

# CONSOLIDATED STATE PERFORMANCE REPORT

## PART II

SCHOOL YEAR 2019-2020

NEW JERSEY



The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)

### Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0724. The time required to complete this information collection is estimated to average 35.00 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202.

## **2.1 ACCOUNTABILITY**

### **2.1.4 Section 1003 of the ESEA School Improvement Funds**

In the tables below, provide the amount of Section 1003 funds of the ESEA allocated to each district and school.

#### **2.1.4.1 Section 1003 of the ESEA Allocations to LEAs**

For each LEA receiving a 1003(a) allocation, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794

Data published outside of report

#### **2.1.4.2 Section 1003 of the ESEA Allocations to Schools**

For each school receiving a Section 1003(a) allocation of the ESEA, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794

Data published outside of report

## 2.2 GRADUATION RATES AND POSTSECONDARY ENROLLMENT

This section collects data on graduation rates and rates of postsecondary enrollment.

### 2.2.1 Four Year Adjusted Cohort Graduation Rates

In the table below, provide the state's four year adjusted cohort graduation rates for the current reporting period.

Populated with SEA-LEVEL FS150/DG695 and FS151/DG696

State	Student Group	# of Graduates	# of Students in Cohort	Graduation Rate
NEW JERSEY	All students	S	105639	91.0
NEW JERSEY	American Indian or Alaska Native	S	113	89
NEW JERSEY	Asian	S	10369	96.9
NEW JERSEY	Native Hawaiian or Other Pacific Islander	S	245	94
NEW JERSEY	Black or African American	S	16283	85.7
NEW JERSEY	Hispanic or Latino	S	28213	84.8
NEW JERSEY	White	S	49133	95.0
NEW JERSEY	Two or more races	S	1283	92
NEW JERSEY	Children with Disabilities (IDEA)	S	15852	80.4
NEW JERSEY	English Learners	S	5956	73.1
NEW JERSEY	Economically disadvantaged students	S	35143	85.0
NEW JERSEY	Children in foster care	S	202	55
NEW JERSEY	Children who are homeless	S	571	74

#### Frequently Asked Questions (FAQs) on graduation rates:

What is the adjusted cohort graduation rate? The adjusted cohort graduation rate is described in sections 8101(23) and 8101(25) of the ESEA.

## 2.2.2 Postsecondary Enrollment

In the table below, provide counts of students who enrolled in programs of postsecondary education during the current reporting period.

Populated with SEA-LEVEL FS160/DG739

State	Student Group	# Enrolled in an IHE	# Not Enrolled in an IHE	# for which data are unavailable	Total
NEW JERSEY	All students	74776	23279	S	S
NEW JERSEY	American Indian or Alaska Native	84	26	S	S
NEW JERSEY	Asian	9200	768	S	S
NEW JERSEY	Native Hawaiian or Other Pacific Islander	163	30	S	S
NEW JERSEY	Black or African American	9584	4895	S	S
NEW JERSEY	Hispanic or Latino	15068	8428	S	S
NEW JERSEY	White	39896	8875	S	S
NEW JERSEY	Two or more races	781	257	S	S
NEW JERSEY	Female	39595	8889	S	S
NEW JERSEY	Male	35181	14390	S	S
NEW JERSEY	Children with Disabilities (IDEA)	8088	5978	S	S
NEW JERSEY	English Learners	2177	2112	S	S
NEW JERSEY	Economically disadvantaged students	19431	11168	S	S

## 2.3 TITLE I, PART A PROGRAM PARTICIPATION

The following sections collect data on students participating in Title I, Part A by various student characteristics.

### 2.3.1 Student Participation in Public Title I, Part A by Special Services or Programs

In the table below, provide the number of public school students served by either Public Title I Schoolwide Programs (SWPs) or Targeted Assistance programs (TAS) at any time during the regular school year for each category listed. Count each student only once in each category even if the student participated during more than one term or in more than one school or district in the State. Count each student in as many of the categories that are applicable to the student. Include pre-kindergarten through grade 12. Do not include the following individuals: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Populated with SEA-LEVEL FS037/DG548

State	Special Services or Programs	# Students Served
NEW JERSEY	Children with disabilities (IDEA)	72881
NEW JERSEY	English learners	65735
NEW JERSEY	Homeless students	6179
NEW JERSEY	Migrant students	465

### 2.3.2 Student Participation in Public Title I, Part A by Racial/Ethnic Group

In the table below, provide the unduplicated number of public school students served by either Title I SWP or TAS at any time during the regular school year. Each student should be reported in only one racial/ethnic category. Include pre-kindergarten through grade 12. The total number of students served will be calculated automatically.

Do not include: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Populated with SEA-LEVEL FS037/DG548

State	Race Ethnicity	# Students Served
NEW JERSEY	American Indian or Alaska Native	810
NEW JERSEY	Asian	24188
NEW JERSEY	Black or African American	130536
NEW JERSEY	Hispanic or Latino	253026
NEW JERSEY	Native Hawaiian or Other Pacific Islander	1528
NEW JERSEY	Total	532595
NEW JERSEY	Two or more races	17359
NEW JERSEY	White	105148

### 2.3.3 Student Participation in Title I, Part A by Grade Level

In the table below, provide the unduplicated number of students participating in Title I, Part A programs by grade level and by type of program: Title I public TAS, Title I SWP, private school students participating in Title I programs (private), and Part A local neglected programs (local neglected).

Populated with SEA-LEVEL FS134/DG670

State	Age Grade	Public SWP	Public TAS	Local Neglected	Private	Total
NEW JERSEY	Age 3 through 5 (Not Kindergarten)	18112	239	1	63	18415
NEW JERSEY	Age Birth through 2	20	0	0	0	20
NEW JERSEY	Grade 1	34186	8722	156	1865	44929
NEW JERSEY	Grade 10	28670	6267	88	489	35514
NEW JERSEY	Grade 11	26127	5919	106	451	32603
NEW JERSEY	Grade 12	25782	4235	100	372	30489
NEW JERSEY	Grade 2	34069	8601	64	1839	44573
NEW JERSEY	Grade 3	34033	8543	44	1520	44140
NEW JERSEY	Grade 4	33441	8617	62	1257	43377
NEW JERSEY	Grade 5	33889	8687	59	975	43610
NEW JERSEY	Grade 6	34255	7803	84	919	43061
NEW JERSEY	Grade 7	35715	7659	101	834	44309
NEW JERSEY	Grade 8	34170	6910	101	712	41893
NEW JERSEY	Grade 9	30651	6566	74	416	37707
NEW JERSEY	Kindergarten	33110	5150	27	1524	39811
NEW JERSEY	Total	438668	93927	1067	13236	546898
NEW JERSEY	Ungraded	2438	9	.	0	2447

## 2.4 EDUCATION OF MIGRATORY CHILDREN

This section collects data on the Migrant Education Program (MEP) (Title I, Part C) for the performance period of September 1, 2018 through August 31, 2019. This section is composed of the following subsections:

- Population data of eligible migratory children
- Academic data of eligible migratory students
- Data of migratory children served during the performance period
- School data
- Project data
- Personnel data

Report a child in the age/grade category in which the child spent the majority of their time while residing in the State during the performance period.

