

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

2. Career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—(a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—

- i. Incorporate secondary education and postsecondary education elements;**
- ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;**
- iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and**
- iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.**

Background

The central focus of CTE program development and delivery in New Jersey will call for the full integration of rigorous academics and intensive technical skill development for all participating students.

The overarching framework for New Jersey's implementation of rigorous academics and technical skill development in career technical education programs is established and guided by the following:

1. Alignment of curriculum to the Common Career Technical Core;

2. Integration of the Common Core State Standards, especially Common Core State Standards for Literacy in Technical Subjects
3. Emphasis on New Jersey's seven key industry growth sectors; and
4. Support of the mission of the New Jersey Department of Education.

Each of these is described below.

Common Career Technical Core

Common Career Technical Core (CCTC) is a state-led initiative to establish a set of rigorous, high-quality standards for Career Technical Education (CTE). The standards have been informed by state and industry standards and developed by a diverse group of teachers, business and industry experts, administrators and researchers. The initiative is being coordinated by the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), which represents the state and territory heads of secondary, postsecondary and adult CTE across the nation. The process for developing the CCTC was informed by:

- High-quality state and industry standards;
- Input and guidance from educators, business and industry and state leaders; and
- Feedback from the public.

The CCTC includes a set of standards for each of the 16 Career Clusters® and their corresponding Career Pathways that define what students should know and be able to do after completing instruction in a program of study. The CCTC also includes an overarching set of Career Ready Practices that apply to all programs of study. The Career Ready Practices include 12 statements that address the knowledge, skills and dispositions that are important to becoming career ready.

The Office of Career and Technical Education is moving forward with recommending to the New Jersey State Board of Education the adoption of the Common Career Technical Core as New Jersey's standards for Career and Technical Education. In reaching this decision, OCTE consulted with stakeholders from across the state. The feedback received has been overwhelmingly positive regarding adopting the CCTC standards as New Jersey's CTE standards.

OCTE believes that New Jersey is well poised for this transition, as the analysis of our existing New Jersey Core Curriculum Content Standards (NJCCCS) for CTE, conducted by NASDCTE, found that the NJCCCS were already 97% aligned to the CCTC. Feedback from CTE practitioners in New Jersey indicates that adoption of the CCTC in place of the NJCCCS will

result in broader, more concise standards that are less prescriptive and instead allow school districts more flexibility in the “how” of meeting the standards.

Integration of the Common Core State Standards

On June 16, 2010, the New Jersey State Board of Education adopted the Common Core State Standards in Mathematics and English Language Arts. Forty-six states and DC have now adopted the Common Core State Standards which will allow these states to work together to support schools and districts in implementing the standards. The Office of Career and Technical Education made a concerted effort for the beginning of the state’s implementation process to ensure that the curriculum in CTE programs was aligned to the Common Core State Standards for English Language Arts in Technical Subjects and for Mathematics as appropriate. OCTE joined the Office of Academic Standards early to provide professional development for CTE Teachers in Language Arts Literacy in CTE with the CCSS for ELA in Technical Subjects as the foundation.

Ensuring that all CTE programs approved CTE programs are aligned to the CCSS and that CTE Teachers have opportunities to participate in professional development utilizing authentic CTE curricula has been and continues to be a major focus of New Jersey’s State Plan for CTE.

New Jersey’s Key Industry Clusters

New Jersey has a complex labor market strategy strongly impacted by rapidly changing technology, a diverse workforce, and employers that require workers that possess a wide range of job skills – from entry-level trainees to world-class specialists. Although all employers share an interest in jobseekers with certain basic skills, most sectors place special value on applicants with a mix of skills and experience closely related to their specific industry. New Jersey has identified seven key industry clusters which are the engines that drive job expansion and attract new businesses in New Jersey. New Jersey’s seven key industry clusters are Advanced Manufacturing, Bio/Pharmaceuticals & Life Sciences; Financial Services; Health Care; Technology; Transportation, Logistics & Distribution which together employ half of the labor force and pay two-thirds of the wages statewide, form the foundation of the State’s economy. The seventh industry, Hospitality, Tourism & Retail also provides a significant number of jobs to state residents.

New Jersey’s Talent Networks

As part of the focus on New Jersey’s seven key industry clusters Governor Christie’s Administration created New Jersey’s Talent Networks through grants issued by the NJ Department of Labor and Workforce Development (LWD) to focus on the key industry clusters.

The goal of the Talent Networks is to connect businesses in these key industries with educational institutions, workforce development agencies, government and community groups to identify the skills and training Garden State employers require in prospective employees to remain competitive in the global market. By being trained in those skills, students and job-seekers will be better positioned to find long-term jobs in New Jersey and help to boost the state's economy.

