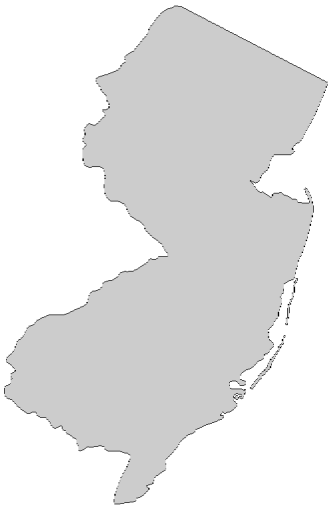

State of New Jersey

Plan for Vocational and Technical Education FY 2000-2004

(P.L.105-332)

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***The State Board of Education also functions as the State Board of Vocational Education.**

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Introduction

New Jersey has maintained for many years a cooperative planning structure and process in the development of the State Plan for Vocational Education that draws on the expertise and understanding of local citizens, business, and personnel in the field to create its plans for education. The delivery of vocational education in New Jersey, under the direction of the New Jersey State Board of Education, is based on a continuous process of recommendation, consultation, and collaboration. This process ultimately results in a written plan, coordinated and produced by the New Jersey Department of Education (NJDOE), and reviewed and endorsed by the New Jersey State Board of Education, acting as the state's Board of Vocational Education.

The New Jersey State Plan for Vocational and Technical Education set forth here is not merely a plan created in response to federal instructions. It is a stage in a continuing evolution of education in this state. It specifies current thinking in New Jersey about current needs and conditions.

The five-year plan presented here reflects the state's vision for vocational education. To fulfill that vision, the plan describes where we are now in New Jersey and where we are going. We fully expect continuous improvement to take us in different directions. There will be change. Therefore, the plan will be frequently examined and updated yearly as the established structure for collaborative planning moves forward. Changes in the plan will reflect new directions and thinking about how to educate the state's youth.

Section 1

Planning, Coordination, and Collaboration

1.0 Planning, Coordination, and Collaboration

New Jersey is a diverse state experiencing the challenging effects of changing technology, youth and adult unemployment, and other socioeconomic conditions that affect education for employment. The New Jersey State Department of Education has developed a vocational education program planning model that allows local and state users and practitioners to participate in the development of the ***State Plan for Vocational and Technical Education***, which is one part of the ***Strategic Five-Year Unified State Workforce Investment Plan, 2000-2004.***

During the past year, the Congress has enacted the Workforce Investment Act (WIA), which reauthorizes the Adult Education and Family Literacy Act, the Vocational Rehabilitation Act, and redesigns the Job Training Partnership Act. The WIA gives states the option to jointly coordinate all workforce development programs and submit a Unified State Plan that includes Perkins III and the Workforce Investment Act. New Jersey has a long history of workforce planning and coordination through the State Employment and Training Commission (SETC). The Governor has directed all departments to develop a single Unified Plan. Therefore, New Jersey's State Plan for Vocational and Technical Education will be a chapter in New Jersey's ***Unified Plan for Workforce Readiness***. The Unified Plan will include chapters on the state's overall workforce planning, coordination, and assessment efforts, the implementation of Title I of WIA, as well as the implementation of the Adult Education and Family Literacy Act and the Vocational Rehabilitation Act.

To ensure that students will have access to programs that reflect and respond to labor market conditions, the Office of School-to-Career and College Initiatives (OSCCI) plays an active role in the state's workforce investment system. Occupational education at the secondary and postsecondary levels is viewed as one of the major components in this system, assisting the entering workforce, the out-of-work workforce, and the existing workforce. The New Jersey Department of Education (NJDOE) and the Commission on Higher Education provide unique services in this system. The state's K-12 and postsecondary systems have the primary responsibility for educating the future workforce, and the postsecondary systems play a vital role in assisting those currently unemployed, as well as maintaining and upgrading the skills of the existing workforce.

Continued improvement and coordination of programs among all vocational education providers require a comprehensive planning system. The delivery system for vocational education in New Jersey is managed at the state and local levels. At each level, policies are made, recommendations are given, and programs are conducted. State agencies set New Jersey policy, and the local public and private providers implement educational programs.

At the state level, agencies include the Governor's Office of Management and Planning; the New Jersey State Board of Education; the Departments of Education, Human Services, Corrections, Community Affairs, and Labor; the SETC; and the Commission on Higher Education. Regional and county coordination is a function of county offices of education, county correctional institutions, county or regional Workforce Investment Boards (WIBs), and regional Employment Services offices. At the local level, WIBs are in place to provide

recommendations in matters of occupational demand, occupational competency requirements, and partnerships.

The local delivery system comprises the local educational agencies, including comprehensive high schools; county vocational schools; county/community colleges; and private and public four-year colleges. It also includes local general advisory committees, local occupationally specific advisory committees, community-based organizations, approved private schools for the disabled, and private proprietary schools.

1.1 Formal and Informal Opportunities to Present Views

Staff members of the Office of School-to-Career and College Initiatives also participate on a variety of task force and development teams. These interagency collaborations with stakeholders in business, labor, and education provide informal and formal opportunities for input and feedback. This year the NJDOE has employed the following input strategies:

Public hearings: This year, under the direction of Maud Dahme, state board president, the New Jersey State Board of Education conducted a separate meeting, acting as the New Jersey State Board for Vocational Education, to discuss the 1998 Perkins Act, the Workforce Investment Act of 1998, the development of the ***State Plan for Vocational and Technical Education FY2000-2004***, and the development of the ***Strategic Five-Year Unified State Workforce Investment Plan, FY 2000-2004***. Public hearings, called "Town Meetings," were conducted as part of the SETC's planning process for the development of the New Jersey Unified State Plan, as required by the Workforce Investment Act. A formal public hearing was held March 26, 1999, by the SETC on the completed plan. The State Board of Education, which acts the state's Board of Vocational Education, holds regular public hearings on the third Wednesday of each month on any item on the State Board agenda. The State Board of Education heard testimony on the plan on March 17, 1999. The proposed plan document appeared on the March meeting agenda for discussion and for adoption at the subsequent meeting in April. A draft of the proposed plan was distributed to districts and colleges and was published on the Internet, inviting comment. New Jersey has not had a "Single Point of Contact" for distribution since 1996; therefore, the plan was not distributed through such means.

Public hearing summaries: Town meetings were held on Feb. 23, 1999, at the County College of Morris; on February 26, 1999, at Camden County College; and on March 4, 1999, at the New Jersey Department of Labor. A State Board of Education public hearing was held on March 17, 1999, at the Department of Education. Summaries of the meetings are available for review.

Task forces and meetings: Several stakeholder groups meet on a regular basis to provide planning input. The Committee of Practitioners meets quarterly, and this year reviewed and provided feedback on the professional development programs and the process to identify vocational courses and programs. An interagency task force evaluated New Jersey's One-Stop Career Centers and highlighted the areas of strength and improvement for these centers.

New Jersey Hotel/Motel Association: This statewide employer organization has worked with the NJDOE to develop new occupational titles and new apprenticeship programs for their front desk operations. As a result of this collaboration, they are poised to begin a state-wide effort to work with local schools and business partners to promote their industry, participate in career education, work-based learning, and other related activities.

New Jersey State AFL-CIO: A formal partnership with the AFL-CIO was established through the state's Youth Transitions to Work Partnership Act of 1993. This partnership also includes the state and federal Departments of Labor. The partners make up the New Jersey Apprenticeship Policy Committee, which provides policy recommendations for the state's apprenticeship program.

Hospitality Business Alliance: This national partnership has established a New Jersey chapter to promote the hospitality and culinary industries through school-to-career partnerships. Partners in the local chapter include the New Jersey Hotel/Motel Association; the New Jersey Chapter of the National Restaurant Association; the state's community colleges offering associate's degree programs; the state's four-year, degree-granting institution for hospitality management; the NJDOE; and a representative from the state apprenticeship program.

Building Trades Unions: Partnerships have been established with the state's carpentry and electrical unions to design and promote the department's curriculum certification process, with three more trade unions agreeing to participate.

American Building Contractors Association (ABC): The New Jersey chapter of this national organization, representing contractors from various trades in the nonunion sector, has designed and promoted a curriculum certification process for the building trades.

NJCAR: This statewide organization (New Jersey Coalition of Automotive Retailers), representing automotive dealerships and garages, has agreed to participate in the implementation of the state's Automotive Youth Educational Services (AYES) initiative.

Skylands Machine Trades Consortium: A partnership between the U.S. Department of Labor, Bureau of Apprenticeship and Training (BAT), the state Departments of Labor and Education, vocational schools, community colleges, and local manufacturing employers designed and promoted a collaborative effort to provide machine trades training and apprenticeships for the northwest sector of the state. The partnership is exploring the use of distance learning, team teaching, and innovative recruitment techniques.

Conferences and Symposia: The state Workforce Delivery System conference, using new audience participation technology developed by AT&T, was able to gather assessment data on the New Jersey WIB One-Stop Career Center Delivery System. The conference also provided an opportunity for the workforce development community to review the work of the Task Force on Education and Workforce

Quality and its report, ***Linking Education and the Workforce: An Imperative for New Jersey's Economic Future***.

Reinventing Agricultural Education for the Year 2020: On January 1, 1996, The National Council for Agricultural Education inaugurated ***Reinventing Agricultural Education for the Year 2020***, a national initiative to reposition and strengthen agricultural and food systems education for the 21st century. The New Jersey Department of Agriculture, through a grant from the Department of Education, is conducting this initiative in New Jersey. The timeliness of this initiative will ensure the positive linkage of agricultural education with the state's Core Curriculum Content Standards, including the Cross-Content Workplace Readiness Standards.

Through grants available to each county in the state, local stakeholders developed their own visions through multiple local and regional meetings, involving hundreds of stakeholders. This entire process is based on building, from the grassroots level, a sharing of information and ideas on agricultural education. From the local and regional visions, statewide strategies for implementation were formed and are being implemented for the immediate future and into the next century. The project will conclude its planning stage during FY 1999. From that point, the implementation, evaluation, and updating stages will continue well past the year 2000.

1.2 State-Level Planning

See Chapter 1 of the ***Strategic Five-Year Unified State Workforce Investment Plan, FY 2000-2001,*** for a description of the state's workforce planning system.

The ***New Jersey State Plan for Vocational and Technical Education FY 2000-2001*** was developed in cooperation with the SETC and the Statewide Committee of Practitioners. Constituted by the Director of the OSCCI, the statewide Committee of Practitioners is composed of representatives of teachers, eligible recipients, interested community members, and representatives of special populations, at-risk students, correctional institutions, and students enrolled in nontraditional occupational programs. The Committee of Practitioners was originated under the 1990 Perkins Act. The membership is currently being expanded to include representation as outlined in Section 122(b)(1) of Perkins III.

The development of the ***New Jersey State Plan for Vocational and Technical Education FY 2000-2004*** has been guided by the process to develop and implement a unified state plan that includes Titles I and II of the WIA and the Perkins Act of 1998. This plan links all educational resources to the workforce investment system. The SETC worked with all levels of the public and private sectors through the formation of task forces, focus groups, and public hearings in an ongoing process to produce various task force reports, the 1992 and 1996 Unified State Plans for Workforce Readiness, and ultimately, the FY 2000 consolidated plan. Common themes across all policy documents identified the need to:

- Enhance program accountability;

- Coordinate programs among state and local entities;
- Expand the use of technology;
- Provide staff development;
- Link school and work learning experiences; and
- Provide access to the world of work.

The 1996 plan called for primary and secondary schools, colleges and universities, proprietary and public vocational-technical schools, state agencies and community-based organizations, businesses, and government to function as part of a unified workforce investment system designed to meet the needs of both workers and employers. The plan includes seven broad policy areas:

- State-level collaboration;
- Local-level collaboration;
- New Jersey's workforce delivery system;
- New entrants to the workforce;
- The unemployed, underemployed, and welfare recipients;
- Improvement in the quality of the current workforce; and
- Evaluation of the workforce investment system.

The 1996 ***Unified State Plan for New Jersey's Workforce Readiness System*** established the framework for all workforce readiness programs in the State of New Jersey. The SETC has taken a leadership role in developing a significant number of workforce readiness policy initiatives. This effort has resulted in eight reports to the Governor and the Legislature. Where appropriate, the recommendations have been incorporated into New Jersey's FY 2000-2004 plan for vocational and technical education. A summary of the reports and a description of the five current task forces and their work appear in Chapter 1 of the ***Strategic Five-Year Unified State Workforce Investment Plan, FY 2000-2004.***

New Jersey's plan for vocational and technical education, as part of the state's ***Strategic Five-Year Unified State Workforce Investment Plan, FY 2000-2004***, results from a complex and continuous system of consultation and discussion. This culminates in a written plan, coordinated, edited, and produced by the NJDOE, and reviewed, discussed, and endorsed by the New Jersey State Board of Education, acting as the State Board for Vocational Education.

1.3 Local-Level Planning

All local Perkins grant recipients are required to submit to the Department of Education a five-year local assessment and planning document as prescribed by the ***Five-Year Perkins Planning Guidelines and One-Year Perkins Spending Plan*** [1].

These documents provide local grant recipients with instructions on how to inform the state of the intended local use of funds proposed for adult vocational and technical education, postsecondary vocational and technical education, Tech-Prep education, and secondary vocational and technical education.

[1] All documents referenced in this plan may be obtained from the New Jersey Department of Education.

1.4 Assurances

STATE OF NEW JERSEY
E.D.G.A.R. CERTIFICATIONS

I hereby certify:

that the New Jersey State Board of Education is eligible to submit the State Plan for Vocational Education as required by 34 CFR 76.104(a)(1);

that the New Jersey State Board of Education has authority under state law to perform the functions of the state under the program;

that the New Jersey State Board of Education legally may carry out each provision of the plan;

that all provisions of the plan are consistent with state law;

that I, as Commissioner of Education, have authority under state law to receive, hold, and disburse federal funds made available under the plan;

that I, as Commissioner of Education, have authority to submit the plan;

that the New Jersey State Board of Education has adopted the plan;

that the plan is the basis for state operation and administration of the program;

that a copy of the plan was submitted into the State Interagency Review Process; and

that certification of Debarment, Suspension, a Drug-Free Workplace and Lobbying were completed.

_____ _____

DATE

David C. Hespe
Commissioner of Education

ASSURANCES

The State of New Jersey, through the New Jersey State Board of Education, acting as the New Jersey State Board for Vocational Education, hereby submits its State Plan for Vocational and Technical Education FY2000-2004, under provisions of the Carl D. Perkins Vocational and Technical Education Act of 1998 and the Education Division General Administrative Regulations (E.D.G.A.R).

The state plan consists of assurances by the State Board and a description of the manner in which the State Board will comply with the requirements of Titles I and II of the Perkins Act.

GENERAL ASSURANCES

The State of New Jersey hereby submits a plan for the use of funds under the Carl D. Perkins Vocational and Technical Education Act of 1998 and the provisions of subsection (b) of section 434 of the General Education Provisions Act.

The New Jersey State Board of Education provides the following assurances.
Plans for implementing these general assurances are included in the text of the State Plan.

1. That the State Board will adopt and use proper methods of administering each program, including:

    (i) monitoring agencies, institutions, and organizations responsible for carrying out each program and enforcing any obligations imposed on those agencies, institutions, and organizations under law;

    (ii) providing technical assistance, if necessary, to those agencies, institutions, and organizations;

    (iii) encouraging the adoption of promising or innovative educational techniques by those agencies, institutions, and organizations;

    (iv) disseminating throughout the state information on program requirements and successful practices; and

    (v) correcting deficiencies in program operations that are identified through monitoring or evaluation (Section 76.101, General Education Provision Act rules and regulations).

2. The State Board will comply with the requirements of Titles I and II of the Act and, where necessary, will describe the manner in which the State Board will comply with those requirements.

3. The State Board will comply with the distribution of assistance requirements as contained in Section 124, Title I, of the Act.

4. Provisions are made for vocational and technical education activities to assist students to meet or exceed the state adjusted levels of performance as prescribed under Title I, Part A, in accordance with Section 122(c)(l).

5. The State Board will develop measures for evaluating the effectiveness of programs assisted under the Act in meeting needs identified in the state plan. Each program year, the state will evaluate the mandated number of projects, services, and activities funded under Titles I and II.

6. The State Board will fund programs fostering personnel and curriculum development to further the goals identified in the state plan.

7. No funds will be expended under this act to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity, its employees, or any affiliate of such an organization.

8. Federal funds will be used to supplement and, whenever practical, to increase the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan. In no case would federal monies supplant such state or local funds.

9. The State Board will provide for the fiscal control and fund accounting procedures necessary to assure the proper disbursement of, and accounting for, federal funds paid to the state, including funds paid by the state to eligible recipients.

10. Individuals who are members of special populations will be provided with equal access to recruitment, enrollment, and placement activities.

11. Individuals who are members of special populations will be provided with equal access to the full range of vocational education programs available to individuals who are not members of special populations, including occupationally-specific courses of study, cooperative education, apprenticeship programs, and, to the extent practicable, comprehensive career guidance and counseling services, and shall not be discriminated against on the basis of their status as members of special populations.

12. Vocational education programs and activities for individuals with disabilities will be provided in the least restrictive environment in accordance with the Americans with Disabilities Act of 1990 and will, whenever appropriate, be included as a component of the individualized education program developed under such Act.

13. Students with disabilities who have individualized education programs developed under the Americans with Disabilities Act of 1990 shall, with respect to vocational education programs, be afforded the rights and protections guaranteed such students under such Act.

14. Students with disabilities who do not have individualized education programs developed under the Americans with Disabilities Act or who are not eligible to have such programs shall, with respect to vocational education programs, be afforded the rights and protections guaranteed such students under section 504 of the Rehabilitation Act of 1973 and, for the purpose of the Perkins Act, such rights and protections shall include making vocational education programs readily accessible to eligible individuals with disabilities through the provision of services described in section 135.

15. Vocational education planning for individuals with disabilities will be coordinated between appropriate representatives of vocational education, special education, and state vocational rehabilitation agencies.

16. The provision of vocational education to each student with disabilities will be monitored to determine if such education is consistent with the individua1ized education program developed for such students under the Americans with Disabilities Act.

17. The provision of vocational education will be monitored to ensure that disadvantaged students and students of limited English proficiency have access to such education in the most integrated setting possible.

