



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

Honorable Lucille Davy
Commissioner of Education
New Jersey Department of Education
P.O. Box 500
Trenton, New Jersey 08625-0500

DEC 6 2006

Dear Commissioner Davy:

The purpose of this letter is to inform you of the results of the Office of Special Education (OSEP's) recent verification visit to New Jersey. As indicated in my letter to you of April 26, 2006, OSEP is conducting verification visits to a number of States as part of our Continuous Improvement and Focused Monitoring System (CIFMS) for ensuring compliance with Part B of the Individuals with Disabilities Education Act (IDEA). OSEP conducted a visit to the New Jersey Department of Education during the week of October 23, 2006.

The purpose of our verification reviews of States is to determine how they use their general supervision, State-reported data collection, and statewide assessment systems to assess and improve State performance and to protect child and family rights. The purposes of the verification visits are to: (1) understand how the systems work at the State level; (2) determine how the State collects and uses data to make monitoring decisions; and (3) determine the extent to which the State's systems are designed to identify and correct noncompliance.

As part of the verification visit to the New Jersey Office of Special Education Programs (NJOSEP), OSEP staff met with Roberta Wohle, Acting Director, Office of Special Education Programs, and members of NJOSEP's staff who are responsible for: (1) the oversight of general supervision activities (including monitoring, mediation, complaint resolution, and impartial due process hearings); (2) the collection and analysis of State-reported data; and (3) ensuring participation in, and the reporting of student performance on statewide assessments.

Prior to and during the visit, OSEP staff reviewed a number of documents, including the following: (1) New Jersey's Part B Federal Fiscal Year (FFY) 2003 Annual Performance Report (APR); (2) New Jersey's Part B State Performance Plan (SPP) submitted December 2, 2005; (3) New Jersey's FFY 2006 Annual Grant Award; (4) New Jersey's desk audit and responses to overarching questions; (5) New Jersey's submissions of data under Section 618 of the IDEA; (6) New Jersey's Monitoring and Oversight Documents; (7) New Jersey's lead education agency (LEA) Self Assessment templates; (8) New Jersey's statewide assessment documents; and (9) the New Jersey Department of Education website.¹

¹ Documents reviewed as part of the verification process were not reviewed for legal sufficiency but rather to inform OSEP's understanding of your State's systems.

In addition, on October 12, 2006, OSEP staff conducted a teleconference with members of the NJOSEP Part B Stakeholder group to solicit their perspectives on the strengths and weaknesses of the State's systems for general supervision, statewide assessment and data collection and reporting.

The information that Ms. Wohle and other NJOSEP staff provided during the OSEP visit, together with all of the information that OSEP staff reviewed in preparation for the visit, greatly enhanced our understanding of NJOSEP's systems for general supervision, data collection and reporting, and statewide assessment.

General Supervision

In looking at the State's general supervision system, OSEP collected information regarding a number of elements, including whether the State: (1) has identified any barriers (e.g., limitations on authority, insufficient staff or other resources, etc.) that impede the State's ability to identify and correct noncompliance; (2) has systemic, data-based, and reasonable approaches to identifying and correcting noncompliance; (3) utilizes guidance, technical assistance, follow-up, and - if necessary - sanctions, to ensure timely correction of noncompliance; (4) has dispute resolution systems that ensure the timely resolution of complaints and due process hearings; and (5) has mechanisms in place to compile and integrate data across systems (e.g., 618 State-reported data, due process hearings, complaints, mediation, large-scale assessments, previous monitoring results, etc.) to identify systemic issues and problems.

NJOSEP exercises its general supervisory responsibility through several mechanisms including annual LEA applications, State Policies and Procedures, and its monitoring and technical assistance systems. OSEP learned that, as required by New Jersey State Code, NJOSEP administers its general supervisory responsibility in coordination with other State agencies and Bureaus within the New Jersey Department of Education. OSEP met with staff from the Bureau of Program Accountability, responsible for monitoring local education agencies (LEAs) and charter schools, staff from the Bureau of Program Review and Approval, responsible for monitoring Receiving Schools² and the Bureau of Policy and Planning, responsible for complaint investigations and due process hearings.

New Jersey statutes and regulations place sole responsibility for providing special education and related services to students with disabilities on the school district responsible by law to educate the student (the LEA). The LEA is responsible to ensure the provision of required services; therefore there are no requirements for interagency agreements with such agencies as the Department of Health, the Department of Corrections, the Department of Law and Public Safety, and the Department of Children and Families.

