

**A GLOSSARY OF ACRONYMS and TERMS
from the
NEW JERSEY DEPARTMENT OF EDUCATION
(NJDOE)
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INTRODUCTION

In response to feedback from people who have read publications and documents from the Department of Education, we have created a glossary of some of the frequently used acronyms and terms.

References to *N.J.S.A. (New Jersey Statutes Annotated)* can be checked on the Legislative Web site at www.njleg.state.nj.us. References to *N.J.A.C. (New Jersey Administrative Code)* can be checked on the department's Web site at www.state.nj.us/education under administrative code. Additional information on all of the topics in this book is also available on the department's Web site.

Glossary of Acronyms and Terms

Assessment

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

ESPA - Elementary School Proficiency Assessment is the earliest state assessment administered in grade four to determine cumulative achievement of the Core Curriculum Content Standards.

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

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

HSPA - The High School Proficiency Assessment replaced the HSPT in spring 2000 and is used to determine student achievement of the knowledge and skills specified by all areas of the Core Curriculum Content Standards and Workplace Readiness Standards. Passing all sections of the test is a requirement for receiving a high school diploma.

HSPT - The **High School Proficiency Test** was formerly administered in the fall of the junior year and consisted of three sections — reading, mathematics, and writing. Students had to pass it to receive a diploma.

NAEP - The **National Assessment of Educational Progress** measures educational achievement of American students in reading, math, and science and the changes in that achievement over time. The program also provides scores for subpopulations defined by demographic characteristics and by specific background characteristics and experiences.

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

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

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

Bilingual Education/ESL

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

ESL - **English as a Second Language** programs in K-12 education require a daily developmental second language program of up to two periods of instruction based on student needs. The programs offer listening comprehension, speaking, reading and writing in English using second-language teaching techniques. The teachers also incorporate the cultural aspects of the students' experiences into their ESL instruction.

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

NJTESOL/NJBE - **New Jersey Teachers of English to Speakers of Other Languages/New Jersey Bilingual Education** is a chapter of the two national associations.

This professional organization has been established for educators concerned with the teaching of English as a second language and bilingual education.

Community Service

AmeriCorps - A national service program that engages citizens of all ages in community-based service in education, human needs, the environment and public safety.

Learn and Serve America - A national service program that provides opportunities for students to engage in school and community-based service as part of their school curriculum.

Drug and Alcohol Programs/Student Health

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

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

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

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

CHES - **Certified Health Education Specialist.**

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

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

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

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

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

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

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

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

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

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

IDU - **Injecting Drug Use.**

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

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

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

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

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

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

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

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

STD - **Sexually Transmitted Disease.**

STI - **Sexually Transmitted Infection.**

UCCA - **Unified Child Care Agency** is a county-based agency designated by the NJ Department of Human Services (NJ DHS) to oversee the coordination of childcare service delivery for DHS-administered programs.

YRBS - **Youth Risk Behavior Survey** is a biennial survey of health-related behaviors of a

sample of high school students in randomly selected schools.

[Early Childhood](#)

[Brigance Screen](#) is an assessment published by Curriculum Associates, Inc., that screens key developmental and early academic skills. The department is proposing regulations to require all Abbott preschool programs to administer the Brigance preschool assessment to help determine the needs of entering preschool children.

[CAF](#) - A **Curriculum Alignment Form** is an assessment tool for the department to ensure curriculum alignment with the *Early Childhood Education Program Expectations: Standards of Quality*.

[CCP](#) - **Certified Childcare Professional** is a credential that can be obtained by staff working in early childhood education settings.

[CDA](#) - **Child Development Associate** is a credential that can be obtained by staff working in early childhood education settings.

[Community Providers](#) are early childhood agencies in the community that contract with the Abbott districts to provide the mandated early childhood programs for three- and four-year-olds.

[Creative Curriculum \(for Early Childhood\)](#) is an early childhood education curriculum developed by Teaching Strategies that applies child development and learning theories to an education environment that focuses planning around indoor and outdoor interest areas.

[Curiosity Corner](#) is an early childhood education curriculum developed by the Success For All Foundation that fosters cognitive, linguistic, social, physical, and emotional development of three- and four-year-olds.

[DFD](#) - **The Division of Family Development** is a division within the Department of Human Services with responsibility for childcare and welfare reform among other programs.

[DHS](#) - **The Department of Human Services** partners with the Department of Education in implementing the Abbott early childhood education program. DHS is responsible for licensing community childcare providers and funding wrap-around services in those providers.