19. The requirements of the Act relating to individuals who are members of special populations will be carried out under the general supervision of individuals in the appropriate state educational agency or State Board who are responsible for students who are members of special populations.

21. The requirements of the Act relating to individuals who are members of special populations will meet education standards of the state educational agency or State Board.

22. With respect to students with disabilities, the supervision carried out under the Perkins Act shall be carried out consistent with and in conjunction with supervision by the state educational agency or State Board carried out under the Americans with Disabilities Act.

23. All recipients of funds will complete a recruitment, enrollment, retention, and placement plan prior to distribution of funds. The plan will be reviewed and approved or disapproved by the office. The plan must contain current enrollment statistics, projected enrollments, and dates.

24. All recipients of funds will sign a statement of assurance of access that allows students an opportunity to attend programs of their choice and allows representatives of county vocational-technical schools to present information to students on availability of programs.

25. The State Board will, in consultation with teachers, eligible recipients, parents, students, interested community members, representatives of special populations, representatives of business and industry, and representatives of labor organizations, develop a State Plan for Vocational Education as prescribed by section 122 of the Carl D. Perkins Vocational and Technical Education Act of 1998.

26. Under the direction of the SETC, the methods for joint planning and coordination will include an opportunity for the entities responsible for planning or administering programs and activities to review and comment on all portions of the State Plan for Vocational Education and the ***Strategic Five-Year Unified State Workforce Investment Plan, FY 2000-2004***.

27. The State Legislature granted approval for the inclusion of secondary vocational education programs and activities to be included in the unified plan submitted under the Workforce Investment Act (PL 105-220, Sec.501(b)(1)).

28. The State Board will comply with the requirements of Title I and the provisions of the State Plan, including the provisions of a financial audit of funds received under the Perkins Act which may be included as part of an audit of other federal or state programs in compliance with the Single Audit Act.

Section 2

Program Administration

2.0 Program Administration

New Jersey administers a system of vocational education that encompasses both secondary and postsecondary programs of education for residents of the state.

2.1 Period of the Plan

This plan includes Fiscal Years 2000 to 2004, with FY 2000 as the transitional year. The new fiscal formula, explained in Section 6, will phase in and go into full effect in FY 2001. New Jersey expects to review its plan annually during this period and revise as needed.

2.2 Vocational and Technical Education Activities to be Assisted

The statewide vocational and technical education programs and activities are determined by the state-level planning process, described above, and the local-level delivery system, described below. At each level, policies are made, recommendations are given, and programs are conducted. State agencies set New Jersey policy, and the local public and private providers implement educational programs.

As a result of the state-level planning process, the performance standards, described in section 3.2, including the evaluation of students' competencies, must be applied. These include the state's five Cross-Content Workplace Readiness Standards and the use of industry-endorsed certification/licensing examinations and/or the National Skill Standards Board standards. Occupational education courses and programs are to be designed at the local level within one of the following clustered disciplines and linked to the Core Curriculum Content Standards:

- Art and Humanities;
- Business and Information Systems;
- Science and Technology; and
- Health and Human Services.

All vocational education programs and/or courses within these clusters as proposed in *N.J.A.C.* 6A:6-3.3 (b), which includes all the traditional major vocational program areas identified in *N.J.A.C.* 6:43-3.13, must be reviewed and approved by the Department of Education as prescribed in *N.J.A.C.* 6:43 8. Thus, the use of the Classification of Instructional Programs (CIP) coding system by local districts continues to be required. This system allows the local district boards of education to identify individual programs offered at each institution and allows the state to report them in the New Jersey Directory of Verified Occupational Programs.

According to the Act, *each eligible recipient that receives a grant under the 1998 Perkins Act, Sec. 135,* ***shall*** *use the funds provided to improve vocational education programs that:*

- *Improve the academic and vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic and vocational and technical subjects;*

- *Provide students with strong experience in and understanding of all aspects of an industry;*

- *Develop, improve, or expand the use of technology in vocational and technical education, which may include—*

  1. *training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning;*

  2. *providing vocational and technical education students with the academic, and vocational and technical, skills that lead to entry into the high technology and telecommunications field; or*

  3. *encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs.*

- *Provide professional development programs to teachers, counselors, and administrators, including—*

  1. *inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;*

  2. *support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;*

  3. *internship programs that provide business experience to teachers; and*

  4. *programs designed to train teachers specifically in the use and application of technology.*

- *developing and implementing evaluations of the vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;*

- *initiating, improving, expanding, and modernizing quality vocational and technical education programs;*

- *providing services and activities that are of sufficient size, scope, and quality to be effective; and*

- *linking secondary vocational and technical education and postsecondary vocational and technical education, including implementing Tech-Prep programs.*

Eligible recipients ***may*** *use funds:*

- *to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of vocational and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;*

- *to provide career guidance and academic counseling for students participating in vocational and technical education programs;*

- *to provide work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs;*

- *to provide programs for special populations;*

- *for local education and business partnerships;*

- *to assist vocational and technical student organizations;*

- *for mentoring and support services;*

- *for leasing, purchasing, upgrading, or adapting equipment, including instructional aides;*

- *for teacher preparation programs that assist individuals who are interested in becoming vocational and technical education instructors, including individuals with experience in business and industry;*

- *for improving or developing new vocational and technical education courses;*

- *to provide support for family and consumer sciences programs;*

- *to provide vocational and technical education programs for adults and school dropouts to complete their secondary school education;*

- *to provide assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education;*

- *to support nontraditional training and employment activities; and*

- *to support other vocational and technical education activities that are consistent with the purpose of the 1998 Perkins Act.*

2.3 Description of Secondary and Postsecondary Vocational Programs

In May 1996, the New Jersey State Board of Education adopted the New Jersey Core Curriculum Content Standards. The standards establish the meaning of "thorough" in the State Constitution's assurance that all New Jersey children will receive a "Thorough and Efficient" education. The state has approximately 600 independent school districts that exercise local control. The paradox confronting the state is how to ensure that all children receive a "thorough and efficient" education while each district determines its own curriculum.

The standards are the result of the work of panels of educators, business people, and other citizens, who joined in a collaborative effort to define the knowledge and skills which all students must possess by the time they graduate from high school. It is upon the Core Curriculum Content Standards, including the Cross-Content Workplace Readiness Standards, that the NJDOE has based its Strategic Plan.

The standards are not meant to serve as a statewide curriculum guide; rather, they define the results expected but do not limit district strategies for how to ensure that all students achieve these expectations. They are further elaborated by curriculum frameworks which are intended to stimulate at the local level discussions of strategies which might be developed to help students to achieve the expected standards.

Specific activities to be offered under Perkins Act support are explained further in the state's guidelines for Local Plans for Vocational and Technical Education Programs.

Definitions

Vocational-technical course: *Subject matter and related learning experiences, organized in instructional units, to develop the students' career planning proficiencies, workplace readiness skills, and/or occupational competencies. The instructional units are offered on a systematic basis within a predetermined period of time.*

Vocational-technical program: *An organized sequence of a minimum of three vocational/technical courses designed to develop the competencies for*

- *entry level employment (including licensed occupations); and/or*
- *enlistment in the military services; and/or*
- *further education (to include apprenticeship training).*

The program must include occupationally-specific skill training and integrated applied academic instruction. Remedial or pre-remedial basic skills courses may not be included as part of the sequence.

Programs of occupational education, which will be offered by local districts under the Perkins Act, are defined in New Jersey as "*any organized program of study directly related to the preparation of individuals for employment or to skills enrichment or retraining for individuals already in the workforce.*" Programs or activities delivered at the local level may include these educational disciplines:

- Agriculture;
- Business/Office;
- Health Occupations;
- Family and Consumer Sciences;
- Technical and Communications;
- Trade and Industrial;
- Other: Education, Law and Legal, and Parks, Recreation, and Leisure.

New Jersey provides secondary vocational and technical education programs mainly via two delivery systems, the comprehensive high schools and the county vocational-technical schools. On a more limited basis, special services school districts also deliver vocational and technical education. The postsecondary vocational-technical system is delivered by the state's 19 county/community colleges and 21 county vocational schools. The total number of approved occupational programs offered to secondary, postsecondary, and special needs students is 1,584. Twenty-six approved occupational programs are offered at five different special services school districts throughout the state.

The chart that follows summarizes basic information on programs offered through the public schools in New Jersey.

Vocational and Technical Programs Offered

Programs	**County Vocational-Technical Schools**	**Comprehensive High Schools**	**Special Services School Districts**
Number of Schools	21	227	26
Number of Programs	374	877	26
Secondary Programs	233	871	26
Postsecondary Programs	74	1	0
Secondary & Postsecondary Programs	374	5	0

2.3.1 Secondary System

The state's secondary vocational programs are offered by the comprehensive high schools and the county vocational-technical schools. Vocational programs are established in accordance with *N.J.A.C.* 6:43-8.2.

2.3.1.1 Comprehensive High Schools

Comprehensive high schools are best described as schools from grades 9 through 12 that provide all academic subject material required for a high school diploma; support services to all students, including special populations; and vocational (occupational) programs in selected areas. At present there are 227 comprehensive school districts which offer approximately 877 programs throughout the state.

2.3.1.2 County Vocational-Technical School Districts

There are 21 counties in the state, and each county has one vocational school district. Some of the more populated counties have several school sites throughout their region. The following is a breakdown of these schools:

- 21 County Vocational-Technical School Districts
- 57 County Vocational-Technical School Sites

2.3.2 Postsecondary System

Postsecondary education in New Jersey is delivered by two education sectors: the county/community colleges and the county vocational-technical schools.

2.3.2.1 County/Community Colleges

The county college system is composed of 19 community colleges that serve all of the 21 counties. Each county/community college is authorized to award associate in arts degrees, associate in science degrees, associate in applied science degrees, certificates, and diplomas to students who have completed approved programs.

The associate in science (A.S.) degree is to be awarded to those who successfully complete programs which emphasize mathematics, the biological or physical sciences, business, and allied health programs intended as prebaccalaureate work. Such programs usually are transfer oriented. The A.S. degrees funded by the Perkins grant include only those which fall within the Allied Health professions or which are determined to be vocational-technical in orientation.

The associate in applied science (A.A.S.) degree is to be awarded to those who successfully complete programs which emphasize preparation in the applied arts and sciences for careers, typically at the technical or semiprofessional level. Such programs are designed to prepare students for job entry at the completion of the two-year program, notwithstanding any articulation agreements with four-year programs that may be in effect for a particular A.A.S.

program, as in Tech-Prep agreements or consortia. The NJDOE considers these degrees as vocational in nature and utilizes the majority of postsecondary collegiate funding for programs such as these, including Tech-Prep programs.

A certificate or diploma program is defined as a course of study which, by virtue of educational content or duration, does not satisfy requirements for an associate's degree program, but which is specifically designed to offer content and skill acquisition and other experience appropriate to the objectives of such a program.

2.3.2.2 County Vocational-Technical Districts

The county vocational school system comprises 21 county vocational-technical school districts located in each county of the state. These institutions offer a variety of postsecondary programs for adults in both a full-time and part-time format with a choice of day or evening classes.

Programs offered are organized programs of study, whether technical or skill-based, directly related to the preparation of individuals for employment or to skills enrichment or retraining for individuals already in the workforce. These programs provide individuals with the skills and abilities necessary for them to become and remain viable, flexible, and mobile in the workplace, and to participate in further training or education as necessary or desirable. Such programs or activities may include agriculture, business, health occupations, family and consumer sciences, technical and communications, trade and industrial education, and other (education, law and legal, and parks, recreation, and leisure).

The Department of Education in the past has emphasized using Perkins funding for the acquisition of equipment, particularly computers, in order to enhance vocational and technical education programs and maintain industry standards. In addition, a state mandate has been issued that all schools receiving funds ensure that students have access to the Internet in order to research various industries and job opportunities.

2.3.2.3 Apprenticeship

Apprenticeship training, as a method of instruction, consists of an arrangement in which an employer and an employee (the apprentice) enter into a relationship in which the apprentice learns a highly skilled occupation. In New Jersey, the United States Department of Labor, Bureau of Apprenticeship and Training (BAT), and the NJDOE, Office of School-to-Career and College Initiatives, have worked together since 1960 for the joint registration and the administration of the New Jersey Apprenticeship Program. In 1993, the BAT and the NJDOE joined forces with the New Jersey Department of Labor (NJDOL) to promote and expand apprenticeship and other work-based learning initiatives in New Jersey. Each county vocational-technical school district employs an apprenticeship coordinator who is responsible for working directly with local sponsors in maintaining their apprenticeship training programs. The coordinator also assists new sponsors in setting up apprenticeship programs.

The length of the apprenticeship program depends on the complexity of the occupation. The programs range from one to six years, with the average being four years in length. During the program the apprentice receives both structured, "on-the-job training" (OJT) and related

classroom instruction. Each year of the program consists of 2,000 hours of OJT and a minimum of 144 hours of related classroom instruction. Upon completion of the program, the apprentice earns two Certificates of Completion of Apprenticeship Training. BAT issues the first, indicating that the apprentice has successfully completed the OJT component of the program. NJDOE issues the second, indicating that the apprentice has successfully completed the related classroom instruction component of the program. The total number of apprentices in New Jersey is 5,597, with an average of 24 percent minority members and an average female participation rate of 4 percent. The total number of apprenticeship program sponsors currently stands at 1,163.

2.3.3 Role of State Agencies

2.3.3.1 New Jersey Department of Corrections (NJDOC)

The NJDOC is responsible to ensure that all persons sentenced to state correctional institutions are confined with the level of custody necessary to protect the public and are provided with the care, discipline, training, and treatment needed to prepare them for reintegration into the community. The NJDOC is also charged with developing community-based facilities and programs, such as parole, and with maintaining a comprehensive plan for the ongoing operation of the state's correctional system. The NJDOC is responsible for the offenders assigned to the 12 major adult institutions and their satellite units and the 13 district parole offices throughout the state. The NJDOC employs about 9,000 persons, including 5,000 in custody positions, to supervise approximately 27,000 inmates, as well as some 18,000 individuals on parole. Specific programs offered are listed in Section 4.7.

2.3.3.2 New Jersey Department of Human Services (NJDHS)

The NJDHS, in concert with New Jersey's nonprofit community, serves more than one million persons a year, or about one of every eight New Jersey residents. The NJDHS was created in 1976 and is the largest department in state government.

The NJDHS offers services through six divisions and operates 15 major facilities, seven operated through the Division of Mental Health Services, and eight operated by the Division of Developmental Disabilities. There are four residential centers operated by the Division of Youth and Family Services as well as 18 day training centers and 20 state mental adult activity centers. The Joseph Kohn Rehabilitation Center is supervised by the Commission for the Blind and Visually Impaired. The NJDHS provides the majority of its community services through the purchase of service contracts with private, nonprofit community agencies throughout New Jersey.

The NJDHS serves some of New Jersey's most vulnerable citizens: abused children, troubled youth and families, the poor, elderly men and women, and persons who are mentally ill, developmentally disabled, blind, visually impaired, deaf, and hard of hearing.

In carrying out its work with these vulnerable people, the NJDHS provides for the efficient and coordinated delivery of social services. It protects those who lack the basic requirements of life: food, clothing, shelter, and medical care. It works to keep families together and to serve people in the communities in which they reside. And it strives to ensure that state-

supported services are provided in the least restrictive environment and most appropriate setting.

The DHS State Office on Disability Services maintains a comprehensive information and referral system for persons of all ages with disabilities as a "single point of entry" for those who do not meet the requirements for disability-specific programs.

The DHS Office of Education is responsible for supervising all educational programs for students up to age 21 in the department's operated and contracted facilities, including those programs in day training centers. The Office of Education also administers the State Disabilities Education Act.

2.3.3.3 The Juvenile Justice Commission (JJC)

The Juvenile Justice Commission was established in 1996 in, but not part of, the New Jersey Department of Law and Safety. The JJC brings together under one roof all state agencies serving youth who have been adjudicated delinquent and committed to the state for incarceration, supervision, or related services.

The educational mission of the JJC is to provide appropriate educational program operations that meet individual student needs and focus on transitional services for successfully integrating students into community schools and/or alternate placement upon release. The goal of the JJC is to rekindle the interest of its students in education, with student literacy as the foundation of all educational programming.

2.3.3.4 Contracting For Educational Services With Eligible Private Vocational Schools

In accordance with specific New Jersey State Board of Education rules (*N.J.A.C.* 5:43-10.1 et seq.), district boards of education may contract with certain private vocational schools for the purpose of providing vocational education courses to an individual student or group of students. In order to enter into a contract, the following conditions must be met:

- When such courses cannot be provided by the county vocational schools or other districts; or

- A private vocational school can provide substantially equivalent training at a lesser cost as substantiated and certified by the local education agency, subject to the review and approval of the Commissioner of Education. Said course shall meet the requirements of the Public School Education Act of 1970 (*N.J.S.A. 18A:7A-1 et seq.).*

2.3.3.5 New Jersey Commission on Higher Education

The New Jersey Commission on Higher Education serves as the state coordinating agency for higher education in the state.

2.3.4 Role of the New Jersey Department of Education

New Jersey provides leadership to develop and foster curriculum development and dissemination, personnel development, and standards and measures development, and to provide leadership in other ways. Using the following methods, New Jersey provides the following services to local education agencies:

- Distributing state and federal funds;
- Creating joint interagency coordination and cooperation among occupational workforce development and School-to-Career programs;
- Developing the State Plan for Vocational Education;
- Providing technical assistance to all local eligible recipients;
- Participating actively in joint planning activities on New Jersey's SETC, including the development and implementation of the ***Unified State Plan for Workforce Development***, the internal and external planning committees, and the Workforce Quality Committee; and
- Participating actively with the Committee of Practitioners in the development and implementation of performance standards, state assessment, program evaluation, and the committee's continuing input into the occupational program delivery system.

Leadership activities also support Vocational Student Organizations, partnerships with other organizations involved with vocational education, data collection, Tech-Prep programs, and the infusion of safety and health education and applied academics into the curriculum.

Because of the structure of New Jersey's relationship with its school districts, which enjoy local autonomy, state leadership provides code revisions, Requests for Proposal (RFP), Requests for Continuation (RFC), and Requests for Application (RFA), conferences, interagency agreements, as well as the participation of Department of Education personnel on appropriate committees and nongovernmental bodies.

