

Objectives	Indicators	Baseline Data	Progress, Most Recent Data	Strategies	Data Sources
<p>III.A. Teachers are proficient in the use of educational technology and are on-line in the states networking infrastructure.</p>	<p>III.A.1 District-level: By 1997-98, 85% of LEAs will provide their teachers with educational technology training on the use of current technology and educational software to enhance instruction. By 2000-01 90% of LEAs will have provided this training.</p>	<p>III.A.1 In 1996-97, 82% of LEAs provided professional-development activities that included educational technology training in the use of educational software to enhance instruction.</p>	<p>III.A.1 District-level: In 2000-01, 76% of LEAs provided professional development activities that included educational technology training in the use of educational software to enhance instruction. 88% of LEA respondents had established electronic networks for their teachers.</p>	<p>III.A.1 Provide Scenarios and sample activities in the Math Framework and Science Framework that demonstrate the use of educational technology and educational software in the classroom. Include technology resources from these documents. Provide technical assistance to LEAs on how to effectively use the framework documents as a resource, an instructional tool, and as a professional development tool for incorporating technology into the classroom.</p>	<p>III.A.1 1996-97 - 1999-00 LEA <i>Title II Data Collection</i> forms.</p>

Objectives	Indicators	Baseline Data	Progress, Most Recent Data	Strategies	Data Sources
	<p>III.A.2 Higher Ed.: By 2001, 75% of participating teachers will receive training in the use of current ed. technology and software to enhance instruction.</p> <p>III.A.3 By 1997-98, 55% and by 2000-01 95% of LEAs and partnered LEAs in Higher Ed. Eisenhower-assisted programs will have established electronic networks, facilitating teacher-to-teacher communication within and across districts.</p>	<p>III.A.2 In 1998-99, 68%% of Higher Ed. teacher participants showed evidence of improvement in the use of educational technology and software to enhance instruction.</p> <p>III.A.3 District Level: By 1996-97, 53% of LEAs had established electronic networks connecting teachers within district schools and/or other LEAs.</p> <p>III.A.3 Higher Ed: By 1998-99, 85% of partnered LEAs in Higher Ed. Eisenhower-assisted programs had established electronic communication networks.</p>	<p>III.A.2 In 2000-01, 90% of Higher Ed. teacher participants demonstrated knowledge in using educational technology to enhance instruction.</p> <p>III.A.3 District Level: In 2000-01, 91.07% of LEAs had established electronic networks connecting teachers within district schools and/or other LEAs.</p> <p>III.A.3 Higher Ed: In 2000-01, 100% of partnered LEAs in IKE-assisted professional development activities established electronic communication networks connecting teachers within schools, as well as teachers across districts.</p>	<p>III.A.2 Higher Ed.: RFP/C supports the implementation of professional development activities for educational technology. Grantees and partnered LEAs will assess teacher needs in educational technology and provide appropriate training.</p> <p>III.A.3 District Level and Higher Ed.: Encourage the use of Eisenhower LEA and Higher Ed funds to support the establishment and use of electronic communication networks and to support the training of teachers in its use.</p>	<p>III.A.2 Same as Higher Ed I.A.2 above.</p> <p>III.A.3 District Level: 1996-97 – 1999-00 LEA <i>Title II Data Collection</i> forms. 2000-01 on-line data collection questionnaire.</p> <p>III.A.3.Higher Ed: Same as Higher Ed.I.A and IC. above.</p>

APPENDIX C

NEW JERSEY DEPARTMENT OF EDUCATION

ENHANCING EDUCATION THROUGH TECHNOLOGY

PROPOSED GRANT PROGRAMS (DRAFT)

TITLE: TECHNOLOGY IN THE LANGUAGE ARTS LITERACY CURRICULUM

Program Purpose/Statewide Goal(s):

The purpose of this three-year, limited competitive grant is to increase student achievement in Language Arts Literacy, provide ongoing professional development to classroom teachers in grades 3-5, and integrate technology into curriculum and instruction. This grant supports the following “purposes” of the federal educational technology program:

- Improve student achievement
- Increase access to technology particularly in high-need districts
- Integrate technology effectively into curriculum and instruction
- Enhance ongoing professional development
- Support the rigorous evaluation of programs

Abstract:

Teachers will participate in the LOTI survey throughout the three-year grant period to determine levels of technology implementation in the classroom, personal computer use and current instructional practices. The results will assist teachers and districts in planning future staff development for technology. Ongoing consultation with nonpublic schools is required. An outside evaluator will be hired such as Margaret Honey to assess student achievement, the impact of professional development, the link between teacher technology competencies and student achievement, etc.