[DYFS](#) - **The Division of Youth and Family Services** is a division within the Department of Human Services with responsibility for childcare licensing, child protection, and child welfare, among other programs.

[Early Childhood Education Program Expectations: Standards of Quality](#) is a document containing guidelines for creating developmentally appropriate preschool learning environments that promote early literacy and other important goals. The guidelines support and prepare young children to meet New Jersey's Core Curriculum Content Standards

(CCCS) when they enter kindergarten. You Are Viewing an Archived Copy from the New Jersey State Library

ECEC Framework - The **Early Childhood Education Curriculum Framework** provides broad overarching concepts and ideas for the development of curriculum in early childhood education programs. The ECEC Framework offers teachers multiple strategies to meet the preschool standards and related progress indicators and also provides guidelines for instructional strategies and assessment methods.

ECERS-R - The **Early Childhood Environment Rating Scale - Revised** is designed to assess group programs for children of preschool through kindergarten age.

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

Expanded Head Start refers to an individual Abbott preschool classroom that does not receive federal funds but is located within a Head Start provider building and operated by the Head Start agency through a contract with DHS and a school district. Children in these classrooms should be considered served under the Abbott program and must be considered in district plans in regard to required program components and suggested activities. Funding for the Expanded Head Start program comes from the district and DHS.

Family Worker is a position required in every Abbott early childhood education program in a community provider setting. There must be one family worker for every 40 children and their families being served by the center. The family worker works with the center and the parents to ensure that the parents and their children obtain necessary health and social services.

Full-day/full-year preschool programs are required in every Abbott district. Programs must be made available for ten hours a day, 245 days a year. For a minimum of 180 school calendar days, a program must include at least a six-hour educational component meeting Department of Education requirements and a four-hour wrap-around services component meeting Department of Human Services (DHS) licensing requirements. The remaining 65 days must meet DHS requirements for the ten hours of service.

High/Scope Preschool is an early childhood education curriculum developed by the High/Scope Educational Research Foundation that encourages children to make choices about materials and activities throughout the day. As they pursue their choices and plans, children explore, ask and answer questions, solve problems, and interact with classmates and adults, engaging in activities that foster developmentally important skills and abilities.

Master Teacher is a position required in every Abbott early childhood education program. There must be one master teacher for every 20 early childhood education classrooms to coordinate early childhood education programs and assist in the provision of early childhood education professional development.

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[NAEYC](#) - The **National Association for the Education of Young Children**, based in Washington, DC, is an organization of early childhood educators and others dedicated to improving the quality of programs for children from birth through third grade.

[NJAEYC](#) - The **New Jersey Association for the Education of Young Children** is an affiliate group of the National Association for the Education of Young Children (NAEYC).

[P-3](#) - The **Preschool through Grade 3 Endorsement** is a credential that, as of September 1, 2001, is required for any new preschool teacher in an Abbott district in either a district program or a community provider setting. Existing teachers must make progress toward attaining the P-3 endorsement by 2004.

[PDI](#) - **Program Development Institutes** are sponsored by the Department of Education and held on a regular basis to provide technical assistance to Abbott and non-Abbott districts receiving Early Childhood Program Aid (ECPA).

[Westat Study](#) refers to the five-year evaluation of the Abbott early childhood education program being conducted by Westat, a research company located in Rockville, Maryland.

[Wrap-around services](#) are required in Abbott early childhood education programs. They consist of activities held during the four hours before and/or after the required six-hour educational component during the ten-hour full-day program. They also are provided through the summer program.

[Zero-based budgeting](#) refers to a type of budgeting procedure that analyzes and justifies costs from a base of zero, rather than the previous year's balance, in order to improve fiscal efficiency. Zero-based budgeting is an essential part of whole school reform and Early Childhood Program Aid in Abbott school districts.

[Educational Technology](#)

[ACT](#) - **Abbott Consortium for Technology** was originally formed to meet the needs of the Abbott districts in submitting applications for the Universal Service Fund (e-rate program) in April 1998. Each Abbott district sends at least one representative to regularly held meetings to discuss mutual needs, challenges and solutions for educational technology activities.

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

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

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

E-rate - **Education Rate** discount is available under a federally funded program called the Universal Service Fund (USF). (See USF page 13)

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

HTML - **Hypertext Markup Language** is a programming coding language used to create sites on the World Wide Web.

