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## INTRODUCTION

In response to requests from people who have read some of the grants, laws, publications, and communications from the Department of Education, we have created a glossary of some of the acronyms and terms that we liberally sprinkle into our language. Hopefully this guide to our education terms that have often been reduced to sets of initials will be useful to readers of our publications.

References to *N.J.S.A. (New Jersey Statutes Annotated)* can be checked on the Legislative web site at [www.njleg.state.nj.us](http://www.njleg.state.nj.us). Additional information is also available on the Department of Education web site at [www.state.nj.us/education](http://www.state.nj.us/education)

## Acronyms and Terms from the Division of Finance

**Abbott district**, as defined by *New Jersey Statutes Annotated (N.J.S.A.)* 18A:7F-3, means one of the 30 poor urban school districts. Twenty-eight districts were litigants in the original *Abbott v. Burke* funding case decided by the New Jersey Supreme Court on June 5, 1990 (119 N.J. 287, 394). Neptune and Plainfield were added in 1999 to bring the total to 30. The original 28 are as follows: Asbury Park City, Bridgeton City, Burlington City, Camden City, East Orange City, Elizabeth City, Garfield City, Gloucester City, Harrison Town, Hoboken City, Irvington Township, Jersey City, Keansburg Borough, Long Branch City, Millville City, New Brunswick City, Newark City, City of Orange Township, Passaic City, Paterson City, Pemberton Township, Perth Amboy City, Phillipsburg Town, Pleasantville City, Trenton City, Union City, Vineland City, and West New York Town.

**Adjusted for inflation as applied to a local district's spending growth limitation** means taking the greater of the Consumer Price Index (CPI) or three percent (*N.J.S.A.* 18A:7F-5).

**ASSA - Application for State School Aid** is the data collection document submitted by districts for the purpose of calculating state school aid, with the exception of transportation aid, which is submitted via the District Report of Transported Resident Students.

**Base budget** means the district board of education's school budget which contains a net budget at its adjusted spending growth limitation that is submitted to voters for approval in April. The base budget does not include separate additional spending proposals that a district may submit to voters or to the board of school estimate for approval also (*N.J.S.A.* 18A:7F-5).

**CCCS - Core Curriculum Content Standards** are standards for the seven academic and five workplace readiness areas adopted by the State Board of Education May 1, 1996 and as, in the future, may be revised by the State Board.

These standards communicate the common expectations for student achievement throughout the 13 years of public education. The standards are articulated in the following subject areas: visual and performing arts, comprehensive health/physical education, language arts literacy, mathematics, science, social studies and world languages. The five cross content areas for workplace readiness are: career planning, use of technology information and other tools, critical thinking/decision making/problem solving, self management and safety principles.

**CCSA - Core Curriculum Standards Aid** is the amount of state aid that is distributed to all school districts for general fund expenses to ensure that each district can provide a thorough and efficient system of education consistent with the CCCS (*N.J.S.A. 18A:7F-12-15*).

**CEIFA - Comprehensive Educational Improvement and Financing Act** passed in 1996, established for the first time a substantive definition of the constitutional guarantee of a thorough and efficient system of public education through the establishment of Core Curriculum Content Standards and efficiency standards. CEIFA guarantees an appropriate level of funding to ensure that each child has the opportunity to achieve the Core Curriculum Content Standards and requires accountability for the appropriate expenditure of public funds.

**Comparative Spending Guide** is the annual report of comparative financial statistics of school districts compiled and published for general distribution by the Commissioner pursuant to *N.J.S.A. 18A: 4-30*.

**CPI - Consumer Price Index** refers to the average annual increase, expressed as a decimal, in the consumer price index for the New York City and Philadelphia areas during the fiscal year preceding the schools' prebudget year as reported by the United States Department of Labor (*N.J.S.A. 18A:7F-3*).

**CSA - Chief School Administrator** means the superintendent or administrative principal of a local district as set forth in *New Jersey Administrative Code (N.J.A.C.) 6:3-2.1*, or the state district superintendent in the case of a state-operated school district.

**CTSA - Coordinated Transportation Services Agency** refers to an agency that provides coordinated, and presumably less costly, transportation services pursuant to the *Regionalized Public Transportation Services Act*, Chapter 53, P.L. 1997. The law requires the Commissioner to publish a list of CTSA's to help encourage district utilization.

**Debt service**, as defined by *N.J.S.A. 18A:7F-3*, means payments of principal and interest upon school bonds and other obligations issued to finance the purchase or construction of school facilities, additions to school facilities, or the reconstruction, remodeling, alteration, modernization, renovation or repair of school facilities, including furnishings, equipment, architect fees and the costs of issuance of such obligations. It also includes payments of principal and interest upon bonds issued to fund or refund such obligations, and upon municipal bonds and other obligations that the Commissioner approves as having been issued for such purposes. Debt service pursuant to the provisions of P.L. 1978, c.74 (*N.J.S.A. 18A:58-33.22 et seq.*), P.L. 1971, c.10 (*N.J.S.A. 18A:58-33.6 et seq.*) and P.L. 1968, c.177 (*N.J.S.A. 18A:58-33.2 et seq.*) is excluded.

**DEPA - Demonstrably Effective Program Aid** means state aid that is generated by individual schools with low-income pupils to provide effective programs that have been shown to enhance the teaching/learning process, improve school governance, and provide students with collaborative learning environments and health and social service programs (*N.J.S.A. 18A:7F-18*).

**DFG - District Factor Grouping** is a system that provides a means of ranking schools by their socio-economic status (SES). The grouping designation is based on information available from the census and includes the following: percent in community with no high school diploma; percent with some college; occupations; population density; income; unemployment; and poverty. There are eight groupings starting with A which designates the lowest socio-economic level and includes B, CD, DE, FG, GH, I, and J. These groupings allow comparison of districts with similar profiles for purposes of state aid and assessment information.

**DRTRS - District Report of Transported Resident Students** is the data collection document submitted by boards of education for the calculation of state transportation aid and the district's transportation efficiency rating.

**ECPA - Early Childhood Program Aid** is state aid that is distributed to all school districts with high concentrations of low-income students for the purpose of providing full-day kindergarten and half-day preschool classes and other early childhood programs and services (*N.J.S.A. 18A:7F-16*).

**Educationally Meritorious Programs**, as defined in the Comprehensive Educational Improvement and Financing Act of 1996, means programs that are established through state resources and are research-based programs or services that have demonstrated effectiveness. They are also programs that have been evaluated and proven successful in promoting high student achievement in any type of district regardless of socio-economic conditions. Such programs or services directly support student achievement of the Core Curriculum Content Standards and demonstrate fiscal and administrative efficiency.

**Efficiency standards** are the efficiency standards expected of school districts that are contained in the biennial report on the "Cost of Providing a Thorough and Efficient Education" (*N.J.S.A. 18A:7F-4b*).

**FMP - Facilities Management Plan** refers to a strategy developed by a district that outlines its plans for repairing physical infrastructure deficiencies, educational adequacy deficiencies, and capacity deficits of the district's school buildings. Efficient use and responsible ongoing maintenance of school facilities are integral components. All Abbott districts are required to develop comprehensive five-year facilities management plans. All other districts are currently required to submit less comprehensive facilities plans every five years.

**GAAP - Generally Accepted Accounting Principles** are those established by the Governmental Accounting Standards Board as prescribed by the State Board. All school districts must use the GAAP accounting system (*N.J.S.A. 18A:7F-3*, and *N.J.S.A. 18A:4-14*).