Recently the Commissioner of the NJ LWD stated "the Talent Networks are helping us to identify the skills employers in these clusters need to find in prospective new-hires so that people can obtain the skills they need to find new careers". The Talent Networks are also assisting employers who are searching for qualified candidates by leveraging their experience, understanding of the ever-changing job market, and their access to New Jersey's training providers and educational leaders.

The clusters represented in the Talent Networks are:

- Advanced Manufacturing (NJ Institute of Technology)
- Financial Services (Newark Alliance)
- Health Care (Rutgers University)
- Life Sciences (BioNJ)
- Retail, Hospitality and Tourism
 - North Jersey (Fairleigh Dickinson University)
 - South Jersey (Richard Stockton College)
- Technology & Entrepreneurship (New Jersey Institute of Technology)
- Transportation, Logistics and Distribution (Rutgers University)

The NJ DOE Office of CTE has been able to enhance collaboration with business and industry and the NJ LWD as a result of the creation of these Talent Networks. The OCTE staff has been able to attend Talent Network meetings and interact with business and industry representatives, gaining valuable resources and information to share with local school districts to improve the quality of their CTE programs. This type of collaboration helps OCTE to ensure that the current needs of New Jersey's business and industry in the key industry clusters are informing the CTE programs that are being approved in New Jersey. Greater details on these Talent Networks can be found at:

<http://jobs4jersey.com/jobs4jersey/toolkit/talent/>.

On December 13, 2012 the United States Department of Labor approved New Jersey's Unified Workforce Investment Plan developed by the State Employment and Training Commission.

<http://www.njsetc.net/njsetc/planning/unified/documents/NJ%20Unified%20Workforce%20Investment%20Plan%202012-2017.pdf>.

6/10/2014 S:\Website\State Plan Revisions 2014 final for web 6-5-14.docx

The plan sets forth an agenda and outlines an ambitious effort to transform the State's workforce system into an innovative and dynamic talent development engine that will fuel the State's 21st Century success in a global economy. These seven industries referenced above will continue to be the focus in New Jersey in the development of new CTE programs of study, and the enhancement of existing CTE programs. Accordingly, the NJDOE will support and encourage the implementation of CTE programs of study using the Career Clusters model, but with increased, targeted focus wherever possible on these seven key industry clusters. More detailed information on New Jersey's key industries can be found at:

<http://lwd.dol.state.nj.us/labor/lpa/pub/lmv/cluster%20handout.pdf>

Mission of the New Jersey Department of Education (NJDOE)

The central goal of the New Jersey Department of Education is to ensure that all children, regardless of life circumstances, graduate from high school ready for college and career.

The OCTE believes that CTE is uniquely well positioned to support and promote the mission, vision, and goals of the Department of Education by providing students with: the knowledge, attitude, academic and technical skills to be college and career ready. CTE also assists in the achievement of the Department's mission by contributing to CTE students' to live and work as productive individuals who are successful in their careers, families, and communities. New Jersey's CTE programs consist of rigorous academic and technical curricula to prepare students to meet the challenges of a rapidly changing society; educational and student leadership experiences for personal and professional growth; and opportunities to apply academic knowledge and technical skills in meaningful contexts through partnerships with business, industry, and community.

In New Jersey we believe that career and technical education must ready students to be educated, prepared, and adaptable in the workplace and in the community to effectively address the common challenges that businesses, other employers, and society as a whole face now and will increasingly face in the future. In this regard, the NJDOE sees career and technical education as a collaborative system. It is important that diversity of providers is maintained in the State in

order to ensure access and equity in opportunities for all students who choose to take advantage of educational opportunities through CTE. In this manner, the NJDOE must give equal consideration to the role of each type of provider in delivering CTE to a diverse population of students.

The focus and direction of this Five-Year CTE State Plan are consistent with the purpose of the reauthorized Carl D. Perkins Career and Technical Education Act of 2006, which seeks to broaden the conception of “programs of study” beyond training students for specific occupations, while at the same time maintaining a clear focus on educating students for high-wage, high-skill, or high-demand careers.

CTE Priorities

The NJDOE established a set of specific, focused, and forward-thinking priorities for career and technical education in its Transition Plan. These priorities (described below) have been expanded from seven to eight and will remain central to the State’s new vision for CTE over the next five years, as they address the call to *ensure that all children, regardless of life circumstances, graduate from high school ready for college and career.*

The CTE priorities, as listed below, do not appear in any order of importance.

