

CONSOLIDATED STATE PERFORMANCE REPORT: Parts I and II

**for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended by the
No Child Left Behind Act of 2001**

For reporting on
School Year 2004-2005



**PART I DUE MARCH 6, 2006
PART II DUE APRIL 14, 2006**

**U.S. DEPARTMENT OF EDUCATION
WASHINGTON DC 20202**

INTRODUCTION

Sections 9302 and 9303 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB) provide to States the option of applying for and reporting on multiple ESEA programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report is also intended to have the important purpose of encouraging the integration of State, local, and ESEA programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies -- State, local, and federal -- is a more coherent, well-integrated educational plan that will result in improved teaching and learning.

The Consolidated State Application and Report includes the following ESEA programs:

- o Title I, Part A - *Improving Basic Programs Operated by Local Educational Agencies*
- o Title I, Part B, Subpart 3 - *William F. Goodling Even Start Family Literacy Programs*
- o Title I, Part C - *Education of Migratory Children*
- o Title I, Part D - *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk*
- o Title I, Part F - *Comprehensive School Reform*
- o Title II, Part A - *Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund)*
- o Title II, Part D - *Enhancing Education through Technology*
- o Title III, Part A - *English Language Acquisition, Language Enhancement, and Academic Achievement Act*
- o Title IV, Part A, Subpart 1 - *Safe and Drug-Free Schools and Communities State Grants*
- o Title IV, Part A, Subpart 2 - *Safe and Drug-Free Schools and Communities National Activities (Community Service Grant Program)*
- o Title IV, Part B - *21st Century Community Learning Centers*
- o Title V, Part A - *Innovative Programs*
- o Title VI, Section 6111 - *Grants for State Assessments and Related Activities*
- o Title VI, Part B - *Rural Education Achievement Program*

The NCLB Consolidated State Performance Report for the 2004-2005 school year consists of two information collections. Part I of this report is due to the Department by March 6, 2006 . Part II is due to the Department by April 14, 2006.

PART I

Part I of the Consolidated State Report, which States must submit to the Department by **March 6, 2006** , requests information related to the five ESEA Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in section 1111(h)(4) of ESEA. The five ESEA Goals established in the June 2002 Consolidated State Application are as follows:

- o **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.

- o **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.
- o **Performance goal 3** : By 2004-2005, all students will be taught by highly qualified teachers.
- o **Performance goal 4** : All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- o **Performance Goal 5** : All students will graduate from high school.

PART II

Part II of the Consolidated State Performance Report consists of information related to State activities and outcomes of specific ESEA programs for the 2004-2005 school year. Part II of the Consolidated State Performance Report is due to the Department by **April 14, 2006**. The information requested in Part II of the Consolidated State Performance Report for the 2004-2005 school year necessarily varies from program to program. However, for all programs, the specific information requested for this report meets the following criteria.

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations.
3. The information will provide valid evidence of program outcomes or results.
4. The Consolidated State Performance Report is the best vehicle for collection of the data.

The Department is continuing to work with the Performance-Based Data Management Initiative (PBDMI) to streamline data collections for the 2004-2005 school year and beyond.

GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the 2004-2005 school year must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **March 6, 2006**. Part II of the Report is due to the Department by **April 14, 2006**. Both Part I and Part II should reflect data from the 2004-2005 school year, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission. This online submission system is being developed through the Education Data Exchange Network (EDEN) and will make the submission process less burdensome. Please see the following section on transmittal instructions for more information on how to submit this year's Consolidated State Performance Report.

TRANSMITTAL INSTRUCTIONS

The Consolidated State Performance Report (CSPR) data will be collected online from the SEAs, using the EDEN web site. The EDEN web site will be modified to include a separate area (sub-domain) for CSPR data entry. This area will utilize EDEN formatting to the extent possible and the data will be entered in the order of the current CSPR forms. The data entry screens will include or provide access to all instructions and notes on the current CSPR forms; additionally, an effort will be made to design the screens to balance efficient data collection and reduction of visual clutter.

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "2004-2005 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the 2004-2005 CSPR will be found on the main CSPR page of the EDEN website (<https://EDEN.ED.GOV/EDENPortal/>).

According to the Paperwork Reduction Act of 1965, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0614. The time required to complete this information collection is estimated to average 111 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) contact School Support and Technology Programs, 400 Maryland Avenue, SW Washington DC 20202-6140. Questions about the new electronic CSPR submission process, should be directed to the EDEN Partner Support Center at 1-877-HLP-EDEN (1-877-457-3336).

OMB Number: 1810-0614	
Expiration Date: 07/31/2006	
Consolidated State Performance Report For State Formula Grant Programs under the Elementary And Secondary Education Act as amended by the No Child Left Behind Act of 2001	
Check the one that indicates the report you are submitting: ☐ Part I, 2004-2005 ☒ Part II, 2004-2005	
Name of State Educational Agency (SEA) Submitting This Report: New Jersey	
Address: 100 River View Plaza Trenton, NJ 08611	
Person to contact about this report:	
Name: Diane Schonyers Telephone: (609) 777-1653 Fax: (609) 984-5901 e-mail: diane.schonyers@doe.state.nj.us	
Name of Authorizing State Official: (Print or Type): Lucille E. Davy	
Signature	<u>5/17/2006 1:40 PM EST</u> Date

CONSOLIDATED STATE PERFORMANCE REPORT: PART II

For reporting on
School Year 2004-2005



PART II DUE APRIL 14, 2006

2.1 IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES (TITLE I, PART A)

2.1.1 Student Achievement and High-Poverty Schools

2.1.1.1 Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in **reading/language arts** as measured by State assessments administered in the 2004-2005 school year as compared to assessments administered in the 2003-2004 school year. 584

2.1.1.2 Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in **mathematics** as measured by State assessments administered in the 2004-2005 school year as compared to assessments administered in the 2003-2004 school year. 1048

2.1.2 Title I, Part A Schools by Type of Program For the 2004-2005 school year, please provide the following:

2.1.2.1 Total Number of Title I schools in the State _____

2.1.2.2 Total Number of Title I Targeted Assistance Schools in the State _____

2.1.2.3 Total Number of Title I Schoolwide Program Schools in the State _____

Data will be sent under a separate cover.

2.1.3 Title I, Part A Student Participation**Student Participation in Title I, Part A by Special Services/Programs and Racial/Ethnic Groups**

In the following tables, please provide the *unduplicated* number of children participating in Title I, Part A in the State by special services/programs and racial/ethnic groups during the 2004-2005 school year. Count a child only once (*unduplicated* count) in each category even if the child participated during more than one term or in more than one school or district in the State during the reporting period. Include students in both Title I schoolwide and targeted assistance programs.

2.1.3.1.1 Student Participation in Title I, A by Special Services or Programs 2004-2005 School Year

	Number of Students Served
Students with Disabilities	
Limited English Proficient	
Homeless	
Migrant	

Data will be sent under a separate cover.

2.1.3.1.2 Student Participation in Title I, A by Racial or Ethnic Group 2004-2005 School Year

	Number of Students Served
American Indian/Alaskan Native	
Asian/Pacific Islander	
Black, non-Hispanic	
Hispanic	
White, non-Hispanic	

Data will be sent under a separate cover.

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

2.1.3.2 Student Participation in Title I, Part A by Grade Level

Title I, Part A student participation counts by grade and by public, private and local neglected should be reported as *unduplicated* counts. Please enter the number of participants by grade in Title I public targeted assistance programs (TAS), Title I schoolwide *programs* (SWP), private school students participating in Title I programs, and students served in Part A local neglected programs during the 2004-2005 school year.

Student Participation in Title I, Part A by Grade Level 2004-2005 School Year						
	Public TAS	Public SWP	Private	Local Neglected	Total	Percent of Total
Age 0-2						
Age 3-5						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Ungraded						
TOTALS						

Data will be sent under a separate cover.

2.1.3.3 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional and Support Services - 2004-2005 School Year

In the following chart, please provide the number of students receiving instructional and support services funded by Title I, A in targeted assistance (TAS) programs during the 2004-2005 school year.

Instructional Services	
	Number of Students Served
Mathematics	
Reading/Language Arts	
Science	
Social Studies	
Vocational/Career	
Other (specify)	
Support Services	
Health, Dental, and Eye Care	
Supporting Guidance/Advocacy	
Other (specify)	

Data will be sent under a separate cover.

2.1.4 Staff Information for Title I, Part A Targeted Assistance Programs - 2004-2005 School Year

In the following chart, please provide the number of full-time equivalent (FTE) staff funded through Title I, A targeted assistance (TAS) programs during the 2004-2005 school year by job category. For administrators and supervisors who service both targeted assistance and schoolwide programs, report the FTE attributable to their TAS duties only.

	Number of Title I Targeted Assistance Program FTE Staff
Administrators (non-clerical)	
Teachers	
Teacher Aides	
Support Staff (clerical and non-clerical)	
Other (specify)	

Data will be sent under a separate cover.

2.2 WILLIAM F. GOODLING EVEN START FAMILY LITERACY PROGRAMS (TITLE I, PART B, SUBPART 3)**2.2.1 Subgrants and Even Start Program Participants**

For the 2004-2005 school year, please provide the following information:

2.2.1.1 Federally Funded Even Start Subgrants in the State

1. Number of federally funded Even Start subgrants in the State	<u>29</u>
---	-----------

2.2.1.2 Even Start Families Participating During the Year

("Participating" means participating in all required core services and following any period of preparation.)

1. Total number of families participating	<u>570</u>
2. Total number of adults participating	
("Adults" includes teen parents.)	<u>780</u>
3. Total number of adults participating who are limited English proficient	<u>325</u>
4. Total number of children participating	<u>990</u>

2.2.1.3 Characteristics of newly enrolled families at the time of enrollment

(A newly enrolled family means a family who is enrolled for the first time in Even Start at any time during the year.)

1. Number of newly enrolled families	<u>351</u>
2. Number of newly enrolled adult participants	<u>421</u>
3. Percent of newly enrolled families at or below the Federal poverty level	<u>86.0</u>
4. Percent of newly enrolled adult participants without a high school diploma or GED	<u>27.0</u>
5. Percent of newly enrolled adult participants who have not gone beyond the 9th grade	<u>15.0</u>

2.2.1.4 Percent of families that have remained in the program

(Include families that are newly enrolled and those that are continuing.)

1. From 0 to 3 months	<u>98.0</u>
2. From 4 to 6 months	<u>94.0</u>
3. From 7 to 12 months	<u>94.0</u>
4. More than 12 months	<u>94.0</u>

2.2.2 Federal Even Start Performance Indicators

Using the format of the table below, describe the State's progress in meeting the federal performance indicators listed for Even Start participants in your State. States should report data if local projects are using the indicated measures and the state collects the data.