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

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

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

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

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

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

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

URL - **Uniform (or Universal) Resource Locators** are similar to an address or phone

number of the sites on the Internet. Each site has a unique locator. The URL for the NJ Department of Education is www.state.nj.us/education

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

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

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

Equal Educational Opportunity

AAO - An Affirmative Action Officer must be appointed from among the certified staff in every school district.

ARP - Annual Review of Progress is an annual report submitted to the Department of Education on the progress the district has made toward compliance with the equity requirements as stated in *N.J.A.C. 6:4-1.1*.

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

GEAC - The Gender Equity Advisory Committee makes recommendations to the Department of Education regarding policies, procedures, and programs relating to career education and lifelong learning for males and females.

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

PRIDE - Peace, Respect, Inclusion, Diversity, Equity is a Department of Education initiative intended to promote harmony among the many diverse groups that live in our communities. Activities include workshops and conferences that focus on cross-cultural understanding, respect, and harmony in schools and communities.

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

on race, gender, disability, and national origin. [You Are Viewing an Archived Copy from the New Jersey State Library](#)

Facilities

Abbott district means a special needs district as defined in *N.J.S.A. 18A:7F-3*. (See State Aid/School Data Section)

Additional space means space in excess of the facilities efficiency standards (FES).

Adjusted gross square footage means the gross square footage of a facility less excluded spaces.

Approved area for unhoused students means the product of the area allowance per FTE student times the number of unhoused students.

Approved LRFP or approved plan means a Long-Range Facilities Plan that conforms to the requirements of *N.J.A.C. 6:23-1.1 et seq.* and that has been determined by the Commissioner to ensure that, over the next five years, the school facilities are educationally adequate to support the achievement of the Core Curriculum Content Standards.

Area allowance per full-time equivalent (FTE) student means 125 square feet for preschool through grade 5; 134 square feet for grades 6 through 8; and 151 square feet for grades 9 through 12.

Area cost allowance is the cost allowance used in determining preliminary eligible costs of school facilities projects, and it must be the figure based on the year of application for approval of the school facilities project.

ASSA - (See State Aid and Student Data Section p. 33).

Capital maintenance means maintenance intended to extend the useful life of a school facility, including upgrades and replacements of systems, such as structure, enclosure, mechanical, plumbing, and electrical systems. It can be considered to be part of a school facilities project.

Capital project means a school facilities project, other capital project or land acquisition project.

Community design feature means any area, room, equipment, recreational area or playground included in a demonstration project that is to be used in common by students of the district and by residents of the community.

Community provider (See Early Childhood Section p. 7)

Core Curriculum Content Standards (See Standards Section p. 31)

Cost index means the average annual increase, expressed as a decimal, in actual construction cost factors for the New York City and Philadelphia areas during the second fiscal year preceding the budget year as determined pursuant to regulations promulgated by the New Jersey Economic Development Authority.

Debt service includes payments of principal and interest upon school bonds issued to finance the acquisition of school sites and the purchase or construction of school facilities, additions to school facilities, or the reconstruction, remodeling, alteration, modernization, renovation or repair of school facilities.

Demonstration project means a school facilities project selected by the State Treasurer for construction by a redevelopment entity pursuant to *N.J.S.A. 18A:7G-6*.

DFG - (See State Aid and School Data Section p. 35)

ECPA - (See Early Childhood Section p. 9)

Educational adequacy means an educationally adequate school facility encompassed within the facilities efficiency standards established by the Commissioner and *N.J.A.C. 6:22-1.1 et seq.*

EFCEA The **Educational Facilities Construction and Financing Act** was passed in July 2000 and initiated the state's massive school construction program in accordance with the provisions of the act.

Excess costs refer to the additional costs, if any, which must be borne by the district for a school facilities project resulting from design factors that are not required to meet the facilities efficiency standards and not approved pursuant to *N.J.S.A. 18A:7G-5(g)* or are not authorized as community design features included in final eligible costs pursuant to *N.J.S.A. 18A:7G-6(c)*.

Excluded space is an existing space not contained in the facilities efficiency standards that delivers programs and services aligned to the Core Curriculum Content Standards, provides support services directly to students, or would be structurally or fiscally impractical to convert to other uses contained in the facilities efficiency standards;

Fall survey report is a report prepared by each district on a form provided by the Commissioner in accordance with *N.J.S.A. 18A:7A-11*, setting forth enrollment and other information concerning the district.

