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**STATE PLAN  
FOR  
VOCATIONAL EDUCATION  
1975-1976**

**PART II  
ANNUAL AND LONG RANGE  
PROGRAM PLAN PROVISIONS**

STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION  
DIVISION OF VOCATIONAL EDUCATION  
225 WEST STATE STREET  
TRENTON, NEW JERSEY 08625

New Jersey State Library

NEW JERSEY STATE PLAN  
FOR THE  
ADMINISTRATION OF VOCATIONAL EDUCATION  
1975-76

New Jersey Department of Education

Dr. Fred G. Burke

Commissioner of Education

Division of Vocational Education

Mr. Stephen Poliacik

Assistant Commissioner of Education

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Annual and Long Range Plan Provisions

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## FOREWORD

The Vocational Education Act of 1963, as amended, requires the annual revision of the State Plan for Vocational Education.

The State Plan consists of two parts, Part I is the basis upon which eligibility of the State for Federal funds is determined, and becomes in fact, a contract with the Federal Government. It contains the policies and procedures the State will follow in implementing the provisions of the Act. Since Part I, previously submitted, does not require annual revision, and since no changes have been made, it is not included in this volume.

Part II establishes annual and long range goals, objectives and strategies for maintaining, strengthening, and expanding vocational education in the State. Included are procedures to meet the occupational needs of youths and adults as they relate to labor market needs. It presents planning and budgeting data in relation to target areas and target populations to be served. Part II is revised annually in terms of state-wide priorities, school district needs, and the resources necessary and available to adjust to changing conditions.

The State Plan is neither a financial nor a descriptive report. Both the description of divisional activities, and the itemization of expended funds, may be found elsewhere. Instead, the State Plan concentrates on the specific funding decisions involved in meeting the Division's goals and objectives. Since certain of these decisions involve the designation of areas of the state as requiring heightened levels of support, descriptive and statistical material is provided to enable the reader to put these decisions in proper perspective.

Among these materials are descriptions of economic trends and manpower needs in the state and in the individual counties, maps and charts designed to demonstrate variations in the need for vocational training opportunities, and identification of presently established vocational and technical education training facilities. Also provided are the recommendations of the New Jersey Advisory Council on Vocational Education.

Table III, the core of the State Plan, describes particular objectives for meeting the needs of target populations on a number of educational levels. Keyed to each of these objectives are descriptions of divisionally-supported activities designed to meet these objectives, along with the allotments deemed necessary to carry out these activities. Following Table III are additional tables which summarize and project vocational program student enrollments. The volume is rounded out by a staff directory and organization chart which may be useful to the reader in identifying sources for information concerning particular programs described in the plan.

As an annual statement of activities, Part II of the State Plan reflects changes in Departmental and Divisional priorities within a context of long-term planning continuity. In this year's plan major emphasis is placed on the Division of Vocational Education's efforts to meet the State Constitution's mandate for "thorough and efficient" education. The direction of the Divisional effort may be ascertained from the excerpts below, taken from a November, 1974 Department of Education submission to the New Jersey Legislature:

"Given the options, students are electing vocational preparation in ever increasing numbers. In most situations, vocational courses are over-subscribed. For thousands of students, vocational preparation has become a thorough and efficient mechanism for attaining goals--without closing the doors to college attendance. Vocational programs that have been satisfying and rewarding to some must be made available to all students."

"To deny students access to enrollment in vocational preparation is discriminatory and perpetuates unequal opportunity and denial of career goal attainment. Currently, restricted access to vocational preparation affects directly thousands of students in the "general" curriculum of the secondary schools. While the system graduates these students, they are neither prepared for college entrance nor for employment."

"For those students in the 'general' curriculum, the system is neither 'thorough' nor 'efficient.' It is this group primarily that must be the target of our attention in the immediate future. It is, therefore, proposed that at least 60% of the current 9 to 12 secondary school population is interested in and could benefit from vocational preparation assuring that group of a salable skill upon graduation from high school, and not precluding college attendance. This means that the number of students in vocational programs in the secondary schools must be doubled by 1980 so that approximately 60% of the students enrolled are in some program of vocational preparation."

The New Jersey Advisory Council on Vocational Education has provided an evaluation of programs, services and activities and has made recommendations as may be warranted by the evaluations. Specific recommendations have been made for the development of this plan.

## ECONOMIC TRENDS AND MANPOWER NEEDS IN THE STATE

New Jersey continues to be an area of rapid economic growth and development, although this tendency is temporarily masked by the current national recession. The state's population has continued to increase, to an estimated 7,413,680 in 1974. In terms of population, New Jersey is the eighth largest state in the nation.

In respect to land area, New Jersey is the fourth smallest state - making it the most densely populated state in the nation. Despite this high density, only 30% of the state's acreage is built-up or urban, with forests and agricultural land taking up over twice as much area. Considerable potential for exploration remains.

Population density is not evenly distributed. Rates are highest in the urban core areas of Hudson and Essex counties, where population and economic growth have leveled off. It is the central suburban counties which have experienced truly explosive growth, though many of the state's rural areas have also seen rapid development in some localities.

With the displacement of growth to the suburban ring and central corridor has come some change in economic emphasis. Manufacturing industries in the state have shown little growth and some of the plant closings associated with the recession may become permanent. Change in economic structure will directly affect the occupational structure, with important implications to those responsible for planning vocational education in the state.

Nearly 80% of New Jersey's over 3,000,000 workers are wage and salary employees of private concerns. This percentage appears to be a constant one. The number and percentage of government employees has risen rapidly, while the number of self-employed has been declining.

Within the area of private employment, there has been a major shift from the manufacturing to the service industries. Declines have appeared in employment of operatives, craftsmen, and laborers. The percentage of managers and sales personnel has been held steady while there have been increases in the professional and clerical share of the occupational structure. The movement toward a service economy is likely to be furthered by the affect of current conditions.

New Jersey has been hit hard by the deepening national economic crisis. The combination of recession and continuing inflationary pressures is felt strongly in the industrialized state, particularly by those groups - young people, women, Vietnam veterans, and minorities - most recently involved in the labor market.

The most spectacular aspect of the recession in New Jersey is the increasing rate of unemployment. The rate at the end of 1974 was 9.5% - the highest in seventeen years - and a figure of 10.5% is expected at some point in 1975. This statewide average disguises truly devastating local unemployment levels.

The high levels of unemployment result from massive cutbacks and layoffs in the construction and manufacturing industries. These job losses were not made up by small gains in government, trade, service, and finance employment.

Aside from the close linkage of New Jersey to the ailing national economy, some of the state's recession problems may be attributed to continuing inflationary pressures. In 1974 the Consumer Price Index rose by 12.8% in New Jersey, outstripping wage gains and resulting in a loss in real purchasing power. This decline in purchasing power further aggravates the employment situation in manufacturing, and is partially responsible for local losses in retailing jobs and disappointing gains in other service employment.

Most analysts predict that the national recession will 'bottom out' at some point in 1975, with some revival in the later part of the year. However, New Jersey has been slow to recover from earlier recessions, in part because of the long-term trends toward national industrial dispersion and reduction of the state's manufacturing employment.

The outlook for recent school graduates is a bleak one. While those trained in vocational subjects may have some competitive edge over dropouts and general curriculum high school graduates, they will also be competing against trained and experienced persons trying to get back into employment. Vocational educators must plan carefully, so as to not train students for occupations already saturated with job seekers.

ECONOMIC TRENDS AND MANPOWER NEEDS  
IN COUNTIES OF NEW JERSEY

ATLANTIC COUNTY

Atlantic County has begun to escape from the seasonal unemployment cycle common to the state's shore resort areas. New jobs are becoming available through the creation of major retail shopping complexes and some industrial development.

The resort industry continues to decline. A reduction in the number of major conventions scheduled in Atlantic City for 1975 may accelerate this trend.

The state of the national economy will be mirrored in Atlantic County. While overall manufacturing employment increased in 1974, cutbacks are likely to result in short-term layoffs. The important apparel industry is being hurt by reductions in government contracts and in consumer spending power. The recently established plastics and cosmetics industries are also experiencing difficulties due to material shortages and foreign competition.

Hopefully, the underlying trend toward year-round employment will re-emerge after the current recession. The other most significant tendency in the county is a demographic one. The general population increase, to 180,545 in 1974 obscures a distinct shift towards an older population. The conversion of resort facilities to convalescent and nursing homes or retirement facilities may further the transition to full-year employment of service workers and act as a spur to retail trade.

Atlantic County provides vocational education training opportunities through a county college, County Area Vocational-Technical School, and a variety of manpower programs. The county is also served by Stockton State College, located in Pomona.

BERGEN COUNTY

Situated in the northeast corner of the state, Bergen County is the geographical center of the 22 county region which comprises the New York-New Jersey-Connecticut Metropolitan region.

Much of the county is comprised of "bedroom communities," from which many of the residents commute to jobs in New York. Commuters constitute 20% of the total resident work force. Professional, technical, managerial or administrative jobs, and sales and clerical jobs make up most of the local employment possibilities.

Growth in employment is anticipated to be mainly in non-manufacturing areas, especially white collar positions in government, service related industry, trade, and finance-insurance-real estate.

With a population of 910,695, Bergen County is the second most populous county in the state.

By all indications, the Hackensack Meadowlands Project, will have a considerable economic and social impact on the entire metropolitan region, but especially upon Bergen County.

Bergen County is served by 75 school districts. Most of the secondary schools offer Career Education courses and are sending increasing number of students to the vocational schools in the county.

The public vocational school system includes the county vocational/technical high school in Hackensack, two special needs high schools in Wood-Ridge and Paramus, and four satellite schools. The vocational schools of the county have experienced a dramatic rise in enrollment from 850 students in 1967 to a present total of over 3,400. Long range plans call for five satellites, all in new buildings, by 1980.

Bergen Community College is meeting local manpower needs through Career Programs in health occupations, the sciences, business education, and public service occupations.

#### BURLINGTON COUNTY

Burlington County, physically the largest county in the state, lies across the south-central position of the state in a roughly triangular shape, with the base on the Delaware River between Trenton and Camden and the apex pointing toward the Atlantic Ocean. This location assures continuing local development around those major transportation arteries cutting across the county. This is especially true for the northeastern corner of the county, where industry has been locating at an increasing rate. The most rapid growth, however, has been in wholesale and retail trade due to the construction of malls and shopping centers.

Much of the county's abundant land remains available for development. Agriculture, a major county industry, takes up approximately 35% of the area. Another 11% of the county's area is devoted to residential use while only 5% is industrially developed. Great potential for growth exists.

Approximately 60% of the work force is involved in non-manufacturing, 37% in manufacturing, and 3% in agriculture. Non-manufacturing employment is heaviest in wholesale and retail trade, services, construction, and government. This sector is expected to continue to grow at a faster rate than manufacturing employment.

Manufacturing employment is concentrated in the electrical goods and machinery, primary metals, non-electrical machinery, textiles, apparel, fabricated metals, and chemicals industries. Manufacturing employment is expected to grow, but this sector will decline in relative importance.

The industrial development of Burlington County will be aided by the county area vocational-technical school. Post secondary educational opportunities are provided through the County College located in Pemberton.

#### CAMDEN COUNTY

Camden County lies across the Delaware River from Philadelphia and its location has largely determined the development and character of the county. Urbanization is concentrated in Camden city and its suburbs, with considerable farm and forest land remaining undeveloped elsewhere in the county. Because of Camden's location, labor supply, and availability of land, there is great potential for future development. Growth has been rapid, but largely confined to the area to the east of Camden city. As a factor conducive to continued growth, the county is served by an extensive array of local and regional transportation systems.

The county is established as one of New Jersey's major manufacturing areas. The most important industries, employing 34% of the work force, consist of electrical goods, fabricated metals, food products, non-electrical machinery, paper printing, and chemicals. Manufacturing employment is declining.

Non-manufacturing employment, especially in wholesale and retail trade, is expected to continue to increase rapidly. Employment in service occupations is also increasing. However, these gains have not kept pace with a rising population and declining manufacturing employment. Cutbacks in construction contribute heavily to the problems resulting from high unemployment.

The state of the local economy is dependent upon fluctuations in the Philadelphia area. Employment opportunities available to Camden vocational program graduates will be directly affected by conditions outside of the county itself. Moreover, the generally high unemployment levels make for some difficulty in job placements, especially for those students with marginal qualifications.

Vocational educators in the county seek to widen training opportunities through the construction of a Special Needs School at the Gloucester Township Campus of the Camden County Vocational and Technical Schools, and through the addition of shops for vocational purposes at Eastern Regional High School.

#### CAPE MAY COUNTY

Cape May County, located at the southernmost tip of New Jersey is distinguished by the smallest county population in the state. However, the winter population of 63,400 soars to 550,000 during the height of the summer tourist season. The most important single characteristic of Cape May County's permanent population is the unusually high percentage of older people. Almost 20% of the county's residents are 65 years of age or older.

Cape May is the least industrialized county in the state. The major industry is tourism and this causes employment to fluctuate seasonally. Occupations which show a long-term increase in workers are in the professional, technical, and clerical areas.

The lack of industrial development has been the primary cause of a high unemployment rate. It also explains why many high school graduates migrate to other counties.

Educationally, the county is served by 18 school districts with 4 secondary schools and a Vocational-Technical School. The Cape May County Vocational-Technical School accommodates approximately 25 per cent of the county's high school juniors and seniors with many shared-time vocational programs. Post-secondary programs are available at the Technical School as well as at Atlantic Community College.

#### CUMBERLAND COUNTY

Cumberland County is located near the southern tip of the state. Approximately 80% of the land in the county is still underdeveloped. The county's largest cities are Bridgeton, Millville, and Vineland. This three-city area contains 73.5% of all residents and most of the commercial and industrial job opportunities. The county's many employment opportunities attract numerous workers from surrounding areas. At least 75% of all employed residents are individually private wage earners. Industries employing the greatest number of people are: stone, clay, and glass. Government workers represent 13% and apparel and food industries employ 12% of the working population. Cumberland's population has shown a steady increase since 1970 and is now 128,405. Among Cumberland's particular unemployment problems are: lingering oyster blight, unemployment in the garment industry, the seasonal nature of its agricultural industry.

The development of the Seabrook Farmingtown has had, and will continue to have, a great impact on the economy of the area. Managed by the General Electric Company, this proposal is a pilot attempt to meet the problems of diminishing farmland and haphazard development in New Jersey. Here, as elsewhere in the state, manufacturing losses, cutbacks and layoffs have contributed to the recessionary trends.

The educational facilities include 14 district schools with seven secondary schools and the Cumberland County Vocational-Technical Center, which provides for the vocational training needs of county residents. The system is a shared-time county vocational district serving students from grades 10-12 and post-secondary. The school accepts students from the three city high schools. Post-secondary education is available at Cumberland County College.

## ESSEX COUNTY

Essex County lies in the state's major industrial and transportation center. It is the most populous county in the state with 935,845 inhabitants. According to most recent population estimates, however, the population has marginally declined since last year. The county encompasses Newark, the state's largest city.

In terms of amount and diversity of industry, Essex ranks among the top 11 counties in the country. As of 1970, 17% of all the industry in heavily industrialized New Jersey was located within Essex's borders. The largest employing industries are manufacturing, service, and retail trade. However, in terms of the occupational fields which will offer the greatest number of new job opportunities in the coming years, the three leading groups are service, manufacturing, and finance, insurance and real estate.

The unemployment rate here, as elsewhere in New Jersey, has been steadily increasing. Some of the causes are cutbacks in factory jobs, plant closings and the lack of specific experience and education of the jobless.

Essex County's renown as a transportation center is largely derived from its excellent airport and waterway facilities, with direct access via Newark Bay to lower New York Bay and ports throughout the world. Port Newark, a completely automated seaport, is situated adjacent to Newark Airport. Newark Airport can now handle 12 million passengers and 300,000 aircraft movements a year. It also provides employment for some 5,800 people. Numerous major highways and rail lines converge in the county, and New York City is easily accessible.

The county's educational needs are met by 51 secondary schools, 1 regional high school, and 94 parochial and private schools. There are 5 vocational schools and a number of institutions of higher learning including Essex County College. In addition, the Newark Manpower Training Skills Center provides programs for out-of-school youth and adults.

This year, the Center for Occupational Education Experimentation and Demonstration (Project COED) opened its doors. The new building accommodates 500 students in 14 occupational clusters. The costs of the shared time program are borne by the City of Newark for the academic portions of the sending high schools and by the State of New Jersey for the occupational phases of the program.

## GLOUCESTER COUNTY

Gloucester County, located in the southwestern sector of New Jersey contains both agricultural and urban centers. It is the homesite for thousands of commuters to the Philadelphia-Camden metropolitan area.

The population has risen steadily from 173,285 in 1970 to 182,430 in 1974.

In the next five years, non-manufacturing industries are expected to continue to expand at a much greater rate than goods-producing industries. Manufacturing employment should continue to grow during the coming year but at a much slower pace than the non-factory sector. Government, trade and service will rise in response to increased consumer demands derived from expanding population.

Development Council officials project rapid industrial development due to the regionalization of the county's sewage system. Moreover, the proposed extension of the Hi-Speed line into Gloucester County will open other county areas to development.