**LEA - Local Education Agency** is defined by 20 U.S.C. 8801 as a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state. It can also refer to such combination of school districts or counties as are recognized in a state as an administrative agency for its public elementary or secondary schools. Local school districts are often referred to as LEAs in grant or funding documents.

**Lease purchase payment** Lease purchase is an alternative way for a school district to provide school construction projects when the community rejects attempts to pass a local bond referendum to finance such projects. A lease purchase agreement of five years or less that does not involve a land transfer does not need the Commissioner's approval. Agreements of five years or more, or that involve a land transfer, require state approval which is granted only under circumstances of extreme need for alteration or construction of facilities to house students. Payments of principal and interest for lease purchase agreements, if they are under five years, are part of a district's general fund budget, since no bonds are issued in this type of agreement. Lease purchase payments for agreements over five years are eligible for debt service aid under CEIFA. (*N.J.S.A. 18A:7F-3*; subsection f of *N.J.S.A. 18A:20-4.2*)

**Local share** is the amount of funding that a local district can raise relative to other local districts based on property wealth and income levels and is used in determining the amount of Core Curriculum Standards Aid that a district will receive, if any.

**Low-income pupils** refers to those pupils from households with a household income at or below the most recent federal poverty guidelines available on October 15 of the prebudget year multiplied by 1.30 (*N.J.S.A. 18A:7F-3*).

**Net budget** means the sum of the net T&E budget, which includes the elements listed under the net T&E budget below, plus the portion of the district's local levy approved by the community that is above the district's maximum amount allowed within the T&E range (*N.J.S.A. 18A:7F-3*).

**Net T&E budget** as defined by *N.J.S.A. 18A:7F-3*, means the sum of the T&E program budget, early childhood program aid, demonstrably effective program aid, instructional supplement aid, transportation aid, and categorical program aid received pursuant to *N.J.S.A. 18A:7F-19* through 22, 28 and 29.

**Prebudget year** means the school fiscal year preceding the year in which the school budget is implemented (*N.J.S.A. 18A:7F-3*).

**Resident enrollment** means the number of pupils other than preschool pupils, postgraduate pupils, or postsecondary vocational pupils, who, on the last school day prior to October 16 of the current year, are residents of the district. The students must be enrolled in the following: (1) the public schools of the district, excluding evening schools; (2) another school district, other than a county vocational school district, in the same county, a state college demonstration school, or private school to which the district of residence pays tuition; (3) a state facility, home instruction or a shared-time vocational program where they are regularly attending a school in the district and a county vocational school district. In addition, resident enrollment includes the number of pupils who, on the last day of school prior to October 16 of the prebudget year, are residents of the district and have been placed by the state in a state facility

**SCCSA - Supplemental Core Curriculum Standards Aid** is the state aid for poor districts that supplements CCSA to lessen the impact on the local tax rate. (*N.J.S.A. 18A:7F-17*).

**School Report Card** is prepared and disseminated annually to parents and other interested taxpayers within each local school district. The report cards for each school building in the state contain information about student enrollment, test scores, attendance, and graduation rates, as well as information about teaching and administrative staff (*N.J.S.A. 18A:7E-2*).

**SEA - State Education Agency** is a state-level entity such as the New Jersey Department of Education that is authorized under federal law to administer federal funds directed to education in the state.

**SMT - School Management Team** required by *N.J.A.C. 6:19A-1.4*, is the building-based planning and decision-making entity. The SMT consists of the building principal and representatives of parents, teachers, and the community, and such other persons as will enable the team to implement a sound program of school-based decision making. The work of the SMT primarily involves the development of a whole school reform implementation plan (*N.J.A.C. 6:19A-3.2*).

**Spending growth limitation**, as defined by *N.J.S.A. 18A:7F-3*, means the annual rate of growth permitted in the net budget of a school district, county vocational school district or county special services school district as measured between the net budget of the prebudget year and the net budget of the budget year as calculated pursuant to *N.J.S.A. 18A:7F-5d*.

**SRIT - School Review and Improvement Team** means a team of Department of Education staff assigned by the Commissioner to work with Abbott districts in implementing the Court's decision concerning whole school reform pursuant to *N.J.A.C. 6:19A-1.3*.

**T&E - Thorough and Efficient** refers to New Jersey's constitutional provision that all children have a right to a "thorough and efficient system of free public school."

**T&E amount**, as defined by *N.J.S.A. 18A:7F-3*, means the cost per elementary pupil of delivering programs and services including extracurricular and cocurricular activities that enable all students to achieve the Core Curriculum Content Standards. The standards constitute a thorough regular education under the assumptions of reasonableness and efficiency contained in the *Report on the Cost of Providing a Thorough and Efficient Education*.

**T&E program budget**, as defined by *N.J.S.A. 18A:7F-3*, means the sum of core curriculum standards aid, supplemental core curriculum standards aid, stabilization aid, designated general fund balance, miscellaneous local general fund revenue and that portion of the district's local levy that supports the district's T&E budget.

**T&E range** means the range of regular education spending that is considered thorough and efficient based on the needs of each individual district (*N.J.S.A. 18A:7F-3*).

**Thoroughness standards** refers to the Core Curriculum Content Standards as approved by the State Board on May 1, 1996 and as they may be revised by the State Board in the future (*N.J.S.A. 18A:7F-4a*).

**Weighted resident enrollment** means the differentials in costs based on the efficiency standards established for providing education at the kindergarten, elementary school (grades 1 through 5), middle school (grades 6 through 8) and high school levels (grades 9 through 12) that are determined by dividing the elementary cost per pupil into each category. The weights are applied to resident enrollment in each category. (*N.J.S.A. 18A:7F-12*), (*N.J.S.A. 18A:7F-4b*), (*N.J.S.A. 18A:7F-13*).

**WSR - Whole School Reform** (see pp. 13-14 for definition)

**Zero-based budgeting** refers to a type of budgeting procedure that analyzes and justifies costs from a base of zero, versus the previous year's balance, in order to improve fiscal efficiency. Zero-based budgeting is an essential part of whole school reform.

## Acronyms and Terms from the Division of Student Services

## **Office of Program Review and Improvement**

**DEPA - Demonstrably Effective Program Aid** (see p. 5 for definition)

**ECPA - Early Childhood Program Aid** (see pp. 5-6 for definition)

**OPRI - Office of Program Review and Improvement** The Office of Program Review and Improvement works with the assistant commissioners for Student Services and Finance to assure accountability and improvement of student achievement in each Abbott district and districts identified as having failing schools. OPRI provides technical support and oversight to Abbott districts and other identified failing schools. It also reviews literature and collaborates with state and national experts on school improvement to organize and facilitate the delivery of professional development services for department staff. In addition, it develops evaluation data to track the progress of Abbott districts and the improvement of failing schools.

**PIRC - Program Improvement Regional Centers** includes three regional centers — north, central, and south -- that have been established to house the staff of a School Review and Improvement Team (SRI). The SRI is a team of Department of Education staff assigned by the Commissioner to work with the Abbott districts in implementing the Supreme Court's decision (*N.J.A.C. 6:19A-1.3*). The primary role of such teams is to work with the School Management Teams established pursuant to *N.J.A.C. 6:10A-1.4* and with the developers and experts identified by the Department of Education. These PIRC teams additionally serve as liaisons between schools and the Department of Education and as sources of technical assistance in programmatic and fiscal areas.