Feasibility study is a pre-construction evaluation undertaken by a district to determine whether, because of health and safety or efficiency, it would be more feasible to replace rather than renovate a school facility.

FEC - Final Eligible Costs for a school facilities project to be constructed by the EDA are those that are determined by the Commissioner pursuant to *N.J.S.A. 18A:7G-5(h)(1)*; or, for other projects, determined pursuant to *N.J.S.A. 18A:7G-5(h)(1)* or *N.J.S.A. 18A:7G-6*.

FES - Facilities Efficiency Standards are developed by the Commissioner of Education for

elementary, middle, and high schools. These standards determine the extent to which a district's construction project qualifies for state aid. They represent the instructional and administrative spaces that are educationally adequate to support the achievement of the Core Curriculum Content Standards.

FTE - means **full-time equivalent**, and for purposes of a Long-Range Facilities Plan or school facilities project, a full-time equivalent student is calculated as follows: in ECPA districts, each student in grades kindergarten through 12 is counted at 100% of the actual count of students. Two students in half-day programs are equal to one FTE.

Functional capacity means the number of students that can be housed in a building in order to have sufficient space for the building to be educationally adequate for the delivery of programs and services necessary for student achievement of the Core Curriculum Content Standards. Functional capacity is determined by dividing the adjusted gross square footage of a school building by the minimum area allowance per FTE student for the grade level students contained in the building.

Gross square footage means the total square footage of a school facility.

Local portion means the amount of school bonds issued as local funding for school facilities projects funded under *N.J.S.A. 18A:7G-9* or *N.J.S.A. 18A:7G-10*.

Local share means the total cost of the project less the state share as determined pursuant to applicable law.

Local unit means a county, municipality, district board of education, or any other political subdivision or instrumentality authorized to construct, operate and maintain a school facilities project and to borrow money for those purposes pursuant to law.

Local unit obligations refer to school bonds, notes, refunding bonds, refunding notes, lease obligations and all other obligations of a local unit that are issued or entered into for the purpose of paying for all or a portion of the costs of a school facilities project.

LRFP - A **Long-Range Facilities Plan** must be submitted to the Commissioner by a district pursuant to *N.J.S.A. 18A:7G-4* and *N.J.A.C. 6:23-1.1 et seq.* and approved by the Commissioner in order for the district to be eligible for state facilities aid for construction projects.

New construction means a school facilities project that consists of new school facilities and/or additions to school facilities.

NJEDA - The **New Jersey Economic Development Authority** was established pursuant to *N.J.S.A. 18A:34:1B-1 et seq.* to oversee and issue bonds for the construction of approved eligible school projects.

Non-Abbott district means all districts not included in the definition of an Abbott district in *N.J.S.A. 18A:7F-3*.

Non-authority project means a school facilities project of a district with a district aid

percentage less than 55% that elects not to have the EDA oversee the project.

Other capital projects means all projects, or portions thereof, that are not eligible for state support under EFCFA.

PEC - Preliminary Eligible Costs are the initial eligible costs of a school facilities project as calculated pursuant to the formulas set forth in *N.J.S.A. 18A:7G-7*, that include the costs of construction and other allowable costs.

Programmatic model means a list of each general instructional space, specialized instructional space, administrative and support space, and the sizes and numbers of the space that would constitute a school facility adequate to support the achievement of the Core Curriculum Content Standards by the projected student enrollment.

Rehabilitation means a school facilities project consisting of the reconstruction, remodeling, alteration, modernization, or repair of a school facility that does not increase the gross square footage of the school facility.

Retroactive Project is one that was approved by the Department of Education after September 1, 1998, but prior to the enactment of the Educational Facilities Construction and Financing Act (July 18, 2000) or a project approved by the Department of Education at any time prior to July 18, 2000 for which no long-term debt had been issued.

Required maintenance means specific maintenance activities to keep a school facility open and safe for use or in its original condition, pursuant to *N.J.A.C. 6:23A-2.8*. Required maintenance is not an eligible cost of a school facilities project.

Routine maintenance means contracted custodial or janitorial services, expenditures for the cleaning of a school facility or its fixtures, the care and upkeep of grounds or parking lots, and the cleaning of, or repairs and replacements to, movable furnishings or equipment. Routine maintenance is not an eligible cost of a school facilities project.

School enrollment includes the number of FTE students who, on the last school day prior to October 16 of the current school year, are recorded in the registers of the school.