There are two exceptions to this rule:

1. A child who turns 3 during the performance period is reported as “Age 3 through 5 (not Kindergarten),” only if the child’s residency in the state was verified after the child turned 3.
2. A child who turns 22 years of age during the performance is reported at the appropriate age/grade category for the performance period.

### 2.4.1 Migratory Child Counts

This section collects the Title I, Part C, MEP child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the performance period of September 1, 2019 through August 31, 2020. This section also collects a report on the procedures used by States to produce true, reliable, and valid child counts.

To provide the child counts, each State Education Agency (SEA) should have implemented sufficient procedures and internal controls to ensure that it is counting only those children who are eligible for the MEP. Such procedures are important to protecting the integrity of the State's MEP because they permit the early discovery and correction of eligibility problems and thus help to ensure that only eligible migratory children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must disclose known data limitations to the Department, and explain how and when it will resolve data quality issues through corrective actions in the box below, which precedes Section 2.3.1.1 Category 1 Child Count.

Note: In submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the State has taken action to ensure that the child counts and information contained in the report are true, reliable, and valid and that any false Statement provided is subject to fine or imprisonment pursuant to 18 U.S.C. §1001.

**FAQs on Child Count:**

- a. How is “out-of-school” defined? Out-of-school means children up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This term could include students who have dropped out of school, youth who are working on a high school equivalency diploma (HSED) outside of a K-12 institution, and youth who are “here-to-work” only. It would not include children in preschool, nor does it include temporary absences (e.g., summer/intersession, suspension or illness). Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, out-of-school youth who meet the definition of a “migratory child” are eligible for the MEP.
- b. How is “ungraded” defined? Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded or ungraded groupings for children with learning disabilities (IDEA). In some cases, ungraded students may also include special education children (IDEA), transitional bilingual students, students working on a HSED through a K-12 institution, or those in a correctional setting. (Do not count students working on a HSED outside of a K-12 institution as ungraded; these students are counted as out-of-school youth.)
- c. How is reporting a child “in the age/grade category in which s/he spent the majority of his/her time while residing in the State” defined? A State must report a child in only one age/grade category in which the child spent the majority of his/her time while residing in the State. For example, a migratory child resided in State A for three months and in State B for nine months in SY2018-19. While in State A, the child enrolled in ninth grade for two months and in tenth grade for one month. Therefore, State A will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State A. In State B, the child enrolled in eighth grade for one month and in ninth grade for eight months. Therefore, State B will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State B.

In the space below, discuss any concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based and how and when these concerns will be resolved.

Comments
Currently, there are not any concerns regarding accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based.

### 2.4.1.1 Category 1 Child Count (Eligible Migratory Children)

In the table below, enter the unduplicated statewide number by age/grade of eligible migratory children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2019 through August 31, 2020. This figure includes all eligible migratory children who may or may not have received MEP services. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. The unduplicated statewide total count is calculated automatically.

Do not include children age birth through 2 years.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
NEW JERSEY	Age 3 through 5 (Not Kindergarten)	68
NEW JERSEY	Kindergarten	40
NEW JERSEY	Grade 1	51
NEW JERSEY	Grade 2	60
NEW JERSEY	Grade 3	64
NEW JERSEY	Grade 4	57
NEW JERSEY	Grade 5	60
NEW JERSEY	Grade 6	54
NEW JERSEY	Grade 7	66
NEW JERSEY	Grade 8	40
NEW JERSEY	Grade 9	42
NEW JERSEY	Grade 10	25
NEW JERSEY	Grade 11	12
NEW JERSEY	Grade 12	9
NEW JERSEY	Ungraded	3
NEW JERSEY	Out of school	188
NEW JERSEY	Total	839

### 2.4.1.2 Category 1 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10 percent.

Comments
The NJ MEP experienced a decrease in the number of students identified as eligible migrant students for the 2019-2020 project period (9/1/2019-8/31/2020). There were 1,309 identified migrant students during the 2018-2019 project period; this number decreased to 839 students during the 2019-2020 period. The causes of this reduction are due to a variety of local and statewide factors, including the COVID-19 pandemic which created challenges in identifying migrant students. The identification of migrant students is conducted by regional recruiters who typically visit (in-person) agribusinesses and work with local community organizations. COVID-19 hindered the ability to visit sites in person, potentially hindering identification and recruitment efforts. Additionally, migrant families, during this performance period, were extremely reluctant to identify themselves as eligible for the migrant program.

### 2.4.1.3 Birth through Two Child Count

In the table below, enter the unduplicated statewide number of eligible migratory children from birth through age 2 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2019 through August 31, 2020.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
NEW JERSEY	Age Birth through 2	26

## 2.4.2 Category 2 Child Count (Eligible Migratory Children Served by the MEP During the Summer/ Intersession Term)

In the table below, enter by age/grade the unduplicated statewide number of eligible migratory children age 3 through 21 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2019 through August 31, 2020. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children who received only referred services (non-MEP funded).

Populated with SEA-LEVEL FS122/DG635

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
NEW JERSEY	Age 3 through 5 (Not Kindergarten)	23
NEW JERSEY	Kindergarten	16
NEW JERSEY	Grade 1	19
NEW JERSEY	Grade 2	31
NEW JERSEY	Grade 3	24
NEW JERSEY	Grade 4	22
NEW JERSEY	Grade 5	21
NEW JERSEY	Grade 6	11
NEW JERSEY	Grade 7	11
NEW JERSEY	Grade 8	12
NEW JERSEY	Grade 9	7
NEW JERSEY	Grade 10	3
NEW JERSEY	Grade 11	3
NEW JERSEY	Grade 12	0
NEW JERSEY	Out of school	30
NEW JERSEY	Ungraded	0
NEW JERSEY	Total	233

### 2.4.2.1 Category 2 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10 percent.

Comments
The majority of NJs eligible migrant students are served during the summer months (July and August). Prior to the pandemic, there were eight (8) in-person summer programs held in both the Southern and Northern regions of the State. Due to the pandemic, summer programs were modified to include one (1) Northern regional program and one (1) Southern regional program. As has been the case for all schools, services had to be modified to accommodate a remote learning model. The NJ MEP also notes a significant decline in the number of OSY participating in the summer program. There has been an increase in the number OSY that are choosing to work agriculturally as opposed to pursuing the HSED/GED. Recruiters have reported that OSY are at times encouraged by their peers to choose work over high school completion.

### 2.4.2.2 Birth through Two Eligible Migratory Children Served by the MEP During the Summer/Intersession Term

In the table below, enter the unduplicated statewide number of eligible migratory children from age birth through 2 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2019 through August 31, 2020. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once.

Do not include:

- Children who received only referred services (non-MEP funded).

Populated with SEA-LEVEL FS122/DG635

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
NEW JERSEY	Age Birth through 2	14

## 2.4.3 Child Count Calculation and Validation Procedures

The following questions request information on the State's MEP child count calculation and validation procedures.