**SMT - School Management Team** The establishment of School Management Teams is required pursuant to *N.J.A.C. 6:19A-1.4*. The SMT is the building-based planning and decision-making entity. The SMT consists of the building principal and representatives of parents, teachers, and the community, and such other persons as will enable the team to implement a sound program of school-based decision making. The work of the SMT primarily involves the development of a Whole School Reform implementation plan (*N.J.A.C. 6:19A-3.2*).

**SRI - School Review and Improvement Team** SRIs consist of staff from both the divisions of Student Services and Finance to provide the programmatic and financial knowledge necessary to work with Abbott districts and other identified failing districts and schools to promote the achievement of the Core Curriculum Content Standards. The teams assist districts and schools in identifying training and resource needs, focusing assistance on school-level plans to develop a prescription for school improvement, and working with district- and school-level teams in problem-solving, planning and building systems and capacity to support school achievement. The team also identifies expertise and resources to facilitate district and school improvement efforts.

**WSR - Whole School Reform** WSR models are used to implement the concept of whole school reform. Essentially, the concept of whole school reform combines into a single program all of the individual educational practices and strategies that have been shown over the years to be the most effective in enabling disadvantaged students to achieve. Therefore, the different whole school reform paradigms developed by various experts have common basic elements; yet they differ in their details and emphases. Descriptions of the whole school reform models are as follows:

**SFA/R&W - Success for All/Roots and Wings** SFA/R&W is the state's presumptive whole school reform (WSR) model. SFA is a reading program that helps students read on grade level by third grade. The model focuses on reading and language arts and includes a family support team. The Roots & Wings expands Success for All in other major subject areas, e.g. mathematics, social studies and science.

**ASP - Accelerated Schools** is a whole school reform model that improves learning for K-8 students at risk of failure through acceleration of instruction rather than remediation; by improving school climate; and through school organizational changes based on a participatory process of decision making.

**CES - Coalition of Essential Schools** focuses on redesigning instruction in an entire high school so that the students acquire thinking skills that enable them to question and reason. The model uses personalized instruction and is based on nine common principles on which teachers must reach consensus and then decide how to apply them to instruction.

**CFL/ALEM - Community for Learning/Adaptive Learning Environments Model** is a K-12 model that focuses on high academic achievement and positive student self-perception. Each school must create its own planning and implementation framework that incorporates a schoolwide organizational structure and a coordinated system of instruction and related services delivery. This model is designed to break down artificial barriers within the school and among the many agencies that provide services.

**Comer-SDP - School Development Program** is a model that focuses on bridging the gap between home and school by identifying and addressing the underlying problems that students and their families may have that interfere with the child's progress in school. It is designed to involve all school staff, community agencies, and parents in solving the problems that have been identified. SDP has three components: a School Planning and Management Team, a Student and Staff Support Team and a Parent Involvement Team.

**MRSh - Modern Red Schoolhouse** is a K-12 model that strives to help all students master subject matter through the construction of a standards-driven curriculum, flexibility in organizing instruction and deploying resources, and the use of advanced technology in learning and management.

## **Office of Special Education**

**CSPD - Comprehensive System of Personnel Development** is a plan developed by districts to ensure an adequate supply of special education, regular education, and related-services personnel. The district must identify personnel needs and develop strategies to provide inservice to ensure that all staff members working with children with disabilities have the skills and knowledge necessary to meet the students' needs.

**CST - Child Study Team** consists of a school psychologist, a learning disabilities teacher/consultant, and school social worker who are employees of the school district responsible for conducting evaluations to determine eligibility for special education and related services for students with disabilities.

**FAPE - Free, Appropriate Public Education** consists of special education and related services that are provided at public expense under public supervision and direction and without charge; meet state and federal requirements; include preschool, elementary, or secondary school education; and are provided according to an Individualized Education Program.

**IDEA - Individuals with Disabilities Education Act** is the federal statute that mandates a free, appropriate public education (FAPE) for students with disabilities. In New Jersey, that includes ages three to twenty one.

**IEP - Individualized Education Program** is a written plan developed at a meeting that includes appropriate school staff and the parent. It determines the special education program for a student with disabilities in individually designed instructional activities constructed to meet the goals and objectives established for the student. It establishes the rationale for the students' placement and documents the provision of a free, appropriate public education.

**LRE - Least Restrictive Environment** sets the standard that, to the maximum extent appropriate, children with disabilities should be educated with children who are not disabled. It means that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occur only when the severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

## **Office of Specialized Populations**

**CSRD** - Comprehensive School Reform Demonstration Program is a Title I federal grant program designed to facilitate, in those schools in need of substantial improvement in student achievement, the implementation of comprehensive school-reform programs that are based on reliable research and effective practices and include an emphasis on basic academics and parental involvement.

**EFB** - Evening School for Foreign Born is a state-funded adult education program, available to local education agencies (LEAs), whose purpose is to provide limited English proficient adults with English language instruction in listening, speaking, reading and writing skills necessary to function in an English-speaking environment. Instruction is also provided in government and laws of New Jersey and of the United States in preparation for citizenship

**ESL** - English as a Second Language offers programs for adults with limited English proficiency.

**GED** - Tests of General Educational Development that are designed to measure skills and concepts associated with four years of regular high school instruction and are the basis for a New Jersey state-issued high school diploma.

**MEP** - Migrant Education Projects is a federal grant program designed to provide services to children of migratory workers and migratory fishers. In New Jersey, the majority comprises seasonal workers. The purpose of this program is first to ensure that eligible children of migratory workers and migratory fishers are provided with appropriate educational and support services to help reduce the educational disruptions and other problems resulting from repeated moves. Second, it is to ensure that these children have the opportunity to meet the same challenging state content and student performance standards that all children are expected to meet.

## **Office of Bilingual Education and Equity Issues**

**OBEEI** - Office of Bilingual Education and Equity Issues.

### **BILINGUAL EDUCATION PROGRAM**

**ELS** - English Language Services are those designed to improve the English language skills of students of limited English proficiency. These services, provided in school districts with less than 10 students of limited English proficiency, are provided in addition to the regular school program and have as their goal the development of aural comprehension, speaking, reading and writing skills in English.

**ESL** - English as a Second Language programs in K-12 education require

a daily developmental second language program of up to two periods of instruction based on student needs that teaches listening comprehension, speaking, reading and writing in English using second-language teaching techniques. The programs also incorporate the cultural aspects of the students' experiences into their ESL instruction.

**LEP** - Limited English Proficient is defined in *N.J.A.C. 6:31-1.1* as describing pupils whose native language is other than English and who have sufficient difficulty speaking, reading, writing or understanding the English language as measured by an English language proficiency test. Thus they would be denied the opportunity to learn successfully in classrooms where the language of instruction is English.

### **EQUAL EDUCATIONAL OPPORTUNITY PROGRAM**

**AAO** - Affirmative Action Officer Every public school district must appoint an Affirmative Action Officer from among the district's certified staff.

**ARP** - Annual Review of Progress is an annual report submitted to the Office of Bilingual Education and Equity



Issues on the progress the district has made toward compliance with the equity requirements as stated in *N.J.A.C. 6:4-1.1*.

**EEO - Equal Educational Opportunity** refers to the program that oversees and deals with equality in educational programs (*N.J.A.C. 6:4-1.1 et seq.*).

**GEAC - Gender Equity Advisory Committee** makes recommendations to the director of the Office of Bilingual Education and Equity Issues regarding policies, procedures, and programs relating to career education and lifelong learning for males and females.