CTE Priority #1: Science, Technology, Engineering and Mathematics (STEM) Education

Strengthen skill development of New Jersey’s CTE students specifically in the areas of science, technology, engineering, and mathematics to ensure success at the postsecondary level and long-term, high-wage, high-skill, or high-demand career opportunities for students particularly in New Jersey’s burgeoning high tech sectors.

This will also include preparation of students for work in fields of new and emerging technologies relating, for example, to development of renewable energy sources to meet New Jersey’s energy demands and make the state more energy self-sufficient.

Examples of STEM related initiatives to be supported by the NJDOE:

- Math-in-CTE*;
- Project Lead The Way;
- New Jersey Agricultural Education Development Initiative;
- National Curriculum of Agricultural Sciences Education (CASE) Initiative;
- Advanced Manufacturing Talent Network;
- Health Care Talent Network;
- Life Sciences Talent Network.

NJDOE is expanding its partnership with Rutgers, The State University of New Jersey, in the area of Health Science. Work is underway to develop a complete nutrition curriculum that can be delivered in on-line, “flipped” or classroom format. Another effort is underway to revise the existing health sciences curriculum to provide more opportunities to students interested in New Jersey’s growing health care field.

* Math-in-CTE was established by the National Research Center for Career and Technical Education (NRCCTE) as a curriculum integration model designed to enhance mathematics that is embedded in career and technical education (CTE) content. It is a process that provides the opportunity for math and CTE teacher teams to work together in communities of practice and to identify where math intersects with CTE concepts and applications. This process leads to the creation of math-enhanced CTE lessons that follow a seven-element pedagogic framework. Premised on five core principles, the research-based Math-in-CTE model has been shown to have a significant positive impact on student learning in mathematics with no loss to career and technical area content.

CTE Priority #2: Turnaround Principles and Improving School Achievement

In November, 2011 the New Jersey Department of Education submitted an NCLB Waiver Request to the US Department of Education. As a result of implementing the provisions of what is now referred to as the ESEA Waiver, there has been a fundamental shift in the way that NJDOE serves and supports school districts. The Office of CTE has been a willing partner in the

Department's shift from monitoring and compliance to service delivery and support. Accordingly, OCTE restructured staff into cluster teams. Each of the 16 Career Clusters is represented with a team of 3-4 staff members. The Career Cluster Teams lead the CTE program reapproval efforts for the programs in their cluster. This includes developing or gathering the cluster specific resources that are made available to local LEAs to enhance the quality of their CTE programs. In support of the NJDOE goals of enhancing service delivery and support, the OCTE staff reorganization, once fully implemented, will provide opportunities to work more closely with personnel in individual county vocational school districts, comprehensive high schools, and community colleges to better serve the needs of students, teachers, counselors, and administrators throughout the state. Additionally, the reorganization has already begun to enhance communication and collaboration between and among these stakeholders within counties. This more hands-on approach will facilitate clear and more consistent communication between the state and local levels.

Examples of OCTE involvement in School Improvement Initiatives:

- Literacy in CTE (using CCSS for ELA in Technical Subjects)
- Advanced Career
- Project Based Learning
- Supporting Career Academies;
- Career and Technical Student Organizations (CTSO);
- Service Learning;
- Structured Learning Experiences (SLE);

CTE Priority #3: Nontraditional Careers

Promote the expanded participation of students in the exploration of and preparation for nontraditional careers to allow all students to satisfy their personal interests and make the best use of their particular knowledge and skills, while at the same time positioning the students to take advantage of critical growth areas in New Jersey's economy.

Examples of Nontraditional Career-related initiatives to be supported:

- Career Equity Resource Center;
- Gender equity activities with the State Employment and Training Commission; and
- The Regional Equity and Access Development Institute (READI) focuses on comprehensive school change that supports increased participation and completion of special population students in CTE programs. Under this arrangement, up to four cohort schools receive extensive technical assistance and professional development from the Career Equity Resource Center (CERC). During the year-long experience each school develops and implements an action plan uniquely tailored to address specific issues at their respective schools. In subsequent years, CERC provides implementation and sustainability guidance to ensure that best practices for CTE special population students are institutionalized.

CTE Priority #4: Career Exploration and Readiness

Support strong developmental career counseling programs to promote career preparation and life-long learning.

New Jersey Career Assistance Navigator (NJCAN)

In direct support of the OCTE mission of preparing students to be college and career ready, the OCTE, partners with the New Jersey Department of Labor and Workforce Development to sponsor and administer the New Jersey Career Assistance Navigator (NJCAN), an on-line interactive career information system used to support career awareness, exploration and planning. This system was developed and is maintained by intoCareers at the University of Oregon. New Jersey is part of a consortium of states that use this system, and has customized it to meet the specific needs of New Jersey through an agreement with intoCareers. This valuable resource is available free of charge to all New Jersey residents. The NJDOE also coordinates with entities to provide NJCAN training for schools and state agencies.

