

# New Jersey Department of Education

New Jersey State Board of Education

Perkins V State Plan

March 4, 2020

Linda P. Eno, Ed.D., Assistant Commissioner  
Academics and Performance

Erskine Glover, Acting State Director

Kathleen Paquette, Manager  
Office of Career Readiness



Please note that this PowerPoint presentation has been modified from its original version to be more accessible.

# Strengthening Career and Technical Education for the 21st Century Act



Collaboration

Equity

Innovation



# Alignment to Governor Murphy's Education Initiatives

## Jobs NJ: Developing Talent to Grow Business in the Garden State

- Expand Access to Opportunity
- Train Individuals for In-Demand Jobs
- Match Talent to Jobs



# Alignment to Governor Murphy's Education Initiatives

## **“The State of Innovation: Building a Stronger and Fairer New Jersey”**

- I. Drive faster job growth than other Northeast peer states
- II. Achieve faster median wage growth than all Northeast peer states
- III. Create the most diverse innovation ecosystem in the nation
- IV. Close the racial and gender wage and employment gaps
- V. Encourage thriving and inclusive New Jersey urban centers and downtowns



# Career-Focused Education Initiatives Supporting a “stronger and fairer economy”

- Provide local communities with a stronger voice in education policy decisions;
- Increase access to STEM and Computer Science curricula;
- Expand career readiness through New Jersey Apprenticeship Network and career pathways;
- Expand access to community colleges for high school students.