Indicator	Measure <i>Measurement tool used to assess progress for indicator</i>	Cohort Number of participants to whom the indicator applies	Result <i>Number of participants who met the achievement goal</i>	Explanation of Progress
1. Percentage if adults showing significant learning gains on measures of reading	TABE: 19.4%	TABE: 72.0	TABE: 14.0	TABE: In the approved NJDOE Indicators of Program Quality, programs are required to report level gains on language, math and reading in a single indicator for adult participants that have received 100+ hours of instruction in adult education prior to being tested utilizing the required assessments (AE-1). Consequently, the information reported reflects <i>only</i> those who have reached 100 hours of adult education instruction prior to the close of the 2004-2005 program year. NJDOE has, in its efforts to increase accountability, provided training in the administration of the TABE/CASAS/BEST tests. To that extent however, NJDOE intends to provide follow-up training to ensure that data is appropriately collected and reported to gain an accurate snapshot of performance. Additionally, because the 2004-2005 year was the year with which the NJDOE launched its web-based electronic data collection system (PARS), the reliability of the data may be partially compromised as a result of system unfamiliarity. It is important to note that absence of “significant” gain (measured in New Jersey by a level gain) does not discount the progress made by the adult participants that began the program below minimum standards of testing. Note: Those programs utilizing the BEST assessment for adult education report a 20% learning gain in the area of reading.
	CASAS:	CASAS:	CASAS:	CASAS: Programs did not report

				having collected the appropriate baseline data for the CASAS with which to measure learning gains. As such, NJDOE was unable to report performance on this test; however, we will report performance in the next reporting period.
2. Percentage of LEP adults showing significant learning gains on measures of English language acquisition	TABE: 37.5%	TABE: 24.0	TABE: 9.0	TABE: Same as 2.2.2(1)
	CASAS:	CASAS:	CASAS:	CASAS: Same as 2.2.2(1)
3. Percentage of school age adults who earn a high school diploma or GED	32%	28.0	9.0	Since the launching of a new web-based data collection system (PARS), the NJDOE has had to troubleshoot the categorization of data regarding this population. Currently, the system does not discern between a high school diploma and GED for school-age adults. As a result, the NJDOE will troubleshoot this issue on PARS and will collect this information for future reference. The NJDOE will provide ongoing training until programs are fully comfortable with inputting data as required to ensure more accurate results.
	Diploma *Please Indicate diploma or GED	Diploma *Please Indicate diploma or GED	Diploma *Please Indicate diploma or GED	Diploma *Please Indicate diploma or GED
4. Percentage of non-school age adults who earn a high school diploma or GED	16.7%	263.0	44.0	As a result of the launching of a new web-based data collection system (PARS), data gleaned from PARS may have been compromised as a result of program unfamiliarity with the system requirements. The NJDOE will provide ongoing training until programs are fully comfortable with inputting data as required to ensure more accurate results.
	Diploma *Please Indicate diploma or GED	Diploma *Please Indicate diploma or GED	Diploma *Please Indicate diploma or GED	Diploma *Please Indicate diploma or GED
5. Percentage of children entering kindergarten who are achieving significant learning gains on measures of language development	Peabody Picture Vocabulary Test (PPVT) receptive:	Peabody Picture Vocabulary Test (PPVT) receptive:	Peabody Picture Vocabulary Test (PPVT) receptive:	Peabody Picture Vocabulary Test (PPVT) receptive: Because the usage of the PPVT/PALS PreK for early childhood assessment was not a federal requirement for the 2004-2005 reporting year, NJDOE did not mandate its usage by all programs

				and cannot report progress on this indicator. However, beginning in the 2005-2006 program year, NJDOE has required these assessments and provided extensive training to all programs regarding testing and data collection requirements. Additionally, NJDOE is in the process of updating its Indicators of Program Quality to reflect this requirement.
6. The average number of letters children can identify measured by the PALS Pre-K Uppercase Letter Naming Subtask	PAL Pre-K Upper Case Letter Naming Subtask:	PAL Pre-K Upper Case Letter Naming Subtask:	PAL Pre-K Upper Case Letter Naming Subtask	PAL Pre-K Upper Case Letter Naming Subtask Because the usage of the PPVT/PALS PreK for early childhood assessment was not a federal requirement for the 2004-2005 reporting year, NJDOE did not mandate its usage by all programs and cannot report progress on this indicator. However, beginning in the 2005-2006 program year, NJDOE has required these assessments and provided extensive training to all programs regarding testing and data collection requirements. Additionally, NJDOE is in the process of updating its Indicators of Program Quality to reflect this requirement.
7. Percentage of school-aged children who are reading on grade level	53%	306.0	163.0	In an effort to maintain consistency with state requirements for testing students for reading beginning in the third grade, the NJDOE does not require that Even Start programs undergo standardized testing for reading levels.
	Please indicate source. The information contained in this report reflects information gleaned from report cards, progress reports and informal test scores.	Please indicate source. The information contained in this report reflects information gleaned from report cards, progress reports and informal test scores.	Please indicate source. The information contained in this report reflects information gleaned from report cards, progress reports and informal test scores.	Please indicate source. The data reported reflects only those that use progress reports, report cards or other informal testing to measure such results.
8. Percentage of parents who show improvement on measures of parental support for children's learning in the home, school environment, and through interactive learning activities	Parent Education Profile (PEP) 13%	Parent Education Profile (PEP) 780.0	Parent Education Profile (PEP) 101.0	Parent Education Profile (PEP) Due to high turnover of program administrators and limited understanding of the implementation of the PEP since the NJDOE provided extensive three-day training in September, 2004. NJDOE was only able to report on the progress of seventeen programs. NJDOE has

			identified this as an issue and provided follow-up training to programs regarding the implementation of the PEP in the 2005-2006 program year. NJDOE anticipates increased usage and more accurate data regarding the parenting component in the next reporting year.
--	--	--	---

The NJDOE does not require participants to differentiate whether non-school age adults earn either a high school diploma or GED; however, the majority of programs have indicated that participants in this category followed a GED track.

2.3 EDUCATION OF MIGRATORY CHILDREN (TITLE I, PART C)

Please complete the following tables for the Title I, Part C, Migrant Education Program.

General Data Reporting Information

- 1. The tables in this section contain annual performance report requirements for the **Title I, Part C, Migrant Education Program (MEP) for reporting year 2004-2005.**
- 2. Instructions for each table are provided just before the table.

Table 2.3.1.1 Population Data

Instructions: Table 2.3.1.I (on the next page) requires you to report the statewide unduplicated number of *eligible* migrant children by age/grade according to several descriptive categories. Include only *eligible* migrant children in the cells in this table. Within each row, count a child only once statewide (*unduplicated* count). Include children who changed ages (e.g., from 2 years to 3 years of age) or grades during the 2004-2005 reporting period in only the higher age/grade cell. For example, a child who turns three during the reporting year would only be counted in the Ages 3 - 5 cell. In all cases, the Total is the sum of the cells in a row.

2.3.1.1 Population Data

		Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un- grad- ed	Out- of- school	Total
1. ELIGIBLE MIGRANT CHILDREN																			
1.	All Migrant Children Eligible for the MEP	61	195	72	108	118	116	91	81	79	77	58	60	37	34	181		1934	3140
2. PRIORITY FOR SERVICES																			
1.	All Migrant Children Eligible for MEP classified as having "Priority for Services"		0	8	7	9	9	8	4	5	4	2	4	1	0	0	0	0	61
3. LIMITED ENGLISH PROFICIENT (LEP)																			
1.	Migrant Children who are LEP		24	31	57	42	42	29	29	21	28	20	12	9	9	4	0	336	693
4. CHILDREN ENROLLED IN SPECIAL EDUCATION																			
1.	Migrant Children Enrolled in Special Education	0	1	1	1	2	5	2	2	5	1	0	2	1	1	1	0	0	25
5. MOBILITY																			
1.	Migrant Children with a Last Qualifying Move within 12 Months (Counting back from the Last Day of the Reporting Period)	40	65	21	22	32	21	23	13	15	10	8	9	2	1	0	0	983	1265
2.	Migrant Children with a Last Qualifying Move within Previous 13 - 24 Months (Counting back from the Last Day of the Reporting Period)	17	42	9	27	23	25	8	9	14	12	8	9	4	5	2	0	524	738
3.	Migrant Children with a Last Qualifying Move within Previous 25 - 36 Months (Counting back from the Last Day of the Reporting Period)	4	49	19	26	23	31	11	22	20	11	12	15	9	7	2	1	238	500
4.	Migrant Children with any Qualifying Move within a Regular School Year (Count any Qualifying Move within the Previous 36 Months; counting back from the Last Day of the Reporting Period)	29	99	34	53	49	60	28	33	35	26	21	27	12	12	4	1	863	1386

Region II (North Jersey) did not collect Special Education data for 2004-2005. This number reflects only Region I (South Jersey).

2.3.1.2 Academic Status

Instructions: Table 2.3.1.2 asks for the statewide *unduplicated number* of *eligible* migrant children by age/grade according to several descriptive categories. Include only *eligible* migrant children in the cells in this table. Within each row, count a child only once statewide (*unduplicated* count).

Include children who changed grades during the 2004-2005 reporting period in only the higher age/grade cell. In all cases, the Total is the sum of the cells in a row

	Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un- grad- ed	Out- of- school	Total
1. HIGH SCHOOL COMPLETION -- (Note: Data on the high school completion <u>rate</u> and school dropout <u>rate</u> has been collected through Part I of the Consolidated State Performance Report.)																		
1. <i>Dropped out of school</i>										0	0	1	1	2	0	0		4
2. Obtained GED																		0
2. ACADEMIC ACHIEVEMENT -- (Note: The results of state assessments in mathematics and reading/language arts are collected in Part I of the Consolidated State Performance Report. However, information on the number of eligible migrant students who participated in the state assessment will be collected below.)																		
Number of Migrant Students Enrolled During State Testing Window (State Assessment -						66	58	42	40	38	53	32	23	13	11	1		377
1. Reading/Language Arts)																		
Number of Migrant Students Tested in Reading/Language Arts						64	53				53			13				183
2. (State Assessment)																		
Number of Migrant Students Enrolled During State Testing Window (State Assessment -						66	58	42	40	38	53	32	23	13	11	1		377
3. Mathematics)																		
Number of Migrant Students Tested in Mathematics (State						66	58				53			12				189
4. Assessment)																		

Please note that the dropout data is from Region I only (South Jersey). Region II (North Jersey) did not submit dropout data for 2004-2005. New Jersey did not administer assessments in grades 5, 6, 7, 9, 10 and 12 in 2004-2005.

2.3.1.3.1 MEP Participation - Regular School Year

Table 2.3.1.3.1 (on the next page) asks for the statewide, unduplicated number of children who were served by the MEP in the regular school year by age/grade according to several descriptive categories. Include children who changed ages, e.g., from 2 years to 3 years of age, or grades during the 2004-2005 reporting period in only the higher age/grade cell. Within each row, count a child only once statewide (*unduplicated* count). In all cases, the total is the sum of the cells in a row.

Participation information is required for children who received instructional or support services funded in whole or in part with MEP funds. *DO NOT count migrant children served through a schoolwide program (SWP) where MEP funds were combined, in any row of this table.*

Count only those children who were actually served; do not count unserved children. Include in this table all children who received a MEP-funded service, even those children continuing to receive services in the year after their eligibility ended, and those children previously eligible in secondary school and receiving credit-accrual services.

Served in a Regular School Year Project. Enter the number of *children who* participated in MEP-funded instructional or supportive service only. DO NOT include children who were served only by a "referred" service. Count a child only once statewide by age/grade in row 1 if he/she received any type of MEP-funded instructional or supportive service. Do not count the number of times an individual child received an instructional intervention.

Continuation of Services. In row 3, report only the numbers of children served under Sections 1304 (e) (2) - (3). Do not report in row 3 the children served in Sections 1304 (e) (1), children whose eligibility expired during the regular school year.

Instructional Services. For each listed instructional service, enter the number of *children who* participated in MEP-funded services. Count a child only once statewide by age/grade in row 4 if he/she received any type of MEP-funded instructional service (regardless whether provided by a teacher or paraprofessional). Count each child only once statewide in row 5, once in row 6, and once in row 7 if he/she received the MEP-funded instruction (and provided by a teacher) in the subject area noted. Do not count the number of times an individual child received an instructional intervention.

Support Services. For each listed support service, enter the number of children who participated in MEP-funded services. Count a child only once statewide by age/grade in row 8 if he/she received any type of MEP-funded supportive service. Count a child only once statewide in row 9 if he/she received the specific MEP supportive service noted (*i.e.*, do not count the number of service interventions per child).

Referred Services. Count a child only once statewide by age/grade in row 10 if he/she received a referred service. This is NOT a count of the referrals themselves, but instead represents the number of children who are placed in an educational or educationally-related service funded by another non-MEP program/organization that they would not have otherwise obtained without the efforts of MEP funds. (Do not count the number of service interventions per child).