New Jersey uses a variety of programs and activities to meet the diverse needs of the citizens of the state.

***Mission*:** The primary mission of public education is the enhancement of high student academic achievement through the provision of high-quality instruction in an environment focused on learning and the facilitation of closely related services, ensuring that students are prepared to succeed as responsible, productive citizens in a global society.

***Structure*:** The Office of School-to-Career and College Initiatives, within the NJDOE, provides the leadership for the workforce investment system. The Director of the Office serves as the state Director of Vocational Education. He represents the Commissioner on all task forces and committees working on workforce development issues. This office also serves as the department's liaison to the state's Business Resource Network.

2.4 Criteria for Reviewing and Approving Applications for Funds

The NJDOE, Office of School-to-Career and College Initiatives, will evaluate the five-year plans submitted by all eligible institutions. In order to be eligible for funding, the plan must include all elements as stated in Section 134 of the Perkins Act. *Each plan will be reviewed to ensure that it contains the following information, according to state criteria:*

- *A description of how the vocational and technical education programs will be carried out with the funds received;*

- *A description of how the vocational and technical education activities will be carried out with respect to meeting the state adjusted levels of performance established under section 113;*

- *A description of how the grant recipient will*

  - *Improve the academic and technical skills of students participating in vocational and technical education programs;*

  - *Provide students with a strong experience in and understanding of all aspects of an industry;*

  - *Ensure that students who participate in such vocational and technical education programs are taught the same challenging academic proficiencies as are taught for all other students;*

- *A description of how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs offered through the support of Perkins funding, and how such individuals and entities are effectively informed about and assisted in understanding the requirements of these programs;*

- *Assurances that the grant recipient will provide a vocational and technical education program that is of such size, scope, and quality to as bring about improvement in the quality of vocational and technical education programs;*

- *A description of the process that will be used to independently evaluate and continuously improve their performance;*

- *A description of how the recipient will*

  - *Review vocational and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations; and*

- *Provide programs that are designed to enable the special populations to meet the state adjusted levels of performance;*

¦ *A description of how members of the special populations will not be discriminated against on the basis of their status as members of the special populations;*

¦ *A description of how funds will be used to promote preparation for nontraditional training and employment; and*

¦ *A description of how comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided.*

2.5 Transitions to Employment or Postsecondary Education

Programs funded under the Perkins Act will prepare students either for entry into high-skill, high-wage jobs in current and emerging occupations or for opportunities in postsecondary education by adhering to a series of standards established for such programs by the Office of School-to-Career and College Initiatives. These standards, when integrated into the Core Curriculum Content Standards, specify that the content of vocational instruction must assure soundness and quality by being developed and conducted in accordance with the following provisions of the law:

¦ *The program shall emphasize the academic standards and workplace readiness standards represented by the [Core Curriculum Content Standards].*

¦ *The program of vocational instruction shall emphasize the most contemporary skills and knowledge required to master the occupational competencies.*

¦ *The program of vocational instruction shall be developed and conducted in consultation with employers and other individuals or groups of individuals (such as local advisory committees) having skills in and substantive knowledge of the occupations or the occupational programs included in the instruction.*

¦ *The program of vocational instruction shall be sufficiently extensive in duration and intensive within a scheduled unit of time to enable the student to master the occupational competencies.*

¦ *The program of vocational instruction*

- *Combines and coordinates classroom instruction with field, shop, laboratory, cooperative work, apprenticeship, or other experiences which are appropriate to the competencies of the occupation;*

- *Is of sufficient duration to develop occupational competencies; and*

- *Is supervised, directed or coordinated by a person meeting teacher preparation and certification requirements according to [New Jersey Administrative Code].*

In November 1991, the NJDOE began developing competencies for occupations in the following major vocational education program areas:

- Agriculture/Agribusiness education;
- Business Education;
- Health Occupations Education;
- Home Economics-related Occupations Education;
- Marketing Education;
- Technical Education; and
- Trade and Industrial Education.

New competencies were developed annually and revised on a five-year cycle or more frequently, if the industry required standards revision. The Department of Education disseminated these competencies to all secondary schools offering vocational education programs which prepare vocational students for entry-level employment.

With the establishment of the National Skill Standards Board (NSSB), the state has ceased performing this function. The NSSB recommendations are now used as the basis for upgrading vocational-technical programs.

2.6 Use of Funds for New/Improved Vocational and Technical Courses

Funding will be used to support activities as stated in Section 135 of the Perkins Act. Specifically, the following activities will be supported in order to develop new vocational and technical courses or to improve vocational and technical courses:

- Purchase of equipment to provide students with knowledge of and skills to use current technology in order to obtain entry into a chosen field;
- Personnel training in the use of the new technology;
- Activities to develop, improve, or expand the use of technology in vocational and technical courses;
- Activities to research, develop, or purchase curriculum materials in vocational and technical courses;
- Activities to research, develop, or purchase supplemental materials;

- Activities to provide students with strong experience in and understanding of all aspects of an industry;

- Activities that will strengthen the academic and vocational and technical skills of the students.

2.7 Professional Development Program

On May 6, 1998, the New Jersey State Board of Education adopted the new continuing education regulations that require licensed teachers and educational services personnel to practice ongoing continuing education. The continuing education requirement is a positive initiative which supports and involves teachers in a process that will build upon their capacity to teach in ways that are compatible with New Jersey's Core Curriculum Content Standards and help their students to reach higher levels of achievement.

2.7.1 Preservice Development

Vocational and technical teachers are trained through the Provisional Teacher Program/Alternate Route. Upon presentation of official documentation of at least four years of preservice occupational experience in the specific vocational or technical field in which teaching certification is being sought, a technical teacher candidate is eligible to receive a Certificate of Eligibility. Upon employment by a school district, the teacher candidate receives 200 hours of formal instruction in essential professional knowledge and skills. Concurrently, school-based professionals provide on-the-job supervision, support, and evaluation during the course of 34 weeks. Successful completion of both components, i.e. formal instruction and teaching experience by the teacher candidate, results in a recommendation for a standard license.

2.7.2 Inservice Development

Under the new regulations, each teacher will be required to accomplish 100 clock hours of professional development every five years, beginning in January 2000. The continuing education initiative is an important part of New Jersey's systemic reform efforts which will support teachers as they help students reach the high learning expectations articulated in the Core Curriculum Content Standards.

The regulations establish a 19-member Professional Teaching Standards Board, a 15-member County Professional Development Board, and a six-member Local District Professional Development Committee to oversee the implementation of the regulations. Teachers and educational services personnel will make up the majority of each oversight organization. Professional development standards will be developed by the Professional Teaching Standards Board to assure that professional development programs and district-based inservice programs are challenging and meaningful to teachers.

The NJDOE will continue to provide professional development activities, such as workshops and training sessions for counselors. Included will be coordinating presentations with the New Jersey School Counselor Association and the New Jersey Association of College Admissions Counseling. These activities will focus both on awareness and the

implementation of the Cross-Content Workplace Readiness Standards. The NJDOE, in conjunction with the New Jersey Occupational Information Coordinating Committee, will provide training in the Real Game, an interdisciplinary approach to career education. During the initial phase of this training, the target audience will be middle school counselors and teachers. The training will be expanded to include participants at the elementary and high school levels as the materials are developed and released at the national level.

In Section 124 of the Perkins Act, each eligible agency is required to conduct state leadership activities. While this certainly refers to personnel in the school districts, it must also include training of state-level personnel. The need is obvious; if the state is to maintain any credibility in recommending, developing, and using leading-edge technology to assist local administrators and teachers, the staff at the state level must be informed and skilled. Consequently, over the span of the 1998 Perkins Act and beyond, greater attention must be paid to developing the knowledge and skill base of the staff of the NJDOE.

The professional development activities should include the following:

- Brief internships with business and industry, especially those in emerging technologies;
- Seminars, workshops, and courses in educational technology, or "visioning";
- Participation in local, state, and national conferences related to educational programs, such as Whole-School Reform;
- Participation in credit and noncredit programs offered by the state's Human Resources and Development Institute (HRDI), or postsecondary institutions;
- Discussions with major state employers, which may include tours of their facilities, whether office, industrial, or scientific;
- Participation and leadership in relevant professional organizations.

2.8 Involvement of Those Affected

Parents, teachers, local businesses, and labor organizations are regularly involved in the planning, development, implementation, and evaluation of vocational-technical education in New Jersey.

At the most formal level, such implementation is carried out through changes in the *New Jersey Administrative Code*, with hearings conducted around the state when proposed; as a result of information obtained through these hearings, the proposal is modified prior to being adopted. However, long before these steps, there is formal and informal involvement with those affected by vocational-technical education.

Members of the Office of School-to-Career and College Initiatives work at the local level in such undertakings as pilot projects to pair students with appropriate professionals in mentoring relationships. As a result of evaluation of a pilot, the program is modified and

proposed in broader linkages with members of the business and education communities. Members work directly with teachers and administrators at the local level as they discuss, in technical assistance workshops, for example, changes in the funding and administration of federal funds for vocational and technical education. Members of the staff meet regularly with project directors of grants funded through the NJDOE to discuss implementation and evaluation of funded grant projects in the secondary and postsecondary schools.

Representatives of OSCCI assist school districts in accessing at reduced rates curriculum and assessment materials for particular fields. For example, staff serve as members of consortia which help districts obtain materials through the New Jersey Business Education Association, the Vocational-Technical Consortium of the States (V-TECS), Marketing Education Resources Center, and the Center on Education and Training for Employment. Program improvement is often assisted by OSCCI staff members who participate in the curriculum certification process and have worked cooperatively with such organizations as the American Design Drafting Association, The National Institute for Automotive Service Excellence, and the Electronic Industries Association. Staff members have set up articulation agreements with training programs involving labor unions and businesses. Other staff members function as members of boards or maintain liaisons with boards as diverse as the New Jersey Board of Nursing, Special Education Advisory Committee, New Jersey State Board of Cosmetology and Hairstyling, the New Jersey Apprenticeship Policy Committee, the Eastern Seaboard Apprenticeship Standing Committee, and the New Jersey Nutrition Council.

In all interactions, staff remain open to the ideas, suggestions, and responses of those who must carry out the activities of educating students in vocational and technical fields.

In addition, one of the approaches used to prepare vocational and technical students for opportunities in postsecondary education or entry into high-skill, high-wage jobs in current or emerging occupations is through the collaboration of business, industry, education, and community representatives. These partnerships have helped identify the various occupational needs of communities throughout the state.

Armed with labor market information and collaborative input, decisions are made on how best to approach the interest of the students and the needs defined by the community. A method that has been successful, especially in preparing students for postsecondary linkages, has been through a Tech-Prep model.

Tech Prep is an educational approach which integrates academic knowledge with the skills to apply that knowledge in the Core Curriculum Content Standards so that students meeting the standards will be prepared for the transition from school or from higher education to work.

The purpose of the Tech-Prep program is to form consortia of secondary and post-secondary institutions to implement a defined career path for students seeking careers in various fields. The programs provide technical preparation in an occupational field; build student competencies by offering instruction in applied mathematics, science, and communications through a sequential course of study; and lead to placement in employment.

Traditionally, Tech-Prep programs adhere to objectives that document strategies for private sector representatives in the following:

- Planning, developing, and implementing of all programs;

- Developing specific competencies;

- Identifying strategies to ensure the recruitment of students, including equal access for individuals who are members of special populations;

- Distributing informational materials to students, parents, counselors, and administrators;

- Establishing opportunities for program participants to have work experience directly related to their areas of interest;

- Implementing proven strategies to accomplish a seamless and credentialed transition from secondary to postsecondary programs with a clearly written articulation agreement detailing all the arrangements in place; and

- Implementing evaluation strategies.

2.9 Skill Improvement

2.9.1 Academic Skills

New Jersey is a state with a 120-year-old constitutional guarantee that regardless of residency, its children will receive a "Thorough and Efficient" education. Throughout this same time period, the state has evolved into approximately 600 independent school districts that exercise considerable local control. The issue confronting the state, therefore, is how to ensure that all children receive a "Thorough and Efficient" education while each district develops its own curricula.

The Core Curriculum Content Standards define the meaning of "Thorough." They describe what all students should know and be able to do upon completion of a 13-year public education. Sections 2.3, 2.10, and 3.0 describe further New Jersey's plans for the improvement of academic skills of students participating in vocational and technical education programs. In May 1996, New Jersey officially adopted the New Jersey Core Curriculum Content Standards.

The NJDOE will continue to disseminate frameworks for the seven academic areas of the Core Curriculum Content Standards. These frameworks illustrate the infusion of the five Cross-Content Workplace Readiness Standards into content area activities. The NJDOE will develop and disseminate sample projects and activities in the area of Cross-Content Workplace Readiness. These projects and activities will be designed to clarify the standards and indicators, as well as emphasize systems thinking and illustrate the interdisciplinary approach.

2.9.2.Technical Skills

The Office of School-to-Career and College Initiatives is actively involved in national activities such as those of the National Skill Standards Board and the Building Linkages projects. Staff remains current on the activities of the National Skill Standards Board and disseminates information regarding program information, as it becomes available. The National Skill Standards Act established a national board to serve as a catalyst for stimulating the development of a national system of voluntary skill standards. In response to the board's various recommendations, the Office of School-to-Career and College Initiatives established the mechanism to have all local programs obtain curriculum certification. On the state level, grants have been established to enable occupational programs to upgrade existing programs to meet the standards established by nationally recognized organizations. It is our belief that offering students the opportunity to participate in a performance-based education and training program will

- Enable students to earn portable credentials;
- Prepare students for first jobs in high-skill, high-wage careers; and
- Increase their opportunities for further education.

The NJDOE is in the process of implementing a curriculum certification program to assist schools in upgrading existing occupational education programs to meet the standards established by nationally-recognized industries. As a result of this program, all of the participating schools will apply for and fulfill all conditions to obtain certification from the certifying agencies. The curriculum certification process includes the following elements:

- Establishment of required knowledge, skills, and abilities for secondary occupational education programs by federally recognized employer/labor organizations;
- Development of a procedure by which high schools can have their secondary occupational education program certified by the appropriate employer/labor organization as meeting their requirements; and
- Development of a process by which successful completers of the approved occupational education program can receive industry-recognized credentials and access to related postsecondary education and training.

Certification has been offered previously for drafting, electronic technologies, welding, and printing. In FY 1999, certification for the building and construction trades is under way. Technical assistance is provided to participating school districts through the certifying agencies. The certifying agencies, in cooperation with the department, provide training to classroom teachers to upgrade their programs, including facilities, equipment and hand tools, texts, and instructional materials.

Compliance with the curriculum certification process affords secondary occupational education program completers a variety of postsecondary education and training opportunities.

In New Jersey, students completing vocational and technical programs must take and pass either the formal licensing or credentialing examination for the field in which he or she is prepared. If no licensing examination is available, then students must take and pass either a nationally validated test, such as the Student Occupational Competency Achievement Tests (SOCAT) from the National Occupational Competency Testing Institute (NOCTI), or, if a nationally validated test is unavailable or cannot be administered for some reason, a standardized test (based upon an employer-verified task list) or a test generated from the Vocational-Technical Education Consortium of States (V-TECS).

"Building Linkages" is an initiative of the NSSB to build multi-state partnerships that promote linkages between academic and industry-recognized skill standards at the state level. Consortia of states, working in collaboration with local business, labor organizations, and education and training agencies, explore effective methods of incorporating academic and skill standards into statewide systems. The focus of this initiative has been on the following career areas: health, manufacturing, and business management. New Jersey has been a partnering state in both the Health Science and Manufacturing Linkages projects. In addition to participating through consortium membership meetings and assignments, New Jersey has provided two pilot sites for the testing of the National Health Science Career Path Model. This project has partnered educators, health-care employers, and professional organizations to develop and refine a health-care career path model that will result in students' leaving high school better prepared for immediate employment and/or further education in the health care field. New Jersey is also exploring the opportunity to have local manufacturing programs participate in the Building Linkages Manufacturing Core Responsibility scenarios.

2.10 Ensuring Achievement of Common Academic Standards

The Core Curriculum Content Standards, discussed in Section 2.2 and 2.9, are designed to ensure the achievement of common academic standards for all students. These standards directly result in the following new proficiency assessments: the Elementary School Proficiency Assessment (ESPA), the Grade Eight Proficiency Assessment (GEPA), and the High School Proficiency Assessment (HSPA), which are further described in Section 3 of this plan. The additional standards under which students in vocational education will be assessed are further detailed in Section 3.

2.11 Technical Assistance

2.11.1 Definition

Technical assistance is a service provided to grant recipients whereby programmatic and fiscal guidance is offered. Its primary purpose is to ensure that all available funds are used appropriately. It will be available during all phases of the grant and can consist of assistance in any aspect of the grant, including plan development, application preparation, fund usage, and report preparation.

2.11.2 Operational Plan

Technical assistance to districts will begin with three regional presentations where members of the Office of School-to-Career and College Initiatives will discuss the history and overall intent of the Carl D. Perkins Vocational and Technical Education Act of 1998, federal and state mandates, and the details of applying for and implementing the grant. State representatives will develop two documents (one for the multi-year plan, and one for the FY 2000 Spending Plan) to be the focus of this assistance. They will be published in hard copy (distributed at the regional presentations) and on the NJDOE website. These documents will include sections on plan components, budget policies, reporting requirements, timelines, forms, and others, as required.

Plan facilitators are responsible for specific groups of eligible recipients and for coordinating all activities involving or required by the Perkins Act. They will consult as required or requested using the most efficient and effective method for the situation. This could include telephone, surface mail, electronic mail, face-to-face visits at state or district offices, and teleconferences.

OSCCI anticipates making use of state-supported programs to provide assistance to grant recipients. These include the following:

- One-Stop Career Centers
- Curriculum Certification
- County Apprenticeship Coordinators
- Workforce New Jersey Public Information Network (WNJPIN)
- State Apprenticeship Policy Committee
- WIBs
- Professional Development
- Occupational Education Safety and Health Training
- Educational Technology Training Centers (ETTC)
- Health and Safety, Liability Issues, and Child Labor Law Regulations.

For FY 2000 and beyond, OSCCI will consider using distance learning facilities. Since the majority of county vocational-technical schools have such facilities, the NJDOE envisions grant recipients gathering locally. OSCCI will investigate the use of existing similar state facilities for participation.