OSEP learned that each of New Jersey's 615 LEAs, 51 charter schools, and 230 Receiving Schools is monitored through a six-year cycle. NJOSEP reported that it selects a group of LEAs and charter schools to participate in the self-assessment and improvement plan development process each year. NJOSEP considers size, geographic region, and other factors including

² Receiving schools are schools for students with disabilities outside of LEAs including special services school districts, regional day schools, and approved private schools for students with disabilities.

complaint investigation, due process hearings, and 618 data in the selection process. LEAs are required to review their data and complete a self-assessment against indicators based on Federal and State special education regulations and to develop an improvement plan to correct any noncompliance identified in the self-assessment. LEAs must obtain stakeholder input in the development of the self-assessment and improvement plan and receive approval from the LEA board of education prior to submission to NJOSEP. NJOSEP reviews and approves LEA self-assessments and improvement plans and directs LEA actions to correct noncompliance identified in the self-assessment.

OSEP learned that, in addition to the self-assessment, each LEA is provided with a district profile that includes a collection of data reports. These data are to be utilized by the LEAs to identify areas of need and are required to be included in the development of the self-assessments and improvement plans. In addition, NJOSEP monitoring staff reported that they use the data reports to verify information reported in the LEA's self-assessment and improvement plan.

NJOSEP reported that during the year following the LEA completion of the self-assessment, the State conducts on-site monitoring visits to verify the findings of noncompliance from the self-assessments. NJOSEP reviews files and conducts interviews to verify reported correction of noncompliance identified through the self-assessment. Further, NJOSEP monitors for compliance against standards based on the indicators established in the SPP using related requirements in areas of performance. NJOSEP requires corrective actions, to be completed within one year of identification.

NJOSEP issues a monitoring report following the on-site monitoring that indicates areas of compliance, areas of noncompliance, required corrective actions, including timelines, required revisions to the improvement plan, and any additional areas of concern. In addition to the report detailing required corrective actions, NJOSEP creates a verification table to track noncompliance in LEAs where the noncompliance is more complex and persistent. NJDOE updates the verification table during follow-up visits by reviewing files for evidence of correction and recording the completion of actions until all noncompliance is corrected. County Supervisors assist NJOSEP in tracking completion of required actions. OSEP further learned that NJOSEP implemented a database to track systemic issues across LEAs statewide. During the verification visit, OSEP staff reviewed the monitoring tracking system, monitoring reports, correspondence with district directors, improvement plans, verification tables, identification of noncompliance, dates of NJOSEP staff follow-up, and completion dates.

OSEP learned that NJOSEP places LEAs in one of the following four categories based on monitoring results: 1) all issues closed; 2) pending improvement plan approval; 3) verification of compliance; and 4) high-risk. If an LEA demonstrates continued noncompliance and is unwilling or unable to achieve correction, it is placed into the high-risk category. Sanctions imposed on high-risk districts are determined based on the level of noncompliance. These sanctions include monthly or bimonthly visits by a monitoring team to review progress and to develop improvement activities and targeted technical assistance. If an LEA is placed in the highest level of high-risk, additional sanctions are imposed including requiring the superintendent to meet with the Assistant Commissioner of Education and possibly directing or withholding funds or referring the LEA to the Attorney General. During the last monitoring

cycle, twelve LEAs were placed in the high-risk category. Four LEAs have since been removed from this category because they have completed required corrective actions.

OSEP learned that, as required by New Jersey State Code, several other monitoring processes also inform NJOSEP's general supervision system. The Office of Special Populations (OSP) is responsible for monitoring State facilities including mental health and corrections facilities. The OSP conducts annual on-site reviews of facilities through observations, record reviews, and staff interviews and monitors against standards including special education standards based on IDEA requirements.

NJOSEP is collaborating with other offices in the Department of Education in the development of the New Jersey Quality Single Accountability Continuum (NJQSAC) that will place LEAs into levels of intervention and will provide expanded authority for the Commissioner to intervene quickly when significant problems occur. NJOSEP will review NJQSAC results to determine if there are findings relevant to the provision of special education and related services. Special education monitoring findings and improvement planning activities will also inform the NJQSAC process for individual LEAs. NJOSEP staff also participate in the Collaborative Assessment and Planning for Achievement (CAPA) initiative that targets low-performing Abbott schools³ and Title I schools identified for corrective action under the No Child Left Behind Act. NJOSEP informed OSEP that the CAPA program strives to pinpoint obstacles to student achievement, identify needs, and develop solutions to improve student performance. The CAPA reviews inform special education monitoring processes and oversight.