### 2.4.3.1 Methods Used to Count Children

In the space below, please describe the procedures and processes at the State level used to ensure all eligible children, ages 3-21 are reported. In particular, describe how the State includes and counts only:

- The unduplicated count of eligible migratory children, ages 3-21. Only include children two years of age whose residency in the state has been verified after turning three.
- Children who met the program eligibility criteria (e.g., were within 3 years of a qualifying move, engaged or had parents engage in migratory agricultural or fishing work, and were entitled to a free public education through grade 12 in the State, or preschool children below the age and grade level at which the agency provides free public education). Children who were resident in your State for at least 1 day during the performance period (September 1 through August 31).
- Children who graduated from high school or attained a High School Equivalency Diploma (HSED) during the performance period and ensures that these children are not counted in the subsequent performance period's child count.
- Children who—in the case of Category 2—were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods.
- Children once per age/grade level for each child count category.
- Children who had an SEA approved Certificate of Eligibility (COE) and were entered in the State's migratory student database.

### Comments

The unduplicated count of eligible migratory children, ages 3-21... Response: COEstar has data entry checks embedded within its system to ensure that child counts exclusively include children ages 3-21 in the final count. To further ensure accuracy, Performance Reporter runs system checks between data entry and calculation points; old COEs are included in the system. To ensure that the unduplicated count only includes children two years of age whose residency in the State has been verified after turning three, during the performance period, the regional data specialist generates a COEstar report of three-year old migrant children. The regional recruiters make contact (in person or via phone) with the family in their geographic areas. The regional recruiter then documents the nature of the contact (in person or via phone) and verifies that the child is still at the residence. If yes, a new enrollment date is entered into the system for the child to be counted for that performance period. At the beginning of the school year, and on a monthly basis thereafter, the Regional Data Management Specialists send a list of enrolled migrant students to each participating LEA to verify enrollment status. Within 2 weeks, the LEA is required to respond with the updated information regarding status. The LEA enrollment forms are then verified against the COE residency dates to ensure enrollment status in State for at least 1 day during the performance period. COEStar is updated with withdrawal information if student is no longer enrolled in the LEA or if child/youth was not resident in State for at least 1 day during the performance period. In addition, on a quarterly basis, the State Migrant Coordinator selects a random sample of enrolled students in COEstar to review against the regional enrollment report. Also, COEstar's Performance Reporter examines the family's current address on the COE to ensure that they are in the State. The system then tests numerous dates to determine if a contact event or sequence of events occurred that would definitively show that the child resided in the State for at least one day during the performance period. Contact/sequence of events include: checking the school year listed on school enrollment records; the qualifying arrival date (QAD); residency dates; enrollment dates (either non-attende or school enrollment); withdrawal dates; departure dates; LEP; needs assessment; graduation/termination dates; special services dates; and health record dates performed in the State during the eligibility period. Records are excluded, from the count if departure dates indicate that they left before the performance period began; or if additional records demonstrate that the child was no longer in the State when the performance period began. To further ensure unduplicated counts, Regional data specialists compare new COEs against possible COE matches in COEStar. If new COEs are found as a match in COEStar, Regionals use the original COE ID# on the new COE; if the COE is for a new individual, a COEStar generated ID is created for that participant. When receiving a COE in COEstar, the Regional Data Specialists complete a search in the database using the individual's name, DOB, gender, and mother's maiden name. The system automatically displays names with similar spellings; the system will also show names with similar dates. A list of possible matches is generated; the top 100 matches are reviewed to determine if it is the same or different person. Old COEs are also included and reviewed in the matching process. If the search reveals the individual on the COE already has a COE, the data is merged, and handled as a single student. The MEP uses the original COE ID number on the new COE. If it is a different person, a new COEstar-generated ID number is created for this participant. It should also be noted that the Regional Coordinators receive notification when duplicates are flagged. COEstar uploads updated data to MSIX on a weekly basis (every 4 days approximately.) Children who met the program eligibility criteria (e.g., were within 3 years...) Response: COEs are reviewed through a multi-step review process ensuring that only children who have a qualifying activity are counted. COEStar is programmed to produce a count based upon the federal statute's eligibility criteria. Those database counts establish data specifically for the 36 months after their respective QADs (the end of eligibility (EOE) dates (36 months)) from each participant's qualifying arrival date (QAD). Children who-in the case of Category 2-were served for one or more... Response: Prior to commencement of the summer programs, a list of potential migrant summer participants is derived from COEstar's database. The Regional Coordinators review the list, as well as the COE's for each potential participant. It should be noted that Regional Coordinators review all COE's prior to records being entered into COEstar. Each summer/intersession term, COEstar generates a report (including coinciding ID #s) of the number of migrant eligible children/youth who received instructional/support services, at least one day during the summer/intersession term. This reported is forwarded to the Regional MEP's office. Particular services, provided to each individual participant, is entered into the individual student's information/school history line in COEStar. It should be noted that a child must have turned three years of age before receiving service in order to count a child for summer service(s). Children counted once per age/grade level... Response: COEStar's Performance Reporter (with a programmed set of interventions) is run by Regional MEP data specialists guaranteeing that migrant students are counted only once, statewide, for the specified period in the state, data collections' coordinator query. Upon entry into the grade 12, 12th grader records are automatically flagged in the system. When a migrant student graduates or obtains an HSE, the record is updated with a Termination Flag, code "G", indicating he/she graduated, and the date of graduation is updated at the end of the school year. Similarly, for out-of-school-youths (OSYs) who complete the GED, their migrant student record is flagged with a Termination Flag code "E" to indicate the student has received the GED and the date of completion. In addition, data checks are in place to make sure a student who received a HSED or Diploma prior to the Summer Session are not included in the Category 2 count.

Does the State ensure that the system that transmits migrant data to the Department accurately accounts for all the migratory children in every EDFacts data file? Please respond in the table below.

**The State deployed a process that ensured that it transmits accurate migrant data to the Department in every required EDFacts data file.**

Yes

**Does the State use data in the Migrant Student Information Exchange (MSIX) to verify the quality of migrant data?**

Yes

If MSIX is utilized, please explain how.

<b>Comments</b>
MSIX is utilized by the NJ MEP to review prior moves to determine eligibility for migrant children and youth.

<b>Data Quality Comments</b>
n/a

### 2.4.3.2 Quality Control Processes

In the space below, describe the results of any re-interview processes used by the SEA during the performance period to test the accuracy of the State's MEP eligibility determinations.

Results	#
The number of eligibility determinations sampled.	50
The number of eligibility determinations sampled for which a re-interview was completed.	9
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	9

<p><b>What was the most recent year that the MEP conducted independent prospective re-interviews (i.e., interviewers were neither SEA or LEA staff members responsible for administering or operating the MEP, nor any other persons who worked on the initial eligibility determinations being tested)? If independent prospective re-interviews were not administered in any of the three performance periods, please provide an explanation in the "Comment" row at the end of this table.</b></p>
2019-20

Comments
n/a

**FAQ on independent prospective re-interviews:**

a. What are independent prospective re-interviews? Independent prospective re-interviews allow confirmation of your State's eligibility determinations and the accuracy of the numbers of migratory children in your State reports. Independent prospective interviews should be conducted at least once every three years by an independent interviewer, performed on the current year's identified migratory children.