The educational needs of the county are served by 27 school districts with 13 secondary schools. There are two area vocational-technical schools in Gloucester County. Since its completion in 1967, the Deptford Township AVTS had provided shared-time vocational training to students from the other county high schools. This year, due to increased local enrollment, Deptford Township AVTS will not accept students from other county high schools.

Gloucester County Vocational School opened in 1974. It provides training in 25 shops on a shared-time basis. Gloucester County College provides additional post-secondary educational services to the county residents.

#### HUDSON COUNTY

Densely populated and heavily industrialized, Hudson County has been seriously hurt by the national recession. Cutbacks and layoffs in the manufacturing and construction industries, and inflationary reduction of consumer purchasing power, reinforce the already existing trends of demographic and industrial decline. Unemployment rates are high.

A general movement away from manufacturing created some new jobs, particularly in wholesale trade, services, and government. It is expected that growth will resume in these areas with the predicted mid-year turnaround in the national economy.

Most of the problems typical to urban core areas will continue to plague the county. Most significant is the progressive concentration of poverty households in the inner city areas. The incidence of incomes below the poverty level in the county is about twice the statewide rate. Related to this problem, and to the decline of manufacturing, is the dilemma of increased need for public services and reduced tax base. Efforts to increase revenues through higher rates may force the loss of additional ratables.

There is a real need for vocational education and retraining in Hudson County to respond to changes in the local occupational structure. One step has been taken in the opening of the county's first shared-time vocational training facility in North Bergen, with an eventual capacity for 1,000 students per session. The county is now planning an additional vocational education facility.

#### HUNTERDON COUNTY

Hunterdon County is a rural area in northwest New Jersey. Its population has shown a steady increase over the last five years and latest population estimates list Hunterdon County's population at 73,940.

In 1972, there were over 300 industries located in the county. They employed workers in such manufacturing industries as paper, plastics, leather and metal products. The largest portion of employment was in the non-manufacturing industries. Retail trades showed an increase in employment as new shopping centers neared completion. Agriculture is declining but still remains an important industry with much of the county involved in poultry, dairy farming, and horsebreeding. More than 40% of the work force commutes to jobs in areas outside the county.

It is expected that there will be limited growth in population and the development of industries. Hunterdon County will be developed primarily as a residential area. Future employment in public service, marketing, and transportation will be dependent upon the location of industrial parks and housing developments.

There are 29 school districts and four secondary school systems in Hunterdon County. Among these are two area vocational technical high schools. Students in the 11th and 12th grades are eligible to enroll for a half-day vocational major at either Hunterdon Central or North Hunterdon Regional High School.

Hunterdon County does not have a community college of its own; Somerset County College has been providing post-secondary education services to the citizens of Hunterdon.

#### MERCER COUNTY

Mercer County, with an estimated population of 320,015 in 1974, contains Trenton, the state capitol.

Mercer County has a highly diversified labor profile. Manufacturing employs 27% of the total work force, government 19% and services 20%. The effects of government employment, geographic location, transportation, and major educational institutions have provided both stability and basis for growth in employment.

While unemployment rates in Mercer County are low when compared to those in other parts of the state, automotive industry cutbacks and the national economic situation have forced some layoffs.

In recent years, research and development has become a major activity in Mercer County. There are also approved plans for other industries and a new terminal at the county airport which will provide new jobs for county residents.

A complete program of education is offered throughout the county. There are 9 school districts and 9 secondary schools. A comprehensive program of county vocational education is provided at the new Assunpink Center and at a second school, the Arthur R. Sypek Center, which is due to open in time for 1975-76 school year. The center will offer Special Needs programs for handicapped students.

Mercer County Community College offers a variety of programs resulting in Associate degrees in the Arts and Sciences as well as proficiency certificates for many technical areas. The county is served by several educational institutions of higher learning and a number of private schools.

#### MIDDLESEX COUNTY

Middlesex County's growth during the last decade has been extremely rapid. With a 1974 estimated population of 607,385, it ranks as the 4th most populous county in the state. Substantial continued growth is projected for the immediate future.

The county's location between the New York and Philadelphia metropolitan areas has made it a center of commerce and transportation. The New Jersey Turnpike and Garden State Parkway intersect in the heart of the county and other major roads and railroads run through the county.

The availability of educational opportunities and facilities has had an impact on the development of the area. A large and expanding educational base is present to provide well-trained workers. Educational institutions include 24 school districts, four county vocational-technical schools, Middlesex County College, and the main campus of Rutgers, the State University. Middlesex has attracted many industries because of the availability of land for development and numerous workers trained for industrial positions.

#### MONMOUTH COUNTY

Located in central New Jersey bordering the Atlantic seacoast, Monmouth County's population has risen rapidly from 463,660 in 1970 to 479,905 in 1974. The combination of beaches and a rural atmosphere within easy commuting distance of metropolitan areas has been the primary factor in the rapid population growth.

Employment growth in Monmouth County has been concentrated in those industries that are directly responsive to the needs of an expanding population. The opening of shopping centers and

new mercantile establishments makes retailing the area's largest industry with employment totaling approximately 32,000. The other two primary sources of employment in the area are in government and in service industries. Professional and technical employment is important to the area's economy, with jobs provided for hundreds of engineers, technicians and related workers by such major establishments as the U.S. Army Electronics Command, Bell Telephone Laboratories, International Flavors and Fragrances, Electronic Associates, Inc. and Interdata.

The slowdown in business activity within certain industries, seasonal unemployment, and the state of the national economy have contributed to unemployment problems in Monmouth County.

There are 52 school districts, 12 regional secondary schools and 9 vocational school buildings which are located adjacent to local secondary schools. There are 2,000 handicapped students attending special classes in either public or private schools.

#### MORRIS COUNTY

Morris County, located in the center of northern New Jersey, is in many respects the archtypical suburban area. While close to the major urban centers of New York and northeastern New Jersey, the county has managed to retain a suburban, and in some areas, rural character. Rapid economic development, spurred by the completion of Interstate Routes 80 and 287, is expected to continue.

The population, now 403,395 continues to grow, hampered somewhat by a lack of low-middle income housing, and is expected to reach 513,000 by 1980.

As many as 40% of the county's residents commute to work outside the county. The county ranks fourteenth in the nation, immediately after Somerset County, in respect to median family income. Approximately 20% of the population over 25 years of age are college graduates.

Of those employed in Morris County, approximately 34% are engaged in manufacturing. The largest employing industries in this area are chemicals, electrical machinery, non-electrical machinery, fabricated metal products and rubber and plastics. While manufacturing employment is expected to grow, employment in most of the established major plants is expected to remain stable. The most significant non-manufacturing occupational fields are in service, trade, government, construction, and finance occupations.

Educational services are provided by 40 school districts. There are two vocational-technical schools meeting the ever-expanding needs for vocational education in Morris County. The Vocational-Technical School in Denville is planning a Diagnostic-

Evaluation Center for children with special needs. The Morris Hills Area Vocational-Technical School is providing extra shared-time facilities in the building trades. The County College of Morris meets the needs for adult and post-secondary educational programs.

#### OCEAN COUNTY

Situated in the center of New Jersey, Ocean County is the fastest growing county in the state. Since 1970, the population has increased from 210,760 to 257,785. One reason for this is the expansion of the Garden State Parkway and the development of the Toms River Expressway. Other factors contributing to this growth are the county's resort facilities, underdeveloped tracts of land, and the location of the state's longest shoreline.

Because of the population growth throughout the county and the development of communities such as Dover and Berkely which have more than doubled their population in the past 10 years; several major industries have chosen to locate here.

The Center for Urban Policy Research Projections, 1972, forecasts the most dramatic rise in employment in the areas of manufacturing (188.97.) finance, insurance, and real estate (105.37.) and retail trade (67.17.) This projection is for the years 1970-1980.

The county's educational needs are met by 24 school districts with 9 secondary schools. The Ocean County Vocational Technical School is composed of four shared-time centers. Each center was built to provide a comprehensive vocational program for students in a relatively large geographical area through cooperative arrangements with local school districts. The area centers provide vocational programs, guidance services for participating schools, and assume the major responsibility for placement services. Ocean County College provides post secondary programs.

#### PASSAIC COUNTY

Passaic County is located in the northeast section of New Jersey, 15 miles from New York City. Passaic's population has risen steadily. There were 471,330 people in the county in 1974. Passaic County has a diverse natural environment which includes several major state parks and reservoir areas. The county has two distinct zones; a rural northern area and a heavily industrialized southern region. There is a rapidly growing suburban population in the north and some new industrial developments on the periphery of established industrial centers in the southern part of the county. The newly established centers have begun to take up some of the slack brought about by the decline of the textile industry, providing a more diversified economic base for the county.

The principal occupational areas in the county are in manufacturing and retail trade. Projections show a decline of employment in manufacturing of textiles and chemicals. The non-manufacturing portion of the county's economy is where employment growth is occurring at a significant rate. Wholesale and retail trade has grown by more than 30% in 5 years, while small service and amusement businesses and finance, insurance and real estate businesses grew by 53.8% and 47.8% respectively in employment.

There are 20 school districts and 15 secondary schools in the county. The Passaic County Technical and Vocational High School receives approximately 1,950 full-time day students from all districts in the county. Evening students number 750. The school was built in 1970 to house approximately 2,000 students. A Special Needs addition for handicapped houses 350 students. With 330,000 square feet of building space, this is the largest Technical and Vocational High School east of the Mississippi River.

Passaic County Community College offers associate degree and certificate programs in a number of vocational areas.

#### SALEM COUNTY

Salem County is located in southwestern New Jersey. It is one of the smallest counties in the state with a population of 63,575.

Although, the economy of Salem County is mixed, almost 67% of the total labor force is employed in manufacturing. Salem County continues to be one of the leading agricultural counties in the State. Approximately 45% of the county's 343.63 square miles are used for agricultural production. Mechanization both on the farm and in food-related industries has caused a displacement of workers giving rise to a high unemployment rate. However, moderate improvement is expected in Salem County's employment picture for the coming year. Stone-clay-glass, chemicals, and apparel should experience moderate increases. The proposed addition of 2 nuclear atomic plants on Artificial Island should spur construction activity. Government and services employment should also increase in response to consumer demands.

Education in the county is carried on in 14 local school districts. There are 4 secondary schools and 2 vocational schools. The vocational schools accept secondary students on a shared-time basis from the four county public high schools, and a parochial secondary school. Salem County College is a comprehensive, publicly supported co-educational 2 year institution. Particular stress has been placed on occupational education with an emphasis in the Technical and Health fields.

#### SOMERSET COUNTY

Somerset County, situated close to New Jersey's major transportation corridor, is a residential area with a well-balanced mixture of commercial, industrial, and agricultural development.

Although the rapidly growing population reached 209,114 in 1974, much of the county remains rural in quality. The county government has mustered considerable effort in planning so as to retain Somerset's essential rural characteristics.

The population is both relatively wealthy and relatively well educated. The median county family income is \$15,168 and more than 60% of the county's high school graduates go on to two or four year colleges. In terms of median family income, the county is the thirteenth wealthiest in the nation. Vocational training opportunities are provided through Somerset County College, Somerset County Vocational High School and Somerset County Technical Institute.

Many of the county's residents work outside the county. This is especially true for the county's numerous professional and technical workers, at least half of whom commute to jobs outside of the county. This tendency appears to a lesser extent for all other major occupational categories. The 81,000 workers employed within the county are engaged in manufacturing (43%), consumer trade (21%), government (14%) and business and professional (7%) with smaller percentages in other occupational areas.

Manufacturing employment is in the electronics (25%), chemical (20%), building materials (20%), machinery (10%) and instrument (10%) industries. The county work force is expected to grow to 98,000 by 1980. The most rapid growth is expected in business and professional employment.

The county's most significant problem is the lack of a local public transportation system. The county is well-served, however, by rail and interstate highway connections. There is little serious impediment to growth to the target ceilings established by county planners. As the county's population and industrial development approaches these levels, there may be increasing controversy over the basic policies of degree of development.

#### SUSSEX COUNTY

Sussex County's population has experienced one of the fastest growth rates in the state. In 1970, the population was 77,975. In 1974 population estimates showed a population of 85,245. There is much room for expansion, however, since Sussex County is one of New Jersey's largest counties geographically.

While Sussex is located in the far northwestern sector of the state, over 40% of the county work force commutes out of the county for work. Those communities not entirely devoted to residential services have their economic base in the area of recreation. In fact, the two largest businesses in the county are recreation and finance organizations. The major industries in the county are recreation and service occupations. This accounts for the high unemployment rate as most job-seeking residents are not qualified for these jobs.

While 62 new industries have located in the county since 1965, the availability of industrial sites is limited. However, the county is undergoing extensive planning and its geographical, physical and climatic characteristics make Sussex County a desirable area in which to locate.

The county has 25 local school districts, with 5 secondary schools and the Sussex County Vocational-Technical school.

#### UNION COUNTY

Union County is located in the northeastern part of New Jersey and is a major manufacturing and industrial center. All modes of transportation, land, sea and air, have played a major role in the development of Union County by providing easy access to all parts of the county as well as to the New York and Philadelphia metropolitan areas. Population has risen steadily over the last 5 years and there are now 550,625 people residing in the county.

Economic diversification is a key to Union County's employment structure. Manufacturing is the most important sector of the economy and the chemical industry is the county's major industry. Other important manufacturing industries are machinery, electrical goods, fabricated metal products, automobile industries, rubber and plaster. Because the county depends on a number of diversified industries, the unemployment situation is not as severe here as in other counties of the state.

Union County does not have a young population. The school population has declined by almost 2,000 students this past year. The educational system is comprised of 164 schools. Vocational education is available in the Union County Area Vocational Technical School and in area schools located in Elizabeth, Linden, Springfield, Kenilworth, Clark and Union.

#### WARREN COUNTY

Warren County is located on the western boundary of the state and is part of the Lehigh Valley Labor market area. This area, including the cities of Allentown, Bethlehem, and Easton, in Pennsylvania, is a highly industrialized labor market to which many Warren County workers commute. This labor market offers diverse employment opportunities for Warren County residents.

Currently, within the county, there are over 125 different concerns providing employment for over 20,000 workers. Employment opportunities exist in clerical and office work, wholesale and retail sales and in many diversified industries. Health care is one of the fastest growing service industries and will demand more trained personnel in the near future.

Although, Warren County's 365 square mile area makes it one of New Jersey's largest counties, its 77,045 residents makes it one of the least densely populated. The county has experienced a slow but continuing population growth of about 3,000 people from 1970-1974.

Warren County's 25 school districts, with 5 secondary schools, serve 17,400 students. The Warren County Vocational-Technical School provides a variety of programs designed to meet the county's future manpower needs.

ANALYSIS OF MANPOWER NEEDS  
AND JOB OPPORTUNITIES IN THE STATE

Projected Labor Demand and Supply

Table 1 summarizes the State's current and projected labor demand and supply for 1976 and 1980. The data do not include professional level positions, nor are unskilled labor statistics included. "Other Sectors Output" data are obtained from the State's CETA programs and private schools.

Sources and Recency of Data

The data for Table 1 are obtained from the New Jersey State Department of Labor, Bureau of Statistical Information; the State Department of Education, Office of Statistical Services, and the Division of Vocational Education. The data used are as of December, 1974.