NJOSEP reported that it has a comprehensive technical assistance (TA) and training system to support LEAs with program development and correction of areas of noncompliance, including specific issues identified in the monitoring reports. The Bureau of Program Development (BPD) has accessed funds from the State Improvement Grant (SIG) and discretionary funds to enhance its system of personnel development by involving grant partners, including the parent training centers, in priority areas needed to bring change and improvement. The BPD disseminates promising practices and offers professional development and consultation to LEAs throughout the State. In addition, NJOSEP monitors provide training to LEAs to assist in the identification of noncompliance and to determine and eliminate barriers for correction. Further, NJOSEP assists LEAs by providing suggested model individualized education program (IEP) and Procedural Safeguard forms.

Through an evaluation of its monitoring system, NJOSEP determined that the time required by the LEA to revise the improvement plan limited the ability of LEAs to correct noncompliance within one year. To overcome this barrier, NJOSEP revised its monitoring system to issue reports directing LEAs to immediately correct identified noncompliance rather than requiring that an LEA revise and resubmit its improvement plan to NJOSEP for approval. NJOSEP often directs corrective action plans and provides direction and training to LEA staff to improve the quality of improvement plans ensuring that noncompliance is corrected within one year.

³ Abbot schools are 31 school districts in the most economically disadvantaged municipalities that are selected by the Court and the Legislature to benefit from State financial assistance and to implement specific remedies mandated by the Court.

In its December 2, 2005 SPP, NJOSEP reported that its general supervision database was only capable of tracking noncompliance by LEA rather than by finding. It reported a level of compliance corrected within one year that ranged from 34% to 62% in the priority and non-priority areas. In its March 28, 2006 SPP response, OSEP acknowledged that NJOSEP's system may have inflated percentages of uncorrected noncompliance as the system did not identify an LEA's noncompliance as corrected until all findings of noncompliance in the LEA were corrected. NJOSEP reported during the verification visit that several improvement strategies were initiated to track data by findings. NJOSEP is preparing data to submit in the February 2007 APR that will reflect the changes in its system. OSEP looks forward to reviewing the results of these activities in the FFY 2005 APR due February 1, 2007.

Based on the information provided to OSEP during the verification visit, OSEP believes that the State's general supervision system constitutes a reasonable approach to identifying noncompliance. OSEP cannot, without also collecting data at the local level, determine whether the State's procedures are fully effective in identifying and correcting noncompliance. As stated in OSEP's March 28, 2006 letter regarding New Jersey's SPP, the State must include data in response to Indicator 15 in its FFY 2005 APR that demonstrates timely correction of noncompliance, and must continue to report, in the APR, on correction of the identified noncompliance in the LEAs monitored between 1999 and 2003 and its continuing efforts to achieve full compliance in all districts, including those designated as potentially high-risk districts.

Dispute Resolution Systems

OSEP staff interviewed NJOSEP staff responsible for the timely resolution of complaints and due process hearings. The Bureau of Policy and Planning (BPP) is responsible for complaint investigation and due process requests. OSEP learned that the BPP recently implemented several procedures for early resolution of complaints filed by parents on behalf of their child. With parent agreement, the BPP encourages the LEA and parent to meet in an attempt to resolve the complaint within ten days after the complaint is filed with the State. The BPP encourages the parent to resolve their complaint through the mediation process within fifteen days of filing the complaint. The LEA is also given the opportunity to resolve the complaint by confirming the noncompliance and submitting a corrective action plan to be approved by the Bureau within ten days. Notwithstanding the above, NJOSEP confirmed that parents are informed of their rights to a full complaint investigation.

NJOSEP reported that ongoing training is provided to staff responsible for complaint resolution and mediation. In 2006-2007, NJOSEP began training complaint investigators in mediation techniques to maximize the opportunities for complaint resolution through mediation.