School facility means any structure, building or facility used wholly or in part for academic purposes by a district or community provider, as well as those supporting facilities for functions such as wastewater treatment, generating power, steam generating and other central services.

School facilities project is new construction in order to meet the housing needs of unhoused students, or rehabilitation for the purpose of keeping a school facility functional.

State share means the state's proportionate share of the final eligible costs of a school facilities project as determined pursuant to applicable sections of the law.

TCU - Temporary Classroom Unit is a modular unit approved for use, pending permanent construction under a district's Long-Range Facilities Plan.

UCC - **Uniform Construction Code** contains the requirements for all school construction projects.

Unhoused students means the number of students in excess of the functional capacity of a school facility calculated pursuant to *N.J.A.C. 6:23-2.2(c)*.

Grants Management and Development

AAC - **Award Addenda Committee** reviews and approves or denies requests from agencies to modify discretionary grant agreements.

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

BPEG - The **Bureau of Planning & Entitlement Grants** works collaboratively with the county offices and the program offices in the planning, development and administration of 16 entitlement grant programs, distributing approximately \$506 million in federal and state funds annually.

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

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

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

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

DGA - The **Discretionary Grant Application** contains information applicable to all discretionary grant programs, provides advice to facilitate the preparation of a well-considered, complete application, and includes directions for completing the standard application forms.

EDGAR - **Education Department General Administrative Regulations**, issued by the USDOE, contain portions of Title 34 of the *Code of Federal Regulations* (parts 74, 75, 76, 77, 79, 80, 81, 82, 85, 86, 97, 98, and 99) that address the administrative requirements for

grantees.

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GLRPC - **Grants Long-Range Plan Committee** is responsible for reviewing the use of all subgrant funds received by the NJDOE. This committee consists of two assistant commissioners and the director of administration. The GLRPC reviews each long-range plan (LRP) and verifies that (1) the proposed use of funds supports the NJDOE's mission/priorities; (2) decisions are based on prudent planning; and (3) programs are consistent with regulations and statutes. The GLRPC either recommends approval to the Commissioner for each LRP or requests changes.

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

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

NGO - The **Notice of Grant Opportunity** is a document specific to a grant program designed to solicit applications from eligible applicants. It contains three sections that detail the state's goals and purposes; the eligible agency's guidelines for constructing a project consistent with the state's goals; and general application guidance that links the applicant to the Discretionary Grant Application on the NJDOE Web site.

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

[Licensing and Credentials](#)

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

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

certification requirements. [You Are Viewing an Archived Copy from the New Jersey State Library](#)

Professional Development

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

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

NJHIRE - is the Department of Education's Internet-based hiring system that helps to match teachers seeking jobs with districts seeking applicants.

NJPEP - **NJ Professional Education Port - Virtual Academy** was developed to provide easily available professional development opportunities and support for New Jersey educators anytime, anywhere. The state professional development standards are the building blocks for NJPEP, and it supports the understanding and implementation of the Core Curriculum Content Standards, as well as the aligned statewide assessments.

NJPTSB - **New Jersey Professional Teaching Standards Board** - is an advisory board appointed by the Commissioner of Education to oversee the implementation of the continuing education regulations. Nineteen members comprise the board and include the following: ten classroom teachers; two college representatives, at least one of which represents a teacher education program; three district administrators; two members of local boards of education; and two members of the general public. The primary role of the board is to develop professional teaching standards and review and approve courses and workshops that fit the specifications for the 100 hours of professional development required of every teacher in a five-year period beginning in 2000.

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

PDS - **Professional Development Schools** are collaborative school/university/community

partnerships focused on improving the education of practicing and prospective teachers; strengthening knowledge and practice in teaching; and enhancing the profession by serving as models of school/university collaboration. These partnerships address student learning problems, shared teaching, collaborative research on the problems of educational practice, and cooperative supervision.

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

School-to-Career and Adult Education

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

C.I.P. Codes - Classification of Instructional Programs.

ESIP - Extraordinary Standards Incentive Program recognizes and rewards occupational programs in comprehensive high schools and county vocational schools that achieve the standards established by the Department of Education's *Guidelines for the Measurement of Occupational Competencies*. The ESIP identifies districts in which 80 percent of the district's occupational program completers take the appropriate certification or licensing examination in cosmetology, licensed practical nursing, heating/ventilation/air conditioning and/or drafting, and automotive technology.