Obtaining Data from Families	Response
How were the re-interviews conducted	Phone interviews
Was there a protocol for verifying all information used in making the original eligibility determination?	Yes
Were re-interviewers independent from the original interviewers?	Yes

If you did conduct independent re-interviews in this reporting period, describe how you ensured that the process was independent. Only enter a response if your State completed independent re-interviews in SY2018-19.

Comments
<p>NJDOE's MEP conducts Annual Prospective Re-interviews by utilizing the opposite Regional Coordinators' recruiters (who did not complete the original COE), to conduct these re-interviews. It is important to have staff introduce the re-interviewer to the parent. This can be done through a reminder note or advance phone call. The interviewer can also reassure families by explaining that the purpose of the re-interview is to check on interviewers or to determine whether the state and region's ID&amp;R training is implemented with fidelity. The initial recruiter/interviewer must be proactive about re-interviewing by informing families upon recruitment that they may be asked to participate in a second interview. If a family has migrated to a new area/region/state where circumstances make face-to-face interviews impossible, in these extenuating circumstances, phone re-interviews may be conducted. Extenuating circumstances should be documented during the phone re-interview.</p>

In the space below, refer to the results of any re-interview processes used by the SEA, and if any of the migratory children were found ineligible, describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations.

Comments
The nine (9) COEs that had errors were rectified; all 9 migrant children were found to be eligible for NJ's MEP. The following is the process for implementing corrective action for COEs that do not sufficiently document a child's eligibility for the MEP, or in response to internal State audit findings and recommendations, or monitoring, or audit findings: Discussions with Regional Coordinator about concerns; " Regional Coordinator will review five (5) additional COEs of the recruiter; " Regional Coordinator will decide if a recruiter needs additional training or a coach; " After 60 days Regional Coordinator will review five (5) new COEs for accuracy and completeness and report to State MEP Coordinator; and, " Repeat process, as needed.

In the space below, please respond to the following question:

Does the state collect all the required data elements and data sections on the National Certificate of Eligibility (COE)?
Yes

Data Quality Comments
n/a

## 2.4.4 Eligible Migratory Children

### 2.4.4.1 Priority for Services

In the table below, provide the unduplicated number of eligible migratory children who have been classified as having "Priority for Services." The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

**FAQ on priority for services:**

Who is classified as having “priority for service?” Migratory children who have made a qualifying move within the previous 1-year period and who 1) are failing, or most at risk of failing to meet challenging State academic standards, or 2) have dropped out of school.

**2.4.4.2 English Learners (ELs)**

In the table below, provide the unduplicated number of eligible migratory children who are also ELs. The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

<b>State</b>	<b>Age Grade</b>	<b>ELs During the Performance Period</b>
NEW JERSEY	Age 3 through 5 (Not Kindergarten)	9
NEW JERSEY	Kindergarten	15
NEW JERSEY	Grade 1	25
NEW JERSEY	Grade 2	17
NEW JERSEY	Grade 3	18
NEW JERSEY	Grade 4	18
NEW JERSEY	Grade 5	18
NEW JERSEY	Grade 6	20
NEW JERSEY	Grade 7	16
NEW JERSEY	Grade 8	18
NEW JERSEY	Grade 9	21
NEW JERSEY	Grade 10	9
NEW JERSEY	Grade 11	4
NEW JERSEY	Grade 12	3
NEW JERSEY	Out of school	17
NEW JERSEY	Ungraded	1
NEW JERSEY	Total	229

### 2.4.4.3 Children with Disabilities (IDEA)

In the table below, provide the unduplicated number of eligible migratory children who are also children with disabilities (IDEA) under Part B or Part C of the IDEA. The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

<b>State</b>	<b>Age Grade</b>	<b>Children with Disabilities (IDEA) During the Performance Period</b>
NEW JERSEY	Age Birth through 2	0
NEW JERSEY	Age 3 through 5 (Not Kindergarten)	0
NEW JERSEY	Kindergarten	0
NEW JERSEY	Grade 1	3
NEW JERSEY	Grade 2	4
NEW JERSEY	Grade 3	0
NEW JERSEY	Grade 4	3
NEW JERSEY	Grade 5	5
NEW JERSEY	Grade 6	1
NEW JERSEY	Grade 7	4
NEW JERSEY	Grade 8	0
NEW JERSEY	Grade 9	1
NEW JERSEY	Grade 10	1
NEW JERSEY	Grade 11	2
NEW JERSEY	Grade 12	0
NEW JERSEY	Out of school	0
NEW JERSEY	Ungraded	0
NEW JERSEY	Total	24

### 2.4.4.4 Qualifying Arrival Date (QAD)

In the table below, provide the unduplicated number of eligible migratory children whose QAD occurred within 12 months from the last day of the performance period, August 31, 2020 (i.e., QAD during the performance period). The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	QAD During the Performance Period
NEW JERSEY	Age Birth through 2	22
NEW JERSEY	Age 3 through 5 (Not Kindergarten)	30
NEW JERSEY	Kindergarten	13
NEW JERSEY	Grade 1	24
NEW JERSEY	Grade 2	26
NEW JERSEY	Grade 3	19
NEW JERSEY	Grade 4	17
NEW JERSEY	Grade 5	20
NEW JERSEY	Grade 6	8
NEW JERSEY	Grade 7	9
NEW JERSEY	Grade 8	7
NEW JERSEY	Grade 9	5
NEW JERSEY	Grade 10	1
NEW JERSEY	Grade 11	1
NEW JERSEY	Grade 12	.
NEW JERSEY	Out of school	28
NEW JERSEY	Ungraded	.
NEW JERSEY	Total	230

## 2.4.5 Academic Status

The following questions collect data about the academic status of eligible migratory students.

### 2.4.5.1 Dropouts

In the table below, provide the unduplicated number of eligible migratory students who dropped out of school. The total is calculated automatically.

Populated with SEA-LEVEL FS032/DG326

State	Grade	Dropouts During the Performance Period
NEW JERSEY	Grade 7	0
NEW JERSEY	Grade 8	1
NEW JERSEY	Grade 9	4
NEW JERSEY	Grade 10	1
NEW JERSEY	Grade 11	1
NEW JERSEY	Grade 12	0
NEW JERSEY	Ungraded	.
NEW JERSEY	Total	7

#### FAQ on Dropouts:

How is “dropouts” defined? The term used for students, who, (1) were enrolled in a school for at least one day during the 2019-20 performance period, (2) were not enrolled at the beginning of the current (2020-21) performance period, (3) who have not graduated from high school or completed a State- or district-approved educational program, and (4) who do not meet any of the following exclusionary conditions: (a) transfer to another school district, private school or State- or district-approved educational program (including correctional or health facility programs), (b) temporary absence due to suspension or school-excused illness or (c) death. Students who dropped out-of-school prior to the 2019-20 performance period should not be reported in this item.