When noncompliance is identified through complaint investigations, prescriptive corrective actions are required to ensure correction as soon as possible but in no case longer than one year. The noncompliance and corresponding corrective actions are tracked by NJOSEP through an electronic database that was demonstrated to OSEP during the verification visit. Systemic issues of noncompliance identified through the complaint system are referred to and resolved in cooperation with the Bureau of Program Accountability. NJOSEP reported that sanctions, such

as withholding funds, are implemented when noncompliance identified through a complaint decision is not corrected.

If a parent files a due process hearing complaint against an LEA, the LEA is responsible for offering a resolution session as required by the IDEA. If the issue is not resolved in the resolution session or the resolution session is waived, the due process complaint is processed through NJOSEP and referred to the Office of Administrative Law (OAL). OSEP learned that NJOSEP and OAL have cooperated to ensure that hearing officers are assigned and hearings are held in a timely manner. NJOSEP tracks due process hearing complaints in a database to ensure that timelines are met. Due process hearing decisions are enforced by NJOSEP. LEAs not implementing a hearing decision may be referred to the Office of the Attorney General for resolution.

Collection of Data Under Section 618 of the IDEA

In looking at the State's system for data collection and reporting under Section 618 of the IDEA, OSEP collected information regarding a number of elements, including whether the State: (1) provides clear guidance and ongoing training to local programs/public agencies regarding requirements and procedures for reporting data under Section 618 of the IDEA; (2) implements procedures to determine whether the individuals who enter and report data at the local and/or regional level do so accurately and in a manner that is consistent with the State's procedures, OSEP guidance, and Section 618; (3) implements procedures for identifying anomalies in data that are reported, and correcting any inaccuracies; and (4) has identified any barriers (e.g., limitations on authority, sufficient staff or other resources, etc.) that impede the State's ability to accurately, reliably and validly collect and report data under Section 618.

OSEP believes that NJOSEP's system for collecting and reporting data for Part B of IDEA is a reasonable approach to ensuring the accuracy of the data that NJDOE reports to OSEP under Section 618 of the IDEA.

OSEP staff conducted interviews with NJOSEP staff including the Part B Special Education Data Manager and reviewed components of the data system. NJOSEP staff explained that they use a secure, web-enabled data collection tool, the Department of Education Network (DOENET), to collect data required under Section 618 of the IDEA. The data is stored on secure servers in an Oracle database. Data required under Section 618 of the IDEA is collected through four online data collections annually but most of the data is reported on December 1st. Discipline data is collected by the Office of Program Support Services through the Electronic Violence and Vandalism Report. NJOSEP reported that DOENET is modified each year to meet the Federal data reporting requirements. In 2005-2006 DOENET added a report to collect data on the number of days beyond the third birthday when eligibility was determined for children transitioning to Part B from Part C.

The DOENET collections constitute a stand-alone system; however, data is collected from other agencies including the New Jersey Departments of Human Services, Corrections, and Juvenile Justice. Receiving Schools complete a paper version of the data collection that is submitted to

the NJOSEP, which is subsequently entered into the online system. DOENET collects aggregate data by district and does not collect school or student-level data.

NJOSEP reported that personnel are trained in each LEA to enter data into the DOENET. In addition, call-in assistance is available to staff responsible for data entry to assist with accurate collections and reporting. Assistance is also available from the County Supervisors who have been trained on the State data systems. The County Supervisors meet monthly to discuss issues including data issues and provide NJOSEP with suggestions for revisions and training. NJOSEP is planning to administer a survey to LEA staff to determine training needs and to improve data collection and verification.

OSEP learned that data checks are built into DOENET that help to ensure accuracy of data. LEA staff who enter data must pass a series of edit checks to ensure data accuracy. If the LEA staff are not able to make the required corrections to the data, they must contact NJOSEP for online technical support. The LEA superintendent or special education director must certify the data prior to submission to NJOSEP. Upon receipt of complete data from all LEAs and other entities, NJOSEP uses a series of programs to further check for data validity including year-to-year consistencies. LEAs with questionable data are required to verify, correct, and/or resubmit their data.

NJOSEP verifies the accuracy of data through the self-assessment process. Districts selected for self-assessment receive summary versions of the data and are given the opportunity to ensure the validity of the data. OSEP learned that NJOSEP is making data validation a requirement for districts completing a self-assessment in 2006-2007.