Eligibility Narrative (Include rationale for limited or targeted types):

A high-need school district or an eligible local partnership are eligible to submit an application for this grant. An eligible local partnership consists of at least one high-need LEA and one of the following:

- a) A public or private nonprofit organization with demonstrated expertise in the application of educational technology in instruction.
- b) An LEA that can demonstrate that teachers in its schools are effectively integrating technology and proven teaching practices into instruction, based on a review of relevant research, and that the integration results in improvement in classroom instruction and in helping students meet challenging academic standards.

However, the focus of the grant must be on addressing the needs of the high-need LEA.

Target Population:

Classroom teachers in grades 3, 4 and 5 in a high-need district.

TITLE: DEVELOPMENT OF ON-LINE COURSES (DOC)

Program Purpose/Statewide Goal(s):

The purpose of this two year, limited competitive is to improve academic achievement through the use of technology in schools and integrate technology with teacher training and curriculum development to establish successful research-based instructional models. These goals will be achieved by the development, piloting, assessment and offering of a distance learning course by the LEAs. The school district is the lead agency for facilitating the grant-related activities and will collaborate with all involved partners.

Abstract

This program would involve the development and implementation of a distance learning course in an area of need as recognized by the partners in this project. Using a distance learning format or a combination of distance learning technologies to provide an online course would enhance the core curriculum content knowledge of teachers and/or students. This course would be accessible by students and/or teachers state-wide in the second year.

The high-need LEA must partner with another educational entity. The professional and technical needs may be met by the professional staff at the LEA level but could also be supported if necessary by higher education professionals and or the statewide Educational Technology Training Centers.

This grant will include a development year, a pilot year and then a statewide offering. Grant monies would be used to develop the curriculum; provide staff development (25%); meet the technological needs to support the course, assess student achievement and evaluate the effectiveness of the project.

Outcomes would include:

- Assist States and localities in implementing and supporting a comprehensive system that effectively uses technology in elementary and secondary schools to improve student academic achievement.
- Encourage establishment or expansion of initiatives (including those involving public-private partnerships) that are designed to increase access to technology, particularly in schools served by “high-need local educational agencies”.
- Assist States and localities in the acquisition, development, interconnection, implementation, improvement, and maintenance of an effective educational technology infrastructure in a manner that expands access of technology to students (particularly disadvantaged students) and teachers.
- Support initiatives that enable school personnel and administrators to integrate technology effectively into curriculum and instruction that are aligned with State standards, through such means as high-quality professional development programs.
- Enhance ongoing professional development for teachers, principals, and administrators by providing constant access to training and updated research in teaching and learning through electronic means.

- Support the development and use of electronic networks and other innovative methods, such as distance learning, to provide specialized or rigorous courses or curricula to students who would not otherwise have access to such information, particularly to those in geographically isolated regions.
- Support the rigorous evaluation of programs funded under the Ed Tech Act, particularly regarding the impact of these programs on student academic achievement, and ensure that the results are widely accessible through electronic means.

Eligibility:

This grant is open to all LEAs but limited to those LEAs designated by the department as high-need LEA. Applicants must certify that the application was developed in consultation with a partnering LEA.

Target Populations could include any or all of the following: Pre-school students, grades K-8, 9-12, adults, at-risk youth, individuals with disabilities, teachers.

TITLE: ACCESS – COLLABORATION – EQUITY (ACE) PLUS INSTRUCTION (ACE +) PROGRAM

Program Purpose/Statewide Goal(s):

The purpose of this 18-month, limited competitive grant is to close the “digital divide” -- the disparity between those who have access to technology and those who do not. This goal will be achieved by extending access to technology resources in a supervised setting for students in high-need school districts beyond the school day. The school district is the lead agency for facilitating the grant-related activities and will collaborate with community partners, businesses, municipalities, and statewide organizations. Equitable access to technology is to be provided in public locations such as libraries, community centers or urban housing -- for students, their families and other community members.

These funds will be used to create a two-tiered level of assistance. Each level will be a multi-year project with the first project beginning 5/1/03 through 4/30/2004.

1. Level one is designed for those LEAs that **were** awarded an Access~Collaboration~Equity grant in FY’2001, or that partnered with a LEA that was the lead agent in that grant program and established an ACE Center.
2. Level two is designed for LEAs that **were not** awarded an Access~Collaboration~Equity grant in FY’2001 and were not partners with a district awarded that grant program.