2.3.1.3.1 MEP Participation - Regular School Year

	Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un- grad- ed	Out- of- school	Total
<u>PARTICIPATION - REGULAR SCHOOL YEAR</u>																		
1. Served in MEP (with an MEP-funded Instructional or Supportive Service Only -- do not include children served in a SWP where MEP funds are combined)	12	100	47	73	75	77	68	62	49	64	41	45	31	30	17	1	413	1205
2. Priority for Service		0	9	7	8	8	8	4	4	4	1	4	1	0	0	0	0	58
3. Continuation of Service		0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
4. Any Instructional Service	1	11	28	43	36	43	27	32	21	32	20	12	11	10	5	0	7	339
5. Reading Instruction	0	6	21	33	24	33	24	20	16	19	16	3	8	3	3	0	1	230
6. Mathematics Instruction	0	5	16	25	23	32	22	19	14	18	14	3	5	0	3	0	6	205
7. High School Credit Accrual												0	0	0	0	0	0	0
8. Any Support Service	12	100	44	70	71	71	64	60	46	58	35	43	31	30	16	1	413	1165
9. Counseling Service	0	0	0	0	1	2	2	3	2	0	1	0	0	0	0	0	0	11
10. Any Referred Service	0	4	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	7

Please note that Region I (South Jersey) did not collect counseling data for the 2004-2005 regular term. This number reflects only Region II (North Jersey).

2.3.1.3.2 MEP Participation -Summer/Intersession Term

Instructions Table 2.3.1.3.2 (on the next page) asks for the statewide unduplicated number of children who were served by the MEP in a summer or intersession term by age/grade according to several descriptive categories. Include children who changed ages, e.g., from 2 years to 3 years of age in only in the higher age cell. Count summer/intersession students in the appropriate grade based on the promotion date definition used in your state. Within each row, count a child only once statewide (*unduplicated* count). In all cases, the Total is the sum of the cells in a row.

Participation information is required for children who received instructional or support services funded in whole or in part with MEP funds.

Count only those children who were actually served; do not count unserved children. Include in this table all children who received a MEP funded service, even children continuing to receive services in the year after their eligibility ended, and those children previously eligible in secondary school and receiving credit-accrual services.

Served in a Summer or Intersession Project. Enter the number of *children who* participated in MEP-funded instructional or supportive service only. DO NOT include children who were served only by a "referred" service. Count a child only once statewide by age/grade in row 1 if he/she received any type of MEP-funded instructional or supportive service. Do not count the number of times an individual child received an instructional intervention.

Continuation of Services . In row 3, report only the numbers of children served under Sections 1304 (e) (2) - (3). Do not report in row 3 the children served in Sections 1304 (e) (1), children whose eligibility expired during the summer term.

Instructional Services . For each listed instructional service, enter the number of *children who* participated in MEP-funded services. Count a child only once statewide by age/grade in row 4 if he/she received any type of MEP-funded instructional service (regardless whether provided by a teacher or paraprofessional). Count each child only once statewide in row 5, once in row 6, and once in row 7 if he/she received the MEP-funded instruction (and provided by a teacher) in the subject area noted. Do not count the number of times an individual child received an instructional intervention.

Support Services . For each listed support service, enter the number of children who participated in MEP-funded services. Count a child only once statewide by age/grade in row 8 if he/she received any type of MEP-funded supportive service. Count a child only once statewide in row 9 if he/she received the specific MEP supportive service noted (*i.e.*, do not count the number of service interventions per child).

Referred Services . Count a child only once statewide by age/grade in row 10 if he/she received a referred service. This is NOT a count of the referrals themselves, but instead represents the number of children who are placed in an educational or educationally-related service funded by another non-MEP program/organization that they would not have otherwise obtained without the efforts of MEP funds (*i.e.*, do not count the number of service interventions per child).

2.3.1.3.2 MEP Participation-Summer/Intersession Term

[illegible]

2.3.1.4 SCHOOL DATA

Table 2.3.1.4 asks for information on the number of schools and number of *eligible* migrant children who were enrolled in those schools.

In the first column of Table 2.3.1.4, enter the number of schools that enroll *eligible* migrant children during the regular school year. Schools include public schools, alternative schools, and private schools (that serve school-age children, i.e., grades K-12). In the second column, enter the number of *eligible* migrant children who were enrolled in these schools. In the second column, since more than one school in a State may enroll the same migrant child, the count of eligible children enrolled will be duplicated statewide

2.3.1.4. STUDENT ENROLLMENT	NUMBER OF SCHOOLS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. Schools Enrolling Migrant Children	a. 131	b. 1328
2. Schools in Which MEP Funds are Combined in SWP	a. 0	b. 0

2.3.1.5 MEP Project Data**2.3.1.5.1 Type Of MEP Project**

Enter the number of projects that are funded in whole or in part with MEP funds. A MEP project is the entity that receives MEP funds (by a subgrant from the State or through an intermediate entity that receives the subgrant) and provides services directly to the migrant child. DO NOT include *schoolwide* programs in which MEP were combined in any row of this table.

2.3.1.5.1. TYPE OF MEP PROJECT	NUMBER OF MEP PROJECTS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. MEP Projects: Regular School Year (All MEP Services Provided During the School Day Only)	a. 0	b. 0
2. MEP Projects: Regular School Year (Some or All MEP Services Provided During an Extended Day/Week)	a. 0	b. 0
3. MEP Projects: Summer/Intersession Only	a. 0	b. 0
4. MEP Projects: Year Round (All MEP Services Provided throughout the Regular School Year and Summer/Intersession Terms)	a. 2	b. 3140

2.3.1.5.2 KEY MEP PERSONNEL

For each school term, enter both the actual number and *full-time-equivalent* number of staff that are paid by the MEP. Report both the actual number and FTE number by job classification. For actual numbers, enter the total number of individuals who were employed in the appropriate job classification, regardless of the percentage of time the person was employed. For the FTE number, define how many full-time days constitute one *FTE* for each term in your state. (For example, one regular term FTE may equal 180 full-time (8 hour) work days, one summer term FTE may equal 30 full-time work days, and one intersession FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year .) **Use only the percentage of an FTE paid by the MEP in calculating the total FTE numbers to be reported below for each job classification.**

DO NOT include staff employed in *schoolwide* programs where MEP funds are combined with those of other programs.

	NUMBER OF MEP FUNDED STAFF IN REGULAR SCHOOL YEAR (a)	FTE IN REGULAR SCHOOL YEAR 1 FTE = <u>180</u> Days (b)	NUMBER OF MEP FUNDED STAFF IN SUMMER-TERM/ INTERSESSION (c)	FTE IN SUMMER-TERM/ INTERSESSION 1 FTE = <u>30</u> Days (d)
2.3.1.5.2. KEY MEP PERSONNEL				
1. State Director	0	0	0	0
2. Teachers	44	4	66	54
3. Counselors	3	1	4	4
4. All Paraprofessionals	12	1	52	39
5. "Qualified" Paraprofessionals	7	0	33	26
6. Recruiters	11	9	18	29
7. Records Transfer Staff	6	2	6	2

2.4 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK (TITLE I, PART D, SUBPARTS 1 AND 2)

2.4.1 General Data Reporting Form - Subpart 1

The tables in this section contain annual performance report requirements for the Title I, Part D, Subpart 1, N or D Education Program for school year 2004-2005, defined as July 1, 2004, through June 30, 2005.

General Instructions for Title I, Part D, Subpart 1 Tables:

Specific instructions are provided before each table.

For items that request information on the **number of facilities/programs**, report **only** on facilities or programs that received Title I, Part D, Subpart 1 funding during the reporting year.

For items that request information on the **number of students**, report **only** on, neglected or delinquent students who received Title I, Part D, Subpart 1 services during the reporting year.

Instructions: State Agency Title I, Part D, Facilities and Students

Include the aggregate number of facilities/programs and/or students for all State Agencies that received Title I, Part D, Subpart 1 funds.

In the first column, report the number of facilities/programs that received Title I, Part D, Subpart 1 funding. Indicate the total number of facilities/programs by type, including neglected programs, detention facilities, juvenile correction facilities, and adult correction centers.

In the second column, indicate the duplicated number of neglected or delinquent students who were admitted to each type of facility/program. A duplicated count is one that counts students *more than* once if they were admitted to a facility or program multiple times in the reporting year.

In the third column, enter the average length of stay (in days) for students in each type of facility/program. The average should include multiple visits for students who entered a facility or program more than once during the reporting year.

In the fourth column, indicate the unduplicated number of students who were admitted to each type of facility/program. An unduplicated count is one that counts students *only once*, even if they were admitted to a facility or program multiple times within the reporting year.

Note: Throughout Table I, count facilities based on how the facility/program was classified for funding purposes. If a facility served as a multipurpose institution (e.g., a facility that served as both a corrections and a neglected facility) and received funding for both areas, then count the facility under both categories in Table I and enter how many facilities were double-counted in item 3. If a facility was multipurpose, but received Title I, Part D, Subpart 1 funds for only one area, count it only once.

2.4.1.1 State Agency Title I, Part D, Facilities

Facility/Program type	Number of facilities/ programs	Number of N or D students (Duplicated)	Average length of stay (days)	Number of N or D students (Unduplicated)
1. Neglected Programs	32	1222	249	1222
2. Delinquent (Total)	0	0	NA	0
2.1. Juvenile Detention	0	0	0	0
2.2. Juvenile Corrections	45	4544	132	2754
2.3. Adult Corrections	5	470	270	347
3. Number of facilities that served more than one purpose: <u> 0 </u>				

No juvenile detention centers received funding under Title I, Part D, Subpart 1.

2.4.1.2 Student Demographics

Report demographic data on neglected or delinquent students who were served under Title I, Part D, Subpart 1. Report the number of students by race/ethnicity, gender, and age.

	Number in neglected programs	Number in juvenile detention	Number in juvenile correction	Number in adult correction
All Students	1222	0	2754	347
Race/ethnicity				
American Indian or Native Alaskan	4	0	0	0
Asian or Pacific Islander	7	0	7	0
Black, non-Hispanic	653	0	1807	233
Hispanic	186	0	535	78
White, non-Hispanic	372	0	405	36
Gender				
Male	715	0	2587	327
Female	507	0	167	20
Age				
5-10 years old	44	0	0	0
11-15 years old	259	0	44	1
16-18 years old	663	0	1026	20
19 years and older	256	0	1684	326

Instructions: Academic/Vocational Outcomes

The number of facilities or programs with specific academic offerings, and the numbers of students who attained specific academic or vocational outcomes. The reported numbers should represent unduplicated counts of students; report only information on a student's most recent enrollment (e.g. do not double-count a student that earned credits on two separate enrollments). However, students may be counted in more than one outcome category within the same enrollment period (e.g., returned to school and earned high school credits). As the table indicates, combine reporting numbers for juvenile corrections and detention facilities.

For Section 1 of this table items 1-3, report the number of neglected programs, juvenile corrections and detention facilities, and adult correction facilities that received Title I, Part D, Subpart 1 funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year.

For Section 2.1 of this table, items 1 and 2, enter the number of students who attained the following academic outcomes *during their time in the facility/program*: earned high school course credits and/or were enrolled in a GED program. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or Adult Corrections).

For Section 2.1 of this table, items 3-7, enter the number of students who attained the following academic outcomes *while in a facility/program OR within 30 days after exit*: enrolled in a district school, earned a GED, obtained a high school diploma, were accepted into postsecondary education, and/or enrolled in post-secondary education. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or Adult Corrections).

For Section 2.2 of this table, item 1, enter the number of students who attained the following vocational outcome *during their time in a facility/program*: enrolled in elective job training courses. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or Adult Corrections).

For Section 2.2 of this table, items 2 and 3, enter the number of students who attained the following vocational outcomes *while in a facility/program OR within 30 days after exit*: enrolled in external job training education, and/or obtained employment. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or Adult Corrections).