**MYEP - Multi-Year Equity Plan**, a three-year plan developed by school districts to identify and resolve all equity needs affecting its schools, pupils, or staff. The goal of the plan is to enable districts to comply with state and federal statutes.

**PRIDE - Peace, Respect, Inclusion, Diversity, Equity** is a Department of Education initiative that supports Governor Whitman's "New Jersey: Many Faces—One Family" intended to promote harmony among the many diverse groups that live in our communities. Activities include workshops and conferences that focus on cross-cultural understanding, respect, and harmony in schools and communities.

**SNCAC - Statewide Nontraditional Career Assistance Center**, located at the College of New Jersey and funded by the Department of Education, provides training and information on recruitment and retention of secondary and adult students in programs and nontraditional courses that lead to high-wage, high-skill jobs. The goal is to identify corrective actions that address educational inequities resulting from discrimination based on race, gender, disability, and national origin.

### **Office of Educational Support Services and Interagency Initiatives**

**AIDS - Acquired Immune Deficiency Syndrome** is the end-stage of HIV disease.

**ATOD - Alcohol, Tobacco and Other Drugs.**

**BRFSS - Behavioral Risk Factor Surveillance System** is an ongoing telephone survey sponsored by the Centers for Disease Control and Prevention (CDC) that monitors changes in adult health-related behaviors, health problems and use of health care.

**CDA - Child Development Associate** is a credential held by staff working in community childcare centers.

**CDC-DASH - Centers for Disease Control and Prevention, Division of Adolescent and School Health.**

**CHES - Certified Health Education Specialist.**

**CODA - Child of a Deaf Adult.**

**COSA - Child of a Substance Abuser.**

**C-SAP - Center for Substance Abuse Prevention** is a federal office providing information on alcohol and drug abuse research and programs.

**CSL - Community Service Learning** is a discretionary grant program with the Administrative Office of the Court (AOC) providing cognitive skills learning and community service activities for adjudicated juveniles.

**D&A - Drugs and Alcohol.**

**D.A.R.E. - Drug Abuse Resistance Education** is a law enforcement-delivered curriculum in drug and violence prevention education.

**ECPA - Early Childhood Program Aid** (see pp. 5-6 for definition)

**GCADA - Governor's Council on Alcoholism and Drug Abuse** is a state-level coordinating body whose membership includes state agency representatives and public members with an interest in drug and alcohol prevention and intervention services.

**HIV - Human Immune Deficiency Virus** is the virus that causes AIDS.

**HRDI - Human Resources Development Institute** is a state agency that provides training in management, leadership, customer service, diversity and technology, primarily for public employees.

**I&RS - Intervention and Referral Services** is a strategy for identifying and helping students at risk for behavioral problems.

**IDU - Injecting Drug Use.**

**IEP - Individualized Education Program** (see p. 14 for definition)

**IPP - Individualized Program Plan** is an instructional program for non-handicapped pupils.

**JDC - Juvenile Detention Center** offers county education programs under the jurisdiction of the Juvenile Justice Commission (JJC).

**JRRI - Juvenile Risk Reduction Initiative** is a discretionary grant program with the Juvenile Justice Commission providing substance abuse and violence prevention education to adjudicated juveniles.

**NCSC - Neighborhood Community Service Centers** are part of a NJ Department of Education program providing student and family prevention and intervention services administered by the NJ Department of Human Services. The centers are designed to offer one-stop shopping for health, recreational, employment, and social services in conjunction with school districts with large numbers of low-income families.

**RGC - Residential Group Centers** are community-based programs operated by or under contract with the Juvenile Justice Commission (JJC) for pupils in state custody.

**SAC - Substance Awareness Coordinator** is a school staff member who coordinates and delivers alcohol, tobacco and other drug services and participates in curriculum and policy development.

**SBYS - School Based Youth Services** is a program of student prevention, intervention and treatment services of the New Jersey Department of Human Services.

**SDFSCA - Safe and Drug Free Schools and Communities Act** is Title IV of the federal Improving America's Schools Act (IASA). It provides federal funds to districts to carry out activities in alcohol, tobacco and other drug education and violence prevention.

**SFEA - The State Facilities Education Act of 1979** provides state funds for educational services to institutionalized youth (*N.J.S.A. 18A: 7B-1 et seq.*).

**STD - Sexually Transmitted Disease**

**STI - Sexually Transmitted Infection**

**UCCA - Unified Child Care Agency** is a county-based agency designated by the NJ Department of Human Services to oversee referrals to childcare centers.

**YRBS - Youth Risk Behavior Survey** is a biennial survey of health-related behaviors of a sample of high school students in randomly selected schools.

## **Acronyms and Terms from the Division of Field Services**

**AVA - Audiovisual Aids Commission** *N.J.S.A. 18A:51-5* requires that county superintendents serve as the secretary of this county-based commission that consolidates the provision of audiovisual services for local school districts.

**QAAR - Quality Assurance Annual Report** is a report provided by the chief school administrator to the public which includes the following: implementation of school-level plans, achievement of performance objectives, school report cards, professional development activities, condition of school facilities, status of mandated program reviews and community support data.

## **Acronyms and Terms from the Division of Academic and Career Standards**

## **Office of Assessment**

**APA - Alternate Proficiency Assessments** The Individuals with Disabilities Education Act, reauthorized in May 1997, mandates the participation of all students with disabilities in statewide assessments. States must develop and conduct alternate assessments for students who cannot participate in the general statewide assessments. As a result, the Alternate Proficiency Assessment (APA) will be used for students with disabilities in the statewide assessment program.

**ESPA - Elementary School Proficiency Assessment** is used to determine cumulative achievement of the Core Curriculum Content Standards through fourth grade as measured by the statewide assessment system.

**EWT - Early Warning Test** administered in grade 8 from 1991-1998 was used as a primary indicator for determining those students who might need instructional intervention in reading, mathematics, and/or writing. The EWT was intended to give an indication of the progress students were making in mastering the skills they needed to pass the HSPT11.

**GEPA - Grade Eight Proficiency Assessment** March 1999 marked the first administration of the Grade 8 Proficiency Assessment (GEPA). The GEPA takes the place of the Grade 8 Early Warning Test, which had been administered to eighth graders since March 1991. The GEPA is intended to provide information about student progress toward mastery of the skills specified by the Core Curriculum Content Standards in all seven subject areas.

**HSPA - High School Proficiency Assessment** will replace the HSPT and will be used to determine student achievement of the knowledge and skills specified by all areas of the Core Curriculum Content Standards and Workplace readiness Standards. By 2006-7, the HSPA will test all of the standards, and students must pass all sections of the test as one of the requirements for a high school diploma.

**HSPT - High School Proficiency Test**, administered in the fall of the junior year, consists of three sections—reading, mathematics, and writing—that students must pass as one of the requirements for a high school diploma. Students who do not pass all three sections receive additional instruction and are retested on the section or sections they did not pass.

**NAEP - National Assessment of Educational Progress** The goal of NAEP is to estimate educational achievement in reading, math, and science and changes in that achievement over time for American students in benchmark, as well as for subpopulations defined by demographic characteristics and by specific background characteristics and experiences.

**SRA - Special Review Assessment** provides students with the opportunity to exhibit their understanding and mastery of the HSPT skills in contexts that are familiar and related to their experiences. The SRA content is linked to the HSPT/HSPA test specifications. This is necessary in order to ensure that students who are certified through the SRA11 have demonstrated the same skills and competencies at comparable levels as students who pass the test itself.