Outcomes include:

- Establishment or expansion of initiatives that are designed to increase access to technology, particularly in schools served by “high-need local educational agencies.”
- Implementing and supporting a comprehensive system that effectively uses technology in elementary and secondary schools to improve student academic achievement and increase time-on-task.
- Ongoing professional development for teachers, principals, administrators by providing constant access to training and updated research in teaching and learning through electronic means.
- Developing and use of electronic networks and other innovative methods to provide specialized or rigorous courses or curricula to students who would not otherwise have access to such information, particularly to those in geographically isolated regions.
- Promoting parent and family involvement in education and to enhance communication among students, parents and school personnel.
- Developing a business plan to show self-sustaining activities for at least two years beyond the grant program.
- Evaluating the students to determine the impact of the program on academic achievement.
- Developing a model curriculum-based Language Arts Literacy project that contributes to student achievement of the Core Curriculum Content Standards.

Abstract

The existing ACE Centers will continue to provide the resources and services, but enhance the program with three main components that are required of the new ACE Centers as well. A focus on Language Arts Literacy as the instructional component used with students, developing a distance learning component, facilitating professional development for teachers, administrators and school personnel, and developing a end-of-the-year showcase of progress made throughout the grant period. Teachers from the school district will staff the ACE Center and be provided professional development and mentoring activities to use

In addition, the existing ACE Center will provide support and mentorship to the newly formed ACE Centers in partnership with the NJ Department of Education, Office of Educational Technology.

Year one is the planning year and year two is the year for implementation.

Requirements for program:

- Needs assessment to show what participants want to learn and times that are best for them.
- Evaluation of student achievement in Language Arts Literacy – one-year prior and all scores through present.
- Level two participants must target grades 7 and 8 for the Language Arts Literacy instructional component of the ACE Center.
- ACE Centers must develop web site that has documented the progress of the grant program over five years.
- Someone must be responsible for updating and monitoring the web site.
- Classrooms must have Internet connectivity.
- Schools must have AUP and certification forms on file.
- Technical and administrative support for technology must be part of the school culture and available as needed to assist in the implementation of this grant program.

Eligibility Narrative (Include rationale for limited or targeted types):

This grant is open to all LEAs but limited to those LEAs designated by the department as a high-need LEA. These funds will be used to create a two-tiered level of assistance. Each level will be a multi-year project with the first project beginning 5/1/03 through 4/30/2004.

- Level one is designed for those:
 - a. LEAs that **were** awarded an Access~Collaboration~Equity grant in FY'2001, or
 - b. that partnered with a LEA that was the lead agent in the grant program,
 - c. has advanced experience in providing services and resources to the community, and
 - d. that can exhibit a need to expand and enhance their projects.
- Level two is designed for LEAs that **were not** awarded an Access~Collaboration~Equity grant in FY'2001 and were not partners with a district awarded the grant program.

Both levels must:

- Be designated by the department as an LEA that is high-need;
- Will certify its application was developed in consultation with representatives from nonpublic schools.
- Develop partnerships that could include public libraries, community centers, and urban housing authorities, businesses, and statewide organizations such as the NJ Chamber of Commerce.

Target Population: Pre-school students, grades K-8, 9-12, adults, at-risk youth, individuals with disabilities, teachers, parents, administrators, nonpublic school students.

APPENDIX D

EVEN START FAMILY LITERACY PROGRAM MONITORING INSTRUMENT FOR
CONTINUATION PROGRAMS

AND

NEW JERSEY'S EVEN START INDICATORS OF PROGRAM QUALITY

**State of New Jersey
Department of Education
OFFICE OF PROGRAM SUPPORT SERVICES
EVEN START FAMILY LITERACY PROGRAM MONITORING INSTRUMENT
FOR CONTINUATION PROGRAMS**

Program Name/District: _____ County: _____
 Lead Agency Administrator: _____
 Business Administrator/Fiscal Manager: _____
 Project/Program Director: _____
 Date(s) of Visitation: _____ Location: _____
 NJDOE Program Officer _____

STATE REVIEWER

Lead: _____ Team Member: _____

LEA STAFF INTERVIEWED

Name: _____ Position: _____
 Name: _____ Position: _____
 Name: _____ Position: _____
 Name: _____ Position: _____
 Name: _____ Position: _____

COLLABORATING AGENCY STAFF INTERVIEWED

Name: _____ Position: _____
 Name: _____ Position: _____
 Name: _____ Position: _____
 Name: _____ Position: _____

PROGRAM PARTICIPANTS INTERVIEWED

Name: _____ Name: _____
 Name: _____ Name: _____

Evaluation of Records And Procedures	Compliant	Non-Compliant	Comments
Evidence of Active Collaboration			
Recruitment and Retention			
Parenting Education			
Parent-Child Interactive Time			
Home Based Instruction			
Adult Education			
Early Childhood Education			
Staff Development			
Integration of Components			