The NJDOE, because of a recent New Jersey Supreme Court decision, will be providing technical assistance in a number of areas to 28 special needs districts, the "Abbott" districts. All of these districts are potentially eligible to apply for and receive Perkins funds. To date, most have been successful, active participants, using Perkins funds to improve the scope and quality of occupational programs, integrate applied academics into these programs, increase the career awareness of the student population, and provide significant occupational programs for special populations.

A particular effort on behalf of these districts was the development of a matrix used for the evaluation of individual schools' plans for activities. The NJDOE has performed, and will continue to perform, these evaluations as part of the implementation of the Perkins Act.

2.12 Relationship of State to Regional Occupational Opportunities

Like many other states, New Jersey, in the past, has emphasized the preparation of the workforce in reaction to statistics that projected future job openings based on historical data that were used to develop occupational trends. Currently, a multi-year project, entitled the "Demand Side Strategies for Workforce Development Project," has been established under the leadership of the National Governors' Association to assist states in designing and implementing new work-centered, demand-side strategies for workforce development. It is believed that the workforce development system needs to be more closely connected to employers and to the world of work, and that its focus needs to move beyond job placement to include ongoing skill development and career progression.

This project will enable New Jersey to advance its workforce development planning by developing a new approach that is based on emerging industry needs and a progressive system of employee skill identification, development, and certification. The new approach will accommodate the needs of all, including the entering workforce, those currently unemployed (including clients of the criminal justice system, as well as the chronically unemployed), and employed workers.

Participation in this project will enable the state to accomplish the following:

- Work with business and industry to develop a prospective labor information database that will drive all workforce preparation programs;

- Develop a system to profile a person's skills and competencies that can be cross-matched to present and future jobs; and

- Design and implement a system to provide on-demand, real-time training to everyone requiring such training.

2.13 Joint Planning and Coordination with Other Federal Programs

The State of New Jersey has been engaged in a coordinated approach to workforce development since 1988. With the establishment, under Executive Order No. 36 on May 12, 1995, of the SETC, the state has established a public/private partnership to guide all aspects of the state's workforce development system. The state's workforce goals and objectives are

contained in Chapter 1 of the ***Strategic Five-Year Unified State Workforce Investment Plan, FY 2000-2004***. This plan views the workforce in three segments: the entering workforce, the out-of-work workforce, and the existing workforce. Strategies to address the needs of and to coordinate government services to each segment are the responsibility of the SETC.

Recommendations and actions of the SETC are assigned to the Interagency Planning Group for implementation. The Interagency Planning Group is composed of key executives from each government agency involved with the workforce system. The state Director for Vocational Education represents the NJDOE on the Interagency Planning Group.

Examples of joint planning include:

- Welfare to Work
- Occupational Program Standards.

The SETC, in the ***Strategic Five-Year Unified State Workforce Investment Plan, FY 2000-2004***, has directed that a single agency be responsible for the identification and implementation of occupational program standards. This action was taken to ensure that all training programs, regardless of funding source, provide the same skills and competencies. The general requirement is that occupational competencies are based on recognized industry/employer-endorsed standards. Since 1994, the recommendations of the National Skill Standards Board, where appropriate, are used for this program.

By agreement of all agencies, OSCCI in the NJDOE functions as the standard-setting and review entity. Through interagency agreements within the state, the NJDOE receives funds from the Jobs Training Partnership Act (JTPA) and state Workforce Development Partnership Act to support staff for this review function.

The NJDOE and OSCCI work cooperatively with other offices in joint planning, coordination, and implementation of federal education programs. In New Jersey, OSCCI is responsible for administering the Carl D. Perkins Vocational and Technical Education Act of 1998. Within OSCCI, program officers are responsible for specific oversight responsibilities. A fiscal officer is assigned to each program officer to handle fiscal questions and procedures. A collaborative atmosphere exits between the OSCCI and the Office of Grants Management and Development (OGMD).

Major methods used for joint planning and coordination include the use of an NJDOE long-range plan for grants, dissemination of information, and use of focus areas in planning. Within the NJDOE, the OGMD facilitates the grants long-range planning process. The OGMD has developed a well-defined process used for long-range planning. Procedures are currently in process for grant programs for FY 2001.

After the long-range plan is approved, the department provides for public dissemination of the information to the New Jersey State Board of Education, county superintendents, superintendents of all local education agencies (LEAs), and other individuals upon request. To facilitate this second method, information dissemination, the department produces a directory of federal and state programs released at the beginning of each school year. Once

the paper copy is available, electronic copy is available from the department's Internet site. Through the print and electronic distributions, districts are better able to plan instructional and fiscal programs, needs for grant entitlements, and applications for discretionary grants.

The chart on the following page summarizes grant program titles in the long-range plan that meet the department's focus listed previously, with grant programs listed under their authorizing acts.

The third method is the use of focus on specific topics to be included in any grant program. The department will continue to focus resources in the following areas:

- Whole-School Reform in the Abbott Districts
- Educational Technology
- School-to-Career and College Initiatives
- Professional Development
- Innovative Programs
- Core Curriculum Content Standards and Assessment
- At-risk Populations

As authorization for new or renewed federal grant programs are made available to the state, the program office has a defined process to follow to update and modify the long-range plan.

Summary of Grant Programs

Adult Education Act •Adult Education Basic Skills Grant Program •Adult Interagency Activities •Volunteer-Based Adult Literacy Training Grant	**The National and Community Service Act of 1990** •AmeriCorps •Learn and Serve America-School-based Program
Improving America's School Act •Education for Homeless Children and Youth •Emergency Immigrant Education •Goals 2000-State and Local Education Systemic Improvement Grants •Migrant Education-Basic State Formula Grant Program •Safe and Drug-Free Schools and Communities-Governor's Portion •Safe and Drug-Free Schools and Communities—SEA Portion •Technology Literacy Challenge Fund •Title I-Capital Expenses •Title I Grants to LEAs •Title I Program for Neglected and Delinquent Children •Title II-Eisenhower Professional Development Higher Ed Grants •Title II-Eisenhower Professional Development State Grants •Title VI-Innovative Education Program Strategies	**Carl D. Perkins Vocational and Technical Education Act** •Perkins—Postsecondary •Perkins—Secondary •Perkins—Corrections •Perkins—Postsecondary Alternative Formula •Extraordinary Standards Incentive Program •FFA Statewide Leadership and Administration Services •Occupational Education Safety and Health Training and Standards Updating •Sex Equity Statewide Career Equity Assistance Center •Tech-Prep Associate Degree Program •Tech-Prep Program in Engineering, Science, and Technology •Vocational Student Organizations Statewide Leadership and Administration
National Apprenticeship Act •Apprenticeship Coordinator	**National Skill Standards Act of 1994** •Automotive Youth Employment Services (A-YES)
Individuals with Disabilities Education Act •Services for Children with Deafness-Blindness •Special Education-Preschool Grants •Special Education-State Grants •Activities, Programs, and Services for Neighborhood Community Services Centers	**The Rehabilitation Act of 1973** •Technical Consultation and Transition Service Delivery to LEAs by DVRS Counselors
Workforce Investment Act •Youth Transitions to Work Partnership Program	**School To Work Opportunities Act of 1994** ·School-to-Careers Partnership Cadre I •School-to-Careers Partnership Cadre II ·School-to-Careers Partnership Cadre III

2.14 How Funds are Used to Link Secondary and Postsecondary Education

2.14.1 Linkages: County Vocational-Technical Schools

New Jersey has 21 area vocational-technical education schools that function in several capacities in addition to providing vocational and technical programs for secondary school youth. Through their adult evening school divisions, the schools provide vocational and technical education to individuals who have completed high school or left secondary school

and who need further study in preparation for entering the labor market. They also serve as public educational institutions offering certificate and apprenticeship programs at the postsecondary level. The adult evening school divisions offer NJDOE-approved vocational and technical education programs to youth and adults that prepare them for further education and for careers in current or emerging employment sectors other than those requiring a baccalaureate, master's, or doctoral degree.

Currently, the 21 vocational-technical schools and the comprehensive high schools offer postsecondary vocational and technical education programs for 103 occupations. The programs may lead to the attainment of school certificates, licenses, and apprenticeship program certificates. Perkins funds are used to develop, improve, and expand access to quality, state-of-the-art technology in vocational and technical education programs. Funds are used to purchase new technologies and supporting equipment that enable schools to implement industry-approved curricula, issue industry-approved certificates of completion, provide eligibility for completers to sit for state licensing, and eligibility to receive apprenticeship certificates.

New Jersey's apprenticeship program is a prime example of linking secondary and postsecondary occupational education programs. Through its Youth Transitions to Work Partnership Program (YTTW), students who successfully complete a secondary occupational education program may be awarded advanced standing credit for apprenticeship-related instruction provided by adult evening divisions of the area vocational-technical schools. Funds from YTTW local grant programs are used to develop these school-to-apprenticeship linkages. In addition, similar linkages are being developed between secondary occupational education programs and private, union apprenticeship training programs.

Several area vocational-technical schools and the corresponding county/community colleges are piloting new initiatives dedicated to expanding access to vocational and technical programs. The Sussex County Technology Center (Center) is a representative example. The concept of the Center has been praised by state, local, and school district officials as a creative, innovative, and appropriate expression of inter-institutional collaboration. The Center includes a marketing strategy created jointly by Sussex County Community College and the Sussex County Vocational School in May 1996. The Center is used to market and advertise postsecondary educational programs, courses, and services so as to signal to both the general public and the constituencies of both the college and school their joint commitment to collaboration, coordination, and the elimination of duplicated or overlapping educational services. Also, the Center provides for the sharing and joint use of educational facilities, instructional equipment, and other fixed, physical, and human resources of the two participating entities. The college and the school share in the costs associated with the joint marketing of the programs, courses, and services included in the semester-by-semester marketing plan. For purposes of accountability and success, statistics are kept on courses offered and completed, enrollments, and hours of instruction.

2.14.2 Linkages: Curriculum Certification

As explained in Section 2.9, NJDOE is in the process of implementing a curriculum certification program to assist schools to upgrade existing occupational education programs to meet the standards established by national industries. As a result of this program, all of the

participating schools will apply for and fulfill all conditions to obtain certification from the certifying agencies. The curriculum certification process includes the following elements:

- Establishment of required knowledge, skills, and abilities for secondary occupational education programs by federally recognized employer/labor organizations;

- Development of a procedure by which high schools can have their secondary occupational education program certified by the appropriate employer/labor organization as meeting their requirements; and

- Development of a process by which successful completers of the approved occupational education program can receive industry-recognized credentials and access to related postsecondary education and training.

2.14.3 Linkages: Private Vocational Schools

Private vocational schools offer a variety of educational opportunities for youth and adults in New Jersey. Private vocational schools are approved by the Department of Education for compliance with New Jersey laws (*New Jersey Revised Statutes*, Title 18A, Chapter 69) and the rules of the New Jersey State Board of Education for the registration and regulation of private vocational schools in New Jersey *(N.J.A.C. 6A:18-1.1 et seq.).* In accordance with *the New Jersey Administrative Code* (6A:18-1.1), a "private vocational school" means a business enterprise, operated either for profit or not for profit, which maintains a place of business within the state of New Jersey and which does the following:

- Solicits pupils from the general public;

- Charges tuition and/or other fees;

- Offers instruction to a group or groups of four or more pupils at one time; and

- Offers preparatory instruction to pupils for entry-level employment or for upgrading in a specific occupational field.

It is not the policy of the New Jersey Department of Education or any of its divisions to recommend or endorse any particular private school or educational training program.

2.14.4 Linkages: Colleges

New Jersey has 19 county/community colleges offering two-year associate's degree programs, diplomas, certificates, and Continuing Education Units in 22 occupational areas. Additional two- and four-year degree programs in a variety of disciplines are also available through the state's public and private four-year colleges. As a result of New Jersey's participation in the Tech-Prep initiative, all New Jersey's county/community colleges participate in a variety of activities that foster linkages between secondary education and postsecondary education and training opportunities.

Exemplifying such linkages are joint programs between community college and county vocational-technical schools leading to certificate and/or associate's degree programs. Participants earn college credit from the community college for work completed at the secondary level. The Mercer County Community College/Mercer County Technical School Certificate of Proficiency program for automotive technologies illustrates this example. The program prepares students for positions in the automotive service field such as automotive mechanic, parts installer, and front-end mechanic. Admission requires a high school diploma or equivalent with one year of algebra or applied mathematics, which is applicable towards the certificate.

Other examples include high-technology high schools, magnet schools, and career academies, where secondary students engage in a variety of educational programs that lead to college credits and entrance into degree and/or certificate programs with advanced standing.

2.14.5 Linkages: Education Commission of the States Project

New Jersey is currently participating in a major project for higher education under the auspices of the Education Commission of the States (ECS). ECS was formed in 1965 to help governors, state legislators, state education officials, and others to improve the quality of education at all levels. The project, Roles and Leadership for Postsecondary Education, is exploring how state policy can foster stronger postsecondary involvement in connecting learning and work. To this end the NJDOE, Office of School-to-Career and College Initiatives, has awarded a five-year grant for a statewide consortium to design and implement a model Tech-Prep program in engineering, science, and technology.

2.14.6 Linkages: Tech-Prep Programs for Health Occupations

Over the past five years, a grant program entitled Tech Prep—Allied Health supports Tech-Prep programs for health occupations and has provided opportunities for school districts in selected areas to form consortia of secondary and postsecondary institutions to implement a defined career path for students seeking careers in health occupations. This field was chosen in response to the critical need for the health care service industry to attract and retain qualified health care providers at all levels. Because the field of health occupations includes many disciplines that require education beyond the associate's degree level, the model developed shows a clear career ladder linking secondary education with all levels of postsecondary education. The programs are designed to provide technical preparation in the field of health occupations; to build student competencies by offering instruction in applied mathematics, science, and communications through a sequential course of study; and to lead to placement in employment. Students are able to "stop out" at various educational levels and then return to continue their education with no loss of earned credit. Models, therefore, include an option for students to enter specific job opportunities at the conclusion of high school, as well as after the attainment of a certificate, an associate's, bachelor's, master's or doctoral degree.

The intent of the program is consistent with the ***Strategic Plan for Systematic Improvement of Education in New Jersey***. The program encourages the development of partnerships with other agencies of state and local government and private and community-based organizations involved in the provision of services in which academic and nonacademic needs overlap.

These partnerships create a more coherent support network for the provision of services through schools, allowing educators to focus greater attention on the core academic mission. The program integrates academic knowledge with the skills to apply that knowledge in the Core Curriculum Content Standards, including the Cross-Content Workplace Readiness Standards, so that students meeting the standards will be prepared for the transition from school or from higher education to work.

2.14.7 Linkages: Engineering, Science, and Technology Tech Prep

The purpose of the Engineering, Science, and Technology Tech-Prep Program is to develop a pool of academically prepared, technically sophisticated youth to help fulfill New Jersey's economic need for qualified persons seeking careers in the state's research and development industry. This program will fulfill that workforce need, in part, by providing seed money for a local consortium of comprehensive schools, county vocational schools, two-year colleges, four-year colleges, research universities, and research and development industries to develop and implement initiatives which will ensure that New Jersey's youth are adequately prepared for entrance into two-year and four-year engineering, science, and technology degree programs and for entrance into careers in the research and development industry.

It is the goal of the NJDOE and its partners, through this grant program, to implement a model Engineering, Science, and Technology Tech-Prep Program that will accomplish the following:

- Create linkages between secondary and postsecondary institutions;
- Better enable these institutions to prepare youth to enter two-year and four-year degree programs;
- Prepare youth for lifelong, occupationally relevant learning and career advancement opportunities.

2.14.8 Linkages: State Higher Education Executive Officers Project

The State Higher Education Executive Officers Project (SHEEO) has committed to a multi-year initiative that examines and supports state strategies that promote successful student transitions between education and work. Currently, the effort is focused on the transition from secondary to postsecondary learning experiences. New Jersey is one of the participating states in this comprehensive project, which is very closely aligned with the goals and objectives of Perkins activities. Areas being assessed include the following:

- College admissions policies and practices, including "traditional" admission requirements (using high school coursework, grade point average, test scores, class rank, and similar measures to determine college admissions), as well as "competency-based" admission requirements (using standards that measure what students know and are able to do to determine college admissions);
- Policies and programs supporting student preparation for college; and

- Remediation policies and practices.

The NJDOE has established a joint Commission on Higher Education and an NJDOE task force to improve student transition from high school to college. The role of the task force has been to do the following:

- Examine students' transitions from high school to college and their preparation for college work;
- Determine how well current processes are working;
- Consider whether those processes are understood by students, parents, and high school and college personnel;
- Determine whether they are consistent with recent K-12 reform efforts, (e.g., the Core Curriculum Content Standards); and
- Recommend changes, as appropriate, to improve the transition from high school to college in New Jersey for the future.

To address this charge, the task force formed four subcommittees to review related research/literature, survey key educational audiences and make recommendations for New Jersey's students to experience improved transitions for the year 2000 and beyond. The task force membership consists of academic deans from two- and four-year colleges, secondary school principals and curriculum developers, admissions directors from both two- and four-year campuses, high school guidance counselors, and staff from the Commission on Higher Education and the Department of Education. The group has established the groundwork for a transition plan linking secondary and postsecondary education that will guide New Jersey's students during FY 2000-2004.

2.14.9 Linkages: Community College/Vocational School Alliance

Based on the recommendations of New Jersey's joint Department of Education/Commission on Higher Education report, ***Mission Differentiation and Collaboration***, a county alliance, composed of two-year college and secondary vocational school representatives was formed to examine the status of each county's workforce training and develop a process to work collaboratively to serve student and county needs.

One method of maximizing resources is the formation of strategic alliances between and among education and training providers, including but not limited to meeting the needs of special populations and economically disadvantaged students.

Grant programs, including the Tech-Prep program authorized under the Perkins Act, call for articulation between secondary and postsecondary educational institutions. Although past Tech-Prep efforts have produced notable achievements, much remains to be done. The role of this task force is to examine current efforts and results and to recommend actions to improve the current articulation system.