**TAC - Technical Advisory Committee** was developed to assist the Office of Assessment in the development and implementation of the statewide testing program.

**TIMSS - Third International Mathematics and Science Survey** is an international comparative study designed to provide information about educational achievement and learning contexts for the participating countries in mathematics and science in grades 7 and 8.

## **Office of Innovative Programs and Practices**

**IKE - Eisenhower Professional Development** The Dwight D. Eisenhower Professional Development Grant Program is a federally funded program, under Title II, Part B of the Improving America's School Act of 1994. Its purpose is to provide sustained and intensive, high-quality professional development to teachers, administrators and other school personnel.

**PAEMST - Presidential Awards for Excellence in Math and Science Teaching** is a program that is administered by the National Science Foundation (NSF) and identifies outstanding math and science teachers in each of four categories: elementary mathematics; secondary mathematics; elementary science; and secondary science. Each Presidential awardee's school receives a \$7,500 grant, to be spent under the awardee's direction over a five-year period to improve math and science programs. Awardees are also given an all-expense-paid trip to Washington, DC to participate in various awards ceremonies and receptions, and to receive a Presidential citation.

## Office of Professional Development and Licensing

**Alternate route** – is an alternate certification process adopted in 1985 that permits qualified individuals lacking education credentials to earn them in the public schools under a mentoring program and become licensed teachers. It allows talented people to enter teaching after they have worked in other careers.

**PTP - Provisional Teacher Program** This program consists of 30 or 34 weeks of full-time, on-the-job support, supervision, and evaluation by school-based professionals as part of the teacher certification requirements.

## Office of School-to-Career and College Initiatives

**AYES - Automotive Youth Employment Services** is a school-to-work transition strategy that forges a partnership among automotive manufacturers, educators (high schools and vocational/technical schools), public sector agencies, and participating dealerships. The schools help students learn the basic concepts, and dealerships/retail facilities provide the work environment where those concepts are applied, with the integration of high school classroom studies and on-the-job experience being at the heart of AYES.

**JTPA - Job Training Partnership Act** is a state-funded program to promote work-based learning and the establishment of linkages among secondary schools, postsecondary and registered apprenticeships. A key goal of this program is to establish new apprenticeships designed to train young people for high skill, high wage, labor demand occupations.

**NSSB - National Skills Standards Board** Created under the National Skills Standards Act of 1994 (Title V of Goals 2000) as a group of business, labor, education, and civic leaders to stimulate the development of and adoption of a voluntary national system of skills standards, assessment, and certification of attainment criteria.

**OVAE - Office of Vocational & Adult Education (US DOE)** Within the U.S. Department of Education, the OVAE is responsible for the Adult Education Act and the Carl D. Perkins Vocational and Technical Education Act. These programs provide millions of dollars annually to support New Jersey's adult literacy and vocational education programs.

**Perkins Act - Carl D. Perkins Vocational & Applied Technology Education Act** provides federal funding for secondary, postsecondary and adult vocational education programs. This program also provides grants to states for the development of four-year tech prep programs leading to a two-year associate's degree or a two-year certificate.

**PVS - Private Vocational Schools** Under the jurisdiction of the Department of Education, private vocational schools offer nondegree, postsecondary occupational training and retraining programs. The training may be financed personally by the student through funds provided by a variety of state agencies, through federal loans and grants or a combination these sources.

**SETC - State Employment & Training Commission** is mandated to develop and assist in the implementation of a state employment and training policy. The goal is to create a coherent, integrated system of employment, training, and education programs and services which, in concert with the efforts of the private sector, will provide each citizen with equal access to the learning opportunities needed to attain and maintain high levels of productivity and earning power.

**STC - School-to-Career** is New Jersey's model of the federal School-to-Work Opportunities Act

**STW - School-to-Work** is federal legislation signed into law in 1994 to address the need to develop an educational system that matches students' educational attainment and corresponding skills more closely to job opportunities. It also reinforces the need to prepare students with high levels of technical skills and related academic competencies.

**Tech Prep/Two Plus Two Program** - (Between high school & community college) Also known as a "2 + 2",

Tech-Prep requires articulation between secondary and postsecondary institutions to provide a logical course of study leading to preparation for the postsecondary educational experience. In some cases, college credits or advanced placement is given for advanced work done in the secondary school.

**VEDS - Vocational Education Data System** is a computerized system of student performance data, as well as psychographic and demographic information, as required by the Carl D. Perkins Vocational-Technical Education Act of 1998.

**VSO - Vocational Student Organizations** are local, state and national student organizations that engage in activities to provide development in various occupational areas through active participation in projects through schools, communities, businesses and industries. VSOs focus on the knowledge and skills needed for a career in the occupational area being studied (e.g. business, agriculture, health) by providing leadership opportunities.

**WDPP - Workforce Development Partnership Program**

A unique program, funded by New Jersey, to retrain workers by redirecting a percentage of the unemployment insurance revenue, which provides individual job training grants to dislocated workers and customized training grants to companies seeking to upgrade the quality of their workforces. The WDPP, administered by the Department of Labor, is regarded as a national model for providing skills training.

**WIB - Workforce Investment Board** involves local partnerships of private and public sector participants that provide coordinated planning, policy guidance and oversight for all workforce readiness programs in their designated areas.

**YTTW - Youth Transitions to Work** is a state-funded program that promotes work-based learning and the establishment of linkages among secondary schools, postsecondary and registered apprenticeships. A key goal of this program is to establish new apprenticeships designed to train young people for high skill, high wage, labor demand occupations.

## Office of Standards and Professional Development

**ACES - Arts Create Excellent Schools** is a collaboration of the New Jersey State Council on the Arts, the New Jersey State Department of Education, and the Alliance for Arts Education/New Jersey. ACES is built on the premise that the arts can be a catalyst to local education reform, and a leader in state efforts to realize systemic change. The multi-year ACES initiative is intended to initiate and maximize interagency and public and private cooperation to ensure the full integration of the arts into state and local education reform. This initiative is funded through state appropriation and a grant from the Dodge Foundation.

**CCCS - Core Curriculum Content Standards** ([see p. 4 for definition](#))

**CCWR - Cross-Content Workplace Readiness** There are five cross-content workplace readiness standards: career planning, use of technology, critical thinking, decision-making and problem-solving skills, self-management, and safety. These standards are to be integrated into the Core Curriculum Content Standards from K to 12.

**NBPTS - National Board for Professional Teaching Standards**

The NBPTS establishes rigorous standards for what accomplished teachers should know and be able to do; develops and operates a national voluntary system to assess and certify teachers who meet these standards; and advances related education reforms for the purpose of improving student learning in public schools. The National Board sets advanced standards based on five core propositions in over 30 certificated fields. There are currently sixteen available certificates. New Jersey currently participates in supporting this project.

**NJPTSB - New Jersey Professional Teaching Standards Board**

is an advisory board appointed for the first time by the Commissioner of Education on January 6, 1999 to oversee the implementation of the new continuing education regulations. Nineteen members comprise the board and include the following: ten classroom teachers; two college representatives, at least one of which represents a teacher education

program; three district administrators; two members of local boards of education; and two members of the general public. The primary role of the board is to develop and recommend to the Commissioner standards and/or criteria and a schedule of implementation for the 100 hours of professional development required of every teacher in a five-year period beginning in 2000.