NJOSEP reported that one barrier to the collection of more reliable data used to inform program decisions is the lack of a student-level database. A student-level database would allow NJOSEP to rely less on LEA-aggregate data and provide for more detailed analyses of data required under Section 618 of IDEA. OSEP learned that the New Jersey Department of Education (NJDOE) has contracted with a vendor to design a student-level database. OSEP was pleased to learn that NJDOE will be developing this new database, which should result in improved accountability.

In the December 2005 SPP, NJOSEP used FFY 2003 graduation and dropout data as its baseline; however, the measurement for these indicators required the reporting of FFY 2004 data. OSEP required in the March 2006 response that NJOSEP include, in the FFY 2005 APR, due February 1, 2007, both baseline data from FFY 2004 and progress data from FFY 2005. During the verification visit, OSEP learned that NJOSEP will be able to report baseline data from FFY 2004 in the APR but that it will be unable to report progress data from FFY 2005 because graduation and drop-out rates for all youth in the State are collected by the Office of Student Services and will be unavailable in time for NJOSEP to include it in the APR. NJOSEP reported to OSEP that it had planned on providing an estimate of progress based on trend data and will report actual data when it becomes available. OSEP has determined that, in the FFY 2005 APR due February 1, 2007, the State must provide graduation and drop-out data for children with disabilities for FFY 2005 (July 1, 2005 through June 30, 2006) and compare this data to graduation and drop-out data for all youth in the State for the most recent year that these data are available, which OSEP expects will be FFY 2004 (July 1, 2004 through June 30, 2005). Failure to provide this

data in the APR may affect OSEP's determination of the State's status under Section 616(d) of the IDEA.

Statewide Assessment

In looking at the State's system for statewide assessment, OSEP collected information regarding a number of elements⁴, including whether the State: (1) establishes procedures for statewide assessments that meet the participation, alternate assessment, and reporting requirements of Part B, including ensuring the participation of all students, including students with disabilities, and the provision of appropriate accommodations; (2) provides clear guidance and training to public agencies regarding those procedures and requirements; (3) monitors local implementation of those procedures and requirements; and (4) reports on the performance of children with disabilities on those assessments, in a manner consistent with those requirements.

OSEP met with NJOSEP staff responsible for statewide and districtwide assessment and the Director for the Office of Assessment and Evaluation (OAE). OSEP learned that New Jersey's assessment system is established by New Jersey statute and consists of five assessments: the New Jersey Assessment of Knowledge and Skills (NJ ASK), given to students in grades three through seven; the Grade Eight Proficiency Assessment (GEPA); the High School Proficiency Assessment (HSPA), given to students in grade eleven; the Special Review Assessment (SRA), a remedial assessment aligned to grade-level content standards for students who do not receive a proficient score on the HSPA⁵; and the Alternate Proficiency Assessment (APA), the alternate assessment given to students with significant cognitive disabilities in grades three through eight and eleven. New Jersey does not allow assessment waivers or out-of-level testing. The HSPA is a high-stakes test in which all students must demonstrate proficiency in order to graduate from high school with a diploma. New Jersey statute allows for students with disabilities, through the IEP process, to specify alternate graduation requirements leading to a general education diploma.

OSEP learned that, during the 2005-2006 school year, NJDOE was unable to report APA data in grades five through seven. NJDOE reported to OSEP that the NJ ASK was expanded to include math and language arts literacy in grades five through seven and it was anticipated that the test would be piloted during 2005-2006; however, the administration decided to forego the pilot and test all students. Because of time limitations, the APA was not developed and conducted for grades five through seven in the 2005-2006 school year. However, NJDOE reported to OSEP that the omission of the APA for those grades and subjects was a one time occurrence, and that the State has already corrected this issue. The APA is being administered during the 2006-2007

⁴ Title I of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001, also includes a number of requirements related to including children with disabilities in State assessment programs and reporting on their participation and performance on regular and alternate assessments that in many instances are more specific than requirements in the IDEA. For example, the Title I regulations require, at 34 CFR §200.2(b)(3) and (4), that all State assessments must, "(3)(i) Be aligned with the State's challenging academic content and student academic achievement standards; and (ii) Provide coherent information about student attainment of those standards. (4)(i) Be valid and reliable for the purposes for which the assessment system is used; and (ii) Be consistent with relevant, nationally recognized professional and technical standards." This letter does not, and should not be interpreted to address New Jersey's compliance with requirements of Title I.

⁵ NJDOE reported that this assessment is being phased out.

school year and the results will be reported in summer 2007.