Within the framework of federal statutory and regulatory requirements for Tech Prep, the specific responsibilities of this task force are to:

- Examine past methods of program articulation between secondary schools and community colleges to identify policy barriers to articulation;

- Examine past methods of program articulation between secondary schools and community colleges to identify procedural barriers to articulation;

- Identify policy and procedural barriers which now limit or which could limit the participation of four-year colleges in 2+2+2 programs;

- Identify exemplary instances of program articulation between secondary and postsecondary institutions (including those that provide for closely linked, time-shortened programs), and assess the viability of using these as articulation models;

- Identify exemplary instances of program articulation between secondary and postsecondary institutions that incorporate the sharing of physical and human resources;

- Identify exemplary instances of program articulation between secondary and postsecondary institutions that incorporate alternative delivery systems for student learning;

- Identify exemplary instances of program articulation between county/community colleges and four-year colleges and assess the viability of using these as articulation models;

- Identify exemplary instances of active business/industry participation in programs covered by articulation agreements and assess the viability of using these as articulation models; and

- Examine the feasibility of developing a standard articulation agreement which could be used statewide for 2+2+2 programs.

2.15 Addressing Equity Provisions of the General Education Provisions Act

The process of achieving "equitable occupational training programs" for special populations that include single parents and displaced homemakers will require that equitable principles remain in the forefront when planning programs, implementing recruitment strategies, and promoting equality in school and classroom practices.

School districts that serve these special populations are required to

- Incorporate equity activities into all levels of the curriculum;

- Assure that staff members who deal directly with members of these special populations have adequate training to impart awareness, accurate knowledge, and encouragement to further career options for nontraditional employment;
- Create an effective data collection system to delineate services to special populations;
- Plan for an effective collaborative approach at the local level (educational institutions, service providers, community-based organizations) to effect coordination of services for special populations;
- Restructure or create local plans to assure adequate child care and transportation services for special populations; and
- Develop objective measures and outcomes for performance, recruitment activities, projected retention and placement rates.

2.16 Procedures for Developing Memoranda of Understanding with WIA

Under the Workforce Investment Act, 121(c), each WIB, through the collaborative process of member input and with the agreement of the chief elected official, develops and enters into and signs a memorandum of understanding with the One-Stop partners describing the operation of the One-Stop delivery system in the local area in terms of:

- The services to be provided through the One-Stop delivery system;
- The funding of the costs of the services and the system;
- The methods for referral of individuals between the One-Stop operator and the partners, for specific services and activities;
- The length of the memorandum to coincide with the length of the ***Strategic Five-Year Unified State Workforce Investment Plan, FY 2000-2004,*** as pursuant to the Workforce Investment Act, and the procedures for amending the memorandum; and
- Any other individual provisions as the parties to the agreement determine appropriate.

2.17 Procedures for Nonduplication of Programs in WIA

Protection against duplication of programs and services is achieved through the state, county, and local planning processes. Each state agency responsible for programs governed by the Workforce Investment Act (WIA) has representation on the SETC and participates on the various task forces and work groups, including the Internal Planning Committee. The Internal Planning Committee discusses program delivery and recommends statewide programs and services to the Commission and the Governor. The WIBs function as microcosms of the SETC with the authority to determine regional program and service needs and the method of delivery. Local grant recipients of Perkins funds are required to complete local program plans and annual spending plans that include a statement of assurance that the proposed programs, services, and activities are coordinated with appropriate WIA services and activities. The regional WIB reviews each local grant recipient's plan, which is then submitted to the NJDOE with documentation of such review.

Section 3

Accountability and Evaluation

3.0 Accountability and Evaluation

3.1 Procedures to Include Input

The Perkins Act established the core indicators of performance. New Jersey consulted with eligible recipients to obtain their input on the performance standards. In the previous plan, the state had identified an extensive series of performance standards and measures which had proved to be more extensive than they needed to be. As a consequence, the decision was made to focus accountability and evaluation on those core indicators specified in the Perkins Act.

The State Director of Vocational Education, who heads the Office of School-to-Career and College Initiatives, has held a series of meetings with groups who will be affected by this plan. Specifically, he has met with representatives of the New Jersey County College Presidents' Association, as well as the New Jersey Council for Resource Development and the New Jersey County College Association for Institutional Research and Planning of the colleges; the superintendents of the state's vocational-technical schools; the New Jersey Committee of Practitioners; and the offices of Special Education and Bilingual Education and Equity. The focus of these meetings has been to develop plans jointly to meet the requirements of the Perkins Act and to make certain that Vocational and Technical education in New Jersey meets the challenge of the 21st century. In addition, public hearings have been held around the state under the auspices of the SETC, and points raised at these hearings have received consideration and, in some cases, have resulted in alterations in the plan.

3.2 Performance Standards: Identification and Description

New Jersey has traditionally maintained high standards for its vocational and technical preparation of students. The Carl D. Perkins Vocational and Technical Education Act of 1998 specifies new standards for vocational education students equal to those for all students, which New Jersey will adopt beginning in Program Year 2000. Because New Jersey has adopted a system of Core Curriculum Content Standards for all students and universal requirements for assessment so that students may qualify for high school graduation, the system assures the challenge of high academic standards for all students in New Jersey.

The matrix which follows, specifying the measures, standards, and performance indicators for success under the Act, indicates the levels students are expected to achieve in programs in the state's public school districts and in postsecondary settings. In the past, New Jersey's Program Performance Measures and Standards (PPMS) established performance expectations for all occupational programs in the state. The PPMS also established the basis for sanctions against under-performing programs and the basis for providing extra funding for programs achieving extraordinary standards. The Extraordinary Standards Program rewarded outstanding programs through a special state vocational aid fund. Beginning in FY 2001, failure to attain expected standards will result in sanctions imposed upon the affected districts or institutions in the form of reduced allocations, in conformity with the provisions of the new Perkins Act. These sanctions of reduced allocations will be placed in effect before the state imposes the sanction of closing the program.

To be sure the performance levels are objective, quantifiable, and measurable, the Office of School-to-Career and College Initiatives will ask districts and postsecondary institutions to submit data on students, with the results to be aggregated at the state level. In order to accomplish the task, the Vocational Education Data System (VEDS) will be upgraded and expanded. Other sources of data will also be used.

3.2.1 Core Indicators

The following Core Indicators, specified in the Act, have been adopted in New Jersey:

- *Student attainment of challenging State-established academic and vocational/technical skill proficiencies.*

- *Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.*

- *Placement in, retention in, and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment.*

- *Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.*

3.2.2 State Levels of Performance for Each Indicator

3.2.2.1 Core indicator: *Student attainment of challenging State-established academic and vocational/technical skill proficiencies.*

Academic proficiency, expected to result from the integration of academic instruction into all vocational-technical courses as specified in the state's Core Curriculum Content Standards, will be measured at the secondary level through the use of New Jersey's new High School Proficiency Assessment.[2] New Jersey's statewide standard for this measure is an 85 percent passing rate. New Jersey tests students in their eighth grade year, also. The previously-used Early Warning Test (EWT) has been replaced by the Grade Eight Proficiency Assessment (GEPA) which becomes operational in FY 1999. Scores on the GEPA and HSPA serve as general measurement of academic progress for purposes of the Perkins Act.

On the postsecondary level, for students enrolled in A.A.S., certificate, or certain Vocational and Technical A.S. programs, grade point average (GPA), the traditional measure, will act as a proxy for academic proficiency. Because of the traditional problem in tracking "success" in county/community college students, many of whom enroll without clearly defined goals or for purposes other than obtaining a degree, discussions with community college representatives yielded an agreement that full-time students enrolled for purposes of either

[2] The High School Proficiency Assessment (HSPA) will become operational in FY 2001, as the state's Core Curriculum Content Standards are phased in. The High School Proficiency Test (HSPT) will be in use until that time. Although their purposes are similar, the HSPA and HSPT differ somewhat because the HSPA will include academic material being phased in with the Core Curriculum Content Standards.

graduation or transfer would be counted. The standard was set at 3.0 on a traditional four-point scale, with 30 percent of students achieving the 3.0 GPA serving as the desired performance indicator.

Vocational and technical skill proficiencies will be measured through licensure examinations, for those fields in which licensure is required, industry-endorsed competency examinations, or a state-recognized test as indicated by the National Skill Standards Board (NSSB). In New Jersey, NOCTI/SOCAT or V-TECS tests are recognized, in order of preference. These will be the measure for both secondary and postsecondary students. The standard will be a 70 percent passing rate. A 90 percent passing rate will continue as the Extraordinary Standard.

3.2.2.2 Core indicator: *Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.*

The Perkins Act specifies the measures to be used as evidence of completion. New Jersey adopts these measures. At the secondary level, the attainment of a diploma is the measure, with the required standard set at 85 percent. At the postsecondary county/community college level, for full-time students enrolled in college-level (nonremedial) courses, the measure is graduation or transfer, and the standard is 30 percent. Following transfer, the attainment of a degree within three years is the measure, with the desired performance set at 60 percent for the state university and at 50 percent for other four-year colleges. At the postsecondary level, for adults pursuing vocational and technical goals in county vocational schools, the measure is certification by an appropriate school employee that a student has completed his or her program.

3.2.2.3 Core Indicator: *Placement in, retention in, and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment.*

Placement in, retention in, and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment is specified in the Perkins Act as evidence of success. This placement achievement measure will be adopted in New Jersey, using as a standard 75 percent. At the postsecondary and collegiate level, the measure will be the placement rate, with the standard set at 75 percent of completers. These students will be expected to retain employment for at least 90 days in order to reach the standard.

3.2.2.4 Core Indicator: *Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.*

Measures of student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment have traditionally used 25 percent as the standard to define nontraditional programs in the state. This plan will continue to use this method to identify nontraditional training programs. Performance measures of student participation in and completion of vocational-technical education programs that lead to nontraditional training and employment will use student enrollment information in 1998 as baseline data to obtain a measure of under-represented population in each program. An

annual 5 percent increase over the baseline data of the under-represented population in 75 percent of the identified nontraditional training programs will be the state's standard of performance. A positive increase will represent district improvement in recruitment and retention strategies of the under-represented population.

Matrix Summary

The matrix that follows is intended as a tool, a compact guide to the federally required performance indicators, New Jersey's established standards and measures, and the indicators of current status which districts will report and which will be used to assess outcomes. It should not replace an understanding of the standards as described in the preceding pages. In the left-hand column, the matrix specifies that which is being assessed, the "core indicators," as set down in the Perkins Act. The first item, for example, is the academic proficiency of vocational and technical education students. The second column lists the measuring instrument, the means that will be used to determine the outcome level, in this case, the High School Proficiency Assessment (HSPA). The third column lists the state-determined standard of acceptability. In the case of academic proficiency, the criterion is that 85 percent of test-takers must pass the test to meet state standards. The next column specifies baseline data at the state level as of FY 1998. The right-hand column indicates what the data show about the level at which students are achieving in each district each year. It is a record of current status and serves to demonstrate the degree to which improvement is needed to meet acceptability standards on each item to be assessed. It is to be filled in at the local level.

Performance Standards and Measures Matrix

Assessment Item	Measure/Instrument	Standard/Criterion	Baseline: Class of 1998	Status Indicator
Academic Proficiency	Secondary: HSPA Postsecondary: GPA	85% of program completers must pass test 30% of f.t. college-level students enrolled in voc-tech programs must achieve 3.0 GPA	Voc.: 82% State: 94.7% (Source: NJ Report Card)	Percent of test-takers passing (or overall gain from GEPA) Percent of students earning 3.0 on 4 point scale
Vocational-Technical Skill Proficiencies	Secondary: licensure/ industry competency exam on state-recognized exam Postsecondary: same as secondary	70% of qualified students must pass exam Same as secondary	State: 82.3% (Source: NJ Report Card; NOCTI report) State: 73.2% (Source: see above)	Percent of students qualified to sit for exam passing the exam Same as secondary
Evidence of Completion	Secondary: diploma or equivalent Postsecondary (college): associate's degree or certificate or transfer plus degree within 3 years (Vocational-technical) certification of program completion	85% completion rate 30% completion rate 30% of program enrollees	90% of school districts at 85% 90% at 30%	Receipt of required diploma/equivalent Receipt of degree, certificate Receipt of completion certification
Placement Achievement	Secondary and Postsecondary: Further education enrollment, military service enlistment, or employment Postsecondary: Employment and retention.	75% of completers will continue education, enter the military or gain and retain employment in field of preparation for at least 90 days 75% gain and retain employment for at least 90 days.	State: 65% (Source: NJ Report Card)	Continued enrollment, enlistment, or employment in field of preparation for at least 90 days from initial placement Percent gaining and retaining employment, or length of time before salary increase if previously employed
Nontraditional training	Identified nontraditional programs: measure of under-represented gender to over-represented gender	5% increase over baseline data in 75% of identified nontraditional programs	5% increase in 75% of programs between '96-97 and '97-98 enrollments. Source: VEDS	5% increase of under-represented population

3.3 Evaluation of Program Effectiveness; Assuring Nonduplication

Programs of eligible recipients will be measured against the performance indicators using the VEDS information system and other sources for employment information to provide the necessary data.

Nonduplication of programs is ensured through the WIBs, which must endorse the districts' Perkins Act applications. In addition, in areas of the state where Tech-Prep consortia are located, the existence of articulated programs ensures nonduplication.

Reports of program effectiveness will be analyzed by the NJDOE and will be a topic for discussion with local districts. A report of effectiveness will be included in the annual Perkins Performance Report, which is coordinated, edited, and produced by a staff member of the OSCCI.

3.3.1 Monitoring Process

All programs in New Jersey receive technical assistance on an ongoing basis from members of the Office of School-to-Career and College Initiatives. In addition, New Jersey employs a monitoring process to ensure that programs are being carried out according to federal guidelines.

The following elements are examined during the monitoring visit for each Perkins grant:

- The status of implementation activities and timelines;
- Outcome evaluation data for all completed goals and objectives;
- Current budget expenditures;
- Time and activity data for all grant-funded positions;
- Current student enrollment data by program; and
- Perkins mandates (e.g., applied academics).

The OSCCI staff meets with the district/college staff responsible for facilitating the visit and with designated grant contact people/managers. The purpose of the interviews is to review the status of each grant and discuss the documentation and support materials provided. The OSCCI staff reviews documentation and visits a sample of program sites to inspect equipment and verify enrollments.

A minimum of one-third of the grants within each Request for Proposal will be monitored on site annually. At the discretion of the NJDOE, immediate or more frequent monitoring will be conducted for any questionable contracts. Evaluation panel members for a particular RFP cannot be involved in monitoring for that same RFP.

The chart that follows shows how the monitoring function is conducted.

TYPE OF GRANT EVALUATION			WHO	HOW
1.1 Quarterly Report Reviews			Program Officer	Desk Review
1.2 Site Visits				
1.2.1	Entitlement	All grants over $100,000	Program Officer	Site visit –1/yr. (25 secondary, 24 postsecondary)
		All grants under $100,000	Program Officer	Site visit – 1/yr.- 10% sample: 7 secondary, 2 postsecondary.
1.2.2	Competitive	All targeted grants	Program Officer	Site visit – 1/yr.
		All continuation grants	Program Officer	Site visit – 1/yr.
		All grants over $100,000	Program Officer	Site visit – 1/yr.
		Other grants	Program Officer	Site visit – 1/yr. - 33% grantees

3.4 Reporting Student Measurement of Progress (Including Special Populations)

3.4.1 Secondary Students Completing Three or More Courses

The local districts must submit data on all secondary students completing three or more courses in an approved occupational education program, with the results to be aggregated at the state level.

District reported outcome measures will be collected utilizing the annual VEDS. The VEDS data collection system will require the inclusion of each student's demographic data and educational data, including those of special populations students.

The Department of Education will serve as a collection agency in collaboration with recommended testing authorities to provide the measures of occupational competencies. The state's ***Guidelines for the Measurement of Occupational Competencies*** will identify the tests which can be used in the various programs to meet the requirements for competency testing.

The tests should be selected in the following priority order:

1. If a licensing or industry credentialing examination exists, it must be used (e.g., licensing examinations for cosmetology and licensed practical nursing).

2. If no such test is available, a nationally-validated test, such as the SOCAT from NOCTI, should be used.

3. If a nationally validated test is unavailable or cannot be administered for some reason, a standardized test (based upon an employer-verified task list) or a test generated from a Vocational-Technical Education Consortium of States (V-TECS) must be used. The testing authority will provide the previous year's competency test results on the percentage of students passing in each program.

Other data necessary to provide accountability information for requirements under the law will be collected by matching student data files with wage record files, records in higher education files, state administration files, corrections files, and the following federal agencies: defense, personnel management, and postal services.

Information the state gathers on achievement of the state's adjusted levels of performance, including those of special populations, will be presented in the annual report submitted to the Secretary.

3.4.2 Secondary Students Completing One or More Vocational Course

The local districts will be required to submit data on all vocational students who have completed one or more vocational course(s) in an approved occupational education program.

Data collection would be the same as in 3.4.1., except that the student would be distinguished from those who have completed a series of courses as described in 3.4.1 by identifying the student's status in the vocational education system. (e.g. continuing student, course taker, concentrator).

These students would not be reported in competency test results because they have not completed three or more courses in an approved occupational education program.

3.4.3 Postsecondary Students Enrolled in Vocational and Technical Programs

The county/community colleges submit yearly final reports indicating the number of students served by the Perkins grant. Currently, the information contained in the report represents the total number of students served: those enrolled in a vocational program and those receiving support services. The report identifies students according to the program in which they are enrolled, their gender, and an indication of membership in a special population. With the reauthorization of the Perkins Act, the colleges will be required to report on the number of students currently enrolled in vocational certificate or degree programs. A student is defined as one who has completed 12 nonremedial credits satisfactorily. As in previous years, these students will be identified according to the program in which they are enrolled, their gender, and membership in a special population.

The county vocational-technical schools will be required to submit data on all postsecondary vocational students who have completed one or more vocational course(s) in an approved occupational education program. Institutions will report outcome measures on the VEDS, specifically designed to include postsecondary performance measure requirements. The schools will report student demographic data, as well as educational data. These students would not be reported in competency test results because they would not have completed the occupational program and, therefore, are not completers eligible to sit for the test/exam.

3.4.4 Postsecondary Students Completing Vocational and Technical Programs

In addition to currently enrolled students, the colleges will report on the number of students who completed their programs each year. Students will be identified in the same manner as above. Furthermore, colleges will provide data indicating the students' success in completing the programs by submitting the percent of completers who pass the competency exams. Colleges will also provide data indicating the students' status after completing the program with the exception of data obtainable through the DOL.