**NJSA - New Jersey School of the Arts** legislated in 1969, is a visual and performing arts community-based high school program for artistically talented students. Assisting school districts in reaching the goals of the department's strategic plan and the arts content standards, NJSA offers Career Days in the Arts, Artists Days in coordination with regular classroom activities, and sequential after-school, weekend and traditional vacation time classes. The ungraded classes are held at high schools and county and/or state colleges in all twenty-one counties of the state. NJSA works closely with the Office of Bilingual Education and Equity Issues participating in conferences and providing in-school instruction.

**NJTESOL/NJBE - New Jersey Teachers of English to Speakers of Other Languages/New Jersey Bilingual Education** A chapter of the two national associations, this professional organization is established for educators concerned with the teaching of English as a second language and bilingual education.

**NSF - National Science Foundation** is funded by the federal government to support and implement scientific endeavors including the production of education programs.

**SSI - Statewide Systemic Initiative** The intention of this initiative is to continue the reform of mathematics, science and technology education by supporting changes in K-16 mathematics, science and technology education; planning and implementing professional development activities leading to the improvement of mathematics, science and technology education. It also promotes building greater public understanding and the involvement of business and industry as active partners in the reform of mathematics, science and technology education. This initiative is coordinated through collaboration among Rutgers University, the Department of Education, the National Science Foundation, local school districts, and others.

## **Acronyms and Terms from the Division of Information and Management Services**

### **Office of Administration**

**AFSCME - American Federation of State, County and Municipal Employees**

**CWA - Communications Workers of America** is the union that represents state workers.

**DOP - State Dept of Personnel**

**DSS - Direct State Services** is the operations portion of the Department of Education's budget.

**IFPTE - International Federation of Professional & Technical Engineers**

**OER - Governor's Office of Employee Relations**

**OMB - Office of Management & Budget, Dept of Treasury**

**PERS - Public Employees' Retirement System**

**TPAF - Teachers' Pension and Annuity Fund**

### **Office of Educational Technology**

**ACT - Abbott Consortium for Technology** was originally formed to meet the needs of the Abbott districts in submitting applications for the 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 department on reviewing procedures for program integrity review to successfully participate in the e-rate program, resulting in an award of \$38 million to Abbott districts for the 1998-99 Universal Service Fund.

**ATM - Asynchronous Transfer Mode** is a connection-oriented service that transmits simultaneous voice, data and video traffic at high speeds. It allows the flexibility to assign the bandwidth needed to send information when it is needed and for as long as it is needed.

**AUP - Acceptable Use Policy** is a written agreement, signed by students, their parents, and teachers, outlining the terms and conditions of Internet use in schools. It states acceptable uses of online materials, rules for online behavior, and access privileges. It also covers penalties for violations of the policy. Anyone using a school's Internet connection signs an AUP, which is kept on file as a legally binding document.

**Bandwidth** - is data speed through a connection, measured in bits-per-second (BPS).

**E-rate - Education Rate discount** is available under a federally funded program called the Universal Service Fund (USF). The USF was created by the Telecommunications Act of 1996 and is designed to provide affordable access to telecommunications services for all eligible schools and libraries in the United States. Funded at up to \$2.25 billion annually, the program provides discounts on telecommunications services, Internet access, and internal connections for K-12 schools and libraries.

**ETTC - Educational Technology Training Center** is a county-based resource center that offers educators professional development opportunities. In 1997, the department awarded a total of \$10 million in three-year grants to local school districts in each of the state's 21 counties to provide services for educators. Funded by the federal Goals 2000 program and state funds, the ETTCs contain demonstration technology equipment and offer training programs to assist teachers in implementing the Core Curriculum Content Standards.

**HTML - Hypertext Markup Language** is a programming coding language used to create sites on the World Wide Web. It is created using a simple word processor and contains code read by "browsers" such as Netscape or Explorer.

**IDLS - Interactive Distance Learning Service** is offered by Bell Atlantic and provides two-way, full-motion audio and video and allows the interconnection of multiple locations. This service allows communication among other IDLS sites either within a county or a specifically defined region for communication.

**ISDN - Integrated Services Digital Network** increases the bandwidth of a normal telephone line, making it capable of simultaneous delivery of voice and data services over a single telephone line. It is designed to provide a standard interface to customer equipment such as computers, telephones, facsimile machines, and routers.

**ISP - Internet Service Provider** is a business that acts as an intermediary between the Internet and the connecting individual or agency.

**ITV - Interactive Television** or distance learning classroom systems provide full-motion interactive video within the classroom.

**LAN - Local Area Network** connects computers, modems and printers within a local area such as a school.

**SMDS - Switched Multimegabit Data Service** is a connectionless high-speed data transmission service used for Internet access and connecting LANs over a wide area.

**TLCF - Technology Literacy Challenge Fund** is a five-year award (1997-2002) to the New Jersey Department of Education from the United States Department of Education for approximately \$8 million per year to be awarded to local school districts. Grant recipients are required to develop websites, provide e-mail for every teacher, allow community access and implement technology-infused curricula-based activities. The first three rounds resulted in more than 180 awards to local school districts partnering with other school districts, nonpublic schools, and community agencies, such as libraries or public housing projects.

**URL - Uniform (or Universal) Resource Locators** are similar to an address or phone number of the sites on the Internet. Each site has a unique locator. The URL for the NJ Department of Education is [www.state.nj.us/education](http://www.state.nj.us/education).

**USF - Universal Service Fund** is a federally funded program in the Telecommunications Act of 1996 designed to provide affordable access to telecommunications services for all eligible schools and libraries in the United States. Funded at up to \$2.25 billion annually, the program provides discounts on telecommunications services, Internet access, and internal connections.

**WAN - Wide Area Net** is a network capable of transmissions over large, geographic areas among computers, modems and printers.

**WWW - World Wide Web** is an Internet browsing system that allows for point and click navigation of the Internet. Web documents use hypertext, which uses text and graphical links to access other documents and files on the Internet.

## **Office of Grants Management and Development**

**ACC** - Application Control Center is responsible for providing the department's centralized control function for receipt of official discretionary grant documents. Among the various functions of the ACC are the receipt and evaluation of proposals and applications; contract approvals and awards; oversight of the contractor report tracking system; contract modification review and approval process; and contract closeout.

**BPEG** - Bureau of Planning & Entitlement Grants is the bureau within the Office of Grants Management and Development that works collaboratively with the county offices and the program offices in the planning, development and administration of approximately 3,500 entitlement grants distributing approximately \$399 million in federal and state funds annually.

Entitlement programs are those grants made for individual or consortium projects based on a specific formula prescribed in legislation or regulation for specific educational purposes. The formula is usually based on factors such as population, enrollment, per capita income, or a specific need.

**CAC** - Contract Addenda Committee reviews and approves or denies requests from agencies to modify discretionary contracts.

**CSR** - Class Size Reduction is a federal program under Title VI of the Improving America's Schools Act. The goal of the CSR program is to help schools improve student achievement by hiring and training new teachers to reduce class size in grades 1-3.

**DDG** - Bureau of Development and Discretionary Grants is the bureau within the Office of Grants Management and Development that works collaboratively with the department's program officers in the planning, development and administration of approximately 65 discretionary grant programs distributing over \$80 million in federal and state funds annually.

Discretionary grant programs are those grants made in support of an individual project in accordance with legislation that permits the grantor agency (NJDOE) to exercise judgment in selecting the projects, the grantees (contractors), and the amount of the award.