TABLE 1  
EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS  
LABOR DEMANDS AND SUPPLY SUMMARY

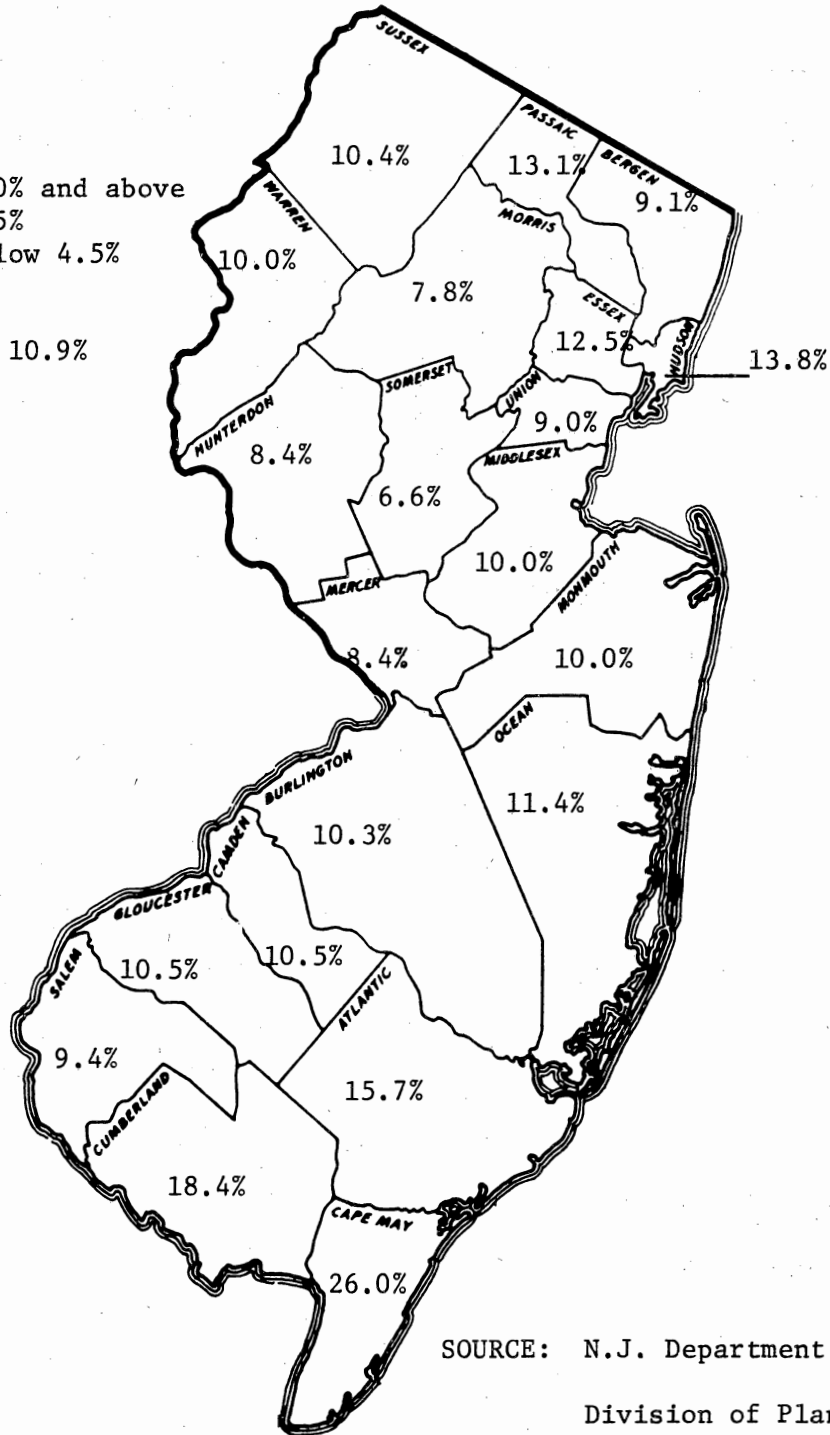
OE CODE	Instructional Program	Current Employment 1974 Annual Average <sup>1</sup>	Projected Annual Labor Demand <sup>2</sup>	Projected Labor Supply			
				Vocational Education Output		Other Sectors Output <sup>4</sup>	
			1976-1980 <sup>3</sup>	1976	1980	1976	1980
	TOTAL	2,147,453	117,252	67,100	88,050	24,083	27,656
01	Agriculture	26,658	639	407	534	30	48
04	Distribution and Marketing	601,777	36,411	6,666	8,748	220	265
07	Health Occupations	104,616	11,211	5,180	6,796	1,696	1,952
09	Home Economics	69,028	4,417	3,075	4,035	--	--
14	Office Occupations	616,036	30,525	34,077	44,717	7,670	8,958
16	Technical	52,675	2,882	5,775	7,578	2,760	3,175
17	Trade and Industry	676,663	31,167	11,920	15,642	11,707	13,258

1. Data from Department of Labor and Industry, Division of Planning and Research.
2. Includes industry, growth and replacement needs.
3. The projected occupational demand is expressed as an average of potential job openings for each year for 1976 to 1980. The Department of Labor and Industry no longer makes projections for individual years for forecast periods.
4. Sources of data include New Jersey CETA programs and private schools.

LABOR FORCE ESTIMATES  
 COUNTIES WITH "ECONOMIC DEPRESSION" AS REPRESENTED BY UNEMPLOYMENT  
 JANUARY 1975

Ratings  
 Substantial 6.0% and above  
 Excess 4.5%  
 Moderate Below 4.5%

Statewide Rate 10.9%



SOURCE: N.J. Department of Labor and Industry  
 Division of Planning and Research  
 State Preferred Method

NEW JERSEY COUNTIES  
TOTAL EMPLOYMENT CHANGE: 1959-1980

Division	1959		Total Employment 1970		1980	
	number	percent	number	percent	number	percent
<b>CORE</b>						
Essex	428,987	20.5	466,646	16.7	457,724	13.8
Hudson	266,090	12.7	276,742	9.9	262,201	7.9
<b>SUBURBAN RING (New York)</b>						
Bergen	226,142	10.8	354,393	12.7	466,291	14.0
Passaic	165,221	7.9	200,696	7.2	222,345	6.7
Morris	68,138	3.3	123,798	4.4	165,442	5.0
Somerset	39,138	1.9	63,889	2.3	95,322	2.9
Union	198,602	9.5	270,006	9.7	307,966	9.3
Middlesex	136,307	6.5	222,411	8.0	292,691	8.8
Monmouth	73,063	3.5	124,688	4.5	180,152	5.4
<b>PHILADELPHIA SUBURBAN RING</b>						
Camden	108,978	5.2	154,635	5.5	196,460	5.9
Burlington	42,166	2.0	80,586	2.9	119,072	3.6
Gloucester	27,435	1.3	38,831	1.4	47,486	1.4
Atlantic	54,493	2.6	67,837	2.4	73,645	2.2
Cape May	11,130	0.5	14,941	0.5	18,422	0.6
Cumberland	40,206	1.9	52,380	1.9	59,948	1.8
Hunterdon	13,551	0.6	18,835	0.7	25,129	0.8
Mercer	120,835	5.8	153,564	5.5	176,884	5.3
Ocean	23,180	1.1	44,145	1.6	72,251	2.2
Salem	18,826	0.9	21,436	0.8	22,154	0.7
Sussex	10,475	0.5	16,040	0.6	25,729	0.8
Warren	17,939	0.9	26,415	0.9	36,538	1.1
<b>TOTAL STATE</b>	<b>2,091,705</b>	<b>100.0</b>	<b>2,792,918</b>	<b>100.0</b>	<b>3,323,842</b>	<b>100.0</b>

SOURCE: Center for Urban Policy Research Projections, 1973  
New Jersey Trends  
Rutgers, The State University

## Age Groups and Population Growth

Age Group 0-5: The under five age group declined from 642,000 to 580,000 between 1960 and 1970, and may decline further over the next decade.

Age Group 5-14: The rapid rise in this age group (27% in 1960-70) will be followed by a decline in the 1980's as the delayed impact of lower birth rates takes effect.

Age Group 15-24: The size of this high school and college age group increased substantially between 1960 and 1970, from 717,000 to 972,000. In the upper part of this age group (18-24), a saturation of college facilities has been caused by both the increase in absolute numbers and the increasing proportion of this age group going on to post-high school education. Community colleges and professional schools have grown more rapidly than four-year liberal arts colleges.

Age Group 25-44: This group is the key element in the labor and consumer force. Family formation, housing starts and other major forms of consumption depend on this age bracket; in 1960-1970 there was only a slight increase from 1,715,000 to 1,745,000.

Age Group 45-64: Professionals in this middle age group are at the height of their earning power, but unskilled or semi-skilled workers often are threatened by technological changes that eliminate or drastically alter their jobs. In 1960 there were 1,325,000 people in this age bracket in the state but the number rose significantly to 1,612,000 by 1970.

Age Group 65 +: This retirement age group frequently struggles with inadequate incomes and serious health problems, and requires substantial government and private sector intervention to address these problems. The number in this population group will continue to grow rapidly for the next 30 years as the over-40 population bulge runs its course.

## Population Trends by Community Category

New Jersey has experienced the full impact of a population trend which has affected urban areas - the leveling off or decline of older core cities and the growth of commuter suburbs. Within this general demographic context, however, there are important subtrends which deserve careful attention. For convenience it is useful to divide New Jersey communities into five broad groups. These include:

(1) Core Cities: New Jersey contains four large central cities. Newark (382,000) and Jersey City (260,000) are New York satellites, Camden (103,000) is a Philadelphia neighbor, while Trenton (105,000) lies between. In addition to these four are several smaller central cities such as Hoboken, Hackensack, Secaucus, Perth Amboy, Paterson and Elizabeth.

All of the core cities are characterized by population declines or at most minimal growth amounting to less than half of their natural increase. Developable land is scarce. Most have serious fiscal problems related to the fact that they have: rapidly growing low income, minority populations, white ethnic groups that cling to lower and middle income neighborhoods, upper and middle neighborhoods which are losing population.

(2) Stable Suburbs: While the standard image of the suburb is that of a upper middle income, fast growing, single family community there are several which have been growing less than 0.5% per year. Many such suburbs have large proportions of working class populations; much of their community is characterized by fairly high densities as a result of the presence of garden apartments and high rise buildings.

(3) Fast Growing Suburbs and Exurbs: These range from municipalities with numerous high rise buildings to more typical low density, fast growing communities. In the more distant exurb category are communities with a high income low density enclave and an unusual middle income community willing and eager to accept high density garden apartment and town house development.

A number of communities in this category complain strongly and frequently about excessive population growth. With the exception of some housing for the affluent and the elderly, a number of New Jersey suburbs have succeeded in limiting their population expansion by the fact that their present public services are clearly inadequate to support additional population growth.

(4) Recreation Communities: One of the principal trends of the past decades is the conversion of vacation areas into year round communities. New Jersey shore towns and some inland lake communities offer graphic evidence of this phenomenon. One resulting problem is that resort construction has historically been rather high density, flimsily built and served by limited public facilities designed for seasonal use. Some converted resort communities resemble instant slums while others have and are taking costly and painful programs designed to correct their deficiencies.

(5) Outlying Communities: Most towns in this category are quite small and fall into two classifications: those which remain virtually untouched by a wave of new development and those which are experiencing considerable growth. Towns in the latter classification often find themselves in serious trouble, since they are poorly equipped to deal on equal terms with developers or to cope with substantial amounts of mobile homes, tract subdivisions or Planned Unit Developments. There still exists in some areas the additional task of convincing sleepy little communities that population growth is on its way and timely advance planning is urgently needed.

Source: "New Jersey Trends" Institute for Environmental Studies Rutgers, the State University of New Jersey.

COMPONENTS OF POPULATION CHANGE BY COUNTY  
JULY 1, 1970 TO JULY 1, 1974

<u>County</u>	<u>Population</u>		<u>Change in Population</u>		
	<u>July 1, 1970</u>	<u>July 1, 1974 (P)</u>	<u>Total</u>	<u>Natural Increment</u>	<u>Net Migration</u>
Atlantic	175,770	180,545	4,775	1,002	3,773
Bergen	898,850	910,695	11,845	6,279	5,566
Burlington	324,625	324,055	-570	9,914	-10,484
Camden	457,680	480,800	23,120	11,324	11,796
Cape May	59,785	63,400	3,615	-662	4,277
Cumberland	121,810	128,405	6,595	4,140	2,455
Essex	933,820	935,845	2,025	17,721	-15,696
Gloucester	173,285	182,430	9,145	4,919	4,226
Hudson	609,065	611,640	2,575	8,700	-6,125
Hunterdon	70,000	73,940	3,940	1,419	2,521
Mercer	305,130	320,015	14,885	6,274	8,611
Middlesex	585,780	607,385	21,605	15,583	6,022
Monmouth	463,660	479,905	16,245	9,988	6,257
Morris	385,145	403,395	18,250	11,193	7,057
Ocean	210,760	257,785	47,025	3,807	43,218
Passaic	461,940	471,330	9,390	11,438	-2,048
Salem	60,500	63,575	3,075	1,112	1,963
Somerset	199,030	205,620	6,590	3,873	2,717
Sussex	77,975	85,245	7,270	2,757	4,513
Union	544,090	550,625	6,535	5,830	705
Warren	74,105	77,045	2,940	894	2,046
STATE TOTAL	7,192,805	7,413,680	220,875	137,505	83,370

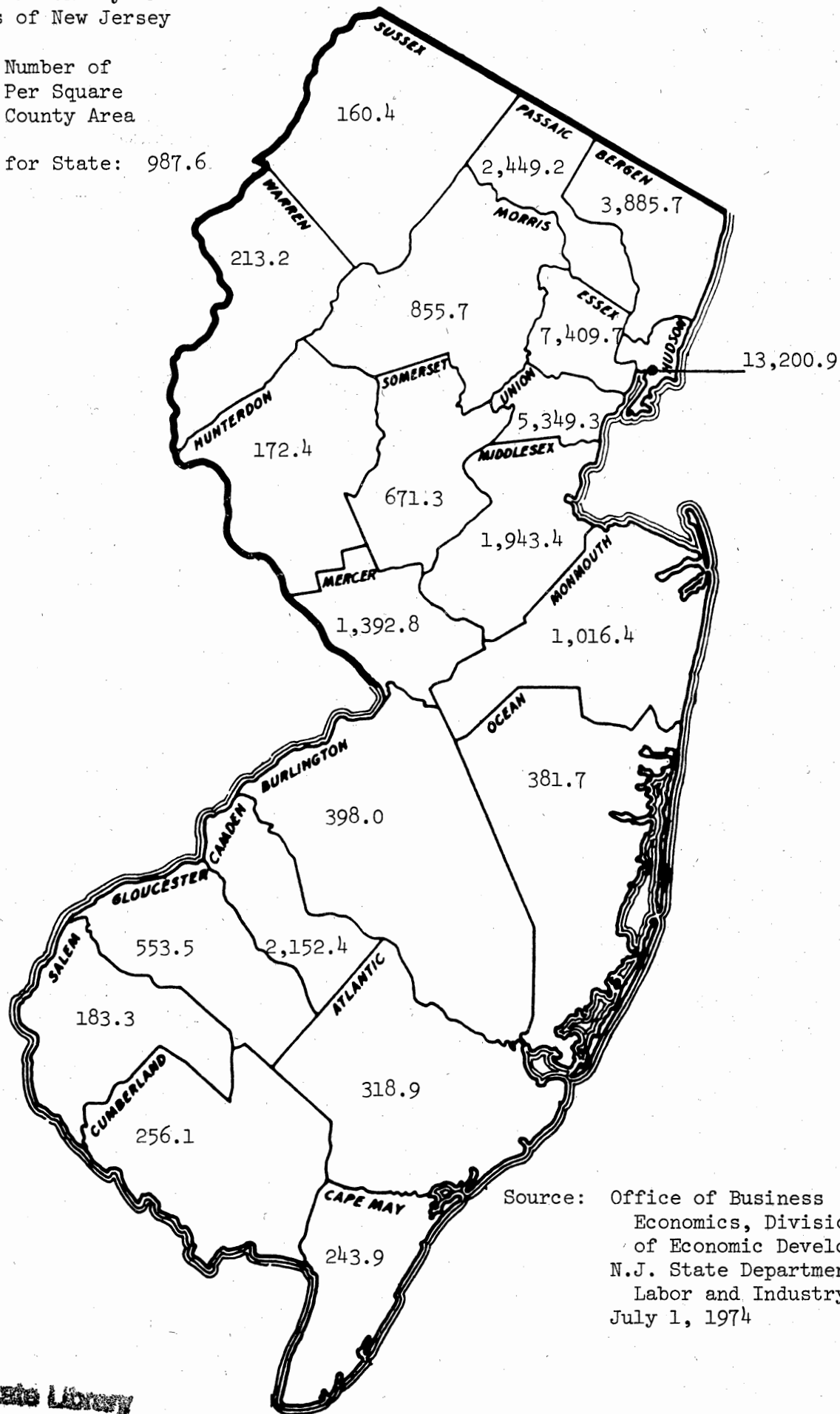
(P) - Provisional

Source: Division of Planning and Research, N.J. Department of Labor and Industry

Population Density in  
Counties of New Jersey

Average Number of  
Persons Per Square  
Mile of County Area

Average for State: 987.6



Source: Office of Business  
Economics, Division  
of Economic Development  
N.J. State Department of  
Labor and Industry  
July 1, 1974

TABLE 2

ANALYSIS OF STATE'S POPULATION  
RELATING TO VOCATIONAL EDUCATION NEEDS

Statistics On Population To Be Served

	1973-74 Latest Available Data	1975-76 (Estimated)	1979-80 (Estimated)
<b>1. The State's Total Population</b>			
Total Population	7,358,461	7,468,899	7,689,773
Urban	6,542,606	6,640,800	6,837,185
Rural	815,855	828,099	852,588
Male	3,559,420	3,612,841	3,719,682
Female	3,799,041	3,856,058	3,970,091
Racial/Ethnic Categories			
Negro	790,740	802,608	826,343
Spanish American	139,274	141,364	145,545
Indian	4,839	4,903	5,048
Oriental	25,924	26,308	27,088
Other	6,397,684	6,493,716	6,685,749
<b>2. The State's Population Aged 16-21 Inclusive</b>			
Total Population 16-21	696,787	707,245	728,160
Male	346,634	351,837	362,242
Female	350,153	355,408	365,918
Racial/Ethnic Categories			
Negro	74,877	76,001	78,248
Spanish American	13,188	13,386	13,782
Indian	457	464	478
Oriental	2,455	2,492	2,565
Other	605,810	614,902	633,087
<b>3. The State's Secondary School Enrollments (9-12)</b>			
Total Secondary School			
Enrollment	444,450	450,000	454,000
Male	225,482	227,735	229,760
Female	218,968	222,265	224,240
Racial/Ethnic Categories			
Negro	64,420	65,218	65,805
Spanish American	15,556	15,750	15,890
Indian	178	180	183
Oriental	1,892	1,916	1,934
Other	362,404	366,936	370,188

TABLE 2 (continued)

	1973-74 Latest Available Data	1975-76 (Estimates)	1979-80 (Estimates)
4. The State's Post-Secondary Enrollments			
Total Post-Secondary Enrollment	51,625	69,564	105,442
Male	26,226	35,338	53,565
Female	25,399	34,226	51,877
Racial/Ethnic Categories			
Negro	6,961	9,380	14,218
Spanish American	2,305	3,106	4,708
Indian	40	55	84
Oriental	264	356	538
Other	42,055	56,667	85,894
5. Vocational Education Enrollments			
Total	366,905	402,556	502,127
Secondary (9-12)	238,542	265,924	348,952
Post-Secondary	30,738	37,543	51,157
Adult	97,625	99,089	102,018
Special Needs	(35,872)	(39,358)	(49,093)
6. Number of Secondary School Dropouts (9-12)	21,161	21,426	21,616
7. Disadvantaged*			
Total	34,960	35,485	36,534
Urban	27,758	28,174	29,008
Rural	6,782	6,884	7,087
Farm	420	427	439
8. Handicapped			
Total	28,080	28,502	29,344
Elementary (Ungraded)	16,060	16,301	16,783
Secondary (Ungraded)	12,020	12,201	12,561
9. Private Vocational-Technical School Enrollment	19,208	19,395	22,788
10. Introduction to Vocations	50,072	65,004	68,700
11. Technology for Children	37,800	135,000	675,000

\* Data include disadvantaged students in the state's public secondary schools only.