2.4.1.3 Academic/Vocational Outcomes

1. Facility Academic Offerings	Number of Facilities/Programs		
	Number of Neglected Programs (a)	Number of Juvenile Corrections and/or Detention Facilities (b)	Number of Adult Corrections Facilities (c)
1. Awarded high school course credit(s)	31	45	5
2. Awarded high school diploma(s)	24	31	5
3. Awarded GED(s)	0	31	5
2. Academic & Vocational Outcomes	Number of Students		
	Number in Neglected Programs	Number in Juvenile Corrections and/or Detention	Number in Adult Corrections
1. Academic			
<i>While in the facility, the number of students who...</i>			
1. Earned high school course credits	683	2754	319
2. Were enrolled in a GED program	0	0	18
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>			
3. Enrolled in their local district school	685	2399	0
4. Earned a GED	0	118	0
5. Obtained high school diploma	90	237	17
6. Were accepted into post-secondary education	0	0	22
7. Enrolled in post-secondary education	0	0	22
2. Vocational			
<i>While in the facility, the number of students who...</i>			
1. Enrolled in elective job training courses/programs	0	0	206
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>			
2. Enrolled in external job training education	0	0	0
3. Obtained employment	0	0	0

Instructions: Academic Performance Tables

Report the number of long-term Title I, Part D, Subpart 1 students in neglected programs, juvenile corrections/detention, or adult corrections who participated in pre- and post-testing in reading and math. Long-term refers to students who were incarcerated for at least 90 consecutive calendar days from July 1, 2004 , to June 30, 2005

The reported numbers should represent unduplicated counts of students; report only information on a student's most recent testing data. Count each student in only one length of stay category. For each length of stay category, report the data by the following facility or program type: students in neglected programs **(N)**, students in juvenile corrections or detention **(JC)**, and students in adult corrections **(AC)**. As the table indicates, combine reporting numbers for juvenile corrections and detention facilities.

For item 1, enter the number of students who were in placement during the reporting year for either 90-179 days, 180-270 days, or more than 270 days, by type of facility/ program.

For item 2, enter the number of students reported in item 1 who tested below grade level when they entered the facility or program.

For item 3, enter the number of students reported in item 1 who have data available for both the pre and the post test exams.

For items 4-8, indicate the number of students reported in item 3 who showed either negative change, no change, up to 1/2 grade level change, up to one grade level change, or more than one grade level change on the pre-post test exam. Students reported in item 3 should not appear in more the one of these change categories

2.4.1.4 Academic Performance in Reading

Performance Data (Based on most recent pre/post-test data)	Number of long-term students								
	In placement for 90-179 consecutive calendar days			In placement for 180-270 consecutive calendar days			In placement for more than 270 consecutive calendar days		
	N	JC	AC	N	JC	AC	N	JC	AC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)	207	643	102	191	956	60	527	1155	87
2. # students from row 1 who tested below grade level upon entry.	67	240	86	92	261	40	230	282	75
3. # students from row 1 who took both the pre- and post-test reading exams	2	207	38	7	535	17	43	205	32
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test reading exams	0	20	11	4	15	5	17	19	6
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test reading exams	1	13	3	0	15	0	3	21	2
6. # students from row 3 who showed improvement of <u>up to 1/2 grade level</u> from the pre- to post-test reading exams	0	8	3	1	7	5	8	8	4
7. # students from row 3 who showed improvement of <u>up to one full grade level</u> from the pre- to post-test reading exams	0	1	4	0	2	2	0	1	2
8. # students from row 3 who showed improvement of <u>more than one full grade level</u> from the pre- to post-test reading exams	1	46	11	2	20	7	15	40	19

2.4.1.5 Academic Performance in Math

Performance Data (Based on most recent pre/post-test data)	Number of long-term students								
	In placement for 90-179 consecutive calendar days			In placement for 180-270 consecutive calendar days			In placement for more than 270 consecutive calendar days		
	N	JC	AC	N	JC	AC	N	JC	AC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)	207	643	102	191	956	60	527	1155	87
2. # students from row 1 who tested below grade level upon entry.	80	131	97	101	481	55	259	181	62
3. # students from row 1 who took both the pre- and post-test math exams	2	207	42	7	535	24	43	205	21
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test math exams	1	20	17	1	19	9	9	30	5
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test math exams	0	22	0	0	18	0	3	6	1
6. # students from row 3 who showed improvement of <u>up to 1/2 grade level</u> from the pre- to post-test math exams	1	11	5	2	7	2	12	12	3
7. # students from row 3 who showed improvement of <u>up to one full grade level</u> from the pre- to post-test math exams	0	2	2	0	1	1	1	1	1
8. # students from row 3 who showed improvement of <u>more than one full grade level</u> from the pre- to post-test math exams	0	33	12	4	15	14	18	29	12

End Subpart 1 Reporting Form

2.4.2 General Data Reporting Form - Subpart 2

The tables in this section contain annual performance report requirements for the Title I, Part D, Subpart 2, N or D Education Program for school year 2004-2005, **defined as July 1, 2004, through June 30, 2005.**

General Instructions For Title I, Part D, Subpart 2 Tables:

Specific instructions are provided before each table.

For items that request information on the **number of facilities/programs**, report **only** on facilities or programs that received Title I, Part D, Subpart 2 funding during the reporting year.

For items that request information on the **number of students**, report **only** on at-risk, neglected or delinquent students who received Title I, Part D, Subpart 2 services during the reporting year.

At-risk students are reported only in the facility/program and demographic counts. They are **not** reported in the outcome or academic performance tables.

Instructions: Local Education Agency Title I, Part D, Facilities And Students

Include the aggregate number of facilities/programs and/or students for all Local Education Agencies that received Title I, Part D, Subpart 2 funds.

In the first column, report the number of facilities/programs that received Title I, Part D, Subpart 2 funding. Indicate the total number of facilities/programs by type, including at-risk programs, neglected programs, detention facilities, and juvenile correction facilities.

In the second column, indicate the duplicated number of at-risk, neglected, or delinquent students who were admitted to each type of facility/program. A duplicated count is one that counts students more than once if they were admitted to a facility or program multiple times in the reporting year.

In the third column, enter the average length of stay (in days) for students in each type of facility/program. The average should include multiple visits for students who entered a facility or program *more than once* during the reporting year.

In the fourth column, indicate the unduplicated number of students who were admitted to each type of facility/program. An unduplicated count is one that counts students *only once*, even if they were admitted to a facility or program multiple times within the reporting year.

Note: Throughout this table, count facilities based on how the facility/program was classified for funding purposes. If a facility served as a multipurpose institution (e.g., a facility that served as both a corrections and a neglected facility) and received funding for both areas, then count the facility under both categories in Table I and enter how many facilities were double-counted in item 4. If a facility was multipurpose, but received Title I, Part D, Subpart 2 funds for only one area, count it only once.

2.4.2.1 Local Education Agency Title I, Part D, Facilities and Students

Facility/Program type	Number of facilities/ programs	Number of at-risk or N or D Students (Duplicated)	Average length of stay (days)	Number of at-risk or N or D students (Unduplicated)
1. At-Risk Programs			NA	
2. Neglected Programs				
3. Delinquent (Total)			NA	
4. Juvenile Detention				
5. Juvenile Corrections				
6. Number of facilities that served more than one purpose: ____				

New Jersey does not collect data for this section.

Instructions: Student Demographics

Report demographic data on at-risk, neglected or delinquent students who were served under Title I, Part D, Subpart 2. Report the number of students by race/ethnicity, gender, and age.

2.4.2.2 STUDENT DEMOGRAPHICS

	Number in at-risk programs	Number in neglected programs	Number in juvenile detention	Number in juvenile correction
All Students				
Race/ethnicity				
American Indian or Native Alaskan				
Asian or Pacific Islander				
Black, non-Hispanic				
Hispanic				
<i>White, non-Hispanic</i>				
Gender				
<i>Male</i>				
<i>Female</i>				
Age				
5-10 years old				
11-15 years old				
16-18 years old				
19 years and older				

New Jersey does not collect data for this section.

Instructions: Academic/Vocational Outcomes

The number of facilities or programs with specific academic offerings, and the numbers of students who attained specific academic or vocational outcomes. The reported numbers should represent unduplicated counts of students; report only information on a student's most recent enrollment (e.g. do not double-count a student that earned credits on two separate enrollments). However, students may be counted in more than one outcome category within the same enrollment period (e.g., returned to school and earned high school credits). As the table indicates, combine reporting numbers for juvenile corrections and detention facilities.

For Section 1 of this table, items 1-3, report the number of neglected programs, and juvenile corrections and detention facilities that received Title I, Part D, Subpart 2 funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year.

For Section 2.1 of this table, items 1 and 2, enter the number of students who attained the following academic outcomes *during their time in the facility/program*: earned high school course credits and/or were enrolled in a GED program. Report the numbers by program type (e.g., Neglected Programs or Juvenile Corrections and/or Detention).

For Section 2.1 of this table, items 3-7, enter the number of students who attained the following academic outcomes *while in a facility/program OR within 30 days after exit*: enrolled in a district school, earned a GED, obtained a high school diploma, were accepted into postsecondary education, and/or enrolled in post-secondary education. Report the numbers by program type (e.g., Neglected Programs or Juvenile Corrections and/or Detention).

For Section 2.2 of this table, item 1, enter the number of students who attained the following vocational outcome *during their time in a facility/program*: enrolled in elective job training courses. Report the numbers by program type (e.g., Neglected Programs or Juvenile Corrections and/or Detention).

For Section 2.2 of this table, items 2 and 3, enter the number of students who attained the following vocational outcomes *while in a facility/program OR within 30 days after exit*: enrolled in external job training education, and/or obtained employment. Report the numbers by program type (e.g., Neglected Programs or Juvenile Corrections and/or Detention).

2.4.2.3 Academic/Vocational Outcomes

1. Facility Academic Offerings	Number of Facilities	
	Number of Neglected Programs	Number of Juvenile Corrections and/or Detention Facilities
1. Awarded high school course credit(s)		
2. Awarded high school diploma(s)		
3. Awarded GED(s)		
2. Academic & Vocational Outcomes	Number of Students	
	Number in Neglected Programs	Number in Juvenile Corrections and/or Detention
1. Academic		
<i>While in the facility, the number of students who...</i>		
1. Earned high school course credits		
2. Were enrolled in a GED program		
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>		
3. Enrolled in their local district school		
4. Earned a GED		
5. Obtained high school diploma		
6. Were accepted into post-secondary education		
7. Enrolled in post-secondary education		
2. Vocational		
<i>While in the facility, the number of students who...</i>		
1. Enrolled in elective job training courses/programs		
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>		
2. Enrolled in external job training education		
3. Obtained employment		

New Jersey does not collect data for this section.

Instructions: Academic Performance Tables

Report the number of long-term Title I, Part D, Subpart 2 students in neglected programs or juvenile corrections/detention who participated in pre- and post-testing in reading and math. Long-term refers to students who were incarcerated for at least 90 consecutive calendar days from July 1, 2004, to June 30, 2005.

The reported numbers should represent unduplicated counts of students; report only information on a student's most recent testing data. Count each student in only one length of stay category. For each length of stay category, report the data by the following facility or program type: students in neglected programs **(N)** and students in juvenile corrections or detention **(JC)**. As the table indicates, combine reporting numbers for juvenile corrections and detention facilities.

For item 1, enter the number of students who were in placement during the reporting year for either 90-179 days, 180-270 days, or more than 270 days, by type of facility/ program.

For item 2, enter the number of students reported in item 1 who tested below grade level when they entered the facility or program.

For item 3, enter the number of students reported in item 1 who have data available for both the pre and the post test exams.

For items 4-8, indicate the number of students reported in item 3 who showed either negative change, no change, up to 1/2 grade level change, up to one grade level change, or more than one grade level change on the pre-post test exam. Students reported in item 3 should not appear in more than one of these change categories.