I. PROGRAM COMPONENTS	Sufficient Evidence	Insufficient Evidence
1. Is there evidence of coordination with other relevant federal programs? If yes, which programs: _____		
2. How are instructional programs for children and adults selected? (based on scientifically based reading research?) Be specific _____ _____		
3. Are support services provided to parents to enable them to participate fully in the program? <input type="checkbox"/> child care <input type="checkbox"/> transportation <input type="checkbox"/> hours that are convenient and flexible to accommodate clients <input type="checkbox"/> other: please specify _____ _____		
II. COLLABORATION		
1. Is there evidence of collaboration between at least one local education agency and one or more community based organizations? Type of documentation provided: <input type="checkbox"/> meeting agendas, registration forms, minutes <input type="checkbox"/> written linkage agreements <input type="checkbox"/> no evidence <input type="checkbox"/> other: please specify _____		
2. Does the program make use of services provided by collaborators and/or other community resources? Which collaborators/community resources are used: _____ _____		
3. Has the number of collaborators increased from the previous year? If yes, please explain _____		
4. Is the program canvassing for new collaborators? If so, what agencies or organizations? _____ _____		
ADDITIONAL COMMENTS:		
III. RECRUITMENT AND RETENTION	Sufficient Evidence	Insufficient Evidence
1. How are families most in-need recruited/identified for participation in the program? Type of activity/documentation provided: <input type="checkbox"/> referral from teachers <input type="checkbox"/> referral from social service agency(ies) <input type="checkbox"/> referral from participating families <input type="checkbox"/> advertising/outreach activities <input type="checkbox"/> other: please specify _____ _____		

<p>2. Is there a specific relationships which exist for the purpose of recruiting qualified families, with government and human services agencies? Type of documentation provided:</p> <p><input type="checkbox"/> intake form <input type="checkbox"/> referral form from collaborating agency <input type="checkbox"/> minutes of meetings held <input type="checkbox"/> other: please specify _____</p>		
<p>3. What measure/instrument was/is used to verify family qualification to participate in program? Type of documentation provided:</p> <p><input type="checkbox"/> federal low income level <input type="checkbox"/> food stamp/reduced lunch recipient <input type="checkbox"/> other: please specify _____</p>		
<p>4. Are support services offered that enable families to overcome barriers to participation? Type of documentation provided:</p> <p><input type="checkbox"/> linkage agreements with other agencies <input type="checkbox"/> participant records that list the support services <input type="checkbox"/> offered to each family <input type="checkbox"/> other: please specify _____</p>		
<p>5. How does your program/project encourage regular attendance and retention of families? Be specific _____</p>		
<p>6. Do families participate in all core components? If no explain _____</p>		
<p>7. At what point do you re-evaluate a families' participation in the program? Please explain _____</p>		
<p>ADDITIONAL COMMENTS:</p>		
<p><u>IV. PARENT EDUCATION</u></p>	<p>Sufficient Evidence</p>	<p>Insufficient Evidence</p>
<p>1. Does the program provide information/instruction on parenting (e.g., child development, nutrition, infant and child health, lifeskills, stress management, substance abuse, family violence, community resources)? Type of documentation provided:</p> <p><input type="checkbox"/> course outlines <input type="checkbox"/> curricula materials <input type="checkbox"/> workshop announcements <input type="checkbox"/> schedule of events <input type="checkbox"/> observation of activities <input type="checkbox"/> other: please specify _____</p>		

2. What venues have parenting workshops/classes been held? Please List: _____ _____		
3. Are parenting workshops/classes well attended? What documentation was provided, please list _____ _____		
ADDITIONAL COMMENTS: 		
<u>V. PARENT-CHILD INTERACTION</u>		
1. Does the program provide regularly scheduled, supervised activities between parents and children (e.g., interactive time, reading aloud, thinking and problem solving, observation of activities, parent and child dialogue, participation of entire family)? Type of documentation provided? <input type="checkbox"/> participant records <input type="checkbox"/> schedule of events <input type="checkbox"/> attendance logs <input type="checkbox"/> other – please specify _____ _____	Sufficient Evidence	Insufficient Evidence
2. Does the school provide opportunities for parents of school-age children to volunteer in school activities?		
3. What enrichment and instructional services/activities are provided during the summer months (e.g., instruction for children, instruction for parents, enrichment activities, recreational activities)? Type of documentation provided: <input type="checkbox"/> schedule of events <input type="checkbox"/> observation of activities <input type="checkbox"/> participant records <input type="checkbox"/> other: please specify _____		
ADDITIONAL COMMENTS: 		
<u>VI. HOME - BASED EDUCATION (HOME VISIT)</u>		
1. Are Even Start Families receiving home visits from the home based educator on a regular/consistent basis (minimum of 2 visits per month)? Type of documentation provided: <input type="checkbox"/> participant records that verify receipt of home based education visits. <input type="checkbox"/> personal interview with recipients <input type="checkbox"/> instructional materials used during home based education visits <input type="checkbox"/> other: please specify _____	Sufficient Evidence	Insufficient Evidence
2. Are the home based educator visits coordinated with other service providers who may be working with Even Start Families? <input type="checkbox"/> participant records that verify coordination		