### 2.4.5.2 HSED (High School Equivalency Diploma)

In the table below, provide the total unduplicated number of eligible migratory students who obtained a High School Equivalency Diploma (HSED) by passing a high school equivalency test that your state accepts (e.g. GED, HiSET, TASC).

Obtained a HSED in your State During the Performance Period
1

<b>Data Quality Comments</b>
n/a

## 2.4.6 MEP Services - During the Performance Period

The following questions collect data about MEP services provided to migratory children during the performance period.

### **FAQ on Services:**

What are services? Services are a subset of all allowable activities that the MEP can provide through its programs and projects. “Services” are those educational or educationally related activities that: (1) directly benefit a migratory child; (2) address a need of a migratory child consistent with the SEA’s comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State’s performance targets/annual measurable objectives. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are not considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migratory families on available reading programs as part of an effort to increase the reading skills of migratory children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

In the table below, provide the unduplicated number of eligible migratory children who received MEP-funded instructional or support services at any time during the performance period. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Populated with SEA-LEVEL FS054/DG102

<b>State</b>	<b>Age Grade</b>	<b>Served During the Performance Period</b>
NEW JERSEY	Age Birth through 2	12
NEW JERSEY	Age 3 through 5 (Not Kindergarten)	63
NEW JERSEY	Kindergarten	37
NEW JERSEY	Grade 1	48
NEW JERSEY	Grade 2	57
NEW JERSEY	Grade 3	63
NEW JERSEY	Grade 4	53
NEW JERSEY	Grade 5	53
NEW JERSEY	Grade 6	54
NEW JERSEY	Grade 7	62
NEW JERSEY	Grade 8	38
NEW JERSEY	Grade 9	38
NEW JERSEY	Grade 10	23
NEW JERSEY	Grade 11	9
NEW JERSEY	Grade 12	9
NEW JERSEY	Ungraded	1
NEW JERSEY	Out of school	73
NEW JERSEY	Total	693

### 2.4.6.1 Priority for Services – During the Performance Period

In the table below, provide the unduplicated number of eligible migratory children who have been classified as having “priority for services” and who received MEP-funded instructional or support services during the performance period. The total is calculated automatically.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Priority for Services During the Performance Period
NEW JERSEY	Age 3 through 5 (Not Kindergarten)	6
NEW JERSEY	Kindergarten	6
NEW JERSEY	Grade 1	11
NEW JERSEY	Grade 2	6
NEW JERSEY	Grade 3	10
NEW JERSEY	Grade 4	9
NEW JERSEY	Grade 5	5
NEW JERSEY	Grade 6	4
NEW JERSEY	Grade 7	4
NEW JERSEY	Grade 8	2
NEW JERSEY	Grade 9	10
NEW JERSEY	Grade 10	1
NEW JERSEY	Grade 11	1
NEW JERSEY	Grade 12	0
NEW JERSEY	Ungraded	0
NEW JERSEY	Out of school	0
NEW JERSEY	Total	75

## 2.4.6.2 Continuation of Services – During the Performance Period

In the table below, provide the unduplicated number of migratory children who received MEP-funded instructional or support services during the performance period under the continuation of services authority Section 1304(e)(2–3). Do not include children served under Section 1304(e)(1), which are children whose eligibility expired during the school term. The total is calculated automatically.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Continuation of Services During the Performance Period
NEW JERSEY	Age 3 through 5 (Not Kindergarten)	1
NEW JERSEY	Kindergarten	3
NEW JERSEY	Grade 1	6
NEW JERSEY	Grade 2	4
NEW JERSEY	Grade 3	1
NEW JERSEY	Grade 4	2
NEW JERSEY	Grade 5	2
NEW JERSEY	Grade 6	2
NEW JERSEY	Grade 7	1
NEW JERSEY	Grade 8	1
NEW JERSEY	Grade 9	1
NEW JERSEY	Grade 10	2
NEW JERSEY	Grade 11	1
NEW JERSEY	Grade 12	1
NEW JERSEY	Ungraded	0
NEW JERSEY	Out of school	0
NEW JERSEY	Total	28

### FAQ on Continuation of Services:

What is Continuation of Services? The “continuation of services” provision found in Section 1304(e) of the ESEA provides that: (1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; (2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and (3) secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

### 2.4.6.3 Instructional Service – During the Performance Period

In the table below, provide the unduplicated number of eligible migratory children who received any type of MEP-funded instructional service during the performance period. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention. The total is calculated automatically.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Instructional Service During the Performance Period
NEW JERSEY	Age Birth through 2	.
NEW JERSEY	Age 3 through 5 (Not Kindergarten)	8
NEW JERSEY	Kindergarten	15
NEW JERSEY	Grade 1	21
NEW JERSEY	Grade 2	20
NEW JERSEY	Grade 3	21
NEW JERSEY	Grade 4	22
NEW JERSEY	Grade 5	20
NEW JERSEY	Grade 6	18
NEW JERSEY	Grade 7	18
NEW JERSEY	Grade 8	22
NEW JERSEY	Grade 9	10
NEW JERSEY	Grade 10	11
NEW JERSEY	Grade 11	3
NEW JERSEY	Grade 12	3
NEW JERSEY	Ungraded	1
NEW JERSEY	Out of school	35
NEW JERSEY	Total	248

## 2.4.6.4 Type of Instructional Service – During the Performance Period

In the table below, provide the number of eligible migratory children reported in the table above who received MEP-funded reading instruction, mathematics instruction, or high school credit accrual during the performance period. Include children who received such instructional services provided by a teacher only. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service. The totals are calculated automatically.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Reading Instruction During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
NEW JERSEY	Age 3 through 5 (Not Kindergarten)	2	2	.
NEW JERSEY	Age Birth through 2	.	.	.
NEW JERSEY	Grade 1	21	21	.
NEW JERSEY	Grade 10	9	9	.
NEW JERSEY	Grade 11	3	3	.
NEW JERSEY	Grade 12	3	3	.
NEW JERSEY	Grade 2	20	20	.
NEW JERSEY	Grade 3	21	21	.
NEW JERSEY	Grade 4	22	22	.
NEW JERSEY	Grade 5	20	20	.
NEW JERSEY	Grade 6	18	18	.
NEW JERSEY	Grade 7	18	18	.
NEW JERSEY	Grade 8	22	22	.
NEW JERSEY	Grade 9	10	10	.
NEW JERSEY	Kindergarten	15	15	.
NEW JERSEY	Out of school	35	35	.
NEW JERSEY	Total	240	240	.
NEW JERSEY	Ungraded	1	1	.

### FAQ on Types of Instructional Services:

What is “high school credit accrual”? MEP-funded instruction, funded in whole or in part by MEP funds, in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. High school credit accrual includes correspondence courses taken by a student under the supervision of a teacher. High school credit accrual may include the age/grade categories of Grade 8 through Grade 12. NOTE: Children receiving a MEP-funded high school credit accrual service should be reported only once, regardless of frequency.