The county vocational schools will be required to submit data on all postsecondary vocational students who have completed an approved vocational and technical education program. Data collection would be the same as under 3.4.3. These students will be identified as completers and would be included in competency test results.

3.5 Complete, Accurate, Reliable Data

To ensure that local educational agencies and eligible institutions report accurate, complete, and reliable data to the state, each recipient will be required to comply with all evaluation and reporting requirements.

As part of the evaluation and reporting process, each eligible applicant would submit an application for approval which contains the project's goals, objectives, project implementation forms, and budget (summary and budget narrative). Applicants must include further assurances that evaluation, follow-up, and job placement strategies are identified and on file.

Evaluation procedures will be part of the requirements for each funded project. The purpose of the evaluation procedures is to provide information on contract compliance and to provide information that can be used for program improvement and programmatic and fiscal accountability.

Program objectives must be measurable and describe the outcomes of instruction, as well as the process; the demographics of the student or target group must be described; and the statistical results must be provided for each program objective.

To ensure complete, accurate, and reliable data, the state will assume responsibility for annual monitoring of the Perkins grant program according to established NJDOE policies.

For local educational agencies and eligible institutions, the state will provide workshops and manuals explaining the data collection methodology.

The state will evaluate reports and check data for quality control, accuracy, and completeness. Data will be analyzed and compared to the previous year's reports to ensure reliable and valid measures.

We are moving toward improvement in our data collection system, including the collection of data over the Internet. However, we have identified a number of barriers to our accountability efforts:

- Current Individual Education Plans (IEPs) don't specify the attainment of marketable skills, which deprives students of the education they need most.

- There is a lack of coherent policies within districts on reporting data, and there is turnover in personnel who report data. These lead to inconsistencies in what is reported to the state.

- There is resistance to using the social security number, and there is no other mechanism currently available to follow students from secondary to postsecondary education.

- At the postsecondary level, there is an ill-defined system of industry skills standards; this results in students being placed in a noncategory if they don't acquire certain skill certifications.

3.6 Common Data Collection with Programs/Activities of WIA

Currently the SETC has formed an interagency agreement work group to determine common data elements and indicators that will be used to evaluate all programs and services provided through the state's One-Stop Career Center System. This system will evolve as data become available and the data collection system is structured.

New Jersey envisions a performance standards and data collection system that will serve to assist districts to improve their performance based upon what they can learn about the effectiveness of their instruction. Using a philosophy based, in part, upon the publication, ***A Look at Accountability for Secondary Vocational Education***, by Gene Bottoms and Richard Makin, New Jersey's system of accountability is ultimately aimed at raising the level of achievement in vocational education. Consequently, the state is planning to phase in a data-reporting and collection system that will enable it to learn how vocational students in each district achieve academic outcomes, technical outcomes, employment achievements, and continuing education efforts. Its purpose, then, will be to inform districts of their levels of achievement so that each district can see its results and plan improvements to its programs. Central to this effort is an upgrading of data collection systems throughout the state offices. The NJDOE, for example, has plans to develop a master student database by FY 2002 that will offer it greater flexibility and greater capacity. NJDOE envisions a statewide system that will enable it to interact with other departments to provide a record-linkage system that combines useful information from each of the databases for purposes of analysis. None of these analyses identifies individual records; they merely provide aggregate data. The current system does not permit such activity at present, but it is expected that such developments will be a reality within the next five years. It is upon this expectation that the accountability matrix is based.

Section 4

Special Populations and Other Groups

4.0. Special Populations and Other Groups

Definitions of Special Populations in New Jersey

Individuals with disabilities means individual(s) with any disability.

Individuals from economically disadvantaged families, including foster children means individuals from families with incomes below the federal poverty line and applicable to a family of the size involved for the fiscal year for which the determination is made, compared to the number of such individuals who reside in the school districts served by all the local educational agencies in the state for such in the preceding fiscal year.

Individuals preparing for nontraditional training and employment means individuals who are preparing for occupations or fields of work, including careers in computer science, technology, and other emerging high-skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Single parent, including single pregnant women, means an individual who is legally separated from a spouse and has a minor child or children for which the parent has either custody or joint custody or is pregnant. This also includes unmarried individuals who are pregnant or who have responsibility for a minor child or children.

Displaced homemaker means an individual who has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under part A of Title IV of the Social Security Act (42 *U.S.C. 601 et seq*.) not later than two years after the date on which the parent applies for assistance under this title; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Individuals with limited English proficiency means a secondary school student, an adult, or out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language, and whose native language is a language other than English; or who lives in a family or community environment in which a language other than English is dominant.

Individual with other barriers to education achievement means a secondary school student, or out-of-school youth, who is older than other students in the same grade level; who is performing below grade level on standardized tests; whose behavior is disruptive in a regular school routine; or is disaffected by authority and structure. The student may be attending an alternative school or incarcerated in a correctional or juvenile facility.

Approved Private School for the Disabled corresponds to "approved private school for the handicapped" and means an incorporated entity approved by the Department of Education according to *N.J.A.C.* 6A:14-7.2 or 7.3 to provide special education and related services to students with disabilities placed by the district board of education responsible for providing their education.

4.1 Program Strategies for Special Populations

During the past several years, the SETC convened a number of task forces to address the unique needs of members of special populations in transitioning into the workforce. The task forces focused on the following:

- Adult Literacy
- At-Risk Youth
- Gender Equity
- Inmates in Correctional Facilities
- Individuals with Disabilities

Membership on each task force was designed to include representatives from all segments of the targeted population. Upon completion of their work, each task force submitted its report to the SETC for concurrence. The Commission then submitted the approved reports to the Governor for her endorsement. Following this approval process, the report recommendations became the foundation for implementation by each state agency charged with developing New Jersey's workforce.

The recommendations pertaining to education from each task force report are listed below and included in this state plan. These recommendations are mandated in all New Jersey schools.

Gender Equity Task Force report, *Leveling the Playing Field: Removing Barriers for Women in New Jersey's Employment and Training Programs,* makes the following eight recommendations:

1. All occupational training programs, career orientation programs, and school-to-work programs must incorporate equity into all areas and all levels of curriculum.
2. Intake and staff counselors, instructors, job developers, case managers, and others who deal directly with clients need professional development assistance in working with women, especially in the area of nontraditional training and employment.
3. Data collection must be enhanced to allow for the detailed analysis of services to women. Information should include at least the following: type of training, number of participants, age, race, sex, placement in jobs, and wage rates. Data must be evaluated, and the service provider must be held

accountable for performance.

4. Better coordination at the local level among service providers, community-based organizations, and local educational institutions is encouraged. Plans for specific activities for training women in nontraditional occupations should be included in every statewide and locally planned strategy for serving workforce readiness needs.
5. The concept of job readiness must be refined to address access to child care and transportation in order to duly meet the needs of girls and women.
6. The equity staff of the Department of Education should be fully utilized to assist the other state departments and local grantees in learning about and implementing successful gender equity initiatives throughout the workforce investment system.
7. The New Jersey Department of Transportation should use all available resources under the Intermodal Surface Transportation Efficiency Act to fund training programs for women in highway construction trades.
8. The New Jersey Department of Treasury should take steps to use all available resources to fund training programs for women and racial and ethnic minorities.

The task force on Adult Literacy report, *Adult Literacy in New Jersey: Meeting the Challenge of the 21st Century,* makes the following recommendations:

1. Improve planning and coordination.
2. Ensure responsiveness to customer needs.
3. Optimize the use of technology.
4. Expand staff development opportunities.
5. Improve program accountability.
6. Improve awareness of the importance of literacy programs.

The Work Group on Persons with Disabilities, *Opportunity for All*, makes the following recommendations:

1. The workforce investment system must provide a variety of options and approaches for persons with disabilities. Flexibility must be the guiding principle for all recommendations in the development of programs for people with disabilities.
2. Schools must provide special education students with the necessary support in the implementation of enriched learning opportunities.
3. Implement, within the proposed Department of Education accountability system, measures and standards which include programs serving people with disabilities, to ensure that all completers of occupational education programs possess the skills and attitudes required by employers.
4. Create an integrated school environment in which students with disabilities participate in activities with all students to facilitate movement into an integrated work environment.
5. Improve the coordination of transition planning (school-to-work, school-to-school, etc.) for youth with disabilities. Secondary school systems (special education and occupational education), including vocational-technical

schools, rehabilitation agencies, and private and public employment sector, must cooperate to achieve this goal.

6. Expand special education support services and resources for teachers, counselors, and administrators dealing with vocational students, persons with disabilities, and approximately 20 to 30 percent of the vocational education population.
7. Establish support by the Commission on Higher Education and the Departments of Human Services and Labor for the development of a broad-based rehabilitation counseling education program that would establish competencies at all degree levels for various rehabilitation professionals, including but not limited to concentrations in specific areas, such as vocational counseling, psychosocial, etc.
8. Enhance linkages between the Department of Education and the Commission on Higher Education to address the relationship between special education programs for persons with disabilities and the lifelong learning and career preparation systems. This linkage will require a detailed assessment of how these two systems can be made more compatible.
9. The Department of Education, Commission on Higher Education, colleges, and school districts must ensure that the necessary support system is in place and that linkages are made among and between the agencies to create greater opportunities for college students with disabilities.
10. Establish a single point of contact in the Division of Vocational Rehabilitation Services field offices to assist people with disabilities, their families, and the employer community in their effort to access employment opportunities for people with disabilities and to comply with the Americans with Disabilities Act.
11. Establish a core component of the New Jersey Business Resource Network with the Department of Labor's Division of Vocational Rehabilitation Services to link programs and agencies that serve persons with disabilities with all elements of the statewide Business Resource Network.
12. Increase the awareness of persons with disabilities, as well as the public and private sectors, to the Technology Assistance Resource Program and other technology assistance programs.
13. Establish an interdepartmental work group of the six departments represented on the SETC and commission staff to coordinate and facilitate the implementation of the recommendations of the Workgroup on Persons with Disabilities. A lead agency will be identified and the group will report to the executive board work group on a regular basis.

The At-Risk Youth Task Force report, *Youth at Work: Making It in the Global Economy* makes the following recommendation**s:**

1. Develop a comprehensive, employment-oriented program for at-risk youth that provides opportunities for career exploration, employment experience, and a transition to the world of work. This program must be available to both in-school and out-of-school youth.
2. Create youth apprenticeship opportunities as described in the National Youth Apprenticeship Act of 1992: "The first step in shaping a new national

concept of youth apprenticeship is to develop a strategy for preserving the successful aspects of traditional apprenticeships while expanding those approaches identified within youth apprenticeship."

3. Develop a joint strategy between the Department of Education and the Commission on Higher Education to link cooperative education programs between secondary and postsecondary institutions to improve their quality.
4. Expand summer work experience for in-school youth through partnerships between business and the schools and through programs such as structured employment training, job tryout, and shadowing.
5. Enhance and expand the Commission on Higher Education's effort to establish closer collaboration between institutions of higher education and the public schools. Successful precollegiate academic programs, like College Bound, must be made available to more students.
6. Expand and strengthen the Department of Human Services School-Based Youth Services Program by adding an employment component that includes, for example, job tryouts, community service work experience, and job shadowing.
7. Expand the New Jersey Youth Corps Program by including an explicit vocational education component while maintaining the program's current philosophy.

The Corrections Education Task Force report*, Standing Corrected: Education and Rehabilitation of Criminal Offenders,* makes the following recommendations:

1. The Department of Corrections and the Juvenile Justice Commission should report data on a biennial basis that aggregate post-release information on offenders, e.g. employment status, education participation, and continued involvement with the criminal justice system. This should be correlated with the institutional participation in education, training, and the transition system.
2. The Department of Corrections should place greater emphasis on rehabilitation.
3. A strategic plan that determines adequate funding and staffing levels for corrections education should be established.
4. Employers need to be given incentive to hire ex-offenders, e.g. targeted tax credits and training subsidies.
5. The Department of Corrections and the Juvenile Justice Commission should initiate a public information campaign to promote programs and services that are positively correlated with institutional and post-release success as measured by education attainment, job placement and persistence, employment and salary levels, and recidivism.
6. The Department of Corrections should work with the Office of Management and Budget and the Department of Education to develop strategies to ensure that federal and state corrections education funds can be expended within established time frames during state spending freezes.
7. State plans for federal grants dealing with the provision of education and support services should include a section on serving individuals in the criminal justice system.

8. Training for educational personnel conducted or supported by state agencies should include corrections educators.
9. All education programs should focus on attainment of marketable skills and credentials.
10. Collaborative efforts with community colleges and county vocational schools should be expanded.
11. Academic and vocational education should be integrated, and applied and experiential learning approaches should be utilized.
12. The state education funding formula should be extended to incarcerated youth in county facilities.
13. Greater opportunities for students continuing their education or entering the workforce should be developed for juveniles.
14. Juvenile female offenders should have access to the same programs, resources, and services as their male counterparts.
15. The Department of Corrections, Juvenile Justice Commission, and county systems must be electronically linked to the One-Stop Career Center system.

The task force on Education and Workforce Quality in its report, *Linking Education and the Workforce: An Imperative for New Jersey's Economic Future,* makes the following recommendations:

1. WIBs must assume overall responsibility for local school-to-work planning and become the focal point for promoting and facilitating linkages and collaboration between and among districts in a county or multi-county area and with employers, organized labor, postsecondary educational institutions, and community-based organizations.
2. Stakeholder involvement in schools, postsecondary institutions, and other educational providers must be expanded to provide for input from the broader community in which learners live and work.
3. Integration among various segments of the education system should be strengthened.
4. Schools should be given the flexibility to create innovation; they must be held accountable for the success of their students.
5. All learners in the system must be given the opportunity to maximize their potential regardless of age, race, gender, disability, socioeconomic status, etc.
6. Teacher certification requirements must reflect the new workforce readiness agenda.
7. Current teachers must be afforded the opportunity to participate in the workplace outside of school and to learn new methods that support the changing economy and prepare students for a "career" in learning.
8. Parents and school board members must be educated about the importance of integrating workforce preparation with the educational curriculum.
9. Career education must begin in the elementary school.
10. The educational system must adopt a reform agenda that emphasizes technology in the classroom, infusion of contextual learning into the curriculum, and integration of work-based and school-based learning.
11. Authentic assessment methodologies should be incorporated into the curriculum to provide students and teachers with a greater opportunity to

measure a broad spectrum of student learning and provide more meaningful and useful documentation and analysis of this learning.

12. Curricula must emphasize the acquisition of skills and knowledge that provide learners with a solid foundation in academic, vocational, work readiness, and entrepreneurial areas.
13. Distance learning and technology-assisted learning must be incorporated into the curriculum delivery system at all levels of education.
14. Open entry/exit programs that are competency-based should be introduced and expanded at the secondary level and beyond.

Vocational education for special population students will include mainstreamed students with services and specialized education programs designed to enable them to achieve vocational education objectives that would otherwise be beyond their reach as a result of their limitations. Special population students need to have access to a broader spectrum of employment and training opportunities than they traditionally have had in New Jersey.

The Office of School-to-Career and College Initiatives will require districts to serve students in each of the special populations. Each district's five-year plan for vocational education will assess the need of each population and, once these needs are identified, will be encouraged to acquire the needed resources, programs, and services to provide the least restrictive environment and best practices for special population students enrolled in vocational programs. Districts will also be required to serve the same as or an even greater proportional number of these special population students than are found in the district's total student population. Districts will be required to provide programs which meet or exceed the state-adjusted levels of performance. Programs for special populations will have the same objectives as other vocational-technical programs for preparation and advancement in high-skill and high-wage careers.

Vocational Education Five-Year Plans will be reviewed by the Office of School-to-Career and College Initiatives, the Office of Special Education, and the Office of Bilingual Education and Equity Issues for appropriate activities and services. Districts will receive technical assistance to modify curricula to meet special population needs from the Office of School-to-Career and College Initiatives.

An assessment and onsite monitoring of the vocational and technical education programs carried out with Perkins funds will be conducted to determine how the needs of special populations are being met and how such programs enable special population students to meet state-adjusted levels of performance.

Districts will be encouraged to hire coordinators to advocate enrollment, special services, and adaptive/specialized equipment for special populations to succeed in regular vocational education classes. Greater evaluation will be required regarding the effectiveness of these individuals.

Interagency agreements have been established to facilitate policies and services for the transition of individuals with disabilities from school to adult life. These agreements are among the Department of Education, Office of School-to-Career and College Initiatives, and

the Office of Special Education; the Department of Labor, Division of Vocational Rehabilitation; and Department of Human Services, Division of Developmental Disabilities.

When students with disabilities reach age 14 or younger, if appropriate, and every year until graduation, their Individualized Education Programs (IEPs) are required to include a "statement of transition service needs." The "statement of transition service needs" focuses on the student's courses of study (required, elective, modified or specially-designed courses) that will help the student achieve desired post-school goals. This statement must also include, when appropriate, the need for "technical consultation" from the Division of Vocational Rehabilitation Services. When students with disabilities reach age 16 or younger, if appropriate, and every year until graduation, their IEPs must also include a "statement of needed transition services." The "statement of needed transition services" is a plan for adult life beyond school that must address instruction, employment, community experiences, post-school adult living, related services, and, if appropriate, acquisition of daily living skills, functional vocational assessment, and a statement of interagency responsibilities or any needed linkages.

4.2 Providing Equal Access for All Perkins-funded Activities

Members of special populations shall have equal access to vocational education programs regardless of individual limitation. Specialized programs will have the same high quality as the other vocational education programs with the expectation that students will achieve industry standards and competencies. Whenever possible, special populations students will be placed in regular vocational education programs with appropriate services. A special population student’s placement in vocational programs will be based upon his or her assessment and occupational goals and not upon the special population education programs which have been previously created within the district.

4.3 Nondiscrimination

Students from special populations shall be provided equal access to occupational training as provided by the school districts. Statements of assurance, signed by the chief school administrator representing the local educational agency’s board of education, will include (1) statements of nondiscrimination, committing the district to provide equal access for special populations regardless of age, race, national origin, gender, religion, sexual orientation or affection, English proficiency, socioeconomic status, or disability; and (2) effective recruitment and outreach efforts that include language which encourages members of these special populations to participate in occupational training programs. The local board of education will require that its policies promote equality in school and classroom practices. It will publicize throughout the community the local board’s policies prohibiting bias, harassment, discrimination, and segregation. Members of the special populations should be informed of the district’s affirmative action officer’s responsibilities, location, and availability.