NJCAN is designed to support lifelong career readiness through easy to use, straightforward search and sorting utilities, and an online portfolio for saving information from all system components. Self-assessment tools are available to help students, working with their guidance office and parents, to identify career interests, employability knowledge, skills and dispositions, along with links to information regarding required education and training requirements. Additional resources, such as lesson plans and practical learning activities are also provided for teachers and guidance counselors.

NJCAN also provides information on preparing for job interviews creating resumes and cover letters, keeping a job, advancing in a career, and exploring self-employment and military occupations. This is coupled with accurate, comprehensive, current, and relevant information on occupations, post-secondary opportunities, college degree-granting programs and financial aid. The website also contains the latest national, New Jersey and local labor market data and projections.

Career Ready Practices

In moving to align programs to the Common Career Technical Core, New Jersey is proposing to adopt the Career Ready Practices. The Career Ready Practices will provide a framework for the developmental experiences necessary to becoming career ready. These experiences can be “practiced” using many different approaches in a variety of settings. Students refine these practices throughout their full continuum of learning: through their journey in school, college, the workforce and when they return to advance their education. These are practices that allow NJ students to succeed in an ever- changing learning and work environment. The practices apply to various subject areas and multiple stages of development. Each practice can be addressed within a curriculum, and as part of the overall mission of a district.

OCTE will also continue to provide guidance and technical assistance related to the Core Curriculum Content Standards in Career Awareness, Exploration and Preparation. These standards describe the knowledge and skills that all students need to prepare for career pursuits.

CTE Priority #5: Collaboration and Partnership Development

Support career-related educational opportunities through the development and expansion of school/business/community partnerships that allow CTE students to apply their skills and knowledge for the benefit of the communities in which they live, while also helping to build stronger ties between students and their local communities within the state.

Collaboration and partnership development is an overarching priority that extends across a broad range of CTE activities to be supported by the NJDOE.

Examples of Collaboration and Partnership-Based initiatives to be supported:

- National Curriculum of Agricultural Sciences Education (CASE) Initiative with the New Jersey Department of Agriculture and the National FFA Organization;
- High Schools That Work with the Southern Region Educational Board;
- New Jersey Chamber of Commerce Initiative: Learn Do Earn;
- Collaboration with the New Jersey Business and Industry Association (NJBIA) to support enhancing partnerships with business and industry;
- Collaborations with the United States Department of Labor and trade unions for student apprenticeship placements;
- Collaboration with national and local partners in the Math-in-CTE project; and
- Memorandum of Agreement with the New Jersey Department of Labor and Workforce Development State Education and Training Commission (SETC) for regional student career exploration and development conferences.

NJ SETC will design and implement a program to provide opportunities for at-risk students to explore career options and learn about career readiness activities. This will include hosting regional sessions for secondary students to learn about NJ key industries and the employability knowledge, skills and dispositions necessary to succeed in today's global economy. This may include, but is not limited to, individual career goal setting and planning, use of technology, managing transitions between school and work, and problem solving. The regional sessions will

be implemented via the local Workforce Investment Boards (WIBs) who must submit a grant proposal to NJ SETC and awarded funding according to criteria to be established by the SETC.

CTE Priority #6: Professional Development and Technical Assistance

Promote rigorous curricula and high quality teaching, administrative, and counseling skills that are critical to the success of any CTE program of study. Without rigorous curricula, highly qualified staff, and current industry standard equipment in the classroom, opportunities for students to attain high-skill, high-wage, or high-demand careers in the economy are meaningless.

Examples of Professional Development and Technical Assistance initiatives to be supported:

- Provide technical assistance to local recipients to guide them in designing, developing and implementing rigorous, high quality CTE programs of study;
- Provide resources such as information on the current software and industry technology, standards, available end of program assessments and industry- and employer-required certifications;
- Provide specific technical assistance for each Career Cluster® during the year the cluster is due for reapproval;
- Professional development for schools electing to be part of Project Lead The Way (PLTW). Teachers are required to attend summer institutes prior to receiving certification to teach courses;
- Collaboration with the community colleges to provide specialized programs to support improved CTE instruction, including instruction on the integration of academic and technical skills;
- Provide professional development on establishing Student Growth Objectives (SGOs) related to AchieveNJ;
- Provide professional development and technical assistance on literacy in CTE, with a special focus on the Common Core State Standards;
- Provide professional development by holding summer institutes in various model programs of study and in project-based learning;