ELEMENTARY AND SECONDARY ENROLLMENTS  
NEW JERSEY PUBLIC SCHOOLS  
BY COUNTIES

OCTOBER 1, 1973

<u>County</u>	<u>Elementary</u>	<u>Secondary</u>	<u>1973 Total</u>	<u>1972 Total</u>	<u>Increase</u>
Atlantic	26,823	10,437	37,260	36,524	736
Bergen	98,988	67,266	166,254	171,559	5,305-
Burlington	50,861	28,851	79,712	80,158	446-
Camden	63,820	35,384	99,204	98,425	779
Cape May	7,649	4,444	12,093	12,453	360-
Cumberland	20,710	10,146	30,856	31,181	325-
Essex	112,333	60,453	172,786	176,419	3,633-
Gloucester	25,847	17,106	42,953	43,233	280-
Hudson	62,846	26,511	89,357	91,473	2,116-
Hunterdon	13,077	6,060	19,137	18,481	656
Mercer	33,366	22,643	56,009	56,440	431-
Middlesex	74,813	50,167	124,980	126,595	1,615-
Monmouth	73,456	37,433	110,889	111,283	394-
Morris	65,400	28,450	93,850	94,766	916-
Ocean	40,220	16,669	56,889	55,395	1,494
Passaic	61,017	26,798	87,815	88,621	806-
Salem	9,770	4,564	14,334	14,514	180-
Somerset	29,497	18,421	47,918	49,009	1,091-
Sussex	16,378	6,487	22,865	22,038	827
Union	55,102	43,906	99,008	101,977	2,969-
Warren	<u>11,311</u>	<u>6,125</u>	<u>17,436</u>	<u>17,323</u>	<u>113</u>
State Total	953,284	528,321	1,481,605	1,497,867	16,262-

Office of Data Collection and Statistics  
April 17, 1974

Projected Grade 9-12 Enrollments and  
Vocational and Technical Enrollments, 1975-80

County	1974-75			1975-76			1979-80		
	9-12	Vocational	%	9-12	Vocational	%	9-12	Vocational	%
Atlantic	10,622	3,328	31.3	10,528	3,508	33.3	10,622	4,567	43.0
Bergen	59,615	15,937	26.7	60,505	16,804	27.8	61,044	23,624	38.7
Burlington	25,765	7,390	28.7	26,444	7,791	29.5	26,679	10,672	40.0
Camden	32,234	11,362	35.2	32,533	11,978	36.8	32,822	14,500	45.7
Cape May	3,778	1,763	46.7	3,763	1,858	49.4	3,796	2,107	55.5
Cumberland	9,584	3,503	36.6	9,627	3,693	38.4	9,713	4,555	46.9
Essex	49,935	15,729	31.5	48,406	16,585	34.3	48,836	21,341	43.7
Gloucester	14,037	4,463	31.8	14,287	4,706	32.9	14,414	6,155	42.7
Hudson	25,252	10,595	42.0	24,048	11,170	46.4	24,261	12,883	53.1
Hunterdon	6,205	1,817	29.3	6,498	1,915	29.5	6,556	2,622	40.0
Mercer	17,059	5,834	34.2	17,185	6,150	35.8	17,338	7,785	44.9
Middlesex	42,007	13,616	32.4	42,795	14,355	33.5	43,176	18,609	43.1
Monmouth	34,826	9,874	28.4	35,711	10,410	29.2	36,028	14,339	39.8
Morris	29,940	8,431	28.2	30,615	8,888	29.0	30,887	12,231	39.6
Ocean	18,351	4,875	26.6	19,933	5,139	25.8	20,110	7,461	37.1
Passaic	26,166	8,365	32.0	26,234	8,819	33.6	26,467	11,434	43.2
Salem	4,298	1,760	40.9	4,260	1,855	43.5	4,298	2,188	50.9
Somerset	16,543	4,071	24.6	16,885	4,292	25.4	17,035	6,286	36.9
Sussex	6,399	2,581	40.3	6,592	2,721	41.3	6,650	3,265	49.1
Union	34,526	8,969	26.0	34,616	9,456	27.3	34,924	13,411	38.4
Warren	5,297	2,422	45.7	5,211	2,554	49.0	5,257	2,897	55.1
TOTAL	472,439	146,685		476,676	154,647		480,913	202,932	

DROPOUTS IN GRADES SEVEN THROUGH TWELVE\*

Related to Pupils Enrolled in the Public  
Schools of New Jersey by County and Grade

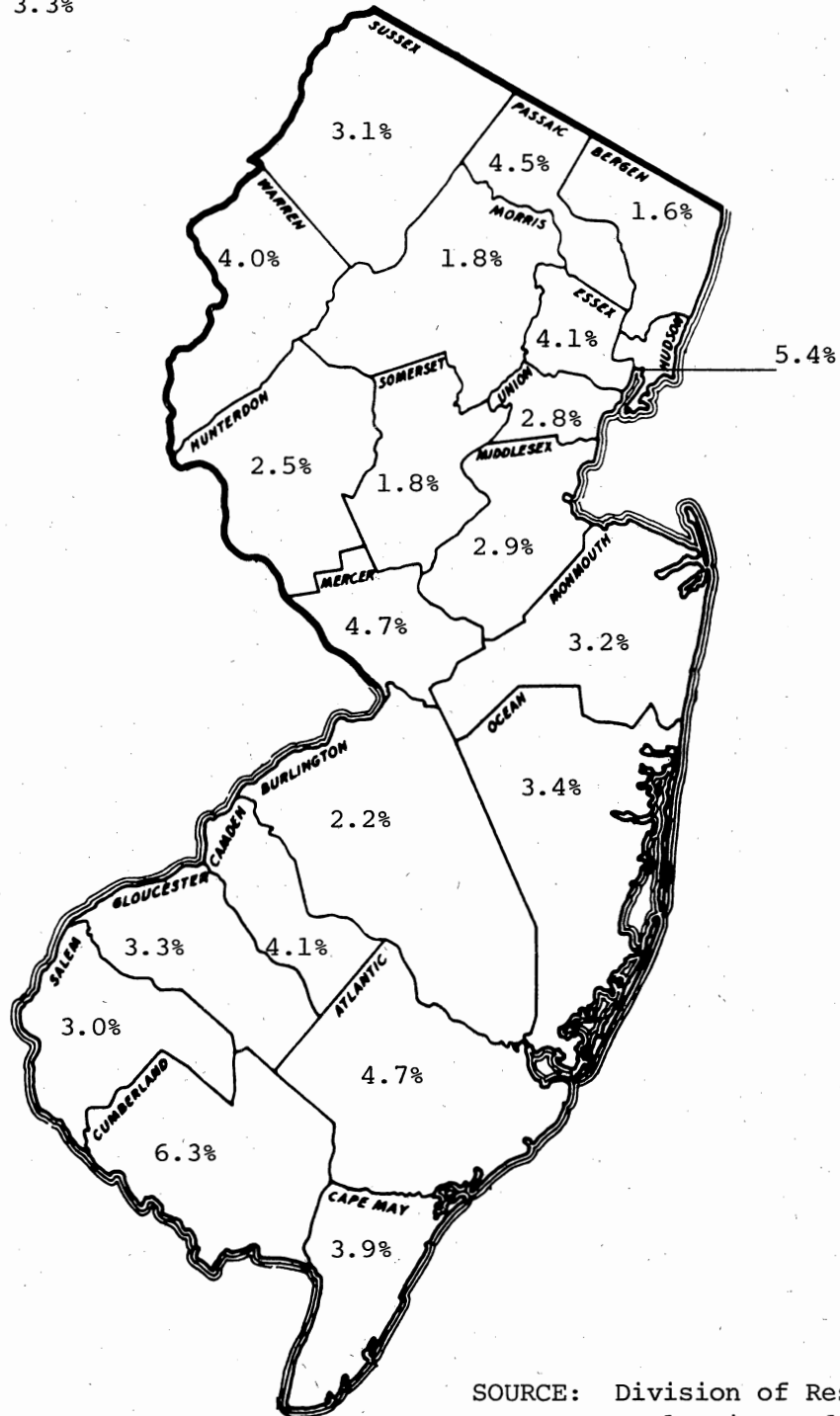
COUNTY	1973 ENROLLMENTS IN GRADES 7-12	DROPOUTS BY GRADE						TOTAL DROPOUTS	PERCENT OF COUNTY ENROLLMENT
		7	8	9	10	11	12		
Atlantic	14,722	2	11	160	239	187	97	696	4.7
Bergen	85,178	3	5	169	400	448	329	1,354	1.6
Burlington	32,656	2	9	90	175	241	212	729	2.2
Camden	44,372	20	73	468	536	461	243	1,801	4.1
Cape May	5,546	-	6	52	60	63	33	214	3.9
Cumberland	13,495	7	24	62	357	258	142	850	6.3
Essex	75,784	36	89	737	1,024	737	485	3,108	4.1
Gloucester	19,565	3	20	136	185	197	114	655	3.3
Hudson	38,121	104	129	565	636	430	187	2,051	5.4
Hunterdon	8,269	2	2	16	38	87	62	207	2.5
Mercer	25,103	13	34	87	414	376	249	1,173	4.7
Middlesex	58,205	8	30	241	478	521	394	1,672	2.9
Monmouth	48,613	3	29	197	432	506	461	1,628	3.2
Morris	42,247	-	2	94	184	243	247	770	1.8
Ocean	23,858	1	3	176	213	226	188	807	3.4
Passaic	37,527	20	45	342	448	503	322	1,680	4.5
Salem	6,164	-	2	39	50	52	42	185	3.0
Somerset	23,387	-	4	52	96	143	115	410	1.8
Sussex	8,926	-	9	66	84	67	47	273	3.1
Union	49,135	-	6	112	514	488	248	1,368	2.8
Warren	7,696	4	11	47	103	86	60	311	4.0
State Totals	668,569	238	543	3908	6666	6320	4277	21,942	State Average 3.3

\* Data above does not include ungraded or special education enrollments or dropouts.

Source: Bureau of Assessment and Evaluation, Office of Data Collection  
Division of Research, Planning and Evaluation  
New Jersey State Department of Education

DROPOUTS  
IN RELATION TO ENROLLMENTS  
GRADES 7 THROUGH 12

STATE AVERAGE: 3.3%



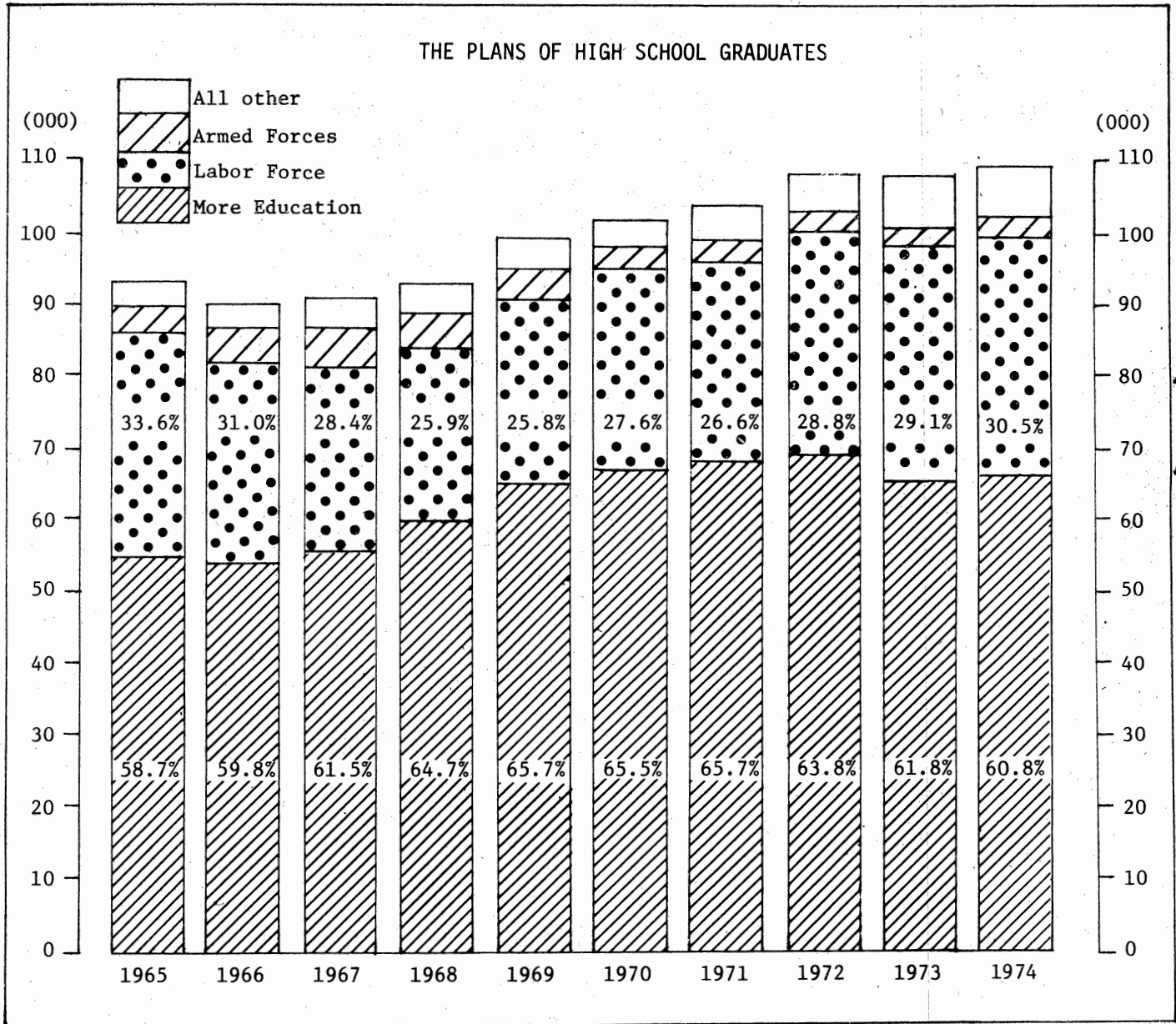
SOURCE: Division of Research,  
Planning and Evaluation  
New Jersey State Department  
of Education

# Plans of New Jersey's High School Graduates

Office of Statistics, Reports, and Analysis  
Division of Planning and Research

Public and private high schools throughout New Jersey graduated 109,304 students this year, according to the annual survey by the Division of Planning and Research. This was 2,177, or 2.0%, higher than last year and 1,665 more than 1972, which had the previous record number of graduates.