OSEP understands that the State does not have data for the APA for grades five through seven for the 2005 - 2006 school year, and therefore, will be unable to report this data in the APR due February 1, 2007. The fact that the State failed to include all children with disabilities in its general statewide assessment, as required by Section 612(a)(16)(A) of the IDEA, may affect OSEP's determination of the State's status under Section 616(d) of the IDEA.

OSEP learned that many New Jersey LEAs administer districtwide assessments, usually in the grades not tested on statewide assessments. As part of the LEA, charter school and receiving school monitoring processes, NJOSEP reviews IEPs to ensure that participation in districtwide assessments is addressed and that appropriate accommodations are provided. In addition, NJOSEP reported that it conducts interviews with administrators, child study team members, parents and teachers to ensure that accommodations are implemented as indicated in students' IEPs. Alternate assessments for districtwide assessments are required by New Jersey State Code and are recorded on the IEP form that is monitored through file reviews.

NJOSEP reported that mandatory training on the administration of statewide assessments and the provision of appropriate accommodations and modifications is conducted annually and is required in every LEA. LEAs are encouraged to invite special education representatives to attend the training. Mandatory training is also provided to charter schools and receiving schools. New receiving schools must participate in training on the administration of assessments and must become certified testing sites. New Jersey publishes a parent guide in English and Spanish to be distributed prior to administration of the test each year. In addition, statewide assessment procedures as well as sample tests are posted online. OSEP reviewed OAE's training materials.

OSEP learned during the verification visit that OAE and NJOSEP established a list of allowable accommodations, which are reviewed and modified, as needed, each year. The OAE must approve any accommodations beyond the approved list before they are used in the administration of the assessment. Local test coordinators in each LEA are responsible for ensuring and reporting to the OAE that students receive the accommodations that are included on the IEP. Through test security, accommodations reported are checked against accommodations actually administered.

NJOSEP reported that it ensures the participation of students with disabilities in out-of-district public and private placements. New Jersey State Code requires that student scores be reported in the district of residence and LEAs are responsible for reporting the scores of students placed in separate settings. OAE monitors LEAs to ensure participation of all students, regardless of placement.

OSEP learned that NJOSEP monitors local implementation of statewide assessment procedures and requirements through its general supervision system. Assessment is an indicator on the district self-assessment that is verified during on-site monitoring visits.

OSEP reviewed New Jersey's website for reporting assessment participation and performance to the public and reviewed reports at the school, district and State level. OSEP learned that each

school, district and State report includes the number of children with disabilities participating in regular and alternate assessments and the performance results of those students. With the exception of the one-time omission of the 2005 APA data referenced above, NJOSEP reports on participation and results of students with disabilities in the same manner and frequency as it reports on participation and results of general education students.

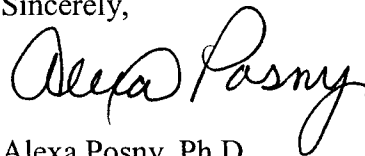
OSEP believes that the State's written procedures for statewide assessments are consistent with Part B requirements. OSEP cannot, however, without also collecting data at the local level, determine whether all public agencies in the State implement the State's procedures in a manner that is consistent with Part B.

Conclusion

As noted above, and in the March 2006 SPP response, NJOSEP must: (1) include data in response to Indicator 15 in its FFY 2005 APR that demonstrates timely correction of noncompliance, and must continue to report, in the APR, on correction of the identified noncompliance in the LEAs monitored between 1999 and 2003 and its continuing efforts to achieve full compliance in all districts, including those designated as potentially high-risk districts; and (2) provide graduation and drop-out data for children with disabilities for FFY 2005 (July 1, 2005 through June 30, 2006) and compare these data to graduation and drop-out data for all youth in the State for the most recent year that these data are available, which OSEP expects will be FFY 2004 (July 1, 2004 through June 30, 2005).

We appreciate the cooperation and assistance provided by your staff during our visit. If you have any questions about this letter, please contact Ms. Susan Falkenhan, OSEP's State Contact of the New Jersey Part B program at 202-245-7242. We look forward to our continued collaboration with New Jersey to support your work to improve results for children with disabilities and their families.

Sincerely,



Alexa Posny, Ph.D.

Director

Office of Special Education Programs

cc: Ms. Roberta Wohle
Acting Director