- Provide resources, professional development and technical assistance on how comprehensive high schools can utilize CTE to improve student performance;
- Provide professional development with a strong focus on project-based learning, particularly the Green Program of Study, the Advanced Career program in Global Logistics and Sustainable Engineering;
- Professional development and technical assistance to meet the specific needs and interests of college faculty, especially as related to program of study development; and

CTE Priority #7: Student Leadership Development

The NJDOE will support activities that will assist students in assuming leadership roles to serve four critical functions:

- Increase student commitment to their education (retention);
- Increase student achievement;
- Offer experience in a critical skill area sought after by employers; and
- Develop students' leadership and management skills, hone critical thinking abilities, deepen their technical skill and strengthen academic skills represented in the common core state standards such as listening, writing and speaking skills.

There are seven Career and Technical Student Organizations (CTSOs) that are recognized by the NJDOE as intra-curricular in nature and in practice. Each organization plays a significant role in providing opportunities for students to learn and practice leadership development, academic and technical skills and community involvement. The programs are also designed to provide professional development activities for teachers. The organizations serve to motivate students toward greater accomplishment and provide a system to reward excellence in student and teacher performance. Continued significant financial and technical support of CTSOs is essential.

Examples of Student Leadership Development initiatives to be supported:

- Career and technical student organizations (CTSOs);

- Structured learning experiences;
- Service learning; and
- Collaboration with the State Education and Training Commission (SETC) to provide support for youth development with the Workforce Investment Boards (WIBs).

CTE Priority #8: CTE Teacher Preparation and Retention

Examples of Teacher Preparation and Retention initiatives to be supported:

- Ongoing evaluation and enhancement based on annual external evaluation of the CTE Alternate Route program, which provides a path to certification for people with diverse educational, training, and employment backgrounds interested in becoming Career and Technical Education (CTE) teachers;
- Alignment of the Alternate Route program to all major NJDOE and OCTE initiatives including the Common Core State Standards, Student Growth Objectives, literacy, etc.;
- Enhancing support and mentorship CTE teachers;
- Introducing students to the field of education as a career path (to include teaching math, science, special education, etc.);
- Collaborating with stakeholders and secondary schools to encourage development of programs of study in the Education and Training Career Cluster in order to encourage interest in education and provide students with pathways to postsecondary opportunities in the field of education;
- Recruiting and preparing individuals to teach in CTE programs;
- Building creative partnerships with business and industry to expand the pool of available CTE teachers; and
- Working with the higher education community to develop awareness of the lack of teacher preparation in the areas of teacher shortage and to devise ways to fill the gap between need and supply, including CTE teacher preparation at the baccalaureate level;

To address these priorities, New Jersey will build on activities, initiatives, and strategies set forth in its Five Year State Plan, as well as implement new initiatives in order to:

- Provide enhanced and more direct support to secondary and postsecondary providers of CTE in the State in order to ensure successful program outcomes;
- Enhance the CTE Alternate Route Program based on recommendations to focus on a mentoring role;
- Integrate and embed CTE more thoroughly into the broad educational programs and services supported and administered by the New Jersey Department of Education; and
- Strengthen the link between secondary and postsecondary programs to effectuate the development of rigorous programs of study.

Overarching Strategies

To assist local education agencies in meeting the requirements of the NJ State Standards and of the federal Perkins Grant, specific activities and initiatives will be implemented to assist local recipients in integrating academic rigor with intensive technical skill development in enhanced CTE programs of study.

In all cases, the New Jersey Career and Technical Education Advisory Council continues to be an integral partner. Among the areas where the CTE Advisory Council provides input are the CTE Program Approval and Reapproval processes, revisions to the State Standards for CTE and the NJ DOE's efforts to ensure that CTE students with disabilities are provide quality CTE programs in high wage, high skill, high demand career clusters.

Of particular importance as New Jersey advances this Five-Year Plan, is the NJDOE's effort to reorganize internally in order to be more responsive to anticipated local needs as the standards for CTE and CTE students are enhanced. In this regard, and in order to ensure continuous improvement at the state and local levels, the NJDOE Office of Career and Technical Education (OCTE) will fully implement its internal reorganized structure to ensure a more efficient and

effective delivery of CTE services and activities, as well as accessible, effective, and ongoing technical assistance.