The survey disclosed that 60.8% of the graduates (66,465) planned to continue their educa-

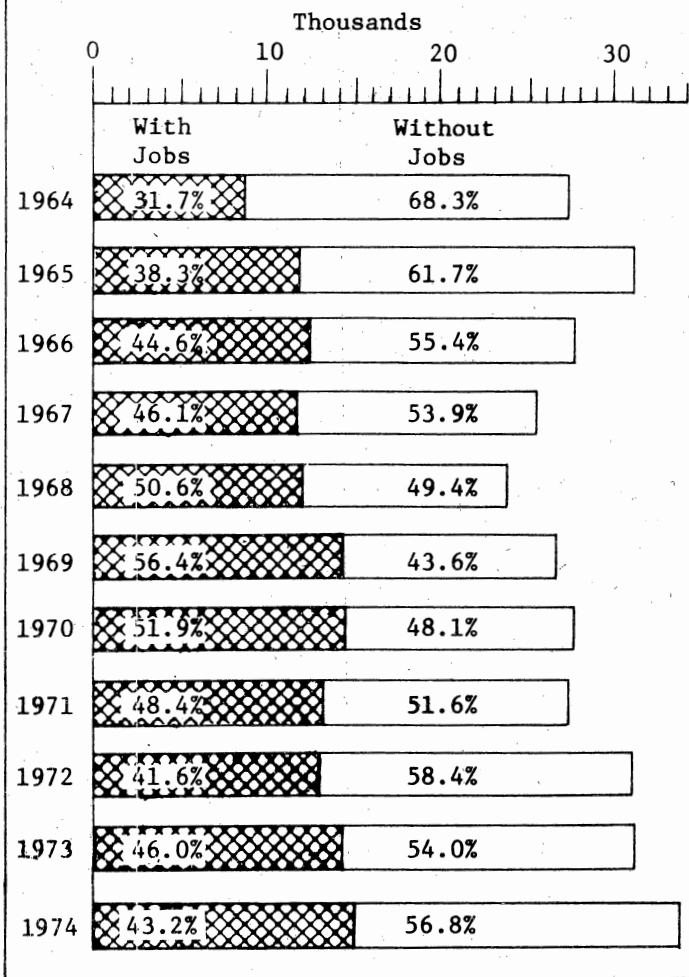


SUMMARY OF INTENTIONS OF NEW JERSEY HIGH SCHOOL GRADUATES  
(June 1974)

Labor Areas and Counties	Total Potential Graduates		Continuing Education		Entering Armed Forces		Entering Permanent Labor Force		Entering Labor Force with Job Commitments		All Other	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
Atlantic (Atlantic)	2,315	1,148	1,230	600	78	16	939	494	330	185	68	38
Camden	15,467	7,811	8,247	4,173	462	102	5,388	2,767	2,282	1,113	1,370	769
(Burlington)	5,536	2,782	2,880	1,465	203	43	1,830	956	899	465	623	318
(Camden)	7,197	3,594	4,062	1,982	160	37	2,513	1,296	939	436	462	279
(Gloucester)	2,734	1,435	1,305	726	99	22	1,045	515	444	212	285	172
Flemington (Hunterdon)	1,180	607	608	332	36	4	482	239	103	46	54	32
Hackensack (Bergen)	15,262	7,644	10,609	5,333	216	24	3,627	1,868	1,400	708	810	419
Jersey City (Hudson)	6,814	3,594	3,676	1,910	139	29	2,341	1,377	1,166	695	658	278
Lakewood-Toms River (Ocean)	3,375	1,638	1,684	854	104	21	1,357	661	544	228	230	102
Long Branch-Asbury Park (Monmouth)	7,824	3,990	4,819	2,461	262	37	2,339	1,289	1,006	511	404	203
Newark	30,294	16,139	20,173	10,449	515	74	7,779	4,119	3,649	1,801	1,827	840
(Essex)	11,292	5,829	7,467	3,876	205	28	2,946	1,613	1,202	641	674	312
(Morris)	6,619	3,341	4,513	2,296	109	16	1,649	846	728	346	348	183
(Somerset)	3,780	1,951	2,515	1,365	54	14	884	429	603	271	327	143
(Union)	8,603	4,361	5,678	2,912	147	16	2,300	1,231	1,116	543	478	202
New Brunswick-Perth Amboy-Sayreville (Middlesex)	9,379	4,761	5,411	2,731	239	32	2,127	1,709	1,403	745	602	289
Newton (Sussex)	1,329	657	646	324	57	8	530	262	279	120	96	63
Ocean City-Wildwood-Cape May (Cape May)	796	412	389	209	39	12	317	164	208	103	51	27
Paterson-Clifton-Passaic (Passaic)	6,406	3,227	3,700	1,915	136	18	2,210	1,116	889	437	360	178
Phillipsburg (Warren)	1,298	611	665	302	37	9	486	239	230	98	110	61
Salem (Salem)	983	501	472	257	46	13	399	185	237	93	66	46
Trenton (Mercer)	4,651	2,203	3,061	1,470	59	10	1,280	601	444	224	251	122
Vineland-Millville-Bridgeton (Cumberland)	1,931	961	1,075	545	45	7	714	359	221	128	97	50
State Total: 1974	109,304	55,247	66,465	33,865	2,470	416	33,315	17,449	14,391	7,235	7,054	3,517
1973	107,127	53,788	66,243	33,302	2,197	288	31,218	16,410	14,367	7,231	7,469	3,788
1972	107,639	54,286	68,687	34,307	2,493	264	31,053	16,914	12,929	7,920	5,406	2,801
1971	103,055	51,806	67,670	33,288	2,941	187	27,374	15,581	13,242	7,519	5,070	2,750
1970	101,110	51,062	66,277	32,209	3,255	146	27,892	16,640	14,481	8,585	3,684	2,067
1969	98,664	49,380	64,822	31,173	4,164	176	25,468	15,641	14,356	8,697	4,210	2,390
1968	92,296	45,926	59,718	28,424	4,698	222	23,924	15,030	12,094	7,490	3,956	2,250
1967	90,072	44,856	55,390	26,482	5,148	248	25,570	15,883	11,793	7,136	3,964	2,243
1966	89,449	44,558	53,480	26,025	4,962	185	27,719	16,563	12,356	7,146	3,288	1,785
1965	92,608	46,518	54,396	26,536	3,795	217	31,155	18,044	11,932	6,860	3,262	1,721

The above information covers 460 public and private high schools and college preparatory schools in New Jersey which reported potential graduates for June 1974. Contacts were made with each principal in May or June before graduation. The survey includes those who may not have been graduated; it excludes summer school, evening school, and adult school graduates. The tally for "continuing education" represented those planning to enter college or continue full-time education in business, nursing, technical, or similar schools. Included in "All Other" were girls planning marriage with no thought of entry into the job market, individuals moving out of the area shortly after graduation, and finally, those who were undecided at the time of the survey. Additional copies of this report may be obtained from: Division of Planning and Research, Manpower Statistics and Analysis, Labor and Industry Building, P.O. Box 359, Trenton, New Jersey 08625.

### HIGH SCHOOL GRADUATES ENTERING THE LABOR FORCE



tion on a full-time basis in college, business, nursing, technical, or similar schools; 30.5% (33,315) planned to obtain work; 2.3% (2,470) planned to enter the armed forces; and 6.4% (7,054) had other plans such as marriage or were undecided as to their future plans.

### SHRINKING PROPORTION SEEK FURTHER EDUCATION

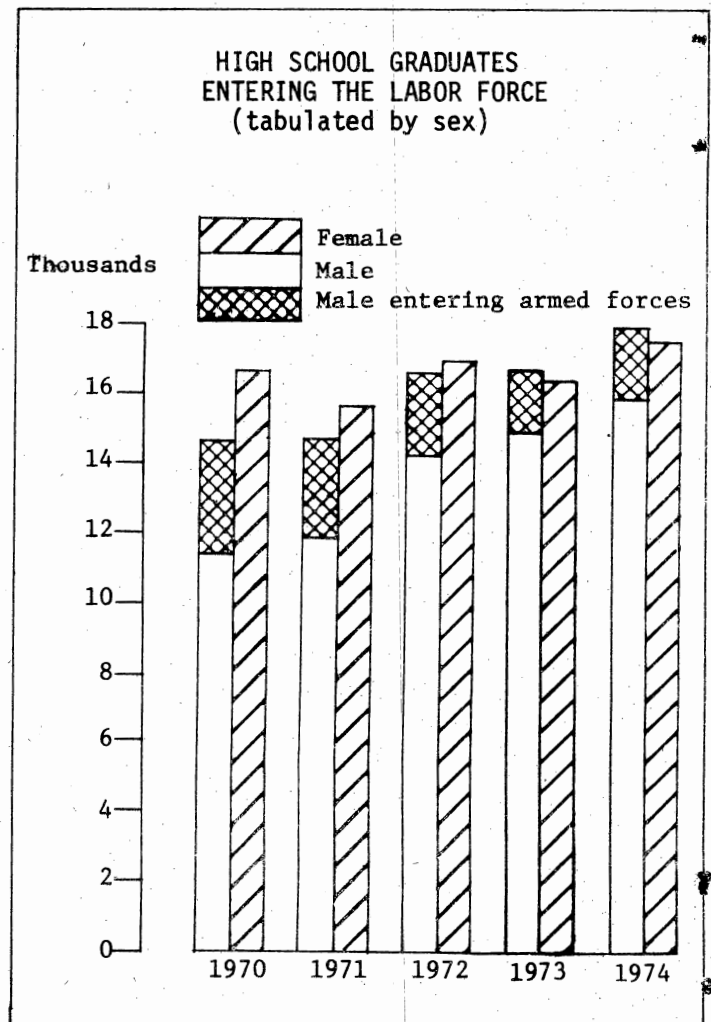
The survey showed a continuing decline in the trend toward additional full-time education. The percentage of graduates who planned to continue their education was on an uptrend between 1964 and 1971, reaching 65.7% in 1971. In 1972 this percentage dropped to 63.8% and declined again last year and this year. The actual number of those continuing their education was slightly higher than last year but below 1971 and 1972. The spiraling costs of higher education and changes in the occupational job market may have made vocational careers with on-the-job training in the skilled trades and service areas more attractive. The rapid advances of wages in blue

collar occupations in contrast to the leveling off of wages in many fields requiring college backgrounds may also have encouraged youths to enter the labor force immediately after graduation. A total of 33,865 (51.0%) of those continuing full-time study were women. Last year was the first time in the history of the survey that women constituted over half of those planning to further their education.

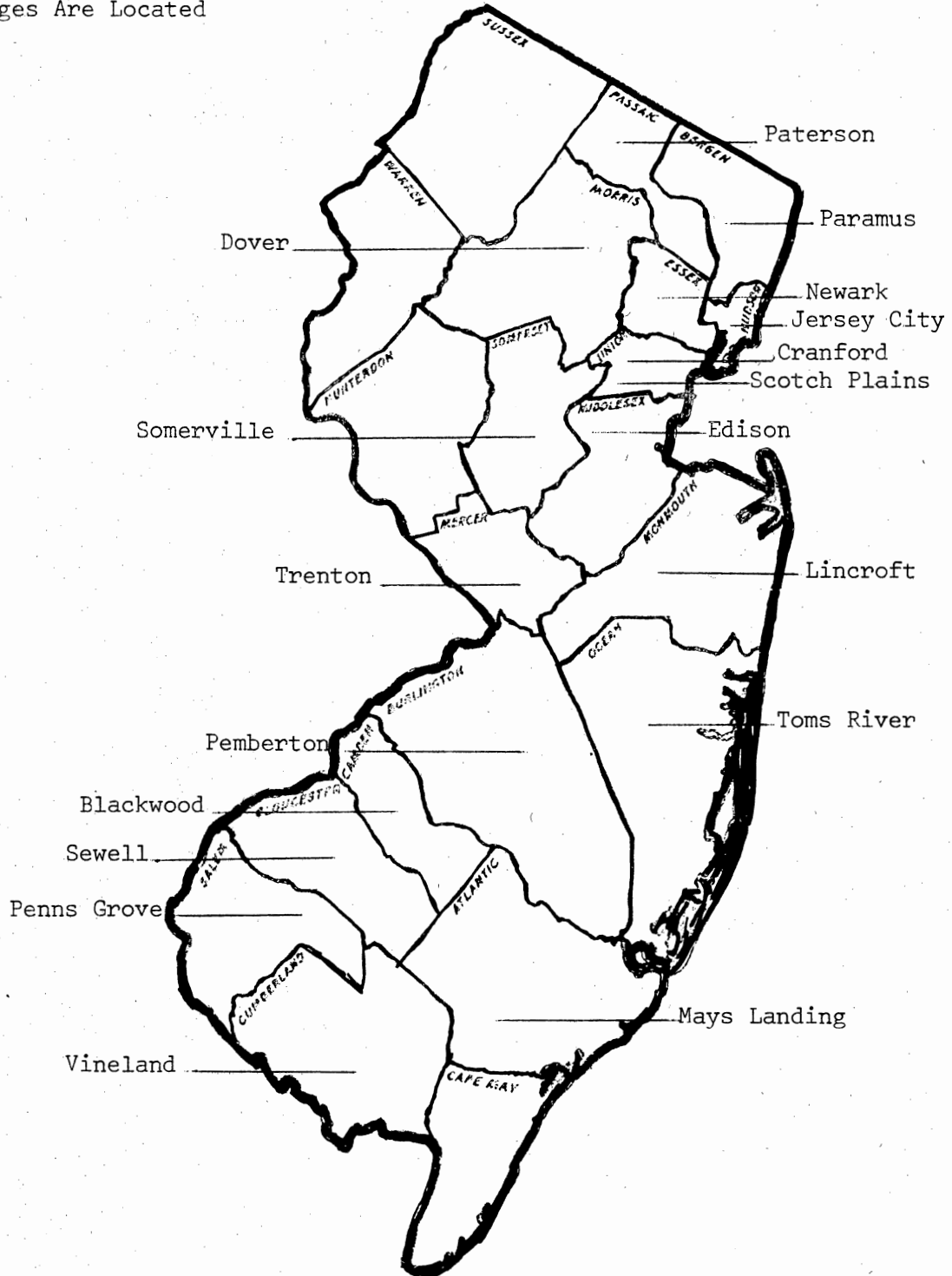
### SMALLER PERCENT HAVE JOB COMMITMENTS

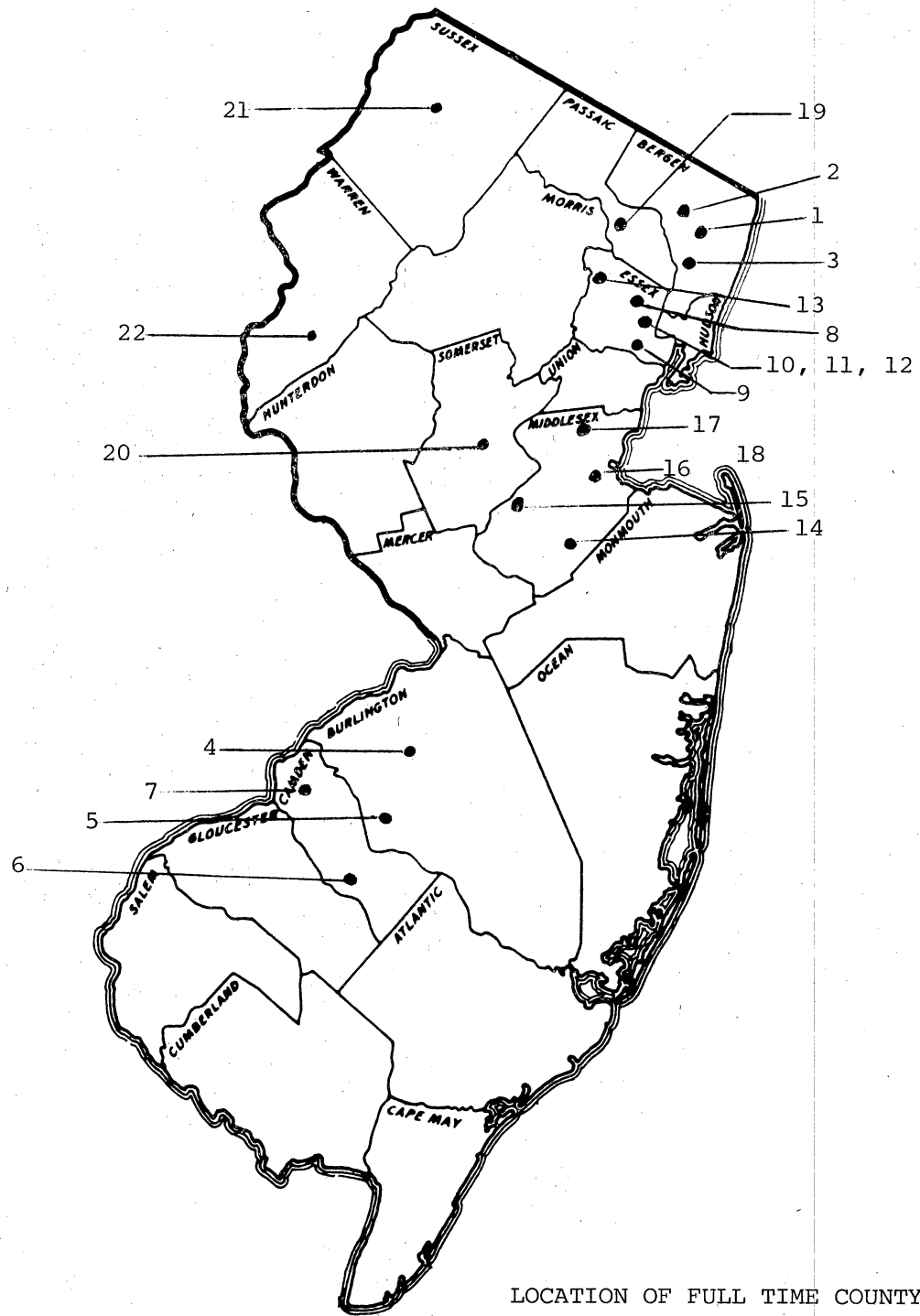
Of the 33,315 graduates planning to enter the labor force, 43.2% (14,391) already had job commitments, a decline from 46.0% in 1973, reflecting the sluggishness in the economy. It should be noted that males have been slightly more successful than females in obtaining work commitments.

Among this year's graduates, 2,470 plan to enter the armed forces, an increase of 273 since last year which is probably a result of the intensive recruitment efforts by the military services. Military service is apparently becoming more attractive to women. Almost 17% of those planning to enter the armed forces were women compared with 13% in 1973 and less than 10% in years prior to 1972.