<input type="checkbox"/> other: please specify _____		
3. Are the home-based educator visits coordinated with instructional staff? Documentation provided: _____ _____		
ADDITIONAL COMMENTS: 		
VII. ADULT EDUCATION	Sufficient Evidence	Insufficient Evidence
1. Is there a documented process used to identify individual educational goals? Type of documentation provided: <input type="checkbox"/> participant records that verify process used <input type="checkbox"/> interest inventory <input type="checkbox"/> aptitude test <input type="checkbox"/> other: please specify _____		
2. Are a variety of instructional methods used with adult learners (e.g., individual, group, independent learning, mentoring, peer coaching)? Type of documentation provided: <input type="checkbox"/> participant records <input type="checkbox"/> participant interviews <input type="checkbox"/> observation of activities <input type="checkbox"/> other: please specify _____		
3. Are instructional materials varied, practical, and relevant to the academic needs and interests of each learner? Type of documentation provided: <input type="checkbox"/> curriculum <input type="checkbox"/> student portfolios <input type="checkbox"/> observation of activities <input type="checkbox"/> other: please specify _____		
4. Is the continuing progress of each learner assessed? Type of documentation provided: <input type="checkbox"/> measurement benchmarks <input type="checkbox"/> student portfolios <input type="checkbox"/> participant records that verify above assessment tools <input type="checkbox"/> other: please specify _____		
5. Is a system in place that addresses attendance problems which may occur? <input type="checkbox"/> participant records that verify process <input type="checkbox"/> existence of inactive files <input type="checkbox"/> interviews with Even Start staff <input type="checkbox"/> other: please specify _____		
6. Does the program assist the participant in making a smooth transition from the program into the world of work and/or continued training/education in order to break the cycle of poverty/illiteracy? Type of documentation provided: <input type="checkbox"/> student records <input type="checkbox"/> participant job interview referral(s) <input type="checkbox"/> college/career day activities <input type="checkbox"/> evidence of linkage with the Department of Labor Job Service <input type="checkbox"/> other: please specify _____		

VIII. EARLY CHILDHOOD EDUCATION	Sufficient Evidence	Insufficient Evidence
<p>1. Even Start is designed to serve children ages 0-7. What ages does the program serve? Type of documentation provided: <input type="checkbox"/> participant records <input type="checkbox"/> collaborative agreements <input type="checkbox"/> observation of early childhood activities <input type="checkbox"/> other: please specify _____</p> <div style="border: 1px dashed black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <p>_____</p> <p>ages served</p> </div>		
<p>2. Is a developmentally appropriate curriculum used for the instruction of Even Start children? Type of documentation provided: <input type="checkbox"/> curriculum <input type="checkbox"/> participant records <input type="checkbox"/> other: please specify _____</p>		
<p>3. Are children attending on a regular basis? Type of documentation provided: <input type="checkbox"/> attendance records <input type="checkbox"/> verification of type of program provided <input type="checkbox"/> other: please specify _____</p>		
<p>4. Is a system in place that addresses attendance problems that may occur? Type of documentation provided: <input type="checkbox"/> participant correspondence/records <input type="checkbox"/> staff interviews <input type="checkbox"/> other: please specify _____</p>		
<p>5. Are parents offered opportunities for input and participation in class to reinforce learning? Type of documentation provided: <input type="checkbox"/> participant records that verify parental attendance in early childhood activities <input type="checkbox"/> other: please specify _____</p>		
<p>6. Are children provided assistance with the transition to public school through school visits, role playing, or modeling new routines? Type of documentation provided: <input type="checkbox"/> student records <input type="checkbox"/> staff interviews <input type="checkbox"/> agendas of meetings held <input type="checkbox"/> other: please specify _____</p>		
ADDITIONAL COMMENTS:		
IX. STAFF DEVELOPMENT	Sufficient Evidence	Insufficient Evidence
<p>1. Does Even Start staff receive professional development training on a regular basis? If so, how often? _____ Type of documentation provided:</p>		