**EDGAR** - Education Department General Administrative Regulations Issued by the USDOE, this publication contains portions of Title 34 of the *Code of Federal Regulations* (parts 74, 75, 76, 77, 79, 80, 81, 82, 85, 86) which address the administrative requirements for contractors.

**GLRPC** - Grants Long-Range Plan Committee is responsible for recommending Commissioner approval of the use of all subgrant funds received by the NJDOE. This governing body consists of the assistant commissioners of the Divisions of Information and Management Services, and Field Services and the director of the Office of Administration. The GLRPC reviews each long-range plan (LRP) and verifies that: (1) the proposed use of funds supports the NJDOE's mission/priorities, (2) decisions are based on prudent planning and (3) programs are consistent with regulations and statutes. The GLRPC either recommends approval to the Commissioner for each LRP or requests changes.

**GMC** - Grants Management Committee assures that discretionary grant guidelines are compatible with the department's core mission, and contain program concepts that are clearly articulated and that funds will be awarded in a fair and equitable manner. The GMC is composed of members who are appointed by the Commissioner and who are authorized to act on the Commissioner's behalf.

**LRP** - Long-Range Plan is a comprehensive planning document developed annually by program offices for each appropriation received by the NJDOE. Each LRP includes a description of the appropriation, timelines, proposed use of funds, program description, and six-year budget analysis. Each LRP must be approved by the Commissioner prior to the distribution of grant funds. The approved LRPs provide the necessary information to develop and distribute a pre-announcement of the availability of subgrant funds to be used for specific educational purposes.

**OMB Circulars** - Office of Management and Budget Circulars provide federal guidance for the administration of grants, cost principles, and audit requirements. Federal regulations require that state departments of education treat federal and nonfederal sources of funds in a consistent manner and in accordance with state law. To meet this requirement, the NJDOE applies the provisions of the Federal *OMB Circulars* uniformly to all contractors, regardless of the source of funds.

**RFA** - Request for Applications is a document issued by DOE to solicit applications for a single-year discretionary grant program when eligibility has been legislated and sufficient funds are available to award funds to all eligible agencies. RFAs are constructed by the department to include a prescriptive program and budget plan. The department can administer an RFA objectively and without subjectivity because all decisions have been made prior to its public release.

**RFC** - Request for Continuation is a document issued by the DOE in each subsequent year of a multi-year program to



solicit a continuation application from each agency performing successfully at the midpoint of the current contract year in a multi-year grant program.

RFP - Request for Proposals is a document issued by the DOE to solicit proposals from eligible applicants for a grant program. The RFP describes the specific grant program and guidelines, application instructions and evaluation or review criteria. Additionally, these guidelines contain parameters under which the department will operate when determining what awards will be made; i.e., funding only the highest scoring application(s). An RFP can be issued for either a single year or multi-year duration.

## INDEX of TERMS AND ACRONYMS

(AAO) Affirmative Action Officer - Office of Bilingual Ed. and Equity Issues

Abbott district - Division of Finance

(ACC) Application Control Center - Office of Grants Mgt. and Development

(ACES) Arts Create Excellent Schools - Office of Standards and Prof. Dev.

(ACT) The Abbott Consortium for Technology - Office of Ed. Technology

Adjusted for inflation - Division of Finance

(AFSCME) American Federation of State, County and Municipal Employees - Office of Administration

(AIDS) Acquired Immune Deficiency Syndrome - OEES&II

Alternate Route - Office of Professional Development and Licensing

(APA) Alternate Proficiency Assessments - Office of Assessment

(ARP) Annual Review of Progress - Office of Bilingual Ed. and Equity Issues

(ASP) Accelerated Schools - Office of Program Review and Improvement

(ASSA) Application for State School Aid - Division of Finance

(ATM) Asynchronous Transfer Mode - Office of Educational Technology

(ATOD) Alcohol, Tobacco and Other Drugs - OEES&II

(AUP) Acceptable Use Policy - Office of Educational Technology

(AVA) Audiovisual Aids Commission - Division of Field Services

(AYES) Automotive Youth Employment Services - Office of School-to-Career and College Initiatives

Bandwidth - Office of Educational Technology

Base budget - Division of Finance

(BPEG) Bureau of Planning & Entitlement Grants - Off. of Grants Mgt. & Dev.

(BRFSS) Behavioral Risk Factor Surveillance System - OEES&II

Comparative Spending Guide - Division of Finance

(CAC) Contract Addenda Committee - Off. of Grants Mgt. and Dev.

(CCCS) Core Curriculum Content Standards - Office of Standards and Professional Development

(CCCS) Core Curriculum Content Standards - Division of Finance

(CCSA) Core Curriculum Content Standards Aid - Division of Finance

(CCWR) Cross-Content Workplace Readiness - Office of Standards and Professional Development

**(CDA) Child Development Associate – OESS&II**

**(CDC-DASH) Centers for Disease Control and Prevention, Division of Adolescent and School Health – Office of Ed. Support Services and Interagency Initiatives**