Cities Where New Jersey  
Public County Community  
Colleges Are Located





LOCATION OF FULL TIME COUNTY AREA VOCATIONAL-TECHNICAL SCHOOLS

FULL TIME COUNTY AREA VOCATIONAL-TECHNICAL SCHOOLS

Bergen County

1. Hackensack
2. Paramus (Special Needs)
3. Wood-Ridge (Special Needs)

Burlington County

4. Mount Holly
5. Medford Township

Camden County

6. Sicklerville
7. Pennsauken

Essex County

8. Bloomfield
9. Irvington
10. Newark
11. Newark
12. Newark
13. West Caldwell

Middlesex County

14. Burr Coe
15. New Brunswick
16. Perth Amboy
17. Woodbridge
18. Kilmer Campus\*

Passaic County

19. Wayne

Somerset County

20. Somerville\*\*

Sussex County

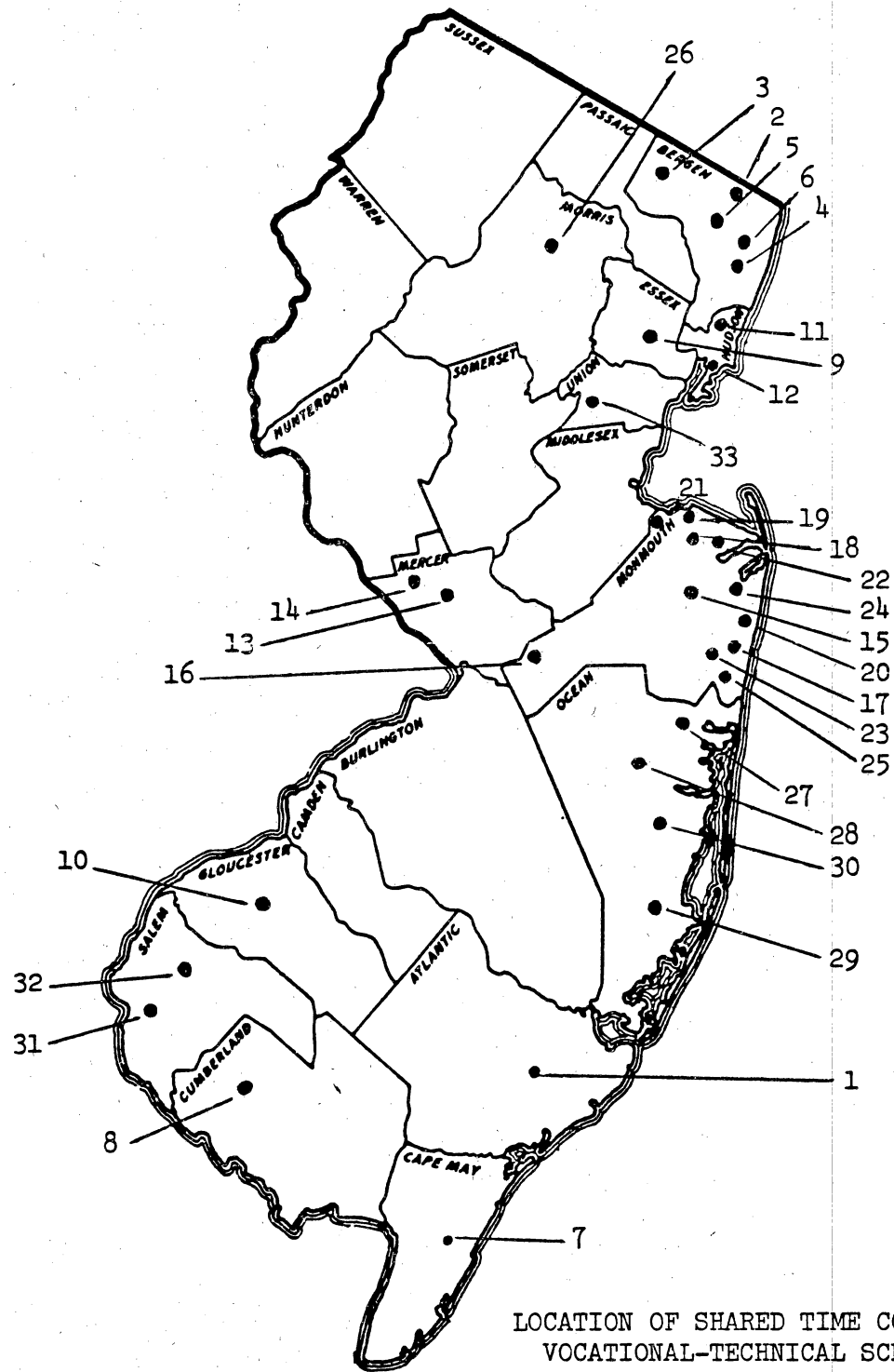
21. Sparta

Warren County

22. Washington\*\*

\* New facility under construction

\*\* Conversion to shared-time proposed for 1976



LOCATION OF SHARED TIME COUNTY AREA  
VOCATIONAL-TECHNICAL SCHOOLS

SHARED TIME COUNTY AREA VOCATIONAL-TECHNICAL SCHOOLS

Atlantic County

1. Mays Landing

Bergen County

- 2. Norwood
- 3. Mahwah
- 4. Moonachie
- 5. East Central\*
- 6. West Central

Cape May County

7. Cape May Court House

Cumberland County

8. Bridgeton

Essex County

9. Orange

Gloucester County

10. Sewell

Hudson County

- 11. North Bergen
- 12. Jersey City\*

Mercer County

- 13. Assupink Center
- 14. Sypek Center

Monmouth County

- 15. Freehold
- 16. Allentown
- 17. Asbury Park
- 18. Hazlet
- 19. Keyport
- 20. Long Branch
- 21. Matawan\*
- 22. Middletown\*
- 23. Neptune
- 24. New Shrewsbury
- 25. Wall Township

Morris County

26. Denville

Ocean County

- 27. Bricktown
- 28. Jackson
- 29. Ocean
- 30. Toms River

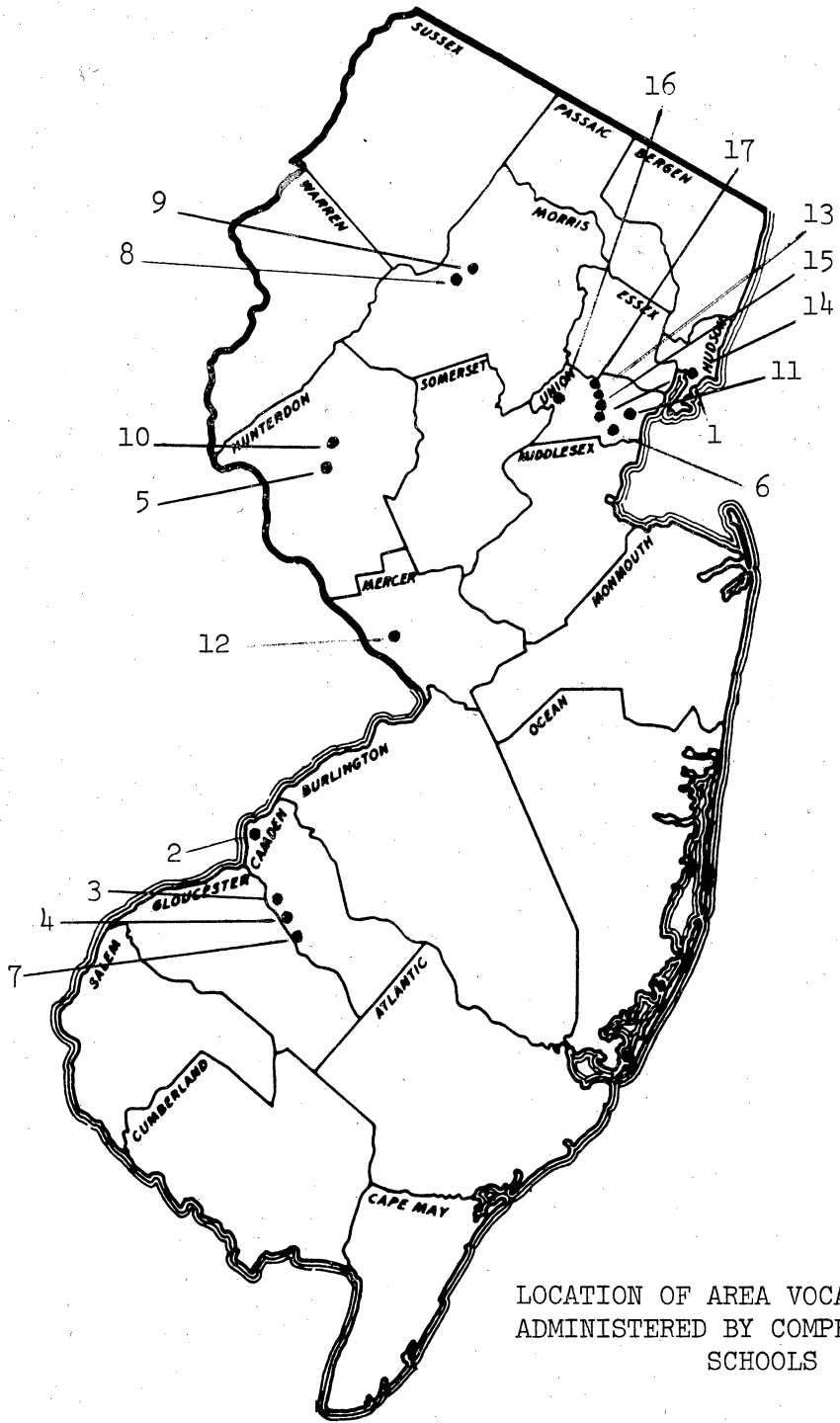
Salem County

- 31. Salem
- 32. Woodstown

Union County

33. Scotch Plains

\* New facility under construction



LOCATION OF AREA VOCATIONAL SCHOOLS  
ADMINISTERED BY COMPREHENSIVE HIGH  
SCHOOLS

AREA VOCATIONAL SCHOOLS ADMINISTERED BY COMPREHENSIVE HIGH SCHOOLS

1. Bayonne (West 30th Street)
2. Camden City (Baird Avenue & Park Boulevard)
3. Deptford Township (Fox Run Road)
4. Highland Regional (Erial Road, Blackwood)
5. Hunterdon Central (Flemington)
6. Linden (West St. George Avenue)
7. Lower Camden County (Pine Hill)
8. Morris Hills Regional (West Main Street,  
Rockaway)
9. Morris Knolls (MDT #3, Rockaway)
10. North Hunterdon Regional (Annandale)
11. Thomas A. Edison (Elizabeth)
12. Trenton Central (Greenwood Avenue)
13. Union County Regional...Jonathan Dayton
14. " " " ...Arthur L. Johnson
15. " " " ...David Brearly
16. " " " ...Governor Livingston
17. Union Township (North 3rd Street)

Private Proprietary Schools

Number of Schools

Business	58
Art, Trade & Technical	44
Modeling & Charm	<u>16</u>
	118

Note: Six schools offer courses in both Business and Trade and Technical areas. The unduplicated count of all schools is 112.

Proprietary School Enrollment by County  
Business, Art, Trade & Technical and Modeling Schools  
1973-74

<u>County</u>	<u>No. of Schools</u>	<u>Business</u>	<u>Art, Trade &amp; Technical</u>	<u>Modeling</u>	<u>Enrollment</u>
Union	17	10	6	1	5,254
Essex	18	11	6	1	3,311
Bergen	16	9	6	1	2,462
Gloucester	2	-	2	-	2,262
Middlesex	8	5	2	1	1,074
Camden	10	4	3	3	1,003
Passaic	11	6	5	-	895
Hudson	8	6	2	-	819
Morris	6	3	2	1	529
Mercer	6	1	1	4	503
Monmouth	8	3	3	2	492
Somerset	2	-	2	-	188
Burlington	1	-	1	-	158
Atlantic	1	-	-	1	131
Ocean	3	-	2	1	82
Cumberland	1	-	1	-	45
		<u>58</u>	<u>44</u>	<u>16</u>	<u>19,208</u>

Private Proprietary School Enrollment by Occupational Program-  
Fiscal 1974.

Business Schools

<u>Occupational Program</u>	<u>No. of Schools 1973-74</u>	<u>1973-74 Enrollment</u>	<u>Percentage</u>
Data Processing	19	700	12.4
Secretarial	33	2,639	46.7
Clerical and Related	8	649	11.3
Stenography and Shorthand	15	362	6.4
Accounting	12	87	1.4
Machine Shorthand	12	660	11.7
Court Reporter			
Fashion Merchandising	6	280	5.0
General Business-Marketing	4	42	0.7
Other	5	247	4.4
Total		<u>5,666</u>	<u>100.0</u>

Art, Trade and Technical Schools

<u>Occupational Program</u>	<u>No. of Schools 1973-74</u>	<u>Enrollment 1973-74</u>	<u>Percentage</u>
Electronics	13	2,431	21.3
Heavy Equip. Operator	1	2,242	19.7
Air Cond., Refrig. Heating	6	1,857	16.3
Auto and Truck Mechanics	2	1,657	14.5
Health Occupations	7	1,151	10.1
Airframe & Powerplant Mechanics	1	522	4.6
Welding	2	344	3.0
Commercial Art	4	295	2.6
Drafting	8	262	2.3
Data Proc. Equip. Repair	2	179	1.6
Electric Wiring	3	122	1.1
Printing	1	40	0.3
Other	9	295	2.6
Total		<u>11,397</u>	<u>100.0</u>
Modeling and Pers. Imp.	16	2,145	

New Jersey Correspondence Schools  
July 1, 1973 - June 30, 1974

Name of School	Total Enrolled	Graduated	Dropouts	Still Attending
1. American Training Services				
Tractor Trailer	5,504	1,393	77	4,034
Heavy Equipment	3,669	929	52	2,688
Hotel-Motel	200	99	--	101
Dental Assisting	158	29	--	129
Medical Assisting	--	--	--	--
2. Beckwith Mail Order	182	17	4	161
3. C.P.A. Exam Coach Review	109	109	--	--
4. E.C.P.I. Computer**	--	--	--	--
5. Engineering Enterprises	--	--	--	--
6. K.W.S. Offset Cameras	40	39	--	1
7. Sanders Career Schools				
English H.S. Prep.	4,000	380	920	2,700
Spanish H.S. Prep.	--	--	--	--
Airline Personnel	400	45	85	270
8. Shepherd School	173	70	75	28
<u>Technical Home Study Schools</u>				
9. Academy of Millinery Design**	3	15	300	100*
10. Locksmithing Institute	17,140	4,681	10,055	30,335*
11. National School of Conservation	1,601	233	688	3,427*
12. School of Modern Photography	9,975	433	5,042	19,014*
13. Security Systems Management	885	11	212	816*
14. Typewriter Repair	715	95	379	1,063*
15. Universal School	858	70	474	1,643*
16. Upholstery Trades	2,515	330	2,251	4,613*
17. Terry Career Institute	115	--	20	95
TOTALS	48,242	8,978	20,634	71,263

\* Includes carry-over from previous years

\*\* Closed

RECOMMENDATIONS OF THE  
NEW JERSEY ADVISORY COUNCIL ON VOCATIONAL EDUCATION\*  
AND REACTIONS BY THE  
DIVISION OF VOCATIONAL EDUCATION  
NEW JERSEY DEPARTMENT OF EDUCATION

Part I Follow-up

Recommendation I

The State Department of Education and the Department of Higher Education should coordinate efforts to develop an effective follow-up system which can be applied in a uniform way in order to result in data useful to program management, design, implementation and effectiveness.

The Division of Vocational Education believes that follow-up service can and should be rendered by the State, not as a long-range goal, but rather immediately. The Division of Vocational Education has organized a plan for an "Automated Individual Student Reporting and Follow-up System." According to the plan, the Division would have the system organized at the secondary level for the first year, and from the second year on, the Division would coordinate efforts with the Department of Higher Education in the area of post-secondary Vocational Education. Whether the plan can be implemented in the future depends upon the administrative procedures for expenditures of this type.

Short Range

Recommendation I

The State Department of Education and the Department of Higher Education should coordinate efforts to develop an effective follow-up system which can be applied in a uniform way in order to result in data useful to program management, design, implementation and effectiveness.

We think that instructors, particularly those in the Vocational disciplines, should be included in the responsibilities of follow-up. We do not agree that responsibility for administration of a vocational follow-up system should be assigned to an institutional research office but that such responsibility should be delegated to an individual as his primary function.

Recommendation II

The school administration's support for the activity should be clearly in evidence, particularly with regard to provisions of adequate resources and the serious utilization of follow-up results.

\* "An Evaluation of Vocational Education Programs, Services and Activities in New Jersey." Fifth Annual Evaluation Report and Recommendations of the New Jersey Advisory Council on Vocational Education.

At present, school administrators in a number of county vocational-technical schools do support follow-up activities. We agree that it would be desirable for all schools to manifest evidence of support of a system of follow-up studies in planning.

### Recommendation III

Follow-up should be systematized and regularly scheduled on the school's calendar as an annual activity. Surveys of former students and employers should be administered simultaneously.

We agree that follow-up should be systematized and scheduled on the school's calendar. A number of schools have established effective systems of follow-up. All schools should systematize follow-up procedures. Through visitations, conferences and in-service programs, we will endeavor to establish follow-up systems.