## 2.4.6.5 Support Services with Breakout for Counseling Services – During the Performance Period

In the table below, in the column titled Support Services, provide the unduplicated number of eligible migratory children who received any MEP-funded support service during the performance period. In the column titled Breakout of Counseling Services During the Performance Period, provide the unduplicated number of eligible migratory children who received a counseling service during the performance period. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Support Services During the Performance Period	Breakout of Counseling Services During the Performance Period
NEW JERSEY	Age 3 through 5 (Not Kindergarten)	54	0
NEW JERSEY	Age Birth through 2	12	0
NEW JERSEY	Grade 1	44	0
NEW JERSEY	Grade 10	22	6
NEW JERSEY	Grade 11	9	1
NEW JERSEY	Grade 12	9	4
NEW JERSEY	Grade 2	48	7
NEW JERSEY	Grade 3	58	9
NEW JERSEY	Grade 4	47	9
NEW JERSEY	Grade 5	51	13
NEW JERSEY	Grade 6	51	9
NEW JERSEY	Grade 7	60	12
NEW JERSEY	Grade 8	38	15
NEW JERSEY	Grade 9	36	6
NEW JERSEY	Kindergarten	35	3
NEW JERSEY	Out of school	69	35
NEW JERSEY	Total	644	130
NEW JERSEY	Ungraded	1	1

### FAQs on Support Services:

a. What are support services? These MEP-funded educationally-related services are provided to students. These services include, but are not limited to, health, nutrition, counseling, and social services for migratory children; necessary educational supplies, and transportation. Activities related to identification and recruitment, parental involvement, professional development, program evaluation, and the one-time act of providing instructional or informational packets to a child or family does not constitute a support service.

b. What are counseling services? Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counsees, or between students and students in MEP peer-to-peer counseling activities, or between students and MEP-funded staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy. NOTE: Children who receive a MEP-funded counseling service should be reported only once, regardless of frequency.

## 2.4.7 School Data during the Regular School Year

The following questions are about the enrollment of eligible migratory children in schools during the regular school year.

### 2.4.7.1 Schools and Enrollment – During the Regular School Year

In the table below, provide the number of public schools that enrolled eligible migratory children at any time during the regular school year. Schools include public schools that serve school age (e.g., grades K through 12) children. Also, provide the number of eligible migratory children who were enrolled in those schools. Since more than one school in a State may enroll the same migratory child at some time during the regular school year, the number of children may include duplicates.

Populated with SCH-LEVEL FS165/DG110

State	Number of schools that enrolled eligible migratory children	Number of eligible migratory children enrolled in those schools
NEW JERSEY	74	428

### 2.4.7.2 Schools Where MEP Funds Were Consolidated in SWPs – During the Regular School Year

In the table below, provide the number of schools where MEP funds were consolidated in an SWP. Also, provide the number of eligible migratory children who were enrolled in those schools at any time during the regular school year. Since more than one school in a State may enroll the same migratory child at some time during the regular school year, the number of children may include duplicates.

Populated with SCH-LEVEL FS165/DG110 and FS165/DG514

## **2.5 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK**

This section collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.

Throughout this section:

- Report data for the program year of July 1, 2019 through June 30, 2020.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
  - o Adult Corrections: An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
  - o At-Risk Programs: Programs operated (through LEAs) that target students who are at risk of academic failure, dependency adjudication, or delinquency adjudication, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice or child welfare system in the past, are at least 1 year behind the expected age/grade level, are English learners, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
  - o Juvenile Corrections: An institution for delinquent children and youth that is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.
  - o Juvenile Detention Facilities: Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
  - o Neglected Programs: An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
  - o Other: Any other programs, not defined above, that receive Title I, Part D funds and serve non-adjudicated children and youth.

### **2.5.1 State Agency Title I, Part D Programs and Facilities – Subpart 1**

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

#### **2.5.1.1 Programs and Facilities - Subpart 1**

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students. Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.

State Program or Facility Type	# Programs or Facilities	Average Length of Stay in Days
Adult corrections	2	210
Juvenile corrections	16	232
Juvenile detention	.	.
Neglected programs	22	258
Other programs	.	.
Total	.	.

### FAQ on Programs and Facilities - Subpart 1:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

Data Quality Comments
n/a

### 2.5.1.2 Programs and Facilities That Reported - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs/facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

State Program Facility Type	# Reporting Data
Adult corrections	2
Juvenile corrections	16
Juvenile detention	.
Neglected programs	22
Other programs	.
Total	.

Data Quality Comments
n/a

### 2.5.1.3 Students Served – Subpart 1

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables provide the number of students served by disability (IDEA) and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex and by age will be automatically calculated.

Populated with SEA-LEVEL FS119/DG656

State	# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NEW JERSEY	Total Long-Term Students Served	745	0	703	63	0
NEW JERSEY	Total Unduplicated Students Served	1338	0	942	63	0

Provide the number of students served by special populations.

State	Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NEW JERSEY	Children with one or more disabilities (IDEA)	844	0	494	46	0
NEW JERSEY	English learner	33	0	0	1	0

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NEW JERSEY	American Indian or Alaska Native	2	0	1	0	0
NEW JERSEY	Asian	9	0	0	0	0
NEW JERSEY	Black or African American	548	0	624	52	0
NEW JERSEY	Hispanic or Latino	458	0	212	7	0
NEW JERSEY	Native Hawaiian or Other Pacific	2	0	0	0	0
NEW JERSEY	Total	1338	0	942	63	0
NEW JERSEY	Two or more races	0	0	9	0	0
NEW JERSEY	White	319	0	96	4	0

Provide the number of students served by gender.

State	Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NEW JERSEY	Female	771	0	51	0	0
NEW JERSEY	Male	567	0	891	63	0
NEW JERSEY	Total	1338	0	942	63	0

Provide the number of students served by age.

State	Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NEW JERSEY	10 years old	20	0	0	0	0
NEW JERSEY	11 years old	41	0	0	0	0
NEW JERSEY	12 years old	41	0	0	0	0
NEW JERSEY	13 years old	42	0	8	0	0
NEW JERSEY	14 years old	108	0	20	0	0
NEW JERSEY	15 years old	148	0	84	0	0
NEW JERSEY	16 years old	184	0	190	0	0
NEW JERSEY	17 years old	233	0	285	0	0
NEW JERSEY	18 years old	205	0	245	0	0
NEW JERSEY	19 years old	138	0	80	4	0
NEW JERSEY	20 years old	67	0	25	22	0
NEW JERSEY	21 years old	23	0	5	37	0
NEW JERSEY	3 through 5	17	0	0	0	0
NEW JERSEY	6 years old	7	0	0	0	0
NEW JERSEY	7 years old	15	0	0	0	0
NEW JERSEY	8 years old	27	0	0	0	0
NEW JERSEY	9 years old	22	0	0	0	0
NEW JERSEY	Total	1338	0	942	63	0

**FAQ on Unduplicated Count:**

What is an unduplicated count? 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.

**FAQ on long-term:**

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019 through June 30, 2020.