Monitoring of vocational education programs will require reporting of enrollments in each of these special population groups to be compared to the population of the county or district. Male/female enrollments by program will also be reviewed for gender bias. Programs will be evaluated for conformity to their previously approved five-year and annual spending plans.

Districts which fail to present such information or which have an identified special population which is not being served will have vocational education funds payment suspended until a remediation plan is established and approved by the State Director of Vocational Education. Programs will enable special populations to meet or exceed state levels of performance in high-skill, high-wage careers and/or prepare for additional education.

4.4 Helping Special Populations Meet Levels of Performance

Section 4.5 specifies how individuals who are members of special populations will be provided with programs designed to enable the special populations to meet or exceed state-adjusted levels of performance and how special populations will be prepared for further learning and for high-skill, high-wage careers.

Section 4.1, Program Strategies for Special Populations, describes the local districts' responsibility to meet or exceed the state-adjusted levels of performance. The strategies also state that programs for special populations will have the same objectives as other vocational-technical programs for preparation and advancement in high-skill and high-wage careers.

4.5 Addressing Needs of Students in Alternative Education Programs

The vocational education five-year plan for each individual district with approved occupational education programs will include the details of the activities each district will provide to meet the identified needs of the alternative education special population.

Alternative education offers nontraditional, yet effective, learning environments that provide flexible education objectives closely related to the learning styles and the individual needs of students. This learning opportunity is designed to meet the special needs, interests, and aspirations of at-risk youth who may be disruptive and/or disaffected with a traditional academic environment. Alternative education schools are small, carefully staffed, and provide intense, comprehensive, individualized services to students and their families, so they can achieve the Core Curriculum Content Standards required for graduation in New Jersey.

Alternative education schools may also incorporate site-based management approaches, cooperative learning strategies, and shared decision-making into the program structure. In addition, alternative education schools provide a caring and supportive long-term environment where rules and regulations are clearly defined and fairly and consistently enforced.

Research has revealed several key components that are effective in alternative schools. These components are recommended in order to successfully implement alternative education:

- Flexible scheduling that includes both day and evening hours;
- Low teacher-to-student ratio;
- Individualized instruction, including individual education plans;

- Preparation for state assessment (GEPA and HSPA);
- A counseling component; and
- Certified teaching staff.

The Office of School-to-Career and College Initiatives staff will review five-year vocational education plans with specific reference to the needs of students involved in alternative schools. A local district's annual spending plan will specify amounts and detailed budget items from its annual Perkins allocation to be used for this identified special population.

4.5.1 Additional State Level Activities and Services

The New Jersey Supreme Court in *Abbott v. Burke* (A-155-97) upheld the need for the establishment and implementation of alternative schools. Abbott districts are required to provide alternative education programs and have dropout prevention specialist(s). The court acknowledged that alternative schools "prevent dropouts by providing more individualized instruction, as well as necessary additional supports, such as job counseling, social workers, and guidance counselors." In addition, "placing students in alternative education programs decreases disruptions in the regular school, and for students in the programs, increases academic performance, fosters positive lifestyles, and reduces aggressive behavior." Vocational education has been identified as a means to provide contextual education for these students. The number of approved vocational education programs in alternative high schools will be increased.

An interagency agreement negotiated with the Department of Human Services funds Youth Corps services in career development, job readiness skills, and workplace readiness skills. It also provides employment opportunities for dropout youth from the ages of 16 to 24, with an average age of 18. New Jersey Youth Corps projects offer basic skills instruction, including preparation for the General Educational Development (GED) test or adult high school instruction, employability skills instruction, counseling, job development and placement, and community service experiences. New Jersey Youth Corps will continue to be funded as a provider of valuable services for students in the state.

4.6 Using Funds to Prepare for Nontraditional Training and Employment

School districts must implement a plan to increase the participation of single parents and displaced homemakers in high-wage, high-skill, and nontraditional occupational education in order for individuals in these populations to achieve economic self-sufficiency and freedom from dependence on public assistance programs. The following components must be included:

- Recruitment;
- Orientation workshops for nontraditional careers and occupational education information;

- Intake and assessment activities to determine interest and skill level. This may include interest and aptitude testing, as well as tests of basic skills;

- Career counseling sessions and development of an individual career plan;

- Occupational training; and

- Job placement assistance.

District surveys will be developed to determine the number of potential students who are single parents or displaced homemakers. Occupational training programs will be identified to recruit members of this targeted population, and assessment tools will be used to determine skill levels of individual participants. These tools may or may not include the Test of Adult Basic Education (TABE), Career Ability Placement Survey (CAPS), Career Occupational Reference System (CORS), and Career and Occupational Profile System (COPS). A curriculum should be developed that includes remedial courses with appropriate benchmarks to determine levels of progress. Upon completion of satisfactory benchmarks, participants will progress to the next level of achievement so that they can ultimately meet or exceed the state-adjusted levels of performance. A satisfactory completion of a basic level of performance will entitle a participant to enter into a contract for entrance into high-wage, high-skill occupational training. Students who have graduated from occupational training programs and are currently in the workforce should be afforded the opportunity to enter into advanced training to complement and enhance their current skill levels.

Each school district will develop its spending plan to use a portion of the allocated funds for promotion of nontraditional training and employment for single parents and displaced homemakers. This plan may include activities such as workshops that create awareness of nontraditional careers, information on community bulletin boards, school district newsletters, local newspapers, and community outreach to and collaboration with agencies that provide services to single parents and displaced homemakers.

4.6.1 State Leadership Activities

The coordinator for nontraditional training will provide technical assistance to school districts as they plan, develop, and implement services for displaced homemakers and single parents, and work collaboratively with the Statewide Nontraditional Career Assistance Center to create new models and strategies to accomplish statewide goals and objectives. Leadership activities will include components to provide technical assistance for the following:

Workplace Readiness Standards Conference: This conference will be structured for educators and will focus on strategies to foster the goal of allowing all students, including special populations, to develop career planning and workplace readiness skills.

Career Development Training: This includes Achieving Sex Equity Through Students (ASETS) student leadership training, conflict management, Careers 2000 workshops, and the development of career plans.

Professional Development Seminars: These seminars will be geared for programs funded through Perkins legislation and focus on nontraditional specialized workshops such as Equitable School: Success for All Students; facilitator training for ASETS and Careers 2000; and presentations for local education agencies related to nontraditional training.

Marketing Nontraditional Career Opportunities: This includes a School-to-Careers Mentoring Guide, posters, newsletters, tabletop exhibits, and a standard packet of information on workplace readiness and nontraditional careers.

Identification of Best Practices: These include an emphasis on a conference on nontraditional career training model programs, a Hall of Fame recognition program for participating schools, and distribution of information on model programs via the Internet.

Pilot Demonstration Sites: The state will establish sites throughout New Jersey to function as "technical resource centers" for educators and other interested individuals to gather information to incorporate workplace readiness standards and nontraditional career information into the curriculum for all students.

Regional and Nationwide Conferences: The state will encourage attendance and participation in conferences related to equity, nontraditional training, and single parent/displaced homemaker issues.

Monitoring: The state will monitor program, fiscal, and data collection activities associated with the Statewide Nontraditional Career Assistance Center and school districts to assure that goals and objectives are met. It will also provide technical assistance as needed.

The vocational education five-year plan for each individual district will specify the details of the activities this district will provide to meet the identified need for this nontraditional training/employment. The local district's annual spending plan will specify amounts and detailed budget items from their annual allocation to be used for this special population.

4.7 Serving Individuals in Correctional Institutions

The vocational education five-year plan for each individual district will include the details of the activities each district will provide to meet the identified need for individuals in correctional institutions. The local district's annual spending plan will specify amounts and detailed budget items from its annual allocation to be used for this special population. Local district funds will follow the individual secondary student when that student is relocated into a correctional facility. Several county vocational schools provide special population vocational education programs to county correctional facilities.

4.7.1 State Level Activities and Services

The State's correctional system is organized around two institutional complexes, adult and youth; adults fall under the jurisdiction of the New Jersey Department of Corrections, and juveniles fall under the Juvenile Justice Commission. At present, there are 13 adult institutions operated by the NJDOC and 33 sites operated by the JJC. There is also a newly-developed stabilization and reintegration program for juveniles under the auspices of the JJC. There are no state institutions exclusively for female juvenile offenders. The NJDOC operates a number of minimum-security camps, which are satellite units to their institutions, and the NJDOC also houses inmates in county correctional institutions. The counties operate facilities for short-term incarceration of both adult and juvenile offenders. The Juvenile Justice Commission within the Department of Law and Public Safety became responsible for the operation of all state-operated juvenile facilities in 1996.

4.7.1.1 New Jersey Department of Corrections (NJDOC)

The NJDOC, as one of its major objectives, states, "[I]ts role is to ensure that persons committed to the state correctional institutions are provided with the care, discipline, training and treatment needed to prepare them for reintegration into the community." Much of the training and treatment is coordinated through Office of Educational Services (OES), which is responsible for the provision of education in the NJDOC, and the OES functions like a public school district. Each of the 13 institutions under the NJDOC has a director of education, who is responsible to both the institutional superintendent and the executive director of OES. Both OES staff and institutional education staff are subject to the same certification requirements as public school educators.

Academic as well as vocational education programs are offered throughout the NJDOC system. Although there is some variation in programs from one institution to the next, the academic offerings at each institution, at a minimum, include presecondary and secondary curricula. Presecondary curricula are designed for students whose grade level is below 7.5, and secondary curricula are designed for students at or above 7.5 grade level. Both curricula emphasize the acquisition of basic academic skills consistent with students' appropriate grade level.

In both the youth and the adult complexes, the programs are typically remedial. The programs generally focus on development of basic skills and preparation for the General Education Development (GED) test. English as a Second Language (ESL) programs are available at most institutions as well.

The NJDOC offers numerous vocational programs; specific curricula vary by institution because of institutional inmate profiles and available resources. Vocational programs provide skill training in air conditioning and refrigeration, auto body, auto service, automotive technician, barbering, building services, building trades, carpentry, clerical skills, computer programming, commercial art, cosmetology, electrical/electronics, employability skills, food service, graphic arts, home economics, horticulture, nurse aide, painting and decorating, paralegal, plumbing, small-engine repair, diesel mechanics, upholstery, welding, and woodworking. Although certificates are awarded for course completion, not all programs result in industry-based skill certificates. However, such certificates are program

components of the automotive trades shops at both East Jersey State Prison and Bayside State Prison, both of which offer Automotive Services Excellence (ASE) certification to qualified students. East Jersey State Prison and the Edna Mahan Correctional Facility offer trade-specific certifications for cosmetology.

The NJDOC's apprenticeship program currently has registered apprentices in eight trade areas. Apprenticeship opportunities are offered in six of the correctional facilities:

- East Jersey State Prison (Culinary Arts)
- Mountainview Youth Correctional Facility (Print Shop)
- Edna Mahan Correctional Facility for Women (Upholstery)
- Garden State Reception and Youth Correctional Facility (Cabinet Making and Upholstery)
- Bayside State Prison (Upholstery and Masonry)
- A.C. Wagner Youth Correctional Facility (Sheet Metal).

The NJDOC also offers an array of prevocational programs, which provide opportunities for career exploration, the acquisition of employability skills, vocational assessment, and counseling. These programs are typically targeted at younger inmates but are also offered to adult inmates. The NJDOC continues to modernize and expand its APTICOM program. APTICOM is an assessment system that measures vocational aptitudes and interests and educational attainment in math and language skills. The assessment results are compiled in a comprehensive report that provides valuable information to the educational staff and the student. In addition, the data are used to construct a group profile to determine appropriate programs for institutional populations and vocational program placements.

In addition, the NJDOC has entered into a few collaborative endeavors with other educational institutions. Camden County Vocational Schools, for example, has developed a partnership with Riverfront State Prison in Camden and Bayside State Prison at its Ancora unit. Adhering to the same curriculum and standards utilized by its full-time adult campus programs, the school provides occupational training for approximately 200 inmates per school year at these facilities. Programs offered at Riverfront include automotive technology, electronics, drafting, construction trades technology, masonry, and culinary arts. The school's training programs at Bayside include construction trades technology and culinary arts. Inmates are given a progress chart, which identifies the competencies achieved, and those who complete a training program receive certificates from the school.

4.7.1.2 Juvenile Justice Commission (JJC)

The Juvenile Justice Commission serves adjudicated youth between the ages of 13 and 18. The students are educated within institutional facilities, community residential centers, and community day programs. The average number of students served by the JJC who are classified as educationally disabled is 45 percent. Of the classified population, the majority of students are classified as emotionally disturbed (behaviorally disordered). Many of the students have learning disabilities that are identified as contributory factors toward the emotionally-disturbed classification. Approximately three percent of the students are female.

Upon admission to a JJC program, students are tested to identify their educational level. Strengths and weaknesses are identified for the purpose of defining the individual student's needs. The local education agency the student last attended is contacted. This contact is to assist in developing the most appropriate educational program and to verify the student's educational status.

The educational programs within the JJC are aligned with the Core Curriculum Content Standards, described in section 2.3. Junior and senior high school-level programs are offered to the students. Opportunities are offered to students to complete their curriculum studies through regular classroom instruction or, if necessary, through an alternative school setting. Law-related education and a wellness curriculum (specifically addressing substance abuse awareness) are also integral parts of the educational program.

Vocational and prevocational modules are a substantial portion of the educational effort in order to integrate work readiness skills into every student's program. Employment assessment, vocational guidance and counseling, planning, and transitioning are stressed with each student. Much of the work in work readiness is associated with the JJC's technology plan. The plan includes hardware and software elements created specifically to assist the student in his or her efforts to transition back to the community and be better prepared to enter the work force or continue in the educational system. The JJC also offers vocational training opportunities in careers that include upholstery, horticulture, welding, optical laboratory, graphic arts, automobile body repair, small engine repair, radio and television communication, drafting, automobile mechanics, electrical and building trades, cabinet making, computer technology, and cosmetology.

The JJC also has instituted a Stabilization and Reintegration Program. The program is a highly-structured, military-type program. It serves youthful offenders, aged 13 to 19, who were adjudicated by the courts. Offenders who have committed first degree crimes, sexual crimes, arson, or who have a prior history of escape are not accepted into this program. The Stabilization and Reintegration Program consists of three phases:

- Orientation Phase: This phase recruits participants from secure care facilities and detention centers. It provides an overall introduction to military protocol and physical fitness. This phase serves as the "staging area" which houses selected recruits for up to 30 days.

- Boot Camp Phase: This phase includes physical training, drills, inspections, and general orders to enhance self discipline. Participants in this phase attend school for four hours per day and vocational training for 2.5 hours per day. It also provides substance abuse and behavior modification programs.

- Aftercare Phase: This phase focuses on maintaining what was achieved during the two prior phases. Local education agencies are contacted by aftercare staff prior to the participants' release into the community. Strict supervision is initially provided, and there are eight face-to-face contacts during the first month. The phase also provides drug screening, family counseling, restorative services, and it requires the trainee to perform community service.

Section 5

Tech Prep

5.0 Tech-Prep Education

Title II of the Carl D. Perkins Vocational and Technical Education Act of 1998 defines the purpose of the Tech-Prep program as a program of study that accomplishes the following:

- Combines, at a minimum, two years of secondary education (as determined under state law) with a minimum of two years of postsecondary education in a non-duplicative, sequential course of study;

- Integrates academic and vocational-technical instruction and utilizes work-based and work-site learning;

- Provides technical preparation in a career field such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, health occupations, business, or applied economics;

- Builds student competence in mathematics, science, reading, writing, communications, economics, and workplace skills through applied, contextual academics and integrated instruction, in a coherent sequence of courses;

- Leads to an associate's or a baccalaureate degree or a postsecondary certificate in a specific career field; and

- Leads to placement in appropriate employment or to further education.

It is the New Jersey Department of Education's goal, through the Tech-Prep program, to improve occupational training opportunities for students at the secondary and postsecondary levels, thereby providing a better-prepared workforce that meets industry and educational standards.

The intent of New Jersey's Tech-Prep grant program is to develop and implement a range of nonduplicative, sequenced, competency-based courses and experiences that provide secondary students with an improved opportunity for a "seamless" transition from school to postsecondary technical education or work. The state's Tech-Prep programs combine a common core of applied academic courses and technical courses at the high school level for continued postsecondary education or training.

During FY 1997, 22 grants were awarded to Tech-Prep consortia throughout New Jersey. Of these, 11 were awarded to consortia having community colleges as the lead institution/fiscal agent, and 11 were awarded to consortia having secondary schools or county vocational schools as the lead institution/fiscal agent. During FY 1997, 9,000 students were served by these grantees.

During FY 1998, 23 grants were awarded to Tech-Prep consortia throughout New Jersey. Of these, 11 were awarded to consortia having community colleges as the lead institution/fiscal

agent, and 12 were awarded to consortia having county vocational schools as the lead institution/fiscal agent. During FY 1998, 21,187 students were served by these grantees.

Currently in FY 1999, 20 grants have been awarded to Tech-Prep consortia. Twelve consortia have county vocational schools and eight have community colleges as the lead institution/fiscal agent. These consortia have embarked on a five-year plan wherein at least one new occupational program will be phased in each year. The resulting curriculum revision and articulation agreements among the member institutions will improve the nature and delivery of education programs.

5.1 Tech-Prep Articulation

The consortium must produce at least one signed articulation agreement for each funded occupational program, including at least one articulation agreement with a baccalaureate degree-granting institution for each funded occupational program. The articulation agreements must reflect a nonduplicative, sequential course of study.

5.2 Description of Program Specifics

Each consortium must address programs that consist of a minimum of two years of secondary education and four years of higher education. Programs must have a common core of required proficiency in mathematics, science, reading, writing, communications, economics, and workplace skills through applied, contextual academics, and integrated instruction in a nonduplicative, sequential course of study. Programs of study must lead to an associate's or a baccalaureate degree or a postsecondary certificate in a specific career field.