<input type="checkbox"/> agendas, course descriptions, calendar(s) <input type="checkbox"/> staff interviews <input type="checkbox"/> other: please specify _____		
2. How are staff development topics/activities selected? Please be specific _____ _____		
3. Is the program in compliance with the new staff certification requirements? If yes be specific _____ _____		
4. Does staff from collaborating agencies participate in Even Start staff development/training opportunities? Type of documentation provided: <input type="checkbox"/> meeting agendas <input type="checkbox"/> participant records that verify interagency coloration <input type="checkbox"/> other: please specify _____		
5. Are regular staff meetings held to review program issues or concerns? Type of documentation provided: <input type="checkbox"/> agendas, calendars <input type="checkbox"/> staff interviews <input type="checkbox"/> other: please specify _____		
PLEASE PROVIDE THE TEAM WITH A ROSTER OF STAFF PAID WITH EVEN START FUNDS TO ATTACH TO THIS REPORT.	RECEIVED	NOT RECEIVED
PLEASE PROVIDE THE TEAM WITH COPIES OF ALL STAFF CERTIFICATION.	RECEIVED	NOT RECEIVED
FOR THOSE HIRED BEFORE JANUARY 1, 2002, PLEASE PROVIDE FORMAL EVIDENCE OF START DATE FOR EACH APPLICABLE STAFF PERSON.	RECEIVED	NOT RECEIVED
ADDITIONAL COMMENTS: 		
X. PROGRAM OUTCOMES/ACCOMPLISHMENTS	Sufficient Evidence	Insufficient Evidence
1. Please provide a brief description of your program accomplishments in the areas of successful parent and child achievement outcomes? Please elaborate _____ _____		
2. Referring back to the response to the question above. What measures are used to guarantee compliance with the state indicators of program quality? Explain _____ _____		
XI. LOCAL EVALUATION	Sufficient Evidence	Insufficient Evidence
1. What method is used for local evaluation? Please specify _____ _____		

2. How is your local evaluation used for program improvement? (data-driven decision making?) Please explain _____		
3. How has program used Indicators of Program Quality to assure program effectiveness? Please explain: _____ _____		
XII. SUMMARY: INTEGRATION OF COMPONENTS	Sufficient Evidence	Insufficient Evidence
1. Has the program implemented and integrated the activities indicated in the approved application (e.g., infant stimulation, developmentally appropriate pre-k services, adult education services, parenting classes, home based educator visits, parent & child activities, a summer program and support services)? Type of documentation provided: <input type="checkbox"/> attendance records in all program component areas <input type="checkbox"/> participant records that verify all program components <input type="checkbox"/> linkage agreements <input type="checkbox"/> staff interviews <input type="checkbox"/> parent interviews <input type="checkbox"/> miscellaneous records including agendas, minutes, correspondence, calendars <input type="checkbox"/> observation of program activities <input type="checkbox"/> other: please specify _____ _____		
2. Is there documented evidence of active dialogue between the staff responsible for the core components of the Even Start Program? Type of documentation provided: <input type="checkbox"/> student records <input type="checkbox"/> staff interviews <input type="checkbox"/> other: please specify _____		
ADDITIONAL COMMENTS: 		
XIII. REQUIRED REPORTS	YES	NO
1. Have required reports been submitted in a timely manner to the grants office?		
2. Have reports requested by the Program Officer been submitted in a timely manner?		
3. Have program representatives attended mandated Directors Training Institutes offered by the Department of Education?		
ADDITIONAL COMMENTS: 		

As the representative of the above mentioned program, I hereby confirm and verify the validity of the information reported.

Signed

Title

PLEASE PRINT YOUR NAME CLEARLY

DATE

Signed by Evaluator

Title

PLEASE PRINT OR TYPE

DATE

Witness Signature

Title

PLEASE PRINT OR TYPE

DATE

M Even Start/Forms

New Jersey's Even Start Indicators of Program Quality

Introduction

New Jersey's goal for family literacy is the same as the national goal. That is: To break the cycle of low literacy/illiteracy through an integrated program that includes early childhood education, adult education, and parenting education.

To be able to navigate through the demands of everyday life, as well as to enrich one's personal life, literacy is critical. The need for literacy skills is even more critical in today's highly complex technological world. To be illiterate or have low literacy skills blocks one from effectively participating in today's society. Additionally, the problem of low literacy and illiteracy becomes cyclical across generations. Educators recognize that parents are children's first and most important teachers, children who are read to by their parents become readers. Parents help their children develop the early language skills needed to enter school read to learn. Yet parents who cannot read cannot assist their children develop any of these skills. If parents cannot or do not read to their children, this puts their children at risk of experiencing reading difficulties as they begin their school careers. Thus, the cycle perpetuates, unless broken. To break the vicious cycle of illiteracy, a systemic approach must be taken. Such a systemic approach is family literacy.