## 2.5.1.4 Academic, Career and Technical Outcomes While in the State Agency Program/Facility or Within 90 Calendar Days after Exit

In the tables below, for each program type, provide the number of students who attained academic, career, and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the State agency program/facility column (“in fac.”) or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the “in fac.” column, provide the unduplicated number of students who attained academic, career and technical outcomes while enrolled in the State agency program/facility. In the “90 days after exit” column provide the unduplicated number of students who attained academic, career, and technical outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90–day transition period, that student may be reported once in each column.

Populated with SEA-LEVEL FS180/DG783 and FS181/DG785

State	Outcomes (once per student, only after exit)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NEW JERSEY	Enrolled in local district school	S		370	S	

State	Outcomes	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac
NEW JERSEY	Were accepted and/or enrolled into post-secondary education	16	S			44
NEW JERSEY	Obtained high school diploma	109	S			107
NEW JERSEY	Obtained employment	6	S			650
NEW JERSEY	Enrolled in job training courses/programs	5	S			961
NEW JERSEY	Enrolled in a GED program	S	S			S
NEW JERSEY	Earned high school course credits	1071	S			842
NEW JERSEY	Earned a GED	S	S			12

State	Outcomes	Juvenile Corrections - 90 Days After Exit	Adult Corrections - In Fac	Adult Corrections - 90 Days After Exit	Other Programs - In Fac	Other Programs - 90 Days After Exit
NEW JERSEY	Were accepted and/or enrolled into post-secondary education	S	S	S		
NEW JERSEY	Obtained high school diploma	S	6	S		
NEW JERSEY	Obtained employment	61	S	S		
NEW JERSEY	Enrolled in job training courses/programs	S	13	S		
NEW JERSEY	Enrolled in a GED program	S	S	S		
NEW JERSEY	Earned high school course credits	S	184	S		
NEW JERSEY	Earned a GED	S	S	S		

## 2.5.2 Academic Performance – Subpart 1

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 1 in reading and mathematics.

### 2.5.2.1 Academic Performance in Reading – Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NEW JERSEY	More than one full grade	134		S	S	
NEW JERSEY	Negative change	149		S	S	
NEW JERSEY	No Change	184		97	S	
NEW JERSEY	Up to one full grade	188		13	S	
NEW JERSEY	Total	655		117	4	

## 2.5.2.2 Academic Performance in Mathematics – Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in mathematics pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NEW JERSEY	More than one full grade	134		S	S	
NEW JERSEY	Negative change	149		S	S	
NEW JERSEY	No Change	184		97	S	
NEW JERSEY	Up to one full grade	188		13	S	
NEW JERSEY	Total	655		117	4	

## 2.5.3 LEA Title I, Part D Programs and Facilities – Subpart 2

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

### 2.5.3.1 Programs and Facilities – Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/ facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program or Facility Type	# Programs or Facilities	Average Length of Stay (# days)
At-risk programs	.	.
Juvenile corrections	.	.
Juvenile detention	8	42
Neglected programs	.	.
Other programs	.	.
Total	.	.

#### FAQ on average length of stay:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

Data Quality Comments
n/a

### 2.5.3.2 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

LEA Program or Facility Type	# Reporting Data
At-risk programs	.
Juvenile corrections	.
Juvenile detention	8
Neglected programs	.
Other programs	.
Total	.

Data Quality Comments
n/a

### 2.5.3.3 Students Served – Subpart 2

In the tables below, provide the number of neglected and delinquent students served in LEA Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables, provide the number of students served by disability (IDEA), and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

Populated with LEA-LEVEL FS127/DG657

State	# of students served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NEW JERSEY	Total Long-Term Students Served	.	.	174	.	.
NEW JERSEY	Total Unduplicated Students Served	.	.	1829	.	.

Provide the number of students served by special populations.

State	Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NEW JERSEY	Children with one or more disabilities (IDEA)	.	.	519	.	.
NEW JERSEY	English learner	.	.	11	.	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NEW JERSEY	American Indian or Alaska Native	.	.	0	.	.
NEW JERSEY	Asian	.	.	7	.	.
NEW JERSEY	Black or African American	.	.	1059	.	.
NEW JERSEY	Hispanic or Latino	.	.	470	.	.
NEW JERSEY	Native Hawaiian or Other Pacific	.	.	0	.	.
NEW JERSEY	Total	.	.	1829	.	.
NEW JERSEY	Two or more races	.	.	59	.	.
NEW JERSEY	White	.	.	234	.	.

Provide the number of students served by sex.

State	Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NEW JERSEY	Female	.	.	318	.	.
NEW JERSEY	Male	.	.	1511	.	.
NEW JERSEY	Total	.	.	1829	.	.

Provide the number of students served by age.

State	Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NEW JERSEY	10 years old	.	.	0	.	.
NEW JERSEY	11 years old	.	.	1	.	.
NEW JERSEY	12 years old	.	.	11	.	.
NEW JERSEY	13 years old	.	.	47	.	.
NEW JERSEY	14 years old	.	.	127	.	.
NEW JERSEY	15 years old	.	.	259	.	.
NEW JERSEY	16 years old	.	.	425	.	.
NEW JERSEY	17 years old	.	.	591	.	.
NEW JERSEY	18 years old	.	.	306	.	.
NEW JERSEY	19 years old	.	.	53	.	.
NEW JERSEY	20 years old	.	.	4	.	.
NEW JERSEY	21 years old	.	.	5	.	.
NEW JERSEY	3 through 5	.	.	0	.	.
NEW JERSEY	6 years old	.	.	0	.	.
NEW JERSEY	7 years old	.	.	0	.	.
NEW JERSEY	8 years old	.	.	0	.	.
NEW JERSEY	9 years old	.	.	0	.	.
NEW JERSEY	Total	.	.	1829	.	.

**FAQ on Unduplicated Count:**

What is an unduplicated count? 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.

**FAQ on long-term:**

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019 through June 30, 2020.

### 2.5.3.4 Academic, Career and Technical Outcomes While in the LEA Program/Facility or Within 90 Calendar Days After Exit

In the tables below, for each program type, provide the number of students who attained academic, career and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the LEA program/facility column (“in fac.”) or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the “in fac.” column, provide the unduplicated number of students who attained academic, career and vocational outcomes while enrolled in the LEA program/facility. In the “90 days after exit” column provide the unduplicated number of students who attained academic, career and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be reported once in each column.

Populated with LEA-LEVEL FS180/DG782 and FS181/DG784

State	Outcomes(once per student, only after exit)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NEW JERSEY	Enrolled in local district school			192		

State	Outcomes	At-Risk Programs - In Fac	At-Risk Programs - 90 Days After Exit	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac
NEW JERSEY	Were accepted and/or enrolled into post-secondary education					S
NEW JERSEY	Obtained high school diploma					9
NEW JERSEY	Obtained employment					S
NEW JERSEY	Enrolled in job training courses/programs					783
NEW JERSEY	Enrolled in a GED program					S
NEW JERSEY	Earned high school course credits					882
NEW JERSEY	Earned a GED					S

State	Outcomes	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac	Juvenile Corrections - 90 Days After Exit	Other Programs - In Fac	Other Programs - 90 Days After Exit
NEW JERSEY	Were accepted and/or enrolled into post-secondary education	S				
NEW JERSEY	Obtained high school diploma	S				
NEW JERSEY	Obtained employment	S				
NEW JERSEY	Enrolled in job training courses/programs	S				
NEW JERSEY	Enrolled in a GED program	S				
NEW JERSEY	Earned high school course credits	S				
NEW JERSEY	Earned a GED	S				

### 2.5.3.5 Academic Performance – Subpart 2

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 2 in reading and mathematics.