5.3 Meeting Academic Standards and Other Requirements

Each consortium, as required under NJDOE, will meet the following requirements:

- Meet all requirements of the Core Curriculum Content Standards, including the Cross-Content Workplace Readiness Standards;

- Link secondary schools, two-year postsecondary institutions, four-year institutions of higher education, and apprenticeship programs through nonduplicative sequences of courses in career fields, including the investigation of opportunities for Tech-Prep secondary students to enroll concurrently in secondary and postsecondary coursework;

- Use work-based and work-site learning in conjunction with business and all aspects of an industry in each funded occupational program; and

- Use educational technology and distance learning to involve all consortium partners more fully in the development and operation of programs.

5.4 Inservice Training

Consortia are required to implement an inservice training program for Tech-Prep personnel,

including teachers, that accomplishes the following:

- Trains vocational and technical teachers to effectively implement Tech-Prep programs;
- Provides joint training for teachers in the Tech-Prep consortium;
- Ensures that teachers and administrators stay current with the needs, expectations, and methods of business and all aspects of the industry;
- Trains postsecondary faculty in the use of contextual and applied curricula and instruction; and
- Provides training in the use and application of technology.

5.5 Training Programs for Counselors

Consortia are required to implement an inservice training program for Tech-Prep counselors designed to enable counselors to more effectively do the following:

- Provide information to students regarding Tech-Prep education programs;
- Support student progress in completing Tech-Prep programs;
- Provide information on related employment opportunities;
- Ensure that such students are placed in appropriate employment; and
- Stay current with the needs, expectations, and methods of business and all aspects of the industry.

5.6 Equal Access for Special Populations

Under terms of the award, the consortium must provide equal access to the full range of technical programs to individuals who are members of special populations, including the development of technical program services appropriate to the needs of special populations. The consortium must recruit special population students. The consortium must develop the technical program services needed by special population students.

5.7 Preparatory Services

The consortium will provide preparatory services, as needed, that assist participants. Students who require preparatory services should receive the needed services in a timely manner.

5.8 Process for Awarding of Grants (Fed. #B.1)

Prior to their evaluation by the panel of readers, proposals are screened to determine whether they are, in fact, eligible for evaluation. Complete proposals are those that include all elements listed in the Request for Proposals (RFP) subsection, Required Component Listing.

The initial round of each grant competition results in funded projects which are eligible for continuation funding in subsequent years. In the initial round, grant proposals are evaluated and rated by a panel of three readers. The evaluation panel consists of one reader from the originating office, one from another office within NJDOE, and one reader external to the Department of Education who is knowledgeable in the content area.

Proposals are evaluated on the basis of quality, comprehensiveness, completeness, and accuracy and appropriateness of response to each of the items identified in Proposal Instructions and Selection Criteria of the RFP. Evaluators use the selection criteria identified as the basis for their scoring of proposals.

To be eligible for funding, a proposal must receive a score of at least 65 points out of 100. Eligible proposals will be ranked in descending order, from highest to lowest score, but only the highest-scoring proposals are funded.

5.9 Special Consideration to Applications Addressing Sec. 205(d) (Fed. #B.2)

Special consideration is given to applications that address the areas identified in Sec. 205(d):

- The consortium must place the Tech-Prep graduates in an occupationally-appropriate job or into a directly-related postsecondary collegiate degree program.

- The program must expand participation strategies for business, industry, and labor in each funded occupational program. The advisory council/committee associated with the occupational program must include appropriate representation from business, industry, and labor. There should be evidence (e.g., meeting minutes) of increased business, industry, and labor participation in program planning, development, implementation, and follow-up.

- The consortium must provide equal access to the full range of technical programs to individuals who are members of special populations, including the development of technical program services appropriate to the needs of special populations.

- The consortium must implement and/or expand program(s) in an approved occupational field (including allied health), which is on the New Jersey Occupational Information Coordinating Committee demand list.

- Summative evaluation will demonstrate how the Tech-Prep program enabled students to meet high academic and employability competencies.

5.10 **Equitable Distribution of Funds** (Fed. #B.3)

The demographics of the local consortia have provided an equitable distribution of services to urban and rural populations.

5.11 **Procedure for Evaluation on Core Indicators** (Fed. #B.4)

NJDOE will regularly evaluate the grant program to ensure that it is meeting the approved goals and objectives. The program evaluation will be based upon the interim and final reports and upon on-site monitoring visits conducted by Department of Education personnel. Grantees must meet the goals and objectives of the grant program. The degree to which goals and objectives identified in the grant proposal are satisfied is the criterion on which evaluations of local programs are based.

All consortia will be required to submit data required for evaluation on core indicators as indicated in Section 3 of this plan.

5.12 **Plan for Data Collection** (Fed. #B.5)

The consortium will compile and provide a summary of student performance and follow-up results (e.g., a skill certificate) for 100 percent of all Tech-Prep completers as specified in Section 3 of this plan.

5.13 **Changes to be Made to the Existing Tech-Prep Program** (Fed. #C.3)

It is NJDOE's goal, through the Tech-Prep program, to improve occupational training opportunities for students at the secondary and postsecondary levels, thereby providing a better-prepared workforce that meets industry and educational standards.

The design of New Jersey's Tech-Prep grant program focuses on implementing consortia that improve training opportunities for students in occupational programs; supporting improved and expanded articulation between the secondary and postsecondary providers of education and training; and preparing a skilled workforce that meets industry and educational standards. Consortia funded under this program will achieve the following:

- Implement and expand a nonduplicative, sequential course of study that provides secondary students with an improved opportunity for a "seamless" transition from school to postsecondary technical education or work.

- Obtain articulation agreements for each funded occupational program, including at least one articulation agreement with a baccalaureate degree-granting institution for each funded occupational program; these articulation agreements should reflect a non-duplicative, sequential course of study.

- Use work-based and work-site learning in conjunction with business and all aspects of an industry in each funded occupational program.

- Revise curricular materials and articulation agreements to reflect the use of work-based learning in each funded occupational program.

- Ensure that all students participate in work-based and work-site learning.

- Ensure that the curriculum in each funded occupational program reflects instruction in all aspects of an industry.

5.14 Participation of Institutions Awarding Baccalaureate Degrees (Fed. #C.4)

Commencing with the five-year plan in FY 1999, all local consortia were required to have at least one baccalaureate degree granting institution actively involved as a partner. Additionally, all consortia were required to expand participation strategies for business, industry, and labor in each funded occupational program.

5.15 Additional Tech-Prep Activities to be Implemented (Fed. #C.5)

During FY 1999, an NJDOE Request for Proposal was issued that supports the initiation of a consortium of educational institutions and companies involved in research and development industries to design and implement a model program for engineering, science, and technology. This Tech-Prep program will prepare graduates for employment in the research, development, and technical services career fields. The grantee will select the disciplines and programs to be included over the five-year period of the grant award.

Section 6

Financial Requirements

6.0 Financial Requirements

6.1 Allocation of Funds Among Secondary, Postsecondary and Adult Vocational and Technical Education Schools [122(c)(4)(A) and 122(c)(4)(B)]

As described in Section 2, Program Administration, New Jersey gathers input on statewide needs from a variety of constituents on an ongoing basis to review program quality. The input process addresses access to and quality of vocational education programs. Program criteria include consideration of the following factors:

- Integration of academic and vocational skills;
- Academic and vocational competencies;
- Skill attainment and job placement;
- Secondary-postsecondary linkages;
- Training appropriateness to the workplace;
- Access of all populations;
- Relevance of programs to existing and future labor market needs;
- Relevance of curriculum, equipment, and instructional materials;
- Workplace competencies; and
- Other factors identified throughout the process.

The state has determined that in New Jersey, based on the geographic make-up of the state, it is inappropriate to waive the minimum allocation requirement of $15,000 for a single district or consortium to qualify for eligibility.

Specific areas of need are reviewed through studies conducted by the various task forces of the SETC. Each local education agency is required to conduct a needs assessment that interfaces with the Workforce Investment Act and the LEA's WIB.

The distribution of federal funds is designed to meet the identified needs for vocational education. The distribution is accomplished through the use of both formula-driven allotments and competitive requests for proposal (RFP) processes.

6.1.1 Formula-driven Allotments

Formula-driven allotments shall be allocated as described in Title I, Part A, Allotment and Allocation, Section 112, Within State Allocation, of the Carl D. Perkins Vocational and Technical Education Act of 1998. Of the total state allotment, 85 percent will be distributed to eligible institutions in the state through allocations. Two percent of the 85 percent will be used as a reserve to assist school districts that are rural and serve a high number of occupational students, which have been underserved by federal funding in the past. The remaining 98 percent of the 85 percent will be distributed to secondary and postsecondary institutions in accordance with sections 131 and 132 of the Act.

Five percent of the state's allotment is reserved for State Administration. Ten percent of the state's allotment is reserved for State Leadership, from which correctional institutions will receive one percent. In addition, nontraditional training programs will be supported with $150,000 of the State Leadership portion. The following chart outlines the distribution within the state:

State of New Jersey
FY 2000 Budget Allocations
Carl D. Perkins Vocational and Technical Education Act

Title I Within State Allocation
Grant Award: $21,030,188

Category	Category Calculation	Totals
Administration (5% of grant)		$ 1,051,509
State Leadership (10% of grant)		2,103,019
Corrections (10% of State Leadership)	21,030	
Nontraditional Training	150,000	
State Leadership balance	1,931,989	
Formula (85%)		17,875,660
Rural Reserve	357,513	
Formula balance	17,518,147*	
Grand Totals	**$21,030,188**	**$21,030,188**

***** Secondary/Postsecondary Allocation

Secondary (66%)	$11,561,977
Postsecondary (34%)	$ 5,956,170

Title II
Tech-Prep Grant Award $2,240,200

6.1.2 Competitive Funding Awards

Competitive funding awards will be made through the issuance of RFPs. The Office of School-to-Career and College Initiatives will make various grants available from federal and state funds for the following purposes :

State Vocational Education Programs

- Tech-Prep Engineering, Science, and Technology.
- Occupational Education Safety and Health Training and Standards Updating.
- Extraordinary Standard Incentive Program.
- Vocational Student Organizations.
- Apprenticeship Coordinator.
- FFA Statewide Leadership and Administrative Services.
- Agricultural Education Development Initiative.
- Automotive Youth Employment Services.
- Equity Program.

Tech Prep

- Tech-Prep Associate Degree Program.
- Youth Transitions to Work Partnership Programs.

Eligible recipients for each RFP could vary. RFPs which are developed to address important vocational education issues can be targeted to a specific applicant or group of applicants or to all eligible recipients in the state. Each RFP developed by the Office of School-to-Career and College Initiatives must be approved by the department's Grants Management Committee. The final awarding of funds for the RFPs is contingent on the application's receiving an acceptable review and the availability of funds.

6.2 Allocation Formulas Among Institutions

6.2.1 Criteria Used to Identify Reserve Funds

Two criteria were established to determine the reserve under subsection 112(c)(1) of the Act. One is based on the high schools identified in the section below, and the second is the number of occupational students reported by these high schools. To serve this population, the state has allocated 2 percent of the 85 percent.

New Jersey is the most densely populated state in the nation. According to the U.S. Census Bureau's 1990 data, 89.4 percent of the state's population resides in urban areas. Such a figure means that 10.6 percent of the state's population resides in nonurban, or rural, areas. By definition, those rural areas have lower population densities and, often, a smaller tax base and smaller schools with fewer curricular offerings. Some of the districts report a high percentage of occupational students served but generally lower total student numbers. With a smaller student population, a number of the school districts have been unable to meet the criteria to qualify them for funding under the Perkins Act.

The following information was used to determine the criteria to determine the definition of rural.

6.2.1.1 Definition of Rural

The Census Bureau in its decennial survey defines rural as a residual category of places "outside urbanized areas in open country, or in communities with less than 2,500 inhabitants," or where the population density is "less than 1,000 inhabitants per square mile."

In monthly household sample surveys, the Census Bureau contrasts data in metropolitan and nonmetropolitan counties. It uses the term nonmetropolitan to describe counties outside of, or not integrated with, large population concentrations of 50,000 or more. Nonmetropolitan takes in larger areas than does the term "rural" and ones that are politically defined (i.e., counties, not just areas). In covering large geopolitical units, it thus encompasses larger populations.

The Office of Vocational and Adult Education (OVAE) also offers a definition of rural. Rural education refers to all education programs offered that serve the populations of rural communities. Rural is defined as all people living outside urbanized areas in the open country or in communities of less than 2,500 inhabitants; it also includes those living in areas of extended cities with a population density of less than 1,000 inhabitants per square mile.

The New Jersey Office of State Planning uses the following additional criteria as a general guide for delineating the Rural Planning Area. The Office of State Planning suggests that local conditions may require flexible application of the criteria to achieve the policy objectives of the planning area.

(1) Population density of less than 1,000 people per square mile, outside Centers;

(2) Area greater than one square mile; and land currently in agricultural or natural resource production or having a strong potential for production;

(3) Soils of local importance as determined by the County Agriculture Development Board; or Prime and unique soils as determined by the U.S.D.A. Soil Conservation Service; or Soils of statewide importance as determined by the N.J.D.A. State Soil Conservation Committee;

(4) Undeveloped wooded tracts, vacant lands, and large, contiguous tracts of agricultural lands predominantly served by rural, two-lane roads and individual wells and septic tanks; and

(5) Farmland satisfying the above delineation criteria, as well as the delineation criteria for the Environmentally Sensitive Planning Area, is designated as Planning Area 4B, Rural Environmentally Sensitive Planning Area.

Based on the above criteria, New Jersey will use ***Spotlight on Rural Schools in New Jersey***, a list of rural school districts published by Research for Better Schools in 1993. This list was compiled by a committee representing New Jersey school districts and government agencies. This list will constitute the eligible participants in the rural pool. It is the most recent publication listing the state's rural school districts.

6.2.2 Secondary-Postsecondary Division of Funds

The secondary-postsecondary split of funds for FY 2000 was calculated by comparing the total number of postsecondary students enrolled in those associate in applied science degree programs supported with Perkins funds, and the total adult vocational education program enrollments of county vocational schools as reported by the individual county/community colleges and county vocational schools, to the total number of students enrolled in secondary vocational programs. The reported numbers are 33,956, postsecondary; and 66,516, secondary. The FY 2000 split was rounded to 66 percent secondary; and 34 percent postsecondary.

6.2.3 Distribution of Funds to Secondary School Programs

In FY 2000, funds allocated under this subsection will be distributed to local educational agencies based on the following formula: 70 percent of the allocation is based upon the amount of Chapter I funds received by the district; 20 percent is based upon the number of disabled students with individualized education programs; and 10 percent is based upon the number of students enrolled in schools and adults enrolled in training programs.

Allocations are made to all secondary districts, including the county vocational-technical schools, based on the proportion of the number of special needs students served by each entity. In New Jersey, county vocational schools are not the district of residence for secondary students. The secondary district of residence maintains a sending/receiving relationship with the county vocational schools serving their students.

In FY 2000 and in each of the four succeeding fiscal years, 30 percent of the allocation is based on the number of individuals aged 15 through 19, inclusive, who reside in the school district served by the local education agency for the preceding fiscal year, compared to the total number of such individuals who reside in the school districts in the state. Seventy percent of the allocation is based on the number of individuals aged 15 through 19, inclusive, who reside in the school district served by such local education agency from families with incomes below the poverty line applicable to a family of the size involved for the fiscal year for which the determination is made, compared to the number of such individuals who reside in the school districts served by all local education agencies in the state.

6.2.4 Distribution of Funds to Postsecondary and Adult Programs

It has been demonstrated that the current Pell formula does not results in an equitable distribution of funds to eligible institutions or consortia that have the highest numbers of economically disadvantaged individuals. Of the 40 providers of postsecondary vocational programs, only 23 receive an allocation under the Pell Grant formula in Section 232 of the Carl D. Perkins Vocational and Applied Technology Education Act as amended. Among the institutions not receiving an allocation are the county vocational schools in the state's urban areas, including Camden, Essex, Hudson, and Passaic counties.

In 1995 the State Employment and Training Commission reviewed this matter and recommended a non-Pell formulat that was applied to those schools that delivered adult training to non-Pell students. The formula consisted of the individual school's total adult participants in the Family Development Program, Job Training Partnership Act programs, and Pell populations divided by the total adult participant populations of the same programs served by the universe of schools in the non-Pell category. State funds are distributed by this formula. It is the intent of the state to continue this policy for FY 2000 since the state budget for these funds has already been established.

Since many public postsecondary vocational providers are not included in the Pell Grant system, the state requests a waiver of the Pell Grant formula beginning with FY 2001 and continuing to the end of the term of the Act. In place of the Pell formula for those vocational providers who do not participate in the Pell system, the state proposes to distribute the postsecondary funds on the basis of the federal poverty standards of the Income Eligibility Guidelines for the Child Nutrition Programs, School Year 1998-1999 published by the U.S. Department of Agriculture.

6.3 Consortia

6.3.1 Secondary Consortia

Any LEA receiving an allocation that is less than the minimum amount specified in Sec. 131(d)(1) shall either:

1) enter into a consortium with one or more other LEA(s) for the purpose of providing enhanced services and to meet the minimum grant requirement, or

2) form a consortium with a county vocational and technical education school offering programs that meet the requirements of Section 135 and transfer such allocation to the county vocational school.

All consortia established under 1) or 2) above shall operate programs that are of sufficient size, scope, and quality to be effective. Funds allocated to a consortium formed to meet the requirements of this paragraph shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

Consortium arrangements must serve primarily as a structure for operating joint projects that provide services to all participating LEAs. The consortium project must meet all requirements identified in section 125 of the Perkins Act, including the following:

- Strengthening the academic, vocational, and technical skills of the students participating in vocational programs;
- Providing students with strong experiences in and understandings of all aspects of the chosen industry;
- Developing, improving, or expanding the use of technology in vocational education;
- Providing professional development programs;
- Developing and implementing evaluations of vocational and technical programs;
- Initiating, improving, expanding, and modernizing quality vocational and technical education programs;
- Providing services and activities that are of sufficient size, scope, and quality to be effective; and
- Linking secondary vocational and technical education and postsecondary vocational and technical education.

6.3.2 Postsecondary Consortia

Under the authority of Section 132(a)(4), postsecondary vocational institutions in the counties of Cumberland, Hunterdon, Salem, Sussex, and Warren will receive a waiver of consortium requirements due to the rural, sparsely populated nature of their areas.