In New Jersey's Even Start Family Literacy programs, three core components are required. They include:

- Early childhood education for participating children ages 0 to 7;
- Adult education that leads to improvement of basic literacy skills, acquisition of English language proficiency or attainment of a GED, and development of critical work skills;
- Parenting skill development to enable parents to support their children's learning both at home and school through:
 - Formal parenting skills training/workshop sessions;
 - Home visits which model for parents positive interactions with their children to help them learn;
 - Family and child together activities to further enhance parents' parenting skills by showing them the wide myriad of activities through which they can promote their children's learning.

To ensure that these component services are delivered to the clients in a way most likely to be successful, the following must be assured:

- All components and elements are interrelated and therefore must be fully integrated into one cohesive, seamless delivery system.

Furthermore, since all services are directed to the common goal of breaking the cycle of illiteracy/low literacy across families, all services must focus on the development of literacy. Finally, to assure continued improvement of each component, appropriate professional development needs to be provided to all program staff.

Today more than ever before, the focus in education is not just service delivery, but accountability for attaining desired outcomes. The first step in developing accountability systems is setting and defining expectations and standards. Once standards are articulated, the measures to determine whether standards have been met must be defined. This document is designed therefore to:

Articulate the standards that all Even Start projects in New Jersey must attain; and
Define the benchmarks that will determine which standards are met.

Together standards and benchmarks define New Jersey's Indicators of Program Quality. There are standards and benchmarks for participant outcomes (performance indicators), as well as program inputs (program standards). The program inputs describe the expected staff development and coordination activities which need to be in place, if the expected participant outcomes are to occur. If all standards are attained, as measured by defined benchmarks, then quality Even Start projects will have been provided to all program participants, enabling us to achieve our goal of breaking the cycle of illiteracy/low literacy for participating families.

For the indicators listed to be true measures of program process and outcomes, they should be reviewed at the end of each project year. Additionally, because recruitment, enrollment and retention in the program is often ongoing, for such indicators to be true measures of program outcomes, they should only be applied to those families/participants who have enrolled in the program for six months or longer. Finally, because process contributes to outcomes, certain indicators, especially in the domains of parenting skill development and integration of services, are process rather than outcome based. Nevertheless, these indicators show that processes needed to effect desired outcomes are in place. Further guidelines regarding documentation of indicators will be issued by the New Jersey Department of Education in the fall of 2001.

Goal

To break the cycle of illiteracy/low literacy through an integrated family literacy program that includes developmentally appropriate early childhood education, adult education and parenting education that enables parents to help their children learn and develop literacy skills.

Core Objectives

1. Participating children ages 0-7 will receive developmentally appropriate early childhood education services that will enable them to become independent readers by age 7.

2. Participating adults will receive adult education instruction thereby enabling them to improve their literacy skills and attain their personal education objectives.
3. Participating parents will develop skills to enable them to help their children learn and develop literacy skills.
4. To maximize the services provided through the Even Start program, all required services must be fully integrated.

Early Childhood Education Component

- Participating children ages 0-7 will receive developmentally appropriate early childhood education services that will enable them to become independent readers by age 7.
 - Programs provided to early childhood participants will be developmentally appropriate and incorporate learning activities focused on age appropriate language and reading/reading readiness development.
 - Children enrolled in the Even Start program will develop early literacy skills needed to allow them to move through the school curriculum continuing from preschool through grade 2 without being retained.
 - Children of limited English proficiency enrolled in the Even Start program will develop the English language skills needed to become fully proficient in English and develop literacy in the language.
 - Staff will receive appropriate professional development and training in early childhood education, including but not limited to training in developmentally appropriate practices and early literacy and language development.

Measures of Quality Early Childhood Education

- Informal and formal reading inventories administered in grades 1 and 2 show that children who have participated in the Even Start program for six months are reading on level (75% standard); or
- Informal inventories and developmental checklists show that preschoolers ages 3 and 4 who have participated in Even Start for six months are developing age appropriate language and pre-literacy skills (75% standard); or
- Developmental checklists show that kindergartners who have participated in Even Start for six months have developed basic concepts of print (75% standard); or
- ESL assessments administered to LEP children enrolled in the Even Start program for six months show progress from one level to the next in developing English language skills (75% standard); and

- Attendance records will show that children participating in Even Start meet district and health human services attendance requirements (90% standard); and
- Records show that children who have participated in Even Start for six months, and are enrolled in pre-kindergarten, kindergarten and grades 1 and 2 are promoted to the next grade (75% standard); and
- Records will show that all staff have participated in appropriate professional development activities related to the field of early childhood education (minimum of 5 hours).