#### 2.5.3.5.1 Academic Performance in Reading – Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with LEA-LEVEL FS125/DG629

State	Performance Data(Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NEW JERSEY	Up to one full grade			24		
NEW JERSEY	No change			36		
NEW JERSEY	More than one full grade			43		
NEW JERSEY	Negative change			55		
NEW JERSEY	Total			158		

#### FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019, through June 30, 2020.

Is reporting pre/post-test data for at-risk programs required? No, reporting pre/post-test data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

### 2.5.3.5.2 Academic Performance in Mathematics – Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in mathematics pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with LEA-LEVEL FS125/DG629

State	Performance Data (Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NEW JERSEY	No change			28		
NEW JERSEY	More than one full grade			41		
NEW JERSEY	Negative change			44		
NEW JERSEY	Up to one full grade			45		
NEW JERSEY	Total			158		

## 2.6 STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (TITLE IV, PART A)

### 2.6.1 Funds Spent Under Title IV, Part A

This section collects data on the amount of funds spent by LEAs on the three content areas under Title IV, Part A of the ESEA.

Content Area	Amount of Funds Spent
Well-Rounded	\$4,855,252
Safe and Healthy Students	\$4,592,779
Effective Use of Technology	\$2,605,684

Data Quality Comments
The amount of funds spent reflects Title IV expenditures as reported by the LEAs.

### 2.6.2 LEAs Who Spent Funds Under Title IV, Part A

This section collects data on the number of LEAs who spent funds by the content areas under Title IV, Part A of the ESEA. For the “Any” category, report the number of LEAs that spent funds in any of the three content areas. An LEA should be included in the count of each content area it spent funds on (i.e. an LEA may be represented in more than one content area in the table below).

Content Area	Number of LEAs Spending Funds
Well-Rounded	317
Safe and Healthy Students	316
Effective Use of Technology	150
Any Content Area	467

Data Quality Comments
n/a

## 2.7 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE V, PART A)

### 2.7.1 State Transferability of Funds

In the table below, indicate whether the State transferred funds under the state transferability authority.

Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY2019-20?
No

Data Quality Comments
n/a

### 2.7.2 Local Educational Agency (LEA) Transferability of Funds

In the table below, indicate the number of LEAs that notified the State that they transferred funds under the LEA transferability authority.

LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).
219

Data Quality Comments
n/a

### 2.7.3 LEA Funds Transfers

In the table below, provide the total number of LEAs that transferred funds from an eligible program to another eligible program.

<b>Program</b>	<b># LEAs Transferring Funds FROM Eligible Program</b>	<b># LEAs Transferring Funds TO Eligible Program</b>
Education of Migratory Children (Title I, Part C)	.	0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	19
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	162
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	0
Rural Education Initiative (Title V, Part B)	.	0
Student Support and Enrichment Grants (Title IV, Part A)	194	5
Supporting Effective Instruction (Title II, Part A)	106	53

<b>Data Quality Comments</b>
n/a

In the table below provide the total amount of FY 2019 appropriated funds transferred from and to each eligible program.

<b>Program</b>	<b>Total Amount of Funds Transferred FROM Eligible Program</b>	<b>Total Amount of Funds Transferred TO Eligible Program</b>
Education of Migratory Children (Title I, Part C)	.	\$0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	\$361,043
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$10,907,125
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	\$0
Rural Education Initiative (Title V, Part B)	.	\$0
Student Support and Enrichment Grants (Title IV, Part A)	\$5,614,838	\$38,005
Supporting Effective Instruction (Title II, Part A)	\$6,373,057	\$681,722

<b>Data Quality Comments</b>
n/a

## 2.8 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)

This section collects data on the Rural Education Achievement Program (REAP) Title V, Part B, Subparts 1 and 2.

### 2.8.1 LEA Use of Rural Low-Income Schools Program (RLIS) (Title V, Part B, Subpart 2) Grant Funds

In the table below, provide the number of eligible LEAs that used RLIS funds during SY2019-20 for each of the listed purposes.

Purpose	# LEAs
Activities authorized under Part A of Title I	.
Activities authorized under Part A of Title II	.
Activities authorized under Title III	.
Activities authorized under Part A of Title IV	.
Parental involvement activities	.

#### Data Quality Comments

There were no RLIS eligible LEAs that chose to receive RLIS funds during SY2019-20.

### 2.8.2 RLIS Objectives and Outcomes

In the space below, describe the progress the State has made in meeting the objectives and outcomes for the Rural Low-Income School (RLIS) Program as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

**Comments**

Since there were no RLIS eligible LEAs that chose to receive RLIS funds during SY2019-20, there are no objectives and outcomes.

### 2.8.3 RLIS Technical Assistance

In the space below, describe the progress the State has made in providing technical assistance for RLIS LEA sub-grantees as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments
----------

Since there were no RLIS eligible LEAs that chose to receive RLIS funds during SY2019-20, there was no technical assistance.
--

### 2.8.4 RLIS Subgrant Award Determination

Please report the method the SEA used to award grants to eligible LEAs. If the SEA used a competitive process, please describe that process and include a description of the methods and criteria the SEA used to review applications, award funds to LEAs, and how the LEAs were notified of the process. If the SEA used a formula besides one based on the number of students in average daily attendance served by eligible LEAs in the State, please describe that formula, including an explanation of how this alternative formula enables the SEA to allot grant funds in a manner that serves equal or greater concentrations of children from families with incomes below the poverty line, relative to the concentration that would be served if the SEA used a formula based on the number of students in average daily attendance served by eligible LEAs in the State.

Comments
----------

There were no RLIS eligible LEAs that chose to receive RLIS funds during SY2019-20.
---

## 2.8.5 RLIS State Administrative Funds

In the table below, provide information on state administrative funds.

Question	Percentage
What percentage of the RLIS grant funds were retained for State-level administration?	0
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	0

Data Quality Comments
There were no RLIS eligible LEAs that chose to receive RLIS funds during SY2019-20.

## 2.8.6 RLIS LEAs Awarded Funds

Please list the NCES LEA ID and name of each LEA that received RLIS funds and the amount each received.

Data published outside of report

Data Quality Comments
There were no RLIS eligible LEAs that chose to receive RLIS funds during SY2019-20.

## 2.8.7 Small, Rural School Achievement (SRSA) Program, Alternative Fund Use Authority (AFUA)

Populated with LEA-LEVEL FS131/DG614

State	Number of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.	Percent of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.
NEW JERSEY	37	46.8