GED - General Educational Development tests are intended for persons who have missed their first opportunity to complete a high school program of instruction. To qualify for a state-issued high school diploma, candidates must receive a minimum passing score on individual GED tests in mathematics, science, social studies, writing skills and interpreting literature and the arts. The GED testing program is jointly supervised by the GED Testing Service of the American Council on Education and the New Jersey Department of Education.

NJCAR - New Jersey Coalition of Automotive Retailers is the professional trade association representing new automobile dealerships in New Jersey. NJCAR is a consultant to the Department of Education responsible for assisting districts and local dealerships in setting up and implementing the Automotive Youth Educational Systems initiative.

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

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

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

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

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

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

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

Tech Prep/Two Plus Two Program is also known as a "2 + 2", Tech-Prep requires articulation between secondary and postsecondary institutions to provide a logical course of study leading to preparation for the postsecondary educational experience. In some cases, college credits or advanced placement is given for advanced work done in the secondary school.

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

VSO - **Vocational Student Organizations** are an integral part of vocational-technical education instructional programs. VSOs provide students the opportunity to enhance their occupational, employability and leadership skills through a variety of activities, such as

conferences, award programs, and competitive events. These organizations conduct activities and events at the local, state, and national levels.

New Jersey's **vocational student organizations** include the following:

- **DECA** for marketing education students;
- **FBLA-PBL** - Future Business Leaders of America-Phi Beta Lambda
- **FFA** - Future Farmers of America
- **FCCLA** - Family, Career, and Community Leaders of America
- **HOSA** - Health Occupations Students of America
- **TSA** - Technology Student Association
- **SkillsUSA/VICA** - for trade and industrial education students.

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

WEB - **Workforce Excellence Board** is the governing body of the Workforce Excellence Network and represents a partnership among the various levels of the workforce development system. This partnership includes the Federal Departments of Labor, Education, and Health and Human Services. The purpose of the board is to promote continuous improvement and recognize excellence throughout the workforce development system. <http://www.acf.dhhs.gov/programs/opre/workforc.htm>

WEN - The **Workforce Excellence Network** represents quality efforts for the workforce development system to foster high-quality services to its customers who are job seekers, workers, and employers. The purpose of the network is to engage state and local workforce development organizations in a voluntary process of pursuing performance excellence. <http://www.workforce-excellence.net/html/about.htm>

WIA - **Workforce Investment Act of 1998 (P.L. 105-220)** provides funds for workforce investment activities through statewide and local workforce investment systems. Activities are designed to increase the employment, retention, earnings, and occupational skill attainment of participants in efforts to improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the nation. Title II of WIA, the Adult Education and Family Literacy Act, directs funds for adult education and literacy services, including workplace literacy services, family literacy services and English literacy programs.

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

YTTW - **Youth Transitions to Work** is a state-funded program that promotes work-based learning and the establishment of linkages among secondary schools, postsecondary and

registered apprenticeships. A key goal of this program is to establish new apprenticeships designed to train young people for high-skill, high-wage, labor-demand occupations.

Special Education

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

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

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

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

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

LRC - The Learning Resource Center statewide network helps to improve educational outcomes for students with disabilities ages 3-21 by providing professional development activities, technical assistance, and statewide dissemination of educational materials, practices, and techniques for educators, parents, paraprofessionals, child study teams, and administrators. The program is intended to influence the design and implementation of programs. The LRC Network includes two centers in the northern region, one center in the central region, and one center in the southern region of the state. Each LRC project consists of two program components -- program activities for educators and parents of students with disabilities ages 5-21 and program activities for educators and preschoolers with disabilities ages 3-5.

LRE - Least Restrictive Environment sets the standard that, to the maximum extent appropriate, children with disabilities should be educated with children who are not

disabled. It means that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment should occur only when the severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

MHKS - Marie H. Katzenbach School for the Deaf provides educational and vocational services to deaf and multiply disabled deaf and hard-of-hearing children from birth through twelfth grade. Residential services are provided to approximately one half of the students on a five-day-a-week basis.

RDS - Regional Day Schools are schools for the handicapped as authorized by the State Facilities for the Handicapped Bond Fund (chapter 149, laws of 1973). The eleven schools are managed by the local school districts under contract with the Department of Education.