Additionally, internal collaboration between the Office of Career and Technical Education and other NJDOE divisions and offices will support the development of CTE programs of study that *prepare students to succeed as global citizens and for career opportunities of the 21st century*, and that *support healthy economic growth within the State*. This collaboration will include offices within the Division of Academics, including the Offices of Academic Standards, Evaluation, Literacy, STEM, and, in the Division of Teacher and Leader Effectiveness, the Offices of Professional Development, Recruitment and Preparation, and Evaluation, as well as other offices within the Division of Student and Field Services (e.g., the Office of Special Education Programs and the Office of Educational Support Services). OCTE also collaborates with the Division of Innovation and the Division of School Improvement.

Collaborative work with the Office of Academic Standards and the Office of STEM Education focuses on enhancing academic standards broadly throughout the career and technical education system. The OCTE, along w/the offices of Academic Standards and STEM, is engaged in the process. This reporting structure allows for greater communication and collaboration across these federal programs.

In order to determine whether the needs of special populations are being met, Office of Career and Technical Education (OCTE) staff members are involved in the ongoing analysis of data related to the participation of nontraditional students and students with special education needs that is carried out by the Career Equity Resource Center at Rutgers, The State University of New Jersey. This data is also analyzed internally in partnership with the NJDOE Office of Special Education Programs (OSEP). The department has established an ongoing CTE special education workgroup with representation from OCTE, OSEP and the CTE state advisory council to review and discuss issues related to participation of special needs students in CTE programs on an ongoing basis. The goals of the CTE/Special Education workgroup include developing strategies to improve program performance based on the needs identified through this analysis. OCTE

staff has also partnered with the NJDOE Bureau of Bilingual/ESL Education at to review program performance data related to CTE students who are English Language Learners.

Because OCTE is mindful of special populations and committed to ensuring that all students have access to rigorous CTE programs, those CTE programs serving high numbers of special needs students are subjected to additional scrutiny prior to reapproval.

Additional key strategies begun during the initial five years of the State Plan and to be continued include the following:

- Strengthening collaboration between the NJDOE and stakeholder organizations and groups, with particular focus on the New Jersey Council of County Vocational-Technical Schools and the New Jersey Council of County Colleges. Regular quarterly meetings with college representatives offer opportunities to improve data collection with Institutional Research (IR) staff , as well as opportunities to enhance Program of Study development with academic officers;
- Enhancing outreach to comprehensive high school districts to gain input on how OCTE can assist them in their work to develop quality CTE programs and addressing challengers unique to comprehensive high schools;
- Engaging the SETC and the local WIBs in aligning New Jersey’s system of career and technical education with the State, regional, and local occupational opportunities;
- Increasing the number of rigorous programs of study being offered throughout the state;
- Fully developing the “programs of study” model for all eligible CTE providers in the State;
- Providing enhanced attention to the unique needs of nontraditional students and historically marginalized student populations to ensure that CTE serves the needs of the broadest possible range of students; and
- Strengthening accountability, with emphasis on using data to support continuous improvement in CTE programs of study in service to all students.

These key activities, and related activities which are discussed in more detail in the remainder of this section, build on the new CTE service delivery model from the state to the local school districts and colleges, and are characterized by data collection, information gathering, and intensive technical assistance and professional development to ensure eligible recipients understand and are able to meet the Perkins Act requirements for developing and implementing high quality programs of study.

In all cases, these activities will support the broader vision of the NJ DOE to prepare students to be college and career ready.

2. Career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(b) How the state will, in consultation with eligible recipients, develop and implement career and technical programs of study described in (a) above.

The NJDOE will continue to provide ongoing technical assistance and professional development opportunities to assist county vocational school districts, comprehensive high schools, charter schools, state agencies, and institutions of higher education in meeting the higher standards required for the designation of CTE program of study. Experts and other resources will be identified to assist eligible recipients in developing high quality programs of study and in upgrading existing CTE programs to the more rigorous programs of study. State experts, including schools that have developed successful programs and academies, may be part of a collaborative process to enhance quality CTE programs.

Additionally, and as noted previously in this plan, the NJDOE will focus on the following 7 Key Industries:

1. Advanced Manufacturing;
2. Financial Services;

3. Health Care;
4. Life Sciences;
5. Technology and Entrepreneurship;
6. Transportation, Logistics and Distribution; and
7. Hospitality.

In consulting with eligible recipients, the NJDOE will encourage and guide the development of CTE programs of study under these key clusters, as well as under other Career Clusters® as dictated by local demand. The NJDOE will involve eligible recipients in determining the pathways and the programs of study under the Career Clusters® listed above that may be addressed more fully.

Available data will continue to inform the NJDOE regarding the need for technical assistance and professional development to ensure a clear understanding of the new, more rigorous standards for CTE programs of study, and to ensure that appropriate steps are taken by eligible recipients to develop and implement such programs of study. The NJDOE will invite and solicit regular feedback to determine needs and problem areas at the local level so that technical assistance and professional development activities can be tailored to specific, identified needs.