Adult Education Component

- Participating adults will receive a minimum of six hours of adult education classroom instruction weekly (during the regular school year), thereby enabling them to attain their personal education objectives.
- Participating adults will demonstrate improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills.
 - Adults in Beginning Literacy (Adult Basic Education/ABE) who receive a minimum of six hours per week of classroom instruction over one program year will demonstrate progress to the next level of instruction. (22% standard)
 - Adults in Beginning Basic Education (ABE) who receive a minimum of six hours per week of classroom instruction over one program year will demonstrate progress to the next level of instruction. (22% standard)
 - Adults in Low Intermediate (ABE) who receive a minimum of six hours per week of classroom instruction over one program year will demonstrate progress to the next level of instruction. (16% standard)
 - Adults in High Intermediate (ABE) who receive a minimum of six hours per week of classroom instruction over one program year will demonstrate progress to the next level of instruction. (16% standard)
 - Adults in Beginning Literacy (English as a Second Language/ESL) who receive a minimum of six hours per week of classroom instruction over one program year will demonstrate progress to the next level of instruction. (33% standard)
 - Adults in Beginning ESL who receive a minimum of six hours per week of classroom instruction over one program year will demonstrate progress to the next level of instruction. (32% standard)

- Adults in Low Intermediate ESL who receive a minimum of six hours per week of classroom instruction over one program year will demonstrate progress to the next level of instruction. (21% standard)
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- Adults in High Intermediate ESL who receive a minimum of six hours per week of classroom instruction over one program year will demonstrate progress to the next level of instruction. (20% standard)
- Adults in Low Advanced ESL who receive a minimum of six hours per week of classroom instruction over one program year will demonstrate progress to the next level of instruction. (18% standard)
- Adults in High Intermediate ESL who receive a minimum of six hours per week of classroom instruction over one program year will demonstrate progress to the next level of instruction. (19% standard)
- Adults in Low Adult Secondary Education who receive a minimum of six hours per week of classroom instruction over one program year will demonstrate progress to the next level of instruction. (34% standard)
- Participating adults will receive sufficient basic education to enable them to benefit from placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement.
 - Participating adults with a goal of advanced education will enroll in postsecondary education or training after one program year. (52% standard)
 - Participating adults with a goal of employment will obtain unsubsidized employment after one program year. (20% standard)
- Participating adults will be provided with sufficient educational opportunities so they may receive a secondary school diploma or its equivalent.
 - Participating adults with a goal of high school completion will earn a high school diploma or recognized equivalency after one program year. (30% standard)
- Records will show that adult education instructional staff have participated in appropriate professional development related to their field. (minimum of 5 hours each program year)

Measures of Quality Adult Education Programs

The above adult education progress indicators will be assessed using validated measures including the TABE, CASAS or GED tests.

Parenting Skill Development

- Participating parents will develop skills to enable them to help their children learn and develop literacy skills.
 - Parent visitors will visit the homes of participating families to model positive behaviors and interactions that will help promote their children's sound development, learning and early literacy skills.
 - Parenting training or workshops will be offered to a» participating parents to make them more fully aware of how they can assure the appropriate healthy development of their children.
 - Participating families will join together in parent and child together activities regularly, including through summer months, so that parents can recognize the wide myriad of opportunities available to promote their child's learning in fun ways.
 - Participating parents will read to their children at least two times per week in order to promote family literacy.
 - Home visitors will receive professional developmental to assure they model appropriate learning activities for parents, as well as to other family needs that should be addressed to promote healthy child development.

Measures of Quality Parenting Education

- Logs will indicate that home visitors meet with participating families in their homes a minimum of two times per month. (80% standard)
- Schedules and agendas will indicate that parent training focused on promoting healthy development and support for early literacy is provided to participating parents at least two times per month. (80% standard)
- Records as documented by logs maintained by home visitors will show -that participating parents read a minimum of twice a week to their children. (80% standard)
- Health records will show that all participating children have full and up to date immunizations as required for school enrollment. (80% standard)

Integration of Services

- To maximize the services provided through the Even Start program, all required services must be fully integrated and focused on program goals.
 - Program families will participate in all three of the core components.
 - Support services that enable and promote the full program participation of family members will be provided including such services as flexible scheduling, transportation, etc.

- All Even Start staff will receive professional development and training in family literacy, the program core components and the importance of fully integrating all components.

Measures of Quality Integration of Services

- Attendance and home visit records across the core components will show that families are regularly participating in all core components. (80% standard)
- Records will show there are 20 families or a total of 40 adults and children enrolled in the program each program year.
- Records will show all staff have participated in appropriate professional development activities in family literacy (minimum of 5 hours). (80% standard)
- Records will show Even Start families will be retained long enough to meet their educational and personal goals. (75% retention rate)
- Records show there are regular staff and program planning meetings across all components and cooperating organizations. (minimum of 4 per year)