2.4.2.4 Academic Performance In Reading

Performance Data (Based on most recent pre/post-test data)	Number of long-term students					
	In placement for 90-179 consecutive calendar days		In placement for 180-270 consecutive calendar days		In placement for more than 270 consecutive calendar days	
	N	JC	N	JC	N	JC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)						
2. # students from row 1 who tested below grade level upon entry.						
3. # students from row 1 who took both the pre- and post-test reading exams						
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test reading exams						
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test reading exams						
6. # students from row 3 who showed improvement of <u>up to 1/2 grade level</u> from the pre- to post-test reading exams						
7. # students from row 3 who showed improvement of <u>up to one full grade level</u> from the pre- to post-test reading exams						
8. # students from row 3 who showed improvement of <u>more than one full grade level</u> from the pre- to post-test reading exams						

New Jersey does not collect data for this section.

2.4.2.5 Academic Performance In Math

Performance Data (Based on most recent pre/post-test data)	Number of long-term students					
	In placement for 90-179 consecutive calendar days		In placement for 180-270 consecutive calendar days		In placement for more than 270 consecutive calendar days	
	N	JC	N	JC	N	JC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)						
2. # students from row 1 who tested below grade level upon entry.						
3. # students from row 1 who took both the pre- and post-test math exams						
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test math exams						
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test math exams						
6. # students from row 3 who showed improvement of <u>up to 1/2 grade level</u> from the pre- to post-test math exams						
7. # students from row 3 who showed improvement of <u>up to one full grade level</u> from the pre- to post-test math exams						
8. # students from row 3 who showed improvement of <u>more than one full grade level</u> from the pre- to post-test math exams						

New Jersey does not collect data for this section.

END Subpart 2 Reporting Form

2.5 COMPREHENSIVE SCHOOL REFORM (TITLE I, PART F)

2.5.1 Please provide the percentage of Comprehensive School Reform (CSR) schools that have or have had a CSR grant and made AYP in reading/language arts based on data from the 2004-2005 school year. 32.5

2.5.2 Please provide the percentage of CSR schools that have or have had a CSR grant and made AYP in mathematics based on data from the 2004-2005 school year. 48.9

2.5.3 How many schools in the State have or have been awarded a CSR grant since 1998? 187

Please note that as indicated in the Single Accountability System used in New Jersey, the spring 2005 AYP results reflect increased proficiency benchmarks in both content areas (Language Arts Literacy and Mathematics).

2.6 ENHANCING EDUCATION THROUGH TECHNOLOGY (TITLE II, PART D)**Funding Year: FY 2003****School Years: 2003-2004 AND 2004-2005****2.6.1 FY 2003 Program Information**

State (Approved) Technology Plan (YES/NO)	Yes <u>X</u> No <u> </u> (circle one)
Year last updated:	<u>2003</u> (year)
Date of State Approval:	<u>1/8/03</u> MM/DD/YY
Web Site Location/URL: <u>http://www.nj.gov/njded/techno/state_plan.htm</u>	

Please note that NJDOE is currently in the process of updating the State Technology Plan and anticipate completion by 2006.

State Program Goals, Objectives and Performance Indicators

Using the format of the table below, describe the State's progress in meeting its EETT performance indicators based on data sources that the State 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, as submitted in the Consolidated State Application. Indicate which of the three or combination of the three Title II, Part D goals relates to your State goals.

Title II, Part D -- Enhanced Education Through Technology Goals:

1. Improve student academic achievement through the use of technology in elementary schools and secondary schools.
2. To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.
3. To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.

Provide results for each indicator, as well as an assessment and explanation of progress. For targets with no set targets, provide a descriptive assessment of progress. Please indicate where data are not yet available.

For the purpose of completing the table below, please explain how your State defines the following:

2.6.2.1.1 Curriculum Integration

Please note: The NJ Educational Technology Curriculum committee has determine that there is a distinct difference between curriculum integration and technology integration. The committee has adopted a definition of each term.

- The infusion of current technologies across all curriculum areas is in a relevant learner centered environment that engages students and increases achievement.
- Effective implementation of educational technology occurs when teachers develop teaching strategies that lead to academic success for each student.
- Supports higher-order thinking skills such as information-gathering, information-organizing, evaluating, problem solving and decision making, while working as a team member and developing communication skills.
- Requires support of all stakeholders within the community.

2.6.2.1.2 Technology literacy

Please note: The following definitions have been adopted by NJDOE and is an excerpt from the NJ Technological Literacy Standards.

Technology Literacy

Technology [is] any modification of the natural world designed by human beings to solve human problems, enhance human life, or extend human capability further emphasized by its inclusion as a separate standards area which focuses on both computer and information literacy and technology education. All students must understand and be comfortable with the concepts and application of technology, not only in order to function in today's complex society, but also to become informed and productive adults of tomorrow.

Computer and Information Literacy

Computer and information literacy, which supports skills in information-gathering, information-organizing, and problem solving, has become critical for every student whether college- or workplace-bound. Colleges and employers are now demanding that students and employees possess a broad range of computer and information literacy proficiencies. More and more retail purchasing is being done on-line every year, and all but the most menial of positions now require a significant understanding of computer and information literacy. To ensure that students are computer literate, a separate standard that defines rigorous, indepth learning has been included. The computer and information literacy standard is designed to be integrated and applied in all of the content areas of the Core Curriculum Content Standards.

Technology Education

The technology education standard was developed to ensure the literacy needed by all students to succeed in a highly technological world. Business and industry has clearly stated the need for technological skills in the workplace of the 21st Century. Early studies with design and technology curriculum indicate that students who learn important technological concepts develop positive attitudes about technology, math, science and learning in general. For these reasons, an introduction to technology education, including engineering and technological design, is an essential component of a thorough and efficient K-12 education.

For the full text from the NJ Technological Literacy Standards see http://www.nj.gov/njded/cccs/s8_tech.htm.

2.6.2.2 Goals, Objectives, Targets

Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	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 21 st century.
Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.	Goal 1: Improve student academic achievement through the use of technology in elementary and secondary schools. Goal 2: To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time each student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location or disability.
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	1.1 Educational technology will be infused into every school district's curriculum and instructional activities. 1.2 All students will demonstrate proficiency in using educational technology and information literacy skills to enhance learning, increase productivity and promote creativity. 1.3 All students will have 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. 1.4 All students will have 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. 1.5 All students will use technology tools and applications for solving problems, making informed decisions, and participating in authentic, project-based learning.
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)	Performance Indicator 1.1 – a) All students in competitive grant programs will produce artifacts in the content area (specifically targeted areas of language arts literacy and mathematics) that reflect appropriate and effective use of educational technology through onsite and desk monitoring by the NJDOE. b) Self-assessment is done through the annual NJ Public School Technology Survey. Performance Indicator 1.2: All students will achieve Technological Literacy Standards as defined by achieving each of the indicators in the grade eight, 8.1 Computer and Information Literacy Standard as indicated on the annual NJ Public School Technology Survey. Performance Indicator 1.3: All students will have 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 as reported on the annual NJ Public School Technology Survey, and through onsite monitoring visits noted in indicator 1.1. Performance Indicator 1.4: All students will have 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 as reported on the

	annual NJ Public School Technology Survey. Performance Indicator 1.5: More than 90% of all students will use technological tools and applications for solving problems, making informed decisions, and participating in authentic, project-based learning as determined by: 1) the annual NJ Public School Technology Survey, 2) formal State monitoring activities 3) Technological Literacy Integration Pilot Program results of 12 school districts, and 4) random checks of student work for formula funded awardees.
Target <i>Indicate status of data in 2002-03 school year (SY).</i> BASELINE DATA	1.1 - a) Competitive grant programs started this year and did not have data in 2002-03. No targets developed. b) The NJ Public School Technology Survey results show that 6% of all schools infused technology into instructional activities. 1.2 - Planning began – no implementation scheduled until 2006-2007. 1.3 - 91.4% of all students have access to appropriate digital content. 1.4 - 91.4% of all students have access to the Internet and Distance Learning technology and tools. 1.5 – Some students use technological tools and applications on a daily basis.
Target <i>Indicate status of data in 2003-04 school year</i>	1.1 – a) Target 50% of the 57 districts (or 10% of all districts in NJ) participating within two language arts literacy competitive grant programs. A single data collection for all school districts was not developed. Baseline was obtained from each of the grant participating students on a district-by-district basis. b) The NJ Public School Technology Survey results show 18% of all districts infuse technology into instructional activities. 1.2 - Planning year – no implementation scheduled until 2006-2007. 1.3 - 92% of all students have access to appropriate digital content. 1.4 - 92% of all students have access to the Internet and Distance Learning technology and tools. 1.5 – More than 15% of all students use technological tools and applications on a daily basis.
Target <i>Indicate status of data in 2004-05 school year.</i>	1.1 – a) The target is for 100% of all participating schools in the two grant programs (ACE+ and STAR-W year two) show effective infusion of educational technology in the instructional process. Fifty percent of all participating school districts in the new grant program, MATRIX year one, show effective infusion of educational technology. b) The NJ Public School Technology Survey results show 37% of all districts infuse technology into instructional activities. 1.2 - Planning continued for pilot program to begin in 2005-2006. 1.3 - 93% of all students have access to appropriate digital content. 1.4 - 93% of all students have access to the Internet and Distance Learning technology and tools. 1.5 – More than 30% of all students will use technological tools and applications on a daily basis.
Target <i>Target for 2005-06 school year</i>	1.1 – a) The target is for 80% of all participating schools in the MATRIX year two competitive grant program to show infusion of educational technology in the instructional process. b) The NJ Public School Technology Survey result target is 50% of all districts infuse technology into instructional activities. 1.2 - Pilot program began with 12 schools identified as participants in a performance based assessment pilot program. Baseline data to be submitted in May 2006. Baseline will also be

	obtained this year from the Technology Survey. 1.3 - 94% of all students have access to appropriate digital content. 1.4 - 94% of all students will have access to the Internet and Distance Learning technology and tools. 1.5 - More than 40% of all students will use technological tools and applications on a daily basis.
Target <i>Target for 2006-07 school year.</i>	1.1 – a) The target is for 100% of all participating schools in the MATRIX year two competitive grant program to show infusion of educational technology in the instructional process. b) The NJ Public School Technology Survey result target is 60% of all districts infuse technology into instructional activities. 1.2 – 10% of all seventh grade participants in the pilot program will show technological proficiency. 50% of all seventh grade participants will show emerging technological proficiency. Technology survey will show 10% of all students in the state are technologically literate based on our 8.1 Computer and Information Literacy Standards. 1.3 - 95% of all students have access to appropriate digital content. 1.4 - 98% of all students will have access to the Internet and Distance Learning technology and tools. 1.5 - More than 50% of all students will use technological tools and applications on a daily basis.
Target <i>Target for 2007-08 school</i>	1.1 – a) 100% of all participating school districts in the new grant program INCLUDE year one, show effective infusion of educational technology. b) The NJ Public School Technology Survey result target is 75% of all districts infuse technology into instructional activities. 1.2 - 5% of the students in the pilot program increase their technological literacy level above the baseline data. The program will be deployed across the state in this year. 1.3 - 96% of all students have access to appropriate digital content. 1.4 - 100% of all students will have access to the Internet and Distance Learning technology and tools. 1.5 - 55% of all students will use technological tools and applications.
Assessment of Progress <i>Status of progress on indicator</i> <i>(1) Target met</i> <i>(2) Target not met</i>	1.1 (1) 1.2 (2) 1.3 (1) 1.4 (1) 1.5 (1)
Measurement tool(s) used to assess progress of indicators.	1) The annual NJ Public School Technology Survey; 2) Formal state monitoring activities; 3) Technological Literacy Pilot Program results of 12 school districts; 4) Onsite and desk monitoring of competitive grant programs; and

5) Random checks of student work for formula funded awardees.

Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	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.
Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.	To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	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 used e-mail and other interactive tools to communicate with parents, students and other educators. 2.5 All schools will have a person available for facilitating and supporting the integration of technology (may be called technology coordinators) for educators by offering timely, onsite guidance and modeling to enhance teacher and administrator proficiency in using and managing technology-based resources.
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)	Performance Indicator 2.1.a) Ninety-five percent of all educators in New Jersey school districts will attain, at a minimum, intermediate proficiency levels in utilizing educational technology as reported on the annual NJ Public School Technology Survey. (Please note: Ninety-five percent is given as a realistic number based on the fact that teachers are in different stages of their career and we must account for new teachers coming in from higher education and private industry. We have increased one percentage point every year in new certificated staff in NJ.) Performance Indicator 2.1.b) All educators involved with the NCLB Title II, Part D three discretionary grant programs STAR-W, ACE+ and MATRIX will reach level three and above on the Levels of Technology Implementation (LoTI) assessment tool, and verified by the onsite monitoring done by the NJDOE randomly chosen or deemed required for grantees. Performance Indicator 2.2 All schools will have and implement supervisory policies that will address the evaluation of effective use of educational technology for student achievement of the Core Curriculum Content Standards. Performance Indicator 2.3 All educators will use technology tools and applications that provide opportunities for authentic, student-centered, project-based learning. Performance Indicator 2.4 All educators will have used e-mail and other interactive tools to communicate with parents, students and other educators as reported on the NJ Public School Technology Survey. Performance Indicator 2.5 All schools will have a person available for facilitating and supporting the integration of technology (may be called technology coordinators) for educators by offering timely, onsite guidance and modeling to enhance teacher and administrator proficiency in using and managing technology-based resources.

Target <i>Indicate status of data in 2002-03 school year (SY).</i> BASELINE DATA	2.1 a) Target is one percentage point decrease of teachers that are at an intermediate level and a one percentage point increase in the advanced level of technology proficiency. Baseline data was obtained from the 2003 NJ Public School Technology Survey that indicated that 49% of teachers are at an intermediate level and 27% at the advanced level of technology proficiency. b) The Levels of Technology Implementation (LoTI) assessment tool was planned to be launched in 2003-04. 2.2 Planning year – no baseline established. 2.3 62.4% of the educators use technology tools for project-based learning on a daily basis. 2.4 More than 30% of all educators use email and other interactive tools to communicate with parents, students and other educators. 2.5 58% of all schools have a person available for facilitating and supporting the integration of technology.
Target <i>Indicate status of data in 2003-04 school year</i>	2.1 a) Target is one percentage point decrease of teachers that are at an intermediate level and a one percentage point increase in the advanced level of technology proficiency. The 2004 NJ Public School Technology Survey indicated that 48% of teachers are at an intermediate level and 28% at the advanced level of technology proficiency. b) Baseline data from LoTI from two competitive grant programs show the majority of teachers at the 0 and 1 levels. 2.2 Planning year – no baseline established. 2.3 66% of the educators use technology tools for project-based learning on a daily basis. 2.4 More than 65% of all educators use e-mail and other interactive tools to communicate with parents, students and other educators. 2.5 75% of all schools have a person available for facilitating and supporting the integration of technology. (A State requirement for the 30 most in need districts to have a technology coordinator in each school went into effect.)
Target <i>Indicate status of data in 2004-05 school year.</i>	2.1 a) Target is two percentage point decrease of teachers that are at an intermediate level and a two percentage point increase in the advanced level of technology proficiency. The 2004 NJ Public School Technology Survey indicated that 46% of teachers are at an intermediate level and 31% at the advanced level of technology proficiency. b) Baseline data from LoTI from two competitive grant programs show the majority of teachers at the 0 and 1 levels. 2.2 Established evaluation process with implementation beginning in 2005-06. Baseline of 88%, self-reported, include technology in the administration evaluation process. 2.3 60% of the educators use technology tools for project-based learning on a daily basis. 2.4 More than 73% of all educators use e-mail and other interactive tools to communicate with parents, students and other educators. 2.5 66% of all schools have a person available for facilitating and supporting the integration of technology. (Note: The original mandatory requirement was “relaxed”, and individual districts implemented the financial suggestion to decrease school-based technological support due to district budget cuts across the state.)
Target <i>Target for 2005-06 school year</i>	2.1 a) Target is two percentage point decrease of teachers that are at an intermediate level and a two percent increase in the advanced level of technology proficiency. b) LoTi level increase over baseline for 40% of all grant participants. 2.2 89% to be determined through the self-reporting technology survey. Four schools are provided technical assistance this year for evaluating technology through the

	State's Collaborative Assessment and Planning for Achievement (CAPA) process, http://www.nj.gov/njded/capa. 2.3 66% of the educators use technology tools for project-based learning on a daily basis. 2.4 80% of all educators use e-mail and other interactive tools to communicate with parents, students and other educators. 2.5 68% of all schools have a person available for facilitating and supporting the integration of technology.
Target <i>Target for 2006-07 school year.</i>	2.1 a) Target is two percentage point decrease of teachers that are at an intermediate level and a two percent increase in the advanced level of technology proficiency. b) LoTi level increase over baseline for 80% of all grant participants. 2.2 90% to be determined through the self-reporting technology survey. Additional schools will be provided technical assistance for evaluating technology through the CAPA process, http://www.nj.gov/njded/capa. 2.3 70% of the educators use technology tools for project-based learning on a daily basis. 2.4 85% of all educators use e-mail and other interactive tools to communicate with parents, students and other educators. 2.5 70% of all schools have a person available for facilitating and supporting the integration of technology.
Target <i>Target for 2007-08 school</i>	2.1 a) Target is two percentage point decrease of teachers that are at an intermediate level and a two percent increase in the advanced level of technology proficiency. b) LoTi level increase over baseline for 100% of all grant participants. 2.2 95% to be determined through the self-reporting reporting technology survey. Additional schools will be provided technical assistance for evaluating technology through the CAPA process. 2.3 75% of the educators use technology tools for project-based learning on a daily basis. 2.4 90% of all educators use e-mail and other interactive tools to communicate with parents, students and other educators. 2.5 75% of all schools have a person available for facilitating and supporting the integration of technology.
Assessment of Progress <i>Status of progress on indicator</i> (1) Target met (2) Target not met	2.1 (1) 2.2 (1) 2.3 (2) 2.4 (1) 2.5 (2)
Measurement tool(s) used to assess progress of indicators.	1) The annual NJ Public School Technology Survey; 2) Formal state monitoring activities; 3) Technological Literacy Integration Pilot Program results of 12 school districts; 4) Onsite and desk monitoring of competitive grant programs;

5) Random checks of student work for formula funded awardees; and

6) The CAPA tool, <http://www.nj.gov/njded/capa>.

Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	GOAL #3: Students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools, and other educational settings such as community centers.
Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.	Goal 1: Improve student academic achievement through the use of technology in elementary and secondary schools. Goal 2: To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location or disability.
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	3.1 All students and educators will have access to technology equipment (desktop or 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 five students or less 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, highspeed 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 as measured by accessibility tools and criteria recommended by the NJDOE. 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, and troubleshooters). 3.7 All school districts will know the strategies for establishing 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.
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)	Performance Indicator 3.1: Schools will implement policies that ensure access to technologies include those with universal design features or other design modifications that assure access for students with educational disabilities. 1. All students in competitive grant programs will have onsite and desk monitoring by the NJDOE. 2. Self-assessment is done through the annual NJ Public School Technology Survey. Performance Indicator 3.2: School districts will have a ratio of five or less students to one multimedia computer (desktop, laptop and handhelds) as reported on the annual NJ Public School Technology Survey. Performance Indicator 3.3 and 3.4: All districts will have the infrastructure that supports each classroom that is connected to broadband, high-speed voice, video and data networks in all learning environments to support regular access to a variety of technology as evidenced by the annual NJ Public School Technology Survey. Performance Indicator 3.5: Every school will have a web site that is accessible based on C.A.S.T. approved standards.

	Performance Indicator 3.6: Maintenance for instructional technology will be available to each school within the district. As reported on the NJ Public School Technology Survey. Performance Indicator 3.7: All school districts will know the strategies for establishing relationships with at least one partner, including other public agencies and entities, education institutions, community-based organizations and private corporations to increase opportunities for sustained technology access and to accomplish learning objectives.
Target <i>Indicate status of data in 2002-03 school year (SY).</i> BASELINE DATA	3.1 90% indicated as baseline data through the 2003 NJ Public School Technology Survey of schools that implement policies that ensure access to technologies. 3.2 Baseline data was obtained from the 2003 NJ Public School Technology Survey which indicated that 68% of districts have achieved the 5:1 ratio or less. 3.3 32% indicated broadband connectivity in all learning environments. 3.4 98% have LANs or WANs in district. 3.5 96% of districts have a website although accessibility not determined. 3.6 93% of all educators have access to technical support. 3.7 Only districts awarded a discretionary grant were required and expected to be tracked. 100% of all ACE+ grantees had a collaborative partner in addition to nonpublic school partners – 24 districts with at least one school per district with an active partner outside of the school. Twenty-two STAR-W districts had nonpublic school partners.
Target <i>Indicate status of data in 2003-04 school year</i>	3.1 91% indicated as baseline data through the 2004 NJ Public School Technology Survey of schools that implement policies that ensure access to technologies. 3.2 2004 NJ Public School Technology Survey indicates 70% of districts have achieved 5:1 ratio or less. (Note the definition of multimedia computer changed) 3.3 31% indicated broadband connectivity in all learning environments. 3.4 97% of all schools that responded to the NJ Public School Technology survey have high-speed Internet access. 3.5 100% of all districts in NJ have a website. 50% of all schools have a web site. 3.6 93% of all educators have access to technical support. 3.7 With the same number of partners in current grant programs as noted above, the MATRIX grant started and produced an additional 21 school districts with at least one school per district with an active partner outside of the school district.
Target <i>Indicate status of data in 2004-05 school year.</i>	3.1 Target is 93%. 96% was indicated as the baseline data through the 2005 NJ Public School Technology Survey of Schools that implement policies that ensure access to technologies. 3.2 74% of districts have achieved 5:1 ratio or less. 3.3 Target is 32%. 28% indicated broadband connectivity in all learning environments. 3.4 Target is 98%. 99% of all schools that responded to the NJ Public School Technology survey have high-speed Internet access. 3.5 100% of all districts in NJ have a website. Data has not been edited to show % of all schools that have a web site.

	3.6 Target is 90%. 92% of schools have a technician available on a regular basis. 3.7 78 school districts or 13% of all districts in the state have at least one school per district with an active partner outside of the school district.
Target <i>Target for 2005-06 school year</i>	3.1 Target is 98% of schools that implement policies that ensure access to technologies. 3.2 Target is for 77% of districts to achieve 5:1 ratio or less. 3.3 Target is 32% of schools indicated broadband connectivity in all learning environments. 3.4 Target is 100% of all schools that responded to the NJ Public School Technology survey have high-speed Internet access. 3.5 Target is for 60% of all schools to have a web site. 3.6 Target is 93% of schools have a technician available on a regular basis. 3.7 With additional statewide technical assistance planned, the target is for 20% of all districts in the state have at least one school with an active partner outside of the school district.
Target <i>Target for 2006-07 school year.</i>	3.1 Target is 100% of schools that implement policies that ensure access to technologies. 3.2 Target is for 80% of districts to achieve 5:1 ratio or less. 3.3 Target is 32% of schools indicated broadband connectivity in all learning environments. 3.4 Target should be met by this year. 3.5 Target is for 65% of all schools to have a web site. 3.6 Target is 94% of schools have a technician available on a regular basis. 3.7 Target is for 30% of all districts in the state have at least one school with an active partner outside of the school district.
Target <i>Target for 2007-08 school</i>	3.1 Target should be met by this year. 3.2 Target is for 83% of districts to achieve 5:1 ratio or less. 3.3 Target is 33% of schools indicated broadband connectivity in all learning environments. 3.4 Target should be met by this year. 3.5 Target is for 70% of all schools to have a web site. 3.6 Target is 98% of schools have a technician available on a regular basis. 3.7 Target is for 40% of all districts in the state have at least one school with an active partner outside of the school district.
Assessment of Progress <i>Status of progress on indicator</i> <i>(1) Target met</i> <i>(2) Target not met</i>	3.1 (1) 3.2 (1) 3.3 (2) 3.4 (1)

	3.5 (1) 3.6 (2) 3.7 (2) benchmark year
Measurement tool(s) used to assess progress of indicators.	1) The annual NJ Public School Technology Survey; 2) Formal state monitoring activities; 3) Onsite and desk monitoring of competitive grant programs; 4) Random checks of student work for formula funded awardees; and 5) The CAPA tool, http://www.nj.gov/njded/capa.

Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	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.
Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.	1. Improve student academic achievement through the use of technology in elementary schools and secondary schools. 2. To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability. 3. To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	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.
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)	Performance Indicator 4.1: Districts will have the high-speed infrastructure to support curricula activities. Performance indicator 4.2: All schools will provide distance learning opportunities to students and staff. Performance indicator 4.3: Maintenance for instructional technology will be available to each school within the district to support learning throughout the learning environment, which includes technicians and upkeep of technology.
Target <i>Indicate status of data in 2002-03 school year (SY).</i> BASELINE DATA	4.1 79% of all districts reported a high-speed infrastructure. 4.2 45% of all schools provide distance learning opportunities to students. 4.3 49% of all schools have a technician regularly available.
Target <i>Indicate status of data in 2003-04 school year</i>	4.1 97% of all schools that responded to the NJ Public School Technology survey have high-speed Internet access. 4.2 Data collected, but not edited. 4.3 Data not analyzed.
Target <i>Indicate status of data in 2004-05 school year.</i>	4.1 99% of all schools have high-speed Internet access. 4.2 56% of schools indicated offering distance learning opportunities. In addition, the Kids Officially OnLine (KOOL) competitive grant program began with 10 pilot districts offering online courses to its students and a partner school district. 4.3 88% of schools to have a technician regularly available.
Target	4.1 Target is for 100% of all schools to have high-speed Internet access.

Target for 2005-06 school year	4.2 Target is for 60% of schools indicated offering distance learning opportunities. 4.3 Target is for 90% of schools to have a technician regularly available.
Target Target for 2006-07 school year.	4.1 Target is met by this year. 4.2 Target is for 65% of schools indicated offering distance learning opportunities. 4.3 Target is for 92% of schools to have a technician regularly available.
Target Target for 2007-08 school	4.1 Target is met for this year. 4.2 Target is for 70% of schools indicated offering distance learning opportunities. 4.3 Target is for 95% of schools to have a technician regularly available.
Assessment of Progress Status of progress on indicator (1) Target met (2) Target not met	4.1 (1) 4.2 (1) 4.3 (1)
Measurement tool(s) used to assess progress of indicators.	1) The annual NJ Public School Technology Survey; 2) Formal state monitoring activities; 3) Onsite and desk monitoring of competitive grant programs; 4) Random checks of student work for formula funded awardees; and 5) The CAPA tool, http://www.nj.gov/njded/capa.

If for any reason you have modified or added Goal(s), objectives, indicators, and/or targets since submitting the State Consolidated Application, please indicate in the chart below.

Original Goal(s), objectives, indicators, and/or targets (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	Modification or Additions

Please note that NJDOE is currently revising the NJ State Technology Plan. All goals and benchmarks will be revised for the next reporting period.

2.7 SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES ACT (TITLE IV, PART A)**2.7.1 Performance Measures**

Instructions: In the following chart, please identify:

- Each of your State indicators as submitted in the June 2002 Consolidated State Application;
- The instrument or data source used to measure the indicator;
- The frequency with which the data are collected (annually, semi-annually, biennially) and year of the most recent collection;
- The baseline data and year the baseline was established; and
- Targets for the years in which your State has established targets.

2.7.1 Performance Measures

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
30 day use of alcohol - Grade 10	YRBS (2001) NJSHS (2003, 2005)	Frequency: <u>Biannual</u> Year of most recent collection: <u>2004-2005</u>	2003-2004 ____ 2004-2005 <u>54%</u> 2005-2006 ____ 2006-2007 ____ 2007-2008 ____	2003-2004 ____ 2004-2005 <u>36%</u> Baseline: <u>57%</u> Year established: <u>2001</u>
30 day use of alcohol - Grade 12	YRBS (2001) NJSHS (2003, 2005)	Frequency: <u>Biannual</u> Year of most recent collection: <u>2004-2005</u>	2003-2004 ____ 2004-2005 <u>60%</u> 2005-2006 ____ 2006-2007 ____ 2007-2008 ____	2003-2004 ____ 2004-2005 <u>62%</u> Baseline: <u>63%</u> Year established: <u>2001</u>
30 day use of marijuana - Grade 10	YRBS (2001) NJSHS (2003, 2005)	Frequency: <u>Biannual</u> Year of most recent collection: <u>2004-2005</u>	2003-2004 ____ 2004-2005 <u>19%</u> 2005-2006 ____ 2006-2007 ____ 2007-2008 ____	2003-2004 ____ 2004-2005 <u>15%</u> Baseline: <u>22%</u> Year established: <u>2001</u>
30 day use of marijuana - Grade 12	YRBS (2001) NJSHS (2003, 2005)	Frequency: <u>Biannual</u> Year of most recent collection: <u>2004-2005</u>	2003-2004 ____ 2004-2005 <u>26%</u> 2005-2006 ____ 2006-2007 ____ 2007-2008 ____	2003-2004 ____ 2004-2005 <u>28%</u> Baseline: <u>29%</u> Year established: <u>2001</u>
30 day use of tobacco (smoking cigarettes) - Grade 10	YRBS (2001) NJSHS (2003, 2005)	Frequency: <u>Biannual</u> Year of most recent collection: <u>2004-2005</u>	2003-2004 ____ 2004-2005 <u>21%</u> 2005-2006 ____ 2006-2007 ____ 2007-2008 ____	2003-2004 ____ 2004-2005 <u>16%</u> Baseline: <u>24%</u> Year established: <u>2001</u>
30 day use of tobacco (smoking cigarettes) - Grade 12	YRBS (2001) NJSHS (2003, 2005)	Frequency: <u>Biannual</u> Year of most recent collection: <u>2004-2005</u>	2003-2004 ____ 2004-2005 <u>30%</u> 2005-2006 ____ 2006-2007 ____ 2007-2008 ____	2003-2004 ____ 2004-2005 <u>27%</u> Baseline: <u>33%</u> Year established: <u>2001</u>
Substance abuse incidents on school grounds or events	Electronic Violence and Vandalism Reporting System (EVVRS) http://homeroom.state.nj.us	Frequency: <u>Annual</u> Year of most recent collection: <u>2004-2005</u>	2003-2004 ____ 2004-2005 <u>2,808</u> 2005-2006 ____ 2006-2007 ____ 2007-2008 ____	2003-2004 <u>2,648</u> 2004-2005 <u>2,725</u> Baseline: <u>2,956</u> Year established: <u>2001</u>

Age of onset (use by age 14 or younger) - Alcohol	YRBS (2001) NJSHS (2003, 2005)	Frequency: <u>Biannual</u> Year of most recent collection: <u>2004-2005</u>	2003-2004 ____ 2004-2005 <u>59%</u> 2005-2006 ____ 2006-2007 ____ 2007-2008 ____	2003-2004 ____ 2004-2005 <u>53%</u> Baseline: <u>62%</u> Year established: <u>2001</u>
Age of onset (use by age 14 or younger) - Marijuana	YRBS (2001) NJSHS (2003, 2005)	Frequency: <u>Biannual</u> Year of most recent collection: <u>2004-2005</u>	2003-2004 ____ 2004-2005 <u>21%</u> 2005-2006 ____ 2006-2007 ____ 2007-2008 ____	2003-2004 ____ 2004-2005 <u>18%</u> Baseline: <u>24%</u> Year established: <u>2001</u>
Age of onset (use by age 14 or younger) - Tobacco	YRBS (2001) NJSHS (2003, 2005)	Frequency: <u>Biannual</u> Year of most recent collection: <u>2004-2005</u>	2003-2004 ____ 2004-2005 <u>36%</u> 2005-2006 ____ 2006-2007 ____ 2007-2008 ____	2003-2004 ____ 2004-2005 <u>21%</u> Baseline: <u>39%</u> Year established: <u>2001</u>
Violence on school grounds	EVVRS	Frequency: <u>Annual</u> Year of most recent collection: <u>2004-2005</u>	2003-2004 ____ 2004-2005 <u>15,172</u> 2005-2006 ____ 2006-2007 ____ 2007-2008 ____	2003-2004 <u>12,429</u> 2004-2005 <u>10,954</u> Baseline: <u>15,971</u> Year established: <u>2001</u>
Weapons Incidents on School Grounds	EVVRS	Frequency: <u>Annual</u> Year of most recent collection: <u>2004-2005</u>	2003-2004 ____ 2004-2005 <u>1,447</u> 2005-2006 ____ 2006-2007 ____ 2007-2008 ____	2003-2004 <u>1,580</u> 2004-2005 <u>1,478</u> Baseline: <u>1,523</u> Year established: <u>2001</u>

2.7.2 Suspension and Expulsion Data

Instructions: In the following charts, indicate the number of out-of-school suspensions and expulsions for elementary, middle, and high school students for each of the underlined incidents.

Please also provide the State's definition of an elementary, middle, and high school, as well as the State's definition of each of the incidents underlined below.

(If your State does not collect data in the same format as requested by this form, the State may provide data from a similar question, provided the State includes a footnote explaining the differences between the data requested and the data the State is able to supply.)

School Type	State Definition
Elementary School	School terminating in grade 6 or below.
Middle School	School terminating in grade 7, 8 or 9.
High School	School terminating in grade 10, 11 or 12.

2.7.2.2 The number of out-of-school suspensions and expulsions for physical fighting.

State definition of physical fighting: Mutual engagement in a physical confrontation that may result in bodily injury to either party. Does not include verbal confrontations or a minor confrontation such as a shoving match. All participants should be classified as offenders. One needs to consider age and developmentally appropriate behavior before using this category.

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	193	43
Middle	2743	91
High School	4739	222

EXPULSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	0	0
Middle	0	0
High School	3	2

2.7.2.3 The number of out-of-school suspensions and expulsions for weapons possessionState definition of weapons: __

Possession of a Firearm: Having on one's person, or in one's locker or vehicle, a handgun or rifle. The firearm need not be loaded. (Staff should not attempt to determine if weapon is loaded.) Include air guns, but do not include "look-alike" firearms that cannot be converted to a firearm. New Jersey law classifies "look-alike firearms" as firearms; federal law, however, does not. "Look-alike firearms" and paint ball guns are to be reported under Other Weapons (see Other Weapons Offense, below).

Possession of other Weapon: Having on one's person or in one's locker or vehicle any weapon (other than a firearm). A weapon is any instrument readily capable of lethal use or of inflicting bodily injury that includes, but is not limited to, knives, clubs or other bludgeons, chains, sling shots, leather bands studded with metal filings and razor blades. This category also includes stun guns and any device which projects, releases or emits tear gas or any other substance (e.g., pepper spray) intended to produce temporary discomfort or permanent injury through being vaporized or otherwise dispensed in the air. Components that can readily be assembled into a weapon also apply. An incident of possession, if not reported on the EVVRS, may, of course, still be reported in the district's disciplinary record system.

If Assault with Other Weapon is checked, Possession of Other Weapon cannot be checked. Consider age and developmentally appropriate behavior before using this category.

—

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	119	48
Middle	590	90
High School	653	147

EXPULSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	6	2
Middle	10	6
High School	11	8

2.7.2.4 The number of alcohol-related out-of-school suspensions and expulsions.State definition of alcohol-related: __

Suspected Use Confirmed: An incident is reported as Suspected Use Confirmed when a positive determination from a medical examination indicates that the student is under the influence of **alcoholic beverages**, marijuana, and/or other drug (controlled dangerous substance, but not including cigarettes), or indicates that the student has used anabolic steroids. A report should be completed when suspected use is confirmed by a positive determination from a physician.