Additionally, through the identification of model programs of study, areas of effectiveness, and exemplary programs, the NJDOE will seek to develop collaborative arrangements between and among county vocational school districts, comprehensive high schools, charter schools, state agencies and institutions of higher education so that the successful model programs of study can be discussed and shared directly at the local level. This may be facilitated through consultation with the New Jersey Council of County Vocational-Technical Schools and the New Jersey Council of County Colleges.

Further, the NJDOE will continue its implementation to review existing CTE programs and to re-approve those programs and/or programs of study on a five-year cycle to ensure that these meet

current industry demands and best prepare students for high wage, high skill or high demand careers. The current plan for the re-approval process will look at pathways and programs of study under the following Career Clusters over the next five years:

2013-2014

- Science, Technology, Engineering, and Mathematics
- Finance
- Information Technology

2014-2015

- Health Science
- Business, Management, and Administration
- Transportation, Logistics, Distribution

2015-2016

- Manufacturing
- Agriculture, Food, and Natural Resources
- Hospitality and Tourism

2016-2017

- Arts, A/V Technology and Communications
- Education and Training
- Law, Public Safety, Corrections and Security
- Marketing, Sales and Service

2017-2018

- Architecture and Construction
- Government and Public Administration
- Human Services

For the five-year cycle beginning in 2013-2014, CTE programs may be granted a conditional, two-year approval based on program performance and enrollment data. The programs receiving a conditional approval will be provided with focused technical assistance, and will be required to

demonstrate growth as measured by established benchmarks. These programs will be reviewed within two years after the conditional approval was granted in order to determine if the program has met the conditions in order to gain full approval status.

**New Jersey Career and Technical Education Advisory Council Membership
2013-2014**

Mr. Ernest C. Arians
State President, NJ FFA
111 Birchwood Drive
Brick Township, NJ 08723
Telephone: 848-992-0989
ernaria@aol.com

Ms. Michele Boronkas
Executive Director
State Employment & Training Commission (SETC)
PO Box 940
Trenton, NJ 08625-0940
Telephone: 609-633-0605
Michele.boronkas@dol.state.nj.us

Dr. Teresa Boyer
Director, Education & Career Development Issues
Center for Women and Work
Rutgers, The State University of New Jersey
50 Labor Circle Way
New Brunswick, NJ 08901
Telephone: 732-932-5473
terri.boyer@rutgers.edu

Ms. Candice Chaleff
Director, Special Education
Passaic County Technical Institute
45 Reinhardt Road
Wayne, NJ 07470
Telephone: 973-790-6000
cchaleff@pcti.tec.nj.us

Mr. Robert T. Clark
School Business Administrator
Sussex County Vocational-Technical Board of Education
105 North Church Road
Sparta, NJ 07871
Telephone: 973-383-6700 ext 214
rclark@sussex.tec.nj.us

Mr. Hugh DeHaven
Education Program Specialist
NJ Department of Corrections
Office of Educational Services
PO Box 863
Trenton, NJ 08625
Telephone: 609-292-6729
hugh.dehaven@doc.state.nj.us

Dr. Patricia C. Donohue
President
Mercer County Community College
1200 Old Trenton Road
West Windsor, NJ 08550
Telephone: 609-586-4800
donohuep@mccc.edu

Ms. Dana Egreczky
Vice President, Workforce Development
NJ State Chamber of Commerce
216 West State Street
Trenton, NJ 08608
Telephone: 609-989-7888
dana@njchamber.com
jennifer@njchamber.com

Dr. Donnie Evans
Superintendent
Paterson Public Schools
90 Delaware Avenue
Paterson, NJ 07503
Telephone: 973-321-0980
devans@paterson.k12.nj.us

Mr. Bill Freeman
CSPD Coordinator
NJ Department of Education
Office of Special Education Programs
PO Box 500 - 100 Riverview Plaza
Trenton, NJ 08625-0940
Telephone: 609-292-0362
bill.freeman@doe.state.nj.us

Mr. Noel Gordon
District Director of Guidance
Englewood Public Schools
District Administrative Building
12 Tenafly Road
Englewood, NJ 07631
Telephone: 201-862-6000
Ngordon@epsd.org

Ms. Rochelle Hendricks
Secretary of Higher Education
PO Box 542
20 West State Street
Trenton, NJ 08625-0542
Telephone: 609-292-4310
Rochelle.hendricks@che.state.nj.us
carol.johnson@che.state.nj.us