**(CEIFA) Comprehensive Educational Improvement and Financing Act – Div. of Fin.**

**(CES) Coalition of Essential Schools – OPRI**

**(CFL/ALEM) Community for Learning/Adaptive Learning Environments Model – OPRI**

**(CHES) Certified Health Education Specialist –OESS&II**

**(CODA) Child of a Deaf Adult – OESS&II**

**(Comer) (SDP) School Development Program – OPRI**

**(COSA) Child of a Substance Abuser – OESS&II**

**(CPI) Consumer Price Index – Division of Finance**

**(CSA) Chief School Administrator – Division of Finance**

**(C-SAP) Center for Substance Abuse Prevention – OESS&II**

**(CSL) Community Service Learning – OESS&II**

**(CSPD) Comprehensive System of Personnel – Office of Special Education**

**(CSR) Class Size Reduction – Office of Grants Management and Development<sup>4</sup>**

**(CSRD) Comprehensive School Reform Demonstration – Off. of Spec. Pops.**

**(CST) Child Study – Office of Special Education**

**(CTSA) Coordinated Transportation Services – Division of Finance**

**(CWA) Communications Workers of – Office of Administration**

**Debt service – Division of Finance**

**(D&A) Drugs and Alcohol – OESS&II**

**(D.A.R.E.) Drug Abuse Resistance Education – OESS&II**

**(DDG) Bureau of Development and Discretionary Grants – OGMD**

**(DEPA) Demonstrably Effective Program Aid – Division of Finance**

**(DEPA) Demonstrably Effective Program Aid – OPRI**

**(DFG) District Factor Grouping – Division of Finance**

**(DOP) State Dept of Personnel –Office of Administration**

**(DRTRS) District Report of Transported Resident Students – Div. of Finance**

**(DSS) Direct State Services – Office of Administration**

**(ECPA) Early Childhood Program Aid – Division of Finance**

**(ECPA) Early Childhood Program Aid – OPRI**

**(ECPA) Early Childhood Program Aid – OESS&II**

**(EDGAR) Education Department General Administrative – OGMD**

**Educationally Meritorious Programs – Division of Finance**

**Efficiency standards – Division of Finance****(EEO) Equal Educational Opportunity – OBEEI****(EFB) Evening School for Foreign Born – Office of Specialized Populations****(ELS) English Language – Office of Bilingual Education and Equity Issues****(E-rate) Education Rate – Office of Educational Technology****(ESL) English as a Second – Office of Specialized Populations****(ESL) English as a Second Language – OBEEI****(ESPA) Elementary School Proficiency Assessment – Office of Assessment****(ETTC) Educational Technology Training Center – Office of Ed. Technology****(EWT) Early Warning Test – Office of Assessment****(FAPE) Free, Appropriate Public Education – Office of Special Education****(FMP) Facilities Management Plan – Division of Finance****(GAAP) Generally Accepted Accounting – Division of Finance****(GCADA) Governor's Council on Alcoholism and Drug Abuse – OESS&II****(GEAC) Gender Equity Advisory Committee – OBEEI****(GED) Tests of General Educational Development – Off. of Specialized Pops.****(GEPA) Grade Eight Proficiency Assessment – Office of Assessment****(GLRPC) Grants Long-Range Plan Committee – OGMD****(GMC) Grants Management Committee – OGMD****(HIV) Human Immune Deficiency Virus – OESS&II****(HRDI) Human Resources Development Institute – OESS&II****(HSPA) High School Proficiency Assessment – Office of Assessment****(HSPT) High School Proficiency Test – Office of Assessment****(HTML) Hypertext Markup Language – Office of Educational Technology****(I&RS) Intervention and Referral Services – OESS&II****(IDEA) Individuals with Disabilities Education Act – Office of Special Ed.****(IDLS) Interactive Distance Learning Service – Office of Ed. Technology****(IDU) Injecting Drug Use – OESS&II****(IEP) Individualized Education – Office of Special Education****(IEP) Individualized Education Program – OESS&II****(IFPTE) International Federation of Professional & Technical Engineers – Office of Administration****(IKE) Eisenhower Professional Development – Office of Innovative Programs and Practices****(IPP) Individualized Program Plan – OESS&II****(ISDN) Integrated Services Digital Network – Office of Ed. Technology****(ISP) Internet Service Provider – Office of Educational Technology**

(ITV) Interactive Television – Office of Educational Technology

(JDC) Juvenile Detention Center – OESS&II

(JRRI) Juvenile Risk Reduction Initiative – OESS&II

(JTPA) Job Training Partnership Act – Off. of Innovative Programs. and Practices

(LAN) Local Area Network – Office of Educational Technology

(LEA) Local Education Agency – Division of Finance

(LEP) Limited English Proficient – OBEEI

Lease purchase payment – Division of Finance

(LRE) Least Restrictive Environment – Office of Special Education

Local Share – Division of Finance

(LRP) Long-Range Plan – Office of Grants Management and Development

Low-income pupils – Division of Finance

(MEP) Migrant Education Projects – Office of Specialized Populations

(MRSh) Modern Red Schoolhouse – Office of Program Review and Improvement

(MYEP) Multi-Year Equity Plan - Office of Bilingual Education and Equity Issues

(NAEP) National Assessment of Educational Progress – Office of Assessment

(NBPTS) National Board for Professional Teaching Standards – Office of Standards and Professional Development

(NCSC) Neighborhood Community Service Centers – OESS&II

(NJPTSB) New Jersey Professional Teaching Standards Board – Office of Standards and Professional Development

(NJSA) New Jersey School of the Arts – Office of Standards and Professional Development

(NJTESOL/NJBE) New Jersey Teachers of English to Speakers of Other Languages/New Jersey Bilingual Education – Off. of Stan. and Prof. Dev.

(NSF) National Science Foundation – Off. of Standards and Prof. Development

(NSSB) National Skills Standards Board – Office of School to Career and College Initiatives

Net budget – Division of Finance

Net T&E budget- Division of Finance

(OBEEI) Office of Bilingual Education and Equity Issues

(OER) Governor's Office of Employee Relations – Office of Administration

(OMB Circulars) Office of Management and Budget Circulars – OGMD

(OMB) Office of Management & Budget – Office of Administration

(OPRI) Office of Program Review and Improvement

(OVAE) Office of Vocational & Adult Education (US DOE)

(PAEMST) Presidential Awards for Excellence in Math and Science Teaching – Office of Innovative Programs and Practices

(Perkins Act) Carl D. Perkins Vocational & Applied Technology Education Act – Office of School to Career and College Initiatives

(PERS) Public Employees' Retirement System – Office of Administration

(PIRC) Program Improvement Regional – OPRI

(PRIDE) Peace, Respect, Inclusion, Diversity, Equity – OBEEI

(PTP) Provisional Teacher Program – Office of Prof. Dev. and Licensing

Prebudget year – Division of Finance

(PVS) Private Vocational Schools – Office of School to Career and College Initiatives

(QAAR) Quality Assurance Annual Report – Division of Field Services

(RFA) Request for Applications – OGMD

(RFC) Request for Continuation – OGMD

(RFP) Request for Proposals – OGMD

Resident Enrollment – Division of Finance

(RGC) Residential Group Centers – OESS&II

(SAC) Substance Awareness Coordinator – OESS&II

(SBYS) School Based Youth Services – OESS&II

(SCCSA) Supplemental Core Curriculum Standards Aid – Division of Finance

(SDFSCA) Safe and Drug Free Schools and Communities – OESS&II

(SEA) State Education Agency – Division of Finance

(SETC) State Employment & Training Commission – Office of School to Career and College Initiatives

(SFA/R&W) Success for All/Roots and Wings – OPRI

(SFEA) State Facilities Education – OESS&II

(SMDS) Switched Multimegabit Data Service – Office of Ed. Technology

(SMT) School Management Team – Division of Finance

(SMT) School Management Team – OPRI

(SNCAC) Statewide Nontraditional Career Assistance Center –OBEEI

(SRA) Special Review Assessment – Office of Assessment

(SRI) School Review and Improvement Team –OPRI

(SRIT) School Review and Improvement Team – Division of Finance

(SSI) Statewide Systemic Initiative – Off. of Standards and Prof. Dev.

(STC) School-to-Career – Office of School to Career and College Initiatives

(STD) Sexually Transmitted Disease – OESS&II

(STI) Sexually Transmitted Infection – OESS&II

School Report Card – Division of Finance

(STW) School-to-Work – Office of School to Career and College Initiatives

Spending growth limitation – Division of Finance

(T&E) Thorough and Efficient – Division of Finance

(T&E) amount – Division of Finance

(T&E) program budget – Division of Finance

(T&E) range – Division of Finance

(TAC) Technical Advisory Committee – Office of Assessment

(Tech Prep) Two Plus Two – Off. of School to Career and College Initiatives

(TIMSS) Third International Mathematics and Science Survey – Office of Assessment

Thoroughness standards – Division of Finance

(TLCF) Technology Literacy Challenge Fund – Off. of Educational Technology

(TPAF) Teachers' Pension and Annuity Fund – Office of Administration

(UCCA) Unified Child Care Agency – OEES&II

(URL) Uniform (or Universal) Resource Locators – Office of Ed. Technology

(USF) Universal Service Fund – Office of Educational Technology

(VEDS) Vocational Education Data System – Office of School to Career and College Initiatives

(VSO) Vocational Student Organizations – Office of School to Career and College Initiatives

Weighted resident enrollment – Division of Finance

(WAN) Wide Area Net – Office of Educational Technology

(WDPP) Workforce Development Partnership Program – Office of School to Career and College Initiatives

(WIB) Workforce Investment Board – Office of School to Career and College Initiatives

(WSR) Whole School Reform – Division of Finance

(WSR) Whole-School Reform – Office of Program Review and Improvement

(WWW) World Wide Web –Office of Educational Technology

(YRBS) Youth Risk Behavior Survey – OEES&II

(YTTW) Youth Transitions to Work – Office of School to Career and College Initiatives

Zero-Based Budgeting – Division of Finance