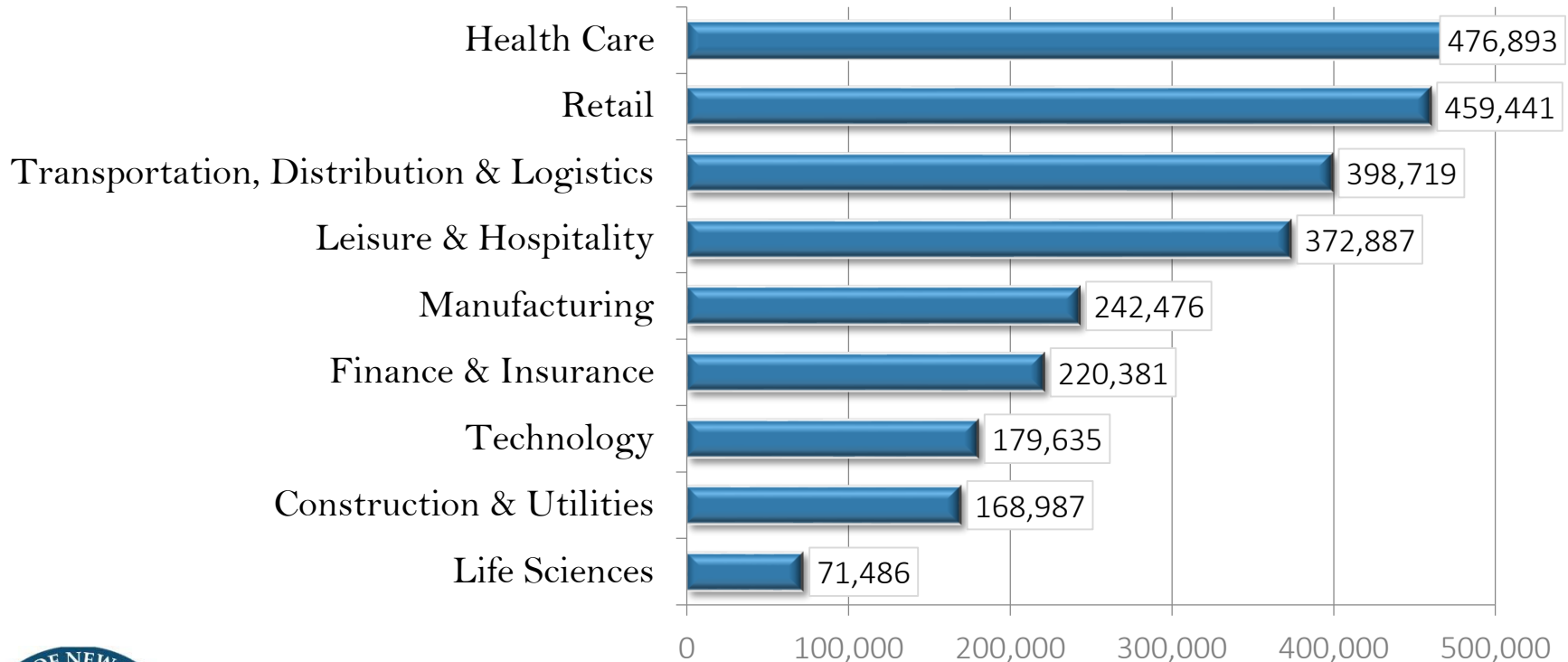
# Statewide CTE Demographics

CTE Participants	Number of Secondary Students	Number of Postsecondary Students
<b>Gender</b>		
Male	38,751	51,235
Female	36,235	54,033
Total	74,986	105,268
<b>Race/Ethnicity</b>		
American Indian or Alaskan Native	103	550
Asian	6,335	7,319
Black or African American	12,417	16,279
Hispanic/Latino	23,982	15,485
Native Hawaiian or Other Pacific Islander	157	327
White	30,892	46,285
Two or More Races	1,100	11,437
Unknown		7,535
<b>Special Population</b>		
Individuals With Disabilities (ADA)		2,289
Disability Status (ESEA/IDEA)	11,168	
Economically Disadvantaged	29,850	49,798
Limited English Proficient	2,257	2,503



# New Jersey's Industries of Focus

Total private sector employment = 3.4 Million



Source: Quarterly Census of Employment and Wages, Annual Averages



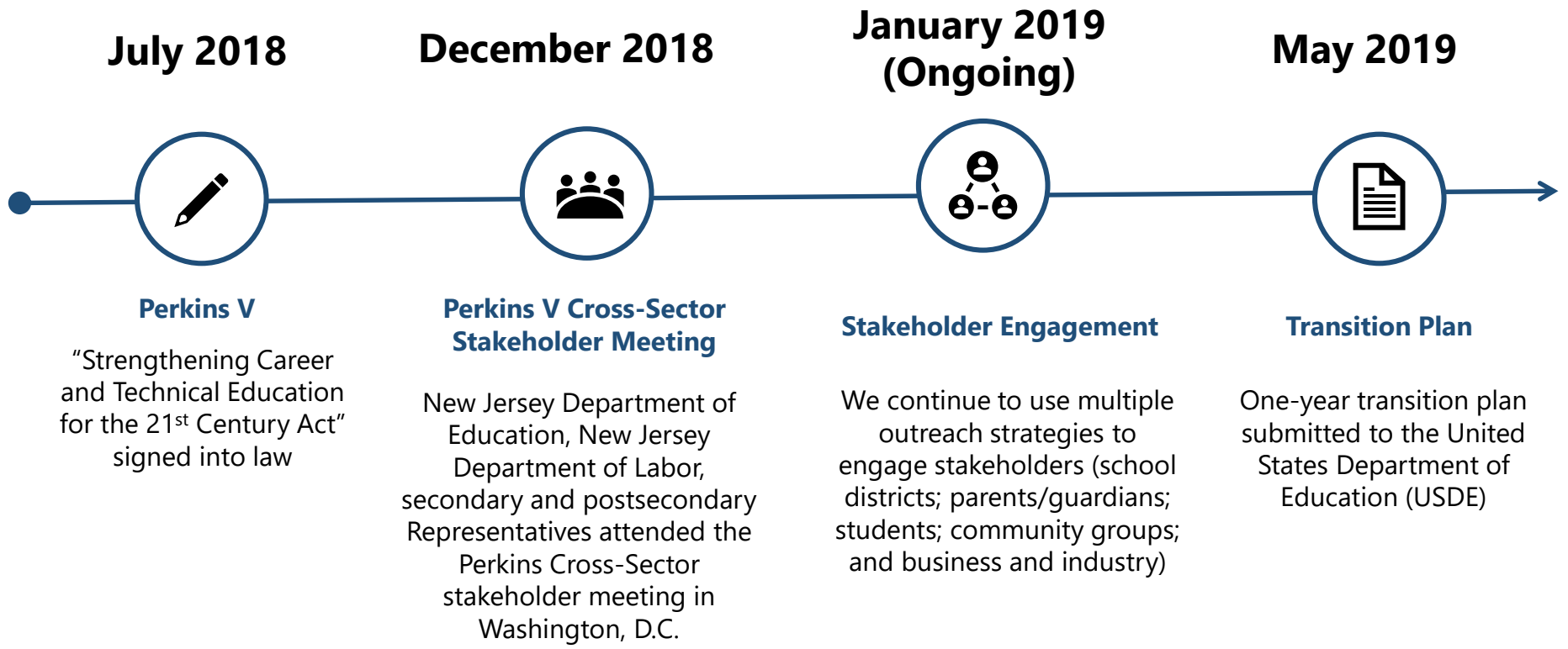
# CTE Programs Completed by High School Students