Specialized Populations

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

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

Standards

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

CCCS - Core Curriculum Content Standards were adopted by the State Board of Education in 1996, and they establish expectations for students to meet in seven academic and five workplace readiness areas. They articulate the common expectations for student achievement throughout the 13 years of public education in the following subject areas: visual and performing arts, comprehensive health/physical education, language arts literacy, mathematics, science, social studies, and world languages. The five cross content areas for workplace readiness encompass career planning; use of technology information and other

tools; critical thinking/decision-making/problem-solving; self-management; and safety principles. The standards are automatically reviewed every five years.

CCWR - Cross-Content Workplace Readiness standards (See Core Curriculum Content Standards above) These five standards are to be integrated into the Core Curriculum Content Standards from K to 12.

CPIs - Cumulative Progress Indicators are statements that further define the Core Curriculum Content Standards by content area in terms of benchmarks at specific grade levels.

FANS - Families Achieving the New Standards is a program developed to train teachers to inform parents of standards-based reform and the Core Curriculum Content Standards. FANS was developed and conducted by the Math Coalition of Rutgers University in the areas of math, science, and technology.

GAINS - Gaining Achievement in the New Standards is a program developed to train teachers to inform parents of standards-based reform and the Core Curriculum Content Standards. There are GAINS programs in world languages and language arts literacy.

NJSA - New Jersey School of the Arts, legislated in 1969, is a visual and performing arts community-based high school program for artistically talented students. Assisting school districts in reaching the goals of the Core Curriculum Content Standards, NJSA offers Career Days in the Arts, artists days in coordination with regular classroom activities, and sequential after-school, weekend and traditional vacation-time classes. The ungraded classes are held at high schools and county and/or state colleges in all twenty-one counties of the state.

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

Other state and national organizations associated with the seven areas of the standards:

- CDC Centers for Disease Control and Prevention
- PANT Physical Activity, Nutrition, and Tobacco Initiatives
- NJAHPERD New Jersey Association for Health, Physical Education, Recreation, and Dance
- AAHPERD American Alliance for Health, Physical Education, Recreation, and Dance
- AAHE American Association for Health Education

- NASPE [You Are Viewing an Archived Copy from the New Jersey State Library](#) National Association for Sport and Physical Education
 - NJSIAA New Jersey State Interscholastic Athletic Association
 - SSDHPER Society of State Directors of Health, Physical Education, and Recreation
 - NJAGC New Jersey Association for Gifted Children
 - NAGC National Association for Gifted Children
 - NJCPFS New Jersey Council for Physical Fitness and Sports
-

[State Aid and School Data](#)

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

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

[Annual Audit](#) is the audit of financial statements and schedules presented in the CAFR as required by *N.J.S.A. 18A:23-1 et seq.* The annual audit must be performed in accordance with standards required by the applicable authoritative or regulatory agencies and established in the documents issued by those agencies. An annual audit is performed by a public school accountant pursuant to *N.J.S.A. 18A:23-8 et seq.*

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

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

18A:7F-5).

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CAFR - **Comprehensive Annual Financial Report** is the official annual report of a governmental unit that includes all funds and account groups. The report summarizes the activities and operations performed by all units that constitute the reporting entity. The combined financial position and results of operations are presented as if there were a single operating unit.

CCCS - **Core Curriculum Content Standards** are standards to be met in the seven academic and five workplace readiness areas adopted by the State Board of Education May 1, 1996 and as, in the future, may be revised by the State Board. (See standards section p. 31)

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

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

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

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

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

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

Debt service, as defined by N.J.S.A. 18A:7F-3, means payments of principal and interest upon school bonds and other obligations issued to finance the purchase or construction of school facilities, additions to school facilities, or the reconstruction, remodeling, alteration, modernization, renovation or repair of school facilities, including furnishings, equipment, architect fees and the costs of issuance of such obligations. It also includes payments of

principal and interest upon bonds issued to fund or refund such obligations, and upon municipal bonds and other obligations that the Commissioner approves as having been issued for such purposes. Debt service pursuant to the provisions of P.L. 1978, c.74 (N.J.S.A. 18A:58-33.22 *et seq.*), P.L. 1971, c.10 (N.J.S.A. 18A:58-33.6 *et seq.*) and P.L. 1968, c.177 (N.J.S.A. 18A:58-33.2 *et seq.*) is excluded.

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

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

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

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

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

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

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

five years.

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

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

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

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

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

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

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

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

QAAR - **Quality Assurance Annual Report** is a report provided by the chief school administrator to the public which includes the following: implementation of school-level

plans, achievement of performance objectives, school report cards, professional development activities, condition of school facilities, status of mandated program reviews, and community support data.