OR
Ms. Elizabeth S. Garlatti
Office of the Secretary of Higher Education

20 West State Street, 7th Floor
PO Box 542
Trenton, NJ 08625
Telephone: 609-292-3235
betsy.garlatti@che.state.nj.us

Mr. John Hillard
CTEANJ President
Pemberton Township High School
148 Arneys Mount Road
Pemberton, NJ 08068
Telephone: 609-893-8141 ext 2011
jhillard@pemb.org

Mr. William P. Hoey, Jr.
Superintendent
Ocean County Vocational-Technical School District
137 Bey Lea Road
Toms River, NJ 08753
Telephone: 732-240-6414
whoey@mail.ocvts.org

Ms. S. Lucille Jones
Principal, Assunpink Center
Mercer County Technical Schools
1085 Old Trenton Road
Trenton, NJ 08690
Telephone: 609-586-5144
ljones@mcts.edu

Mr. Christopher Kobik
Superintendent
Lower Cape May Regional School District
687 Route 9
Cape May, NJ 08204
Telephone: 609-884-3475 ext 222

kobike@lcmrschools.com

Ms. Linda Lam
Vice President
New Jersey Council of County Colleges
330 West State Street
Trenton, NJ 08618
Telephone: 609-393-3434
llam@njccc.org

Ms. Kristen Laskin
Supervisor of Applied / Fine Arts and Technology Education
South Brunswick Public Schools
750 Ridge Road
Monmouth Junction, NJ 08852
Telephone: 732-329-4044
kristin.laskin@sbschools.org

Mr. James Lukach
Executive Director
NJ School Counselors Association
54 Harrison Avenue
Milltown, NJ 08850
Telephone: 732-846-6468
jimlukach@msn.com

Mr. Thomas Mac Gregor
Association Member
New Jersey Education Association
1950 S. West Boulevard
Malaga, NJ 08328-4435
Telephone: 856-694-2388
tmacgregor@njea.org

Dr. Kathy McCormick
Assistant Superintendent

Northern Burlington County Regional School District
160 Mansfield Road East
Columbus, NJ 08022
Telephone: 609-298-3900
kmccormick@nburlington.com

Ms. Martha McNulty
Project Director
Raritan Valley Community College
PO Box 3300
Somerville, NJ 08876
Telephone: 908-526-1200 x8579
mmcnulty@raritanval.edu

Dr. Kimberly Metz
Superintendent
Hunterdon County Vocational School District
10 Junction Road
Flemington, NJ 08822
Telephone: 908-284-1444
kmetz@hcpolytech.org

Dr. Linda Milstein
Vice President Outreach, Business and
Community Development
Brookdale Community College
765 Newman Springs Road
Lincroft, NJ 07738
Telephone: 732-224-2214
lmilstein@brookdalecc.edu

Mr. Andrew Musick
Director of Education & Workforce Development Policy
NJ Business & Industry Association (NJBIA)

102 West State Street
Trenton, NJ 08608
Telephone: 609-393-7707 ext 201
amusick@njbja.org

Mr. Richard Panicucci
Assistant Superintendent of Curriculum & Instruction
Bergen County Technical Schools/Special Services
327 E. Ridgewood Avenue
Paramus, NJ 07652
Telephone: 201-343-6000 ext 2046
ricpan@bergen.org

Ms. Judy Savage
Executive Director
NJ Council of County Vocational-Technical Schools
210 West State Street
Trenton, NJ 08608
Telephone: 609-392-6222
js@judysavage.net

Mr. Glenn R. Smith
District CTE Supervisor
Black Horse Pike Regional School District
250 Schubert Avenue
Runnemede, NJ 08078
Telephone: 856-939-4500 ext 2307
gsmith@bhprsk.org

Mr. Jeffrey Stoller
Assistant Commissioner, Labor Planning & Analysis
NJ Department of Labor and Workforce Development
1 John Fitch Plaza
PO Box 110
Trenton, NJ 08625-0110

Telephone: 609-292-2643
Jeffrey.stoller@dol.state.nj.us

Ms. Nancy J, Trivette
State Program Leader and State FFA Advisor, Agriculture Education
New Jersey Department of Agriculture
369 South Warren Street
PO Box 330
Trenton, NJ 08625-0330
Telephone: 609-984-4956
nancy.trivette@ag.state.nj.us

Ms. Margo Venable
Assistant Dean
Camden County College
PO Box 200, College Drive
Blackwood, NJ 08012-0200
Telephone: 856-227-7200
mvenable@camdencc.edu

Ms. Melanie Willoughby
Senior Vice President, Government Affairs
New Jersey Business & Industry Association
102 West State Street
Trenton, NJ 08608-1199
Telephone: 609-393-7707
mwilloughby@njbia.org