Possession: Student is found with **alcohol**, marijuana, and/or any other drug (controlled dangerous substance, including anabolic steroids, but not including cigarettes) in his/her locker or vehicle, or on his/her person. Includes possession of unauthorized prescription drugs and drug paraphernalia.

Distribution: Student is selling, buying, or giving **alcohol**, other controlled dangerous substance(s) or anabolic steroids to others, or employs others to do the same. The student need not be caught in the act of selling or giving. The term "distribution" includes having alcohol or other drugs under circumstances where it may be inferred that the student would distribute to others. Therefore, possession of a large amount of drugs should be reported as "distribution," not as "possession."

—

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	0	0
Middle	60	14
High School	547	143

EXPULSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	0	0
Middle	0	0
High School	0	0

2.7.2.5 The number of illicit drug-related out-of-school suspensions and expulsions.

State definition of illicit-drug related: Same definition as Alcohol-Related in 2.7.2.4

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	1	1
Middle	226	31
High School	1727	229

EXPULSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	0	0
Middle	4	3
High School	3	3

2.7.3 Parent Involvement

Instructions: Section 4116 of ESEA requires that each State provide information pertaining to the State's efforts to inform parents of and include parents in drug and violence prevention efforts. Please describe your State's efforts to include parents in these activities.

New Jersey has undertaken the following efforts to inform and include parents in drug and violence prevention efforts.

· State Statutes and Regulations – Parent involvement is required in a variety of ways under the following state statutes and regulations:

N.J.S.A. 18A:40A-16, N.J.S.A. 18A:40A-17 and N.J.A.C. 6A:16-3.1(a)6 – Pursuant to these statutes and the regulation, local boards of education are required to offer substance abuse education programs to the parents or legal guardians of public school students according to the requirements established in the authorizing statutes and at times and places convenient to the parents and guardians of enrolled students.

N.J.S.A. 18A:37-15 et seq. – Pursuant to this statute, local boards of education are required to adopt policies prohibiting harassment, intimidation and bullying on school property, at a school-sponsored function or on a school bus. The school districts are also required to attempt to adopt the policy through a process that includes representation of parents and guardians and other school and community representatives.

N.J.S.A. 18A:17-46 – Pursuant to this statute, chief school administrators (CSAs) are required to hold annual public hearings at which time the CSAs report to the board of education all acts of violence and vandalism which occurred during the previous school year. The public hearings provide parents and other community members with the opportunity to learn about and comment on local school violence and vandalism issues.

N.J.A.C. 6A:16-8 – Pursuant to these Intervention and Referral Services (I&RS) regulations, school districts are required to establish and implement a coordinated system in each school building for the planning and delivery of intervention and referral services 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. Pursuant to N.J.A.C. 6A:16-8.2(a)6 under the I&RS regulations, I&RS teams are required to "Actively involve parents or guardians in the development and implementation of intervention and referral services action plans."

· No Child Left Behind Advisory Council – The New Jersey Department of Education (NJDOE) has established an advisory council to consult on all matters pertaining to the No Child Left Behind Act. The Council includes parent representation from two local school districts.

· Unsafe School Choice Option Policy – In accordance with the federal Unsafe School Choice Option (USCO) requirement (Title IX, Part E, Subpart 2, Section 9532 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left

Behind Act of 2001), the NJDOE developed its USCO Policy, in part, in consultation with the NCLB Advisory Council, which, as explained above, includes parent representation.

- NCLB Consolidated Formula Subgrant Application – The NJDOE’s application to LEAs for NCLB funds, which includes Title IV-A, requires parent participation in the following ways:- *Statement of Assurances and Certification Form* – Each CSA is required to sign a separate statement of assurances for the use of Title IV-A funds (copy attached) that includes an assurance that “Appropriate persons, including parents ... have been involved in timely and meaningful consultation at all stages of the design, development and administration of all programs, services or activities funded under Title IV, Part A, including efforts to fulfill the principles of effectiveness, pursuant to section 4115(a) and 20 U.S.C. 7101 et seq.”

- *Participants in Consultation & Collaboration in the Application Development Form* – LEAs are required to provide the names of parents, as well as others, participating in the development of the NCLB application on this form (copy attached).

- *Coordination of Programs & Participation Form* – LEAs are required to provide narratives on: 1) how they will provide on-going consultation with the application participants throughout the project period; and 2) the mechanisms to be used to provide effective notice to the community of the intention to submit an application for Title IV-A funds.

- Children We Share: Partners in Student Discipline and Development Under this Title IV-funded project, assistance was provided to schools through a collaborative effort among NJDOE and The College of New Jersey, with support provided by the New Jersey Principals and Supervisors Association, to effectively engage parents and families in promoting positive youth development, with particular attention given to discipline issues. The project included the development and dissemination of a guidebook and companion program in CD-ROM format, as well as a videotape program (copies attached) to school districts designed to provide relevant research, strategies and materials to use with parents in promoting positive youth development, and the provision of a principals’ institute supporting use of the materials developed under the project.

2.8 INNOVATIVE PROGRAMS(TITLE V, PART A)

2.8.1 Please describe **major** results to date of State-level Title V, Part A funded activities to improve student achievement and the quality of education for students. Please use quantitative data if available (e.g., increases in the number of highly qualified teachers).

- The major portion of the NJDOE's Title V, Part A funding supported the completion and coordinated implementation of the Core Curriculum Content Standards and Frameworks in Social Studies, Language Arts Literacy, Visual and Performing Arts, and Science.
- Title V funds helped to support NJDOE teacher recruitment strategies to increase the quantity and quality of teachers in high-need, high-demand areas. These strategies and initiatives included providing technical assistance to districts/charter schools, participating in job fairs and conferences, designing and implementing state-wide and regional specialized activities and events, and enhancing and expanding partnerships with higher education and business/industry.
- Implementation of a year-round program by a charter school, based on research on the significance of summer programs at Johns Hopkins University, was supported by Title V, Part A funding. Data on student performance were collected over two consecutive years.
- Funds contributed to supporting the New Jersey Professional Education Port (NJPEP). This virtual academy provides statewide professional development opportunities designed to increase student achievement. The NJPEP interactive web site frees educators from the constraints of time and space.

- 2.8.2** The table below requests data on student achievement outcomes of **Title V, Part A - funded** LEAs that use **20% or more** of Title V, Part A funds and funds transferred from other programs for **strategic priorities including: (1)** student achievement in reading and math, **(2)** teacher quality, **(3)** safe and drug free schools, **(4)** access for all students to a quality education. Complete the table below using aggregated data from all LEA evaluations of school year 2004-2005 activities funded in whole or in part from Title V, Part A - Innovative Programs funds.

Priority Activity/Area [1]	Number of LEAs that used 20% or more Title V, Part A, including funds transferred into Title V, Part A (see Note) for:	Number of these LEAs that met AYP	Total Number of Students Served
Area 1: Student Achievement in Reading and Math	199	191	178753
Area 2: Teacher Quality	79	76	91192
Area 3: Safe and Drug Free Schools	37	35	17142
Area 4: Increase Access for all Students	54	51	59907
Note: Funds from REAP and Local Flex (Section 6152) that are used for Title V, Part A purposes and funds transferred into Title V, Part A under the transferability option under section 6132(b).			

Please note that Title V funds were allocated to 611 LEAs. This report reflects responses from 308 LEAs.

- 2.8.3** Indicate the number of Title V, Part A funded LEAs that did not use, in school year 2004-2005, 20% or more of Title V, Part A funds including funds transferred from other programs into Title V, Part A, for any of the priority activities/areas listed in the table under B above. 0
- 2.8.4** Indicate the number of LEAs shown in B.1 that met AYP in school year 2004-2005. 574
- 2.8.5** Indicate the percentage of Title V funds, including funds transferred from other programs into Title V that LEAs used for the four strategic priorities. 40.0

^[1] In completing this table, States should include activities described in Section 5131 of the ESEA as follows: Area 1 (activities 3, 9,12,16,19,20,22,26,27), Area 2 (activity 1,2), Area 3 (activity 14,25), Area 4 (activities 4,5,7,8,15,17)

2.8.6 Indicate the percentage of LEAs that completed needs assessments that the State determined to be meaningful and credible. 100.0

2.8.5 - Please note that 40% of all Title V, Part A funds were used for the 4 strategic priorities, as reported by 308 LEAs from 611 LEAs receiving allocations.

2.8.7 Describe how decisions were made regarding the local uses of funds.

All LEAs are required to use a process that identifies priority need areas using data from multiple sources (e.g. standardized test results, teacher data, attendance, ELL, longitudinal trends, etc) as evidence. These priority needs are then ranked (using delineated criteria) to determine which areas get funded and how the money will be most effectively used.

2.9 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP) (TITLE VI, PART B)**2.9.1 Small Rural School Achievement Program (Title VI, Part B, Subpart 1)**

Please indicate the number of eligible LEAs that notified the State of the LEA's intention to use the Alternative Uses of Funding authority under section 6211 during the 2004-2005 school year. 0

No New Jersey school districts were eligible for Rural Low-Income School Program grants in the 2004-2005 school year.

2.9.2 Rural and Low-Income School Program (Title VI, Part B, Subpart 2)

2.9.2.1 LEAs that receive Rural and Low-Income School (RLIS) Program grants may use these funds for any of the purposes listed in the following table. Please indicate in the table the total number of eligible LEAs that used funds for each of the listed purposes during the 2004-2005 school year.

Purpose	Number of LEAs
Teacher recruitment and retention, including the use of signing bonuses and other financial incentives	0
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	0
Educational technology, including software and hardware as described in Title II, Part D	0
Parental involvement activities	0
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	0
Activities authorized under Title I, Part A	0
Activities authorized under Title III (Language instruction for LEP and immigrant students)	0

No New Jersey school districts were eligible for Rural Low-Income Schools Program grants in the 2004-2005 school year.

- 2.9.2.2** Describe the progress the State has made in meeting the goals and objectives for the Rural Low-Income Schools Program as described in its June 2002 Consolidated State application. Provide quantitative data where available.

N/A

2.10 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE VI, PART A, SUBPART 2)

2.10.1 State Transferability of Funds

Did the State transfer funds under the State Transferability authority of section 6123(a) during the 2004-2005 school year? No

2.10.2 Local Educational Agency Transferability of Funds

2.10.2.1 Please indicate the total number of LEAs that notified the State that they were transferring funds under the LEA Transferability authority of section 6123(b) during the 2004-2005 school year. 13

2.10.2.2 In the charts below, please indicate below the total number of LEAs that transferred funds TO and FROM each eligible program and the total amount of funds transferred TO and FROM each eligible program.

Program	Total Number of LEAs transferring funds <u>TO</u> eligible program	Total amount of funds transferred <u>TO</u> eligible program
Improving Teacher Quality State Grants (section 2121)	0	0
Educational Technology State Grants (section 2412(a)(2)(A))	1	227
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	1	12000
State Grants for Innovative Programs (section 5112(a))	5	49856
Title I, Part A, Improving Basic Programs Operated by LEAs	6	361064

Program	Total Number of LEAs transferring funds <u>FROM</u> eligible program	Total amount of funds transferred <u>FROM</u> eligible program
Improving Teacher Quality State Grants (section 2121)	10	329070
Educational Technology State Grants (section 2412(a)(2)(A))	3	38291
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	5	18603
State Grants for Innovative Programs (section 5112(a))	4	37183

The Department plans to obtain information on the use of funds under both the State and LEA Transferability Authority through evaluation studies.

2.11 21ST CENTURY COMMUNITY LEARNING CENTERS(TITLE IV, PART B)

Performance data needed for this program will be available from another source. The Department will implement a national evaluation and data reporting system to provide essential data needed to measure program performance. States will be notified and are requested to participate in these activities once they are implemented.