Career Cluster	Secondary Completers			Percentage
	Male	Female	Total	
Arts, A/V Technology, & Communications	2,908	4,626	7,534	17%
Science, Technology, Engineering & Math	3,108	2,096	5,204	12%
Health Science	1,127	3,918	5,045	12%
Hospitality & Tourism	1,484	2,170	3,654	8%
Architecture & Construction	2,791	304	3,095	7%
Information Technology	2,226	651	2,877	7%
Human Services	97	2,393	2,490	6%
Finance	1,316	909	2,225	5%
Transportation, Distribution & Logistics	2,033	164	2,197	5%
Manufacturing	1,598	402	2,000	5%
Business Management, & Administration	871	926	1,797	4%
Law, Public Safety & Security	668	891	1,559	4%
Marketing Sales & Services	591	644	1,235	3%
Agriculture, Food & Natural Resources	469	656	1,125	3%
Education & Training	78	466	544	1%
Government & Public Administration	307	170	477	1%
	21,672	21,386	43,058	





# Perkins V Milestones (July 2018-May 2019)



# Perkins V Milestones (November 2019-April 2020)

November 2019

November to  
December 2019

March 2020

April 2020



**Draft Perkins V State Plan Presented to State Board on November 4**

**Public Comment**

We integrated stakeholder feedback into the revised state plan. The feedback focused on how to increase access to career and technical education (CTE) programs.

**Sessions Held:** December 2 in Galloway; December 4 in Trenton; and December 6 in Lyndhurst

**Revised Perkins V State Plan Presented to State Board of Education on March 4**

**Revised Perkins V State Plan to Governor's Office for review and signing**

**April 1** - Final Perkins V State Plan **adopted** as the state's CTE Plan by Board Resolution

**April 15** - Final Perkins V State Plan **submitted** to the USDE



# NJDOE's Key Decisions

## **Required by Perkins V Legislation**

- Redefined CTE program of study
- Defined high-skill, high-wage and in-demand
- Focused on funding for innovation (up to 7.5%)

## **Informed by Stakeholder Feedback**

- Outlined equity and access of opportunity for all students to participate in CTE programs of study
- Determined a metric for program size, scope and quality
- Selected work-based learning as the new performance indicator
- Clarified how to support in CTE in middle school



# Program of Study (definition)

A coordinated, non-duplicative sequence of academic and technical content that:

- addresses both academic and technical knowledge and skills, including employability skills;
- is aligned with the needs of key industries in the state;
- has multiple entry and exit points that incorporate credentialing; and
- culminates in the attainment of a **recognized postsecondary credential**.