### Recommendation IV

The follow-up system survey instrument should deal primarily with questions directed at the program of instruction and what needs to be known. Otherwise, the ultimate purpose of the follow-up study, to influence curriculum selection and course design, cannot be accomplished.

We believe that one of the major functions of a follow-up service should be to help students adjust to their new jobs and to progress in their careers. It is evidently advantageous to find out from the former students what improvements can be made in the instructional programs so that present enrollees may benefit. Responses from employers are valuable in the determination of effectiveness of the school program.

### Recommendation V

A follow-up system should be the culmination of a larger system which begins tracking a student as soon as he enters the institution, and should include students who leave the institution as non-graduates, either as dropouts or those who have completed non-degree/non-diploma programs.

The Automated Individual Student Reporting and Follow-up System, mentioned previously, was designed to accomplish this. The Division will work toward bringing about the implementation of the system.

### Recommendation VI

Those having follow-up systems should learn from the experiences of others who are administering follow-up systems in order to share new ideas and problems.

We are conducting a survey to determine which schools have included new, innovative, and effective practices and techniques in their follow-up services. The results of this survey will enable us to share ideas that will result in uniform practices in follow-up.

## Part II - New Jersey Guidance and Counseling

### Recommendation I

The Advisory Council recommends that the Department of Education and the Department of Higher Education should support systems so that counseling and career development programs are available to every elementary pupil in the State and this service should be made available to students throughout life.

One technique is the orientation and in-service training for implementation of the Technology for Children (T4C) concept. It is through the expansion of this concept that viable programs of career development coupled with guidance services will be made available to every elementary student in the State.

Other activities being sponsored are: 1) Curriculum Laboratory projects dealing with career development outcomes; 2) In-service training to develop processes for the orderly inclusion of decision-making techniques into the daily curriculum; 3) The Introduction to Vocations (I.V.) program at the middle or junior high school which provides for additional occupational/education exploration and intensive individual and group guidance and counseling.

See Table 3 - Pages 61 #1, 63 #1, 69 #7, 81 #1, 104 #4, 106 #5 and #6, 108 #7, 112 #11.

### Recommendation II

Improved and new guidelines should be developed for counselor training programs which would include:

- . a practicum/internship in the world of business and industry as well as in the school setting.
- . studies in program management and evaluation.
- . curriculum development that would be a mandatory part of the requirements for students in training.

Seven teacher-educators are presently engaged in in-service programs with 25 Governor's Career Education Cities. This involvement serves a dual purpose in that the teacher-educators become more aware of the local counselor's needs and at the same time provide technical assistance in the up-grading of counseling skills.

This exchange of ideas will result in guidelines which address themselves to internship, program management, evaluation and curriculum development.

We plan to continue working with teacher-educators to structure a comprehensive career counselor training program.

See Table 3 - Page 112 #11.

### Recommendation III

Group guidance activities should be incorporated as an integral part of the school curriculum in all schools.

The Division of Vocational Education has supported the incorporation of group counseling in the school curriculum as part of its efforts in promoting the total career development concept.

Fourteen Career Development Cities are currently participating in an experimental project to develop an instrument to measure patterns of career behavior. The benefits derived from such an instrument are:

1. Provide a more accurate appraisal of an individual's career development process.
2. Provide a more effective plan for dealing with an individual's career development.
3. Identify responsibilities of counseling/guidance staff in appraising and providing student career development; and
4. Identify curriculum input responsibilities and techniques.

The Division plans to continue further development and refinement of these pilot projects.

See Table 3 - Pages 61 #1, 75 #2, 79 #2, 81 #1, 104 #1 and #4.

### Recommendation IV

Guidance and Counseling departments should be allocated greater proportions of funds of the school budget in order to implement and increase the effectiveness of such programs and services as: viable career resource centers, comprehensive follow-up systems, job placement programs, media services, community resources and services, para-professionals and outreach counseling.

We support but have no direct control over implementing this recommendation.

Local school districts are autonomous bodies and make their own decisions relative to allocation of funds. Realizing that in the vast majority of cases, guidance and counseling activities

are low on the list of priorities for funding, we attempt to assist with supplemental federal and state funds. These funds in 30 local school districts, referred to as Governor's Career Development Cities, are utilized to provide the following programs and/or services: Multi-Media, Job Placement, Coupled Summer Work Study, Computer Assisted Career Information, Technology for Children and Introduction to Vocations. With the implementation of Thorough and Efficient, it is anticipated that greater emphasis will be placed on guidance and counseling services.

See Table 3 - Pages 61 #1, 95 #1, 104 #1 and #4.

#### Recommendation V

The Federal Government, states and municipal governments should provide funds for research and development of guidance and counseling programs and services.

Within the constraints of the amount of money available under Part C (Research) and Part D (Exemplary) of the Vocational Education Act, we support research and development guidance and counseling programs and services. An example of this is the articulation program which provides techniques and strategies to smooth the transition from elementary to middle/junior high to secondary to further education and/or employment. It also provides orientation for parents and other adults regarding vocational/technical educational opportunities. We will continue to apply funds as they are available for research and development in this area.

See Table 3 - Pages 75 #2, 81 #1, 95 #1, 104 #1 and #4.

#### Recommendation VI

A comprehensive evaluation and system of accountability for measuring the effectiveness of guidance and counseling services should be developed.

We are participating in activities with two committees who are reviewing all available assessment instruments in the Educational Testing Service collection for purposes of identifying and developing a schedule of assessment of career development K-12. In addition, several staff members are working with the College Entrance Examination Board (CEEB) and a six state consortium to identify career competencies and develop appropriate assessment instruments.

Further review, development and modification of assessment instruments is planned by the Division.

See Table 3 - Pages 104 #3, 112 #11.

#### Recommendation VII

Job descriptions for counselor personnel should be developed on a statewide basis.

We are in agreement with this recommendation but have not had sufficient staff or time to address ourselves to it. We have had limited participation through New Jersey Personnel Guidance Association efforts to define the role and function of the counselor. As soon as possible, appropriate action will be taken to institute programs for upgrading counselor personnel to achieve realization of their potential and responsibilities.

#### Recommendation VIII

The Vocational Division of the Department of Education, should explore, via a pilot program(s), ways of using persons with appropriate real-life experiences as vocational and occupational guidance personnel.

We are not, at present, specifically addressing ourselves to this recommendation. We have not been able to do a great deal in this area; however, many of the people who come into vocational and occupational guidance have had "real-life experiences."

### Part III - County Career Education Coordinating Councils

#### Short Range

#### Recommendation I

Membership of Career Councils should be expanded where necessary to include representation of proprietary schools and such non-educational local interest groups as economic development organizations, manpower planning groups, the Department of Labor and Industry, business, labor, industry and ethnic and/or other groups having a layman perspective from the community in general.

Members of a County Career Education Coordinating Council are appointed by the Commissioner of Education with the approval of the State Board of Education, and with the assistance of the Division of Vocational Education, New Jersey State Department of Education.

Basic representation on the Council should include the following:

1. The County Superintendent of Schools.
2. The County Career Education Coordinator.
3. The Chief School Administrator of the County Area Vocational-Technical School.
4. The County Community College.
5. The Local Comprehensive Area Vocational-Technical Schools.
6. A Representative from the County Superintendents' Roundtable.

As local needs warrant, a representative from one or more of the following groups may be considered for membership on the County Coordinating Council:

1. County Planning Board.
2. Local Employment Security Office.
3. County Adult Education Association.
4. Secondary Principals Association.
5. Elementary Principals Association.
6. County Guidance Association.
7. County Teachers Association.
8. County School Boards' Association.
9. Business and Industry.
10. Nonpublic School Sector.

In addition, consultants and ad-hoc committees may be appointed to meet the specific needs of the County Coordinating Council in the execution of one or more of its activities.

#### Recommendation II

Additional financial or personnel assistance to the Councils should be provided for the purpose of developing the research capability necessary to a satisfactory accomplishment of the major goal of developing a comprehensive county plan.

We have supported the County Coordinating Councils financially since the conception of the project on a statewide basis in 1970. We have also supported model projects through the Coordinating Councils, such as, Student Interest Surveys, Manpower Needs Surveys, etc. Support for Coordinating Councils will be continued.

See Table 3 - Page 104 #1 and #2. - Page 108 #7

#### Recommendation III

Because there are apparent differences of opinion regarding the clarity and intent of some vocational education policies pertaining to local educational agencies, the Division of Vocational Education should consider holding a conference/workshop for chairmen and coordinators at which all such questions could be clarified simultaneously for all. Division program specialists might also be invited to attend and participate.

Meetings of all County Coordinators are held at regularly scheduled intervals during the school year. Divisional policies and procedures are reviewed for common understandings and application. Divisional program specialists and County Coordinators have established cooperative working arrangements in all matters pertaining to vocational programs in local school districts.

See Table 3 - Page 104 #1 and #2.

#### Recommendation IV

While improving the public information function of the councils has a lower priority than such activities as implementing county-based funding and preparing the county plan, the design of a comprehensive public information program should be accomplished as soon as time allows. The Division should provide initial assistance by preparing suggested guidelines and an inventory of specific, complementary activities for the council's consideration.

An increased effort to promote each established Coordinating Council has been underway for some time. Approved news releases have been prepared and distributed by the County Career Education Coordinator in each county. Suggested guidelines on public information activities have been developed and sent to each Coordinating Council.

See Table 3 - Pages 104 #2, 110 #9.

#### Long Range

##### Recommendation I

The Department of Education, through the Division of Vocational Education and the Department of Higher Education, together should prepare guidelines including objectives, programs and time frames for 13th and 14th year occupational programs in community college programs.

At the present time, staff from the Division of Vocational Education and the Department of Higher Education are meeting to determine common concerns relative to post-secondary occupational programs. A specific plan of action for Coordinating Councils will be developed.

See Table 3 - Page 104 #1.

##### Recommendation II

Councils should be encouraged to design and implement a career education public information program that exhaustively covers all appropriate groups in the local community. Individual county plans for such a program should be prepared in accordance with guidelines prepared by the Division of Vocational Education.

It is intended that the current public information program (Recommendation IV) for each Council will expand and continue. A systematic information program will be developed to insure that each organization in the county will receive career education materials which will assist in the coordination of career and vocational programs.

#### Part IV - Teacher Education

#### Long Range

##### Recommendation I

The Advisory Council recommends that the Department of Education and the Department of Higher Education jointly convene a workshop on career education and its implications for teacher education. Representation should be sought from each of the State's institutions providing teacher education.

We are planning to organize a workshop as recommended.

## Recommendation II

The Advisory Council recommends that the Department of Higher Education provide it with an opportunity to review and offer comment on the forthcoming master plan for teacher education.

We support the recommendation that the plan be reviewed by the New Jersey Advisory Council and the Department of Education.

## Recommendation III

The Department of Education should cooperate with the Department of Higher Education in the early development of a systematic and improved data collection and reporting system to provide the necessary data needed for adequate future planning of vocational teacher education programs. This system should include the following:

- . Automation, where feasible, and revision of the Annual Public School report of certified personnel which is filed each year with the Bureau of Management Services in the Department of Education. Revisions for consideration might be: accurate and consistent categorization of all vocational service areas, projections of future teacher needs in vocational fields in three and five year intervals, including provisions for minority and ethnic and Spanish speaking teacher education needs, and making widely available the report and information contained therein as soon as possible after the start of the year so that future planning can be based upon this information.
- . Means for transmitting information obtained from such a system on a regular basis to the Department of Higher Education and the respective teacher preparation institutions.
- . Provisions for utilizing the information obtained from such a system in order that the State Plan for Vocational Education can include more definitive needs and plans for providing vocational teacher preparation.

The Office of Management Information in the Department of Education is continuing to work cooperatively with the Department of Higher Education in the development of a systematic and improved data collection and reporting system.

## Recommendation IV

It is recommended that the respective colleges and universities supported by the Department of Higher Education become more cognizant of the need for vocational teachers, and take appropriate action to produce a cadre of qualified and updated vocational teachers in sufficient numbers to meet this need. Strong efforts should include:

- . Providing varied pre-service programs for the preparation of vocational teachers in order to meet current and future needs.
- . Meeting in-service needs of vocational teachers for purposes of upgrading, improvement, and meeting certification requirements. In-service programs for upgrading and improvement should consider:
  - . Technical content upgrading
  - . Professional development
  - . New curriculum approaches and trends
  - . Expanded field experiences opportunities - internships, etc.
  - . Flexible offerings of short and long term seminars, workshops, field experiences and regular courses.

We plan to continue to work cooperatively with appropriate State Department program directors and colleges or universities in order to provide in-service teacher education programs.

Varied pre-service programs do exist in the State colleges and university. New programs have been developed as needs were identified. Meeting the in-service needs of vocational teachers is continuing for updating of teachers in content and method, new curriculum approaches and trends.

See Table 3 - Pages 67 #2, 110 #10, 112 #11.

TABLE 3

Annual and Long Range Planning and Budgeting

Policies and procedures for distribution of funds to local education agencies conform to the criteria required in the Vocational Education Amendments of 1968. Due consideration is given to manpower needs, to the relative vocational education needs of all population groups, to the relative ability of local education agencies to provide the necessary resources, and to the cost of the programs conducted by the local education agencies.

County Vocational Education Plans have been developed by the County Coordinating Councils in the twenty-one counties of New Jersey. The recommendations, goals, objectives, and priorities as listed in the county plans are utilized in reviewing funding applications.

In the five pilot counties of Camden, Cumberland, Gloucester, Morris, and Ocean, each of the County Career Education Coordinating Councils serves as a unit through which vocational education program funds under Parts B, F, and G are authorized to local education agencies.

New Jersey State Library

### TABLE 3

#### ANNUAL AND LONG RANGE PLANNING AND BUDGETING

#### LEVEL: ELEMENTARY

#### INTRODUCTION

The Division of Vocational Education supports elementary - level programs of career education designed to meet the following broad goals:

1. Aid pupils in the development of self awareness and assessment relative to interests and abilities.
2. Increase the impact of career education components on the elementary school population.
3. Provide counseling services for career guidance counseling.

The designated vehicle for elementary - level career education in New Jersey is the state's Technology for Children program, which provides students with experiences which increase their understanding of self and the world of work.

The primary goal of elementary career education is to develop career awareness, as a prelude to later career exploration, occupational decision-making, and skill training. The Technology for Children program attempts to meet this goal through means which are both relatively inexpensive and likely to result in rapid and wide-spread implementation.

Also described in the section are plans for elementary-level consumer and homemaking education. A young child develops attitudes, habits and values that are carried into adulthood. The consumer and homemaking curriculum, serving elementary-middle school youth, includes learning experiences which develop individual growth, self-awareness, desirable attitudes and behavior in the school, home and community. Instructional programs focus on using money wisely; improving personal appearance; getting along with family and friends; understanding of food in relationship to good health; enjoying and caring for children; planning and caring for clothes; and exploring careers.

## Annual and Long-Range Planning and Budgeting

Level: ElementaryPopulation Served: General

GOALS	OBJECTIVES	OUTCOMES			
		1975	1976	1980	
1. To aid children in the development of self-awareness and assessment in relation to their interests and abilities. To enhance the learnings of children in the areas of technology and world-of-work concepts.	1. To increase the number of T4C teachers, grades K-6.	3,000	5,000	25,000	
			Teachers		
	2. In the area of Home Economics, increase and strengthen consumer and homemaking programs including career awareness.	2a. There will be a 10% increase in the number of programs.	35	40	60
				Programs	
	2b. To develop appropriate learning experiences in the areas of self-awareness, consumer and nutrition education for preschoolers enrolled in child development learning laboratories.	4	4	4	
			Workshops		
	2c. To develop appropriate learning experiences in the areas of self-awareness, consumer and nutrition education for preschoolers enrolled in child development learning laboratories.	2	2	2	
			Curriculum Guides		
	2d. Develop ways of working with schools to incorporate home economics and consumer education into experimental and innovative educational programs.	1	2	6	
			Programs		

Annual and Long-Range Planning and Budgeting

ACTIVITIES During this (budget year)	BUDGETED TOTAL FUNDS 1976		BENEFITS	
	Code*	Federal Funds		State Funds
1. Establish teacher training teams. Develop appropriate elementary curriculum and learning centers. Field test curriculums in selected schools. Conduct workshops and establish college courses.	D-1		100,000	1. Students will be knowledgeable about the world-of-work, and society in general due to the emphasis on technologies as they relate to the disciplines. Total curriculum will be more relevant to all students by providing individual needs and expectations.
2a. Implement new and expand the number of existing program offerings including all areas of instruction to include both boys and girls.	F-1	20,000		2. Students will acquire a variety of skills and knowledge that will contribute to better home, family and community life, and future careers.
2b. Provide regional workshops to implement and interpret the revised Elementary Curriculum Guide to teachers and administrators.				
2c. Disseminate and utilize "The Child in the Family" workshop proceedings and in-service package to strengthen learning experiences for pre-school laboratory participants.				
2d. Assist elementary schools currently utilizing the learning center concept to implement consumer and home-making programs and to disseminate a model procedure package.				