Resident enrollment means the number of pupils other than preschool pupils, postgraduate pupils, or postsecondary vocational pupils, who, on the last school day prior to October 16 of the current year, are residents of the district.

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

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

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

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

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

SRIT - School Review and Improvement Team is a team of Department of Education staff that works with Abbott districts in implementing the NJ Supreme Court's decision concerning whole school reform pursuant to N.J.A.C. 6:19A-1.3.

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

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

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

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

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

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

[WSR - Whole School Reform](#) (see Whole School Reform Section p. 41)

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

[Title I](#)

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

[ESEA - Elementary and Secondary Education Act](#) is the federal statute that specifies federal education requirements of states.

[IASA - Improving America Schools Act](#) is the federal statute that authorizes and governs Title I remediation programs.

[SIA - The Title I School Improvement Accountability Grant Program](#) responds to the pressing need to improve educational opportunities for students in low-performing schools and to facilitate compliance with the school improvement requirements of Section 1116 of the Improving America's School Act. Funds awarded under this grant are designed to assist Title I schools to help all children reach high standards of learning and help low-performing schools provide high-quality education for all children.

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DEPA - **Demonstrably Effective Program Aid** (See State Aid and School Data Section p. 35)

ECPA - **Early Childhood Program Aid** (See Early Childhood Section p. 9)

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

PIRC - **Program Improvement Regional Centers** includes three regional centers — north, central, and south -- that are staffed by School Review and Improvement Teams (SRIs). Teams are established pursuant to *N.J.A.C. 6:10A-1.4* and with the developers and experts identified by the Department of Education. These PIRC teams additionally serve as liaisons between schools and the Department of Education and as sources of technical assistance in programmatic and fiscal areas.

SMT - **School Management Team** is a school-based planning and decision-making team that includes the principal, teachers, and community members established pursuant to *N.J.A.C. 6A:24-2.1 et seq.*

SRI - **School Review and Improvement Team** consists of Department of Education staff members assigned to work with Abbott districts to implement the New Jersey Supreme Court decisions pursuant to *N.J.A.C. 6A:24-1.3*.

WSR - **Whole School Reform** is a complete restructuring of an entire school, putting in place a series of programs and strategies that have been proven by research to be effective. To succeed, this restructuring requires the support and participation of those who must carry it out, including principals, teachers, support staff, parents, and community members. The WSR initiative is systemic in nature, unlike previous generations of reforms that were incremental and piecemeal. All Abbott schools have chosen a

state-approved model to implement WSR pursuant to *N.J.A.C. 6A:24-4.1 et seq.* The list of approved options is as follows:

- **SFA/R&W** - **Success for All/Roots and Wings** SFA/R&W is the state's presumptive whole school reform (WSR) model. SFA is a reading program that helps students read on grade level by third grade. The model focuses on reading and language arts and includes a family support team. Roots & Wings expands Success for All in other major subject areas, e.g. mathematics, social studies and science.
- **ASP** - **Accelerated Schools** is a whole school reform model that improves learning for at-risk K-8 students through acceleration of instruction rather than

remediation; by improving school climate, and through school organizational changes based on a participatory process of decision-making.

- **[CES](#) - Coalition of Essential Schools** focuses on redesigning instruction in an entire high school so that the students acquire thinking skills that enable them to question and reason. The model uses personalized instruction and is based on nine common principles on which teachers must reach consensus and then decide how to apply them to instruction.
- **[CFL/ALEM](#) - Community for Learning/Adaptive Learning Environments Model** is a K-12 model that focuses on high academic achievement and positive student self-perception. Each school must create its own planning and implementation framework that incorporates a school-wide organizational structure and a coordinated system of instruction and related services delivery. This model is designed to break down artificial barriers within the school and among the many agencies that provide services.
- **[Comer-SDP](#) - School Development Program** is a model that focuses on bridging the gap between home and school by identifying and addressing the underlying problems that students and their families may have that interfere with the child's progress in school. It is designed to involve all school staff, community agencies, and parents in solving the problems that have been identified. SDP has three components: a School Planning and Management Team, a Student and Staff Support Team, and a Parent Involvement Team.
- **[MRSh](#) - Modern Red Schoolhouse** is a K-12 model that strives to help all students master subject matter through the construction of a standards-driven curriculum, flexibility in organizing instruction and deploying resources, and the use of advanced technology in learning and management.

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