# Size, Scope and Quality

Size (Numerical Value)	Scope (Curricular Concerns)	Quality (Measurable Results)
Programs must include a coherent sequence of not fewer than three CTE courses; or two years of CTE shared-time programs for a County Vocational-Technical School District	Fundable programs will transition over time to become programs of study, where students are prepared to obtain a recognized postsecondary credential <sup>1</sup>	Fundable programs are limited to programs that prepare students for occupations that meet at least two of the three criteria: high-skill, high-wage and in-demand occupations
Programs must retain 40% of participants initially enrolled through their completion of the program. <i>Minimum enrollment in the first course is 10 students, or a waiver must be requested with justification provided.</i>	The curriculum offers academic, technical and employability skills verified by an advisory board specific to the program	Students are achieving program goals, objectives and are making progress toward each of the indicators
Schools must offer a minimum of one approved program of study to receive funding, <i>but must transition all programs over the next three years<sup>2</sup></i>	Links or pathways must exist between the secondary and postsecondary CTE programs of study	The program has certified teachers providing instruction on industry and academic standards
Advisory boards must be composed of at least 30% of participants with industry experience specific to the program	The curriculum shows a progression of instruction towards an occupation or profession and includes pathways to advancement	All students have engaged in work-based experiences <i>in the related industry</i> by the end-of-program completion.



# High-Skill, High-Wage and In-Demand

CTE programs must support career pathways meeting two of the following three criteria:

- **High-skill occupations** require a high level of knowledge in a technical domain and may have credentials, certificates and/or degrees associated with advancement.
- **High-wage occupations** pay at or above the median hourly wage (\$20.96) or the mean annual wage for New Jersey (\$58,210).
- **In-demand occupations** have more than the median number of total (growth plus replacement) openings statewide or in a particular region.



# Work-Based Learning

Work-based Learning (WBL) will be classified according to a tiered system, which includes four levels of engagement



# Increasing Career Awareness and Exploration in the Middle Grades

- Fund the development of high-quality curricular and school counselor materials and provide professional development workshops
- Support middle school students by championing promising practices and models that ramp-up academic and career preparation prior to entry into CTE programs
- Continue to fund NJ Career Assistance Navigator (NJCAN) at the middle level for online career discovery and portfolio building





# Public Comment

November 4, 2019 through December 31, 2019

Name of Venue	Location	Date
Southern Regional Institute and Educational Technology Training Center	Galloway, NJ	December 2, 2019
New Jersey State Board of Education Meeting	Trenton, NJ	December 4, 2019
Bergen County Community College, Meadowlands	Lyndhurst, NJ	December 6, 2019



# Stakeholder-Informed Revisions

- Provide funding to expand access and opportunity in CTE programs
- Support statewide curriculum for in-demand occupations
- Increase opportunities for students to obtain college credit and industry-valued credentials (including the NJ Seal of Biliteracy)
- Develop strategies to recruit a diverse pool of CTE teacher candidates
- Create communications plan to increase awareness of CTE



# Comprehensive Local Needs Assessment (CLNA)

The CLNA is a new requirement for each Perkins grantee and must be updated every two years:

- Results must be included in the grantees' local application
- Conducted at County and Local levels to encourage collaboration among grantees
- NJDOE resources include a Guidebook, County and Local-level performance data cards, and Technical assistance
- NJDOL has provided Labor Market Information cards to inform the process



# CLNA Provides Opportunities for Districts and Colleges to:

- Engage with key stakeholders and promote a robust discussion around the quality and impact of CTE programs;
- Build on and align with other process improvement efforts such as Every Student Succeeds Act (ESSA) and Workforce Innovation and Opportunity (WIOA);
- Ensure CTE programs are aligned with state, regional and local workforce needs and economic priorities;
- Establish priorities for the Perkins budget;
- Ensure that CTE programs are serving all learners equitably.



# Six Key Elements of the CLNA

1. Performance on federal accountability indicators;
2. Alignment to labor market needs;
3. Scope, size and quality of programs offered;
4. Progress toward implementing programs and programs of study;
5. Recruitment, retention and training of faculty and staff; and
6. Progress toward improving access and equity.