\* Code - Applies to Program/Purpose identified in Estimated Allocation of Funds on Table 6A

## Annual and Long-Range Planning and Budgeting

Level: ElementaryPopulation Served: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1975	1976	1980
1. Increase the impact of career education components on the elementary school population.	1. Increase the number of career education programs specifically designed to serve the disadvantaged and handicapped in the elementary school.	2	3 Programs	5
2. Enlarge the number of consumer and home-making programs for youth and parents.	2. There will be an increase in the number of programs serving youth and adults cooperatively.	5	8 Programs	22
	2a. Assist teachers in the utilization of individualized instruction and its implementation especially in the open classroom.			
3. Career awareness will become an integral part of all consumer and homemaking programs.	3. Assist teachers in the utilization of appropriate career education learning experiences.	1	4 Programs	9

Annual and Long-Range Planning and Budgeting

ACTIVITIES (budget year)	BUDGETED TOTAL FUNDS 1976		BENEFITS
	Code*	Federal Funds	
1. Include in elementary home economics and consumer education, courses for the disadvantaged and handi-capped related to career information.	F-1	3,000	1. Students will participate and become aware of personal interests, abilities, and career opportunities.
2. Encourage the implementation of new programs and refocusing of existing programs to include parent education as an integral part of the Consumer and Homemaking programs.	F-1	12,000	2. Parents will acquire knowledges and skills in nutrition, consumer education, child development, supportive to student learnings.
2a. Disseminate instructional materials supportive to individualized instruction including facility development.			2a. Students, according to interest and need, will be able to select learning experiences in the areas of nutrition, consumer, self-development, career awareness, etc.
3a. Initiate new and expand consumer and homemaking programs in the middle school which include all areas of instruction.	F-1	15,000	Students will have a greater understanding of home economics related careers.
3b. Disseminate revised Introduction to Vocations-Home Economics Related Occupations cycles to teachers and administrators.			
3c. Encourage Consumer and Homemaking teachers to incorporate career awareness learning experiences in the classroom through supportive instructional and resource materials.			

\* Code - Applies to Program/Purpose identified in Estimated Allocation of Funds on Table 6A.

### TABLE 3

#### ANNUAL AND LONG RANGE PLANNING AND BUDGETING

#### LEVEL: SECONDARY

#### INTRODUCTION

The Division of Vocational Education has numerous important responsibilities on the secondary level.

Among the divisional priorities on this level are:

1. Expand and modify curriculum offerings to serve more students in all occupational areas where needs have been determined.
2. Increase the responsiveness of vocational educators to the specific needs of students by strengthening in-service teacher education activities.
3. Provide for expansion and improvement of existing facilities and provide new facilities and equipment to insure utilization of new knowledge due to technological discoveries or innovations.
4. Develop youth leadership and youth responsiveness to public and community involvement.
5. Provide programs leading to occupational awareness.
6. Provide cooperative work experience programs.
7. Increase the responsiveness of vocational education to the specific needs of disadvantaged and handicapped persons.
8. Increase the effectiveness of career guidance and counseling services.
9. Increase the responsiveness of the public school sector to the specific needs of the private school population.

In terms of the state career development model, the secondary level should involve career exploration, occupational skill-training, and job placement.

Career exploration is fastered through the state's Introduction to Vocations program and industrial arts. Programs of comprehensive career education are designed to supplement these through career guidance and infusion of career content into academic curriculum areas.

Entry level skill training is conducted in public and private comprehensive high schools and institutions specializing in vocational education. The creation of new programs, and the modification of on-going ones, is necessary to ensure the continued availability of high quality vocational education to the students of New Jersey. For this same reason, it is essential to construct new institutions to meet the increasing demand for vocational education.

Specific provision is made for target populations in need of special programs or services. Among such groups are handicapped, disadvantaged, and institutionalized persons, women, and veterans.

"Supportive services, specially designed programs and modified regular programs currently provided for handicapped and educationally disadvantaged students will be continued and increased in number.

An urgent need exists for the expansion of Work-Study programs for economically needy vocational students."

In order to guarantee the effectiveness of local programs, the Division of Vocational Education supports such services as curriculum development, in-service programs for teacher, and program evaluation.

Annual and Long-Range Planning and Budgeting

Level: Secondary

Population Served: General

GOALS	OBJECTIVES	OUTCOMES		
		1975	1976	1980
1. Expand and modify curriculum offerings to better serve more students.	1. The number of vocational student enrollments will be increased.			
	a. Agriculture	2,550	2,700	2,850
	b. Distributive Education	12,500	14,000	19,000
	c. Health Occupations	2,803	3,306	5,900
	d. Home Economics	2,200	3,300	3,950
	e. Office Occupations	94,000	96,000	98,500
	f. Vocational Industrial Education	23,825	24,375	25,975
	g. Technical Education	1,730	1,850	2,570
		Enrollees		
2. Increase the responsiveness of vocational educators to the specific needs of students by strengthening inservice teacher education activities.	2a. To upgrade all vocational education programs by instituting teacher training programs.	20	25	38
			Programs	
3. Provide for upgrading of existing facilities and classroom laboratories by evaluative means.	2b. Curriculum materials in various program areas will be developed for occupational education programs.	10	14	22
			Curriculum Products	
4. Afford each student enrolled in a vocational-technical program the opportunity to enroll in and actively participate in the appropriate youth organization as an integral part of the instructional program.	3. Improvement of programs of instruction through tactile means and improve training facilities.	30	75	180
			Training Stations	
4a. To encourage LEA's to include vocational youth organizations and develop club activities that will benefit the student, the school, and the community.	4a. To encourage LEA's to include vocational youth organizations and develop club activities that will benefit the student, the school, and the community.	72	101	205
			New Chapters	

Annual and Long-Range Planning and Budgeting

ACTIVITIES During this (budget year)	BUDGETED TOTAL FUNDS 1976		BENEFITS	
	Code*	Federal Funds		State Funds
1. Expand and improve local programs to meet anticipated labor demand in the area.  a. Agriculture b. Distributive Education c. Health Occupations d. Home Economics e. Office Occupations f. Vocational Industrial Education g. Technical Education	B-1	240,000	2,245,000	1. Provide entry level skills for more students.
2a. Preservice and inservice educational opportunities will be offered to better prepare teachers to meet the needs of anticipated labor demands.	B-1		70,000	2a. Develop a better qualified teacher force.
	F-1	25,000		
2b. Develop curriculum materials.	B-1		60,000	2b. LEA's will have guides to assist in developing instructional programs.
3. Improve facilities by the purchase of new equipment.	B-1		425,000	3. More adequate training and preparation for changing employment market.
4a. Organize additional chapters of youth groups.	B-1	20,000		4. Vocational student organization will strengthen vocational-technical education programs.

\* Code - Applies to Program/Purpose identified in Estimated Allocation of Funds on Table 6A.

Annual and Long-Range Planning and Budgeting

Level: Secondary

Population Served: General

GOALS	OBJECTIVES	OUTCOMES		
		1975	1976	1980
	4b. Strengthen the cooperative YCIA-FHA/HERO approach.	5	5 Regions	5
5. Provide cooperative education programs.	5. To provide occupational education through on-the-job skill training programs related to in-class instruction.	12,000	13,000 Enrollees	16,000
	5a. To develop evaluation procedures for the individual cooperative disciplines.	1	1 System	1
	5b. To provide assistance in curriculum development, program operation and research.	12	15 Workshops	16
	5c. To develop systems for supervision and support of quality in cooperative education programs.	1	1 Workshop	1
6. To develop alternatives for cooperative education students who are unemployed during depressed economic conditions.	6. To provide a continuous and on-going educational program that preserves the cooperative education concept.	1	1 System	1
7. Provide programs leading to occupational exploration.	7. Provide realistic guidance through brief, exploratory, "hands-on" manipulative experiences in a wide range of occupational clusters.	32,084	43,398 Enrollees	60,000

Annual and Long-Range Planning and Budgeting

ACTIVITIES (During this budget year)	BUDGETED TOTAL FUNDS 1976		BENEFITS
	Code*	Federal Funds	
4b. Evaluate the cooperative approach to determine its strengths and weaknesses and implement appropriate changes.	F-1	10,000	
5. To operate and expand cooperative education programs.	G-1	440,212	700,000
5a. Develop a cooperative education evaluation guide and a standardized annual reporting system for statistical follow-up.	G-1	5,000	5a. Self-evaluation will be conducted and statistical reports will be computerized and tabulated
5b. Conduct ancillary programs to meet growing needs of teacher coordinators for professional improvement.	G-1	34,500	5b. Improve performance of teacher coordinators.
5c. Conduct workshops for school administrators and Board of Education members.	G-1	2,500	5c. Administration personnel will be more responsive to quality programs.
6. Develop alternative programs for unemployed youth during depressed economic conditions.	G-1	3,000	6. Maintain the status of cooperative education programs for credit and educational value.
7. To increase the number of Introduction to Vocations programs at: <ul style="list-style-type: none"> <li>. Middle Schools</li> <li>. Comprehensive High Schools</li> <li>. Vocational Schools</li> <li>. Private Schools</li> <li>. Correctional Institutions</li> </ul>	B-1	125,000	7. Provide relevant occupational/educational information for all students which will assist them in making more realistic course selections.

\* Code - Applies to Program/Purpose identified in Estimated Allocation of Funds on Table 6:

Annual and Long-Range Planning and Budgeting

Level: Secondary

Population Served: General

GOALS	OBJECTIVES	OUTCOMES		
		1975	1976	1980
8. Assist local school districts to provide programs in private proprietary schools.	7a. To provide administrators and teachers with information and techniques necessary for implementation and improvement of programs.	46	50 Workshops	55
	8. To develop programs in private proprietary schools	3	8 Programs	10

Annual and Long-Range Planning and Budgeting

ACTIVITIES During this (budget year)	BUDGETED TOTAL FUNDS 1976		BENEFITS
	Code*	Federal Funds	
7a. To provide Introduction to Vocations workshops to assist in new program development and to present new and updated instructional materials.	B-9D		20,000
8. Local educational agencies may enter into contracts with private proprietary schools to conduct programs.	B-1	200,000	
			8. A greater variety of vocational programs will be made available to more students.

\* Code - Applies to Program/Purpose identified in Estimated Allocation of Funds on Table 6A

Annual and Long-Range Planning and Budgeting

Level: Secondary

Population Served: Disadvantaged

GOALS	OBJECTIVES	OUTCOMES		
		1975	1976	1980
1. Increase the responsiveness of vocational education to the specific needs of disadvantaged persons.	la. To increase by 10% the number of work-study jobs available to needy vocational students during the two summer months.	2,667	2,817	3,300
			Enrollees	
	To increase the number of work-study jobs available to needy vocational students during the school year.	2,450	2,650	3,000
			Enrollees	
	lb. To increase the number of pupils enrolled in special needs programs.			
	a. Employment Orientation	5,725	6,250	4,200
	b. Cooperative Industrial Education #2	1,766	1,875	2,000
	c. WECEP	925	1,000	1,250
	d. Summer Employment Orientation	450	500	600
	e. Summer Co-op Work-Study	469	525	750
			Enrollees	
	lc. Increase the number of remedial reading and mathematics programs for vocational students.	17	19	25
			Programs	
	ld. Provide opportunities for additional numbers of students to participate in Employment Orientation programs.	500	600	1,000
			Enrollees	
le. Extend and strengthen in-service teacher training activities through:				
a. workshops	4	5	6	
		workshops		
b. in-service courses	95	100	125	
		courses		

Annual and Long-Range Planning and Budgeting

ACTIVITIES During this (budget year)	BUDGETED TOTAL FUNDS 1976		BENEFITS	
	Code*	Federal Funds		State Funds
la. Work-study programs will provide financial aid through part-time work in the community for vocational students.  Students will perform work in the school system or other public agencies.	H-1	240,056	450,000	la. The work-study program brings the needy vocational student into a closer association with the world of work as well as providing financial assistance.
	H-2	10,000		
lb. Increase the number of Employment Orientation programs, CIE & WECEP programs.	B-4	450,000		lb. Educationally disadvantaged youth gain an insight of their own abilities and aptitudes and develop an appreciation of the benefits in the world of work.
	102	548,292		
lc. Increase supportive services programs for disadvantaged students.	B-4	25,000		
ld. Expand the development of Employment Orientation programs for disadvantaged students in vocational-technical schools.	B-4	80,000		
le. Workshops will be organized on a regional basis for the purpose of expanding ideas and gaining up-to-date information in the special needs field.	B-4	50,000		

\* Code - Applies to Program/Purpose identified in Estimated Allocation of Funds on Table 6

Annual and Long-Range Planning and Budgeting

Level: Secondary

Population Served: Disadvantaged

GOALS	OBJECTIVES	OUTCOMES		
		1975	1976	1980
	<p>lf. Enrollments will be expanded in LEA's to meet the needs of disadvantaged students in the following areas:</p> <ul style="list-style-type: none"> <li>a. Agriculture</li> <li>b. Distributive Education</li> <li>c. Health Occupations</li> <li>d. Home Economics</li> <li>e. Office Occupations</li> <li>f. Vocational Industrial Education</li> </ul> <p>lg. Home Economics programs serving youth in economically depressed areas will be designed.</p>	<p>279</p> <p>2,880</p> <p>225</p> <p>2,107</p> <p>1,400</p> <p>125</p> <p>Enrollments</p>	<p>300</p> <p>3,215</p> <p>370</p> <p>2,212</p> <p>1,600</p> <p>100</p> <p>Enrollments</p>	<p>400</p> <p>3,875</p> <p>650</p> <p>2,632</p> <p>1,900</p> <p>100</p> <p>Enrollments</p>
		25%	50%	100%
			Courses	
2. Provide programs leading to occupational awareness to meet the needs of disadvantaged students.	2. Provide realistic guidance through brief, exploratory, "hands-on" manipulative experiences in a wide range of occupational cycles.	8,852	14,109	20,000
			Enrollees	
3. Provide job and/or educational preparation for students who were not enrolled in vocational programs during high school.	3. Provide entry-level job preparation, including skill development and counseling for terminating or graduating secondary school students.	350	450	700
			Enrollees	
4. Provide job placement and counseling services for non-goal oriented youth.	4. Provide part-time and full-time job placement services for non-goal oriented high school students.	35	50	60
			Job Placement Coordinators	

Annual and Long-Range Planning and Budgeting

ACTIVITIES (during this budget year)	BUDGETED TOTAL FUNDS 1976		BENEFITS
	Code*	Federal Funds	
1f. Programs will be maintained, improved and extended.	B-4	600,000	
1g. Develop home economics and consumer education programs which meet the individual needs of pupils with innovative and relevant consumer and homemaking education using the school and community as learning centers.	F-1	124,000	1g. In addition to career training, home economics and consumer education programs offer the disadvantaged student skills and knowledge necessary for improvement of family life and consumer competencies.
2. To increase the number of Introduction to Vocations programs at: <ul style="list-style-type: none"> <li>. Middle Schools</li> <li>. Comprehensive High Schools</li> <li>. Vocational Schools</li> <li>. Private Schools</li> <li>. Correctional Institutions</li> </ul>	B-4	100,000	2. Will provide relevant occupational awareness information to the students.
3. Provide career preparation courses for students.	B-4	21,000	3. Additional students will be prepared to enter the labor market.
4. Provide counseling and testing for non-goal oriented students through: <ul style="list-style-type: none"> <li>. counseling</li> <li>. job development</li> <li>. site visitation</li> <li>. follow-up</li> <li>. evaluation</li> <li>. public relations</li> </ul>	B-4 B-1	400,000 90,000	4. Non-goal oriented students will demonstrate a rise in aspirational level and academic performance.

\* Code - Applies to Program/Purpose identified in Estimated Allocation of Funds on Table 1

## Annual and Long-Range Planning and Budgeting

Level: SecondaryPopulation Served: Handicapped

GOALS	OBJECTIVES	OUTCOMES		
		1975	1976	1980
1. Increase the responsiveness of vocational education to the specific needs of handicapped persons.	1a. Expand the number of Employment Orientation programs for handicapped students in schools located in economically depressed areas.	1,983	2,915	3,205
			Enrollees	
	1b. Continue to provide vocational education for handicapped students in the following vocational subject area programs:			
	a. Agriculture	210	220	250
	b. Distributive Education	120	150	175
	c. Health Occupations	125	155	200
	d. Home Economics-Occupations	395	415	495
	e. Office Occupations	165	180	195
	f. Vocational Industrial Education Programs	175	200	300
	g. Cooperative Employment Orientation	587	1,100	1,320
			Enrollees	
	1c. Increase the number of Employment Orientation programs for the trainable mentally retarded student.	540	692	742
			Enrollees	
	1d. Respond to new and emerging occupations by expanding and/or modifying curriculum offerings in vocational education.	1	1	1
		Curriculum Guide		

Annual and Long-Range Planning and Budgeting

ACTIVITIES During this (budget year)	BUDGETED TOTAL FUNDS 1976		BENEFITS
	Code*	Federal Funds	
la. Employment Orientation programs will be implemented in schools in economically depressed areas.	B-5	350,000	1. Vocational programs in all types of schools will be serving a greater number of handicapped students by providing them with more relevant curriculum materials, better quality instruction, and offering more options for further vocational training that will lead to realistic preparation for employment.
lb. Additional Vocational training programs will be implemented for handicapped students in vocational subject areas such as:	B-5	285,000	
<ul style="list-style-type: none"> <li>a. Agriculture</li> <li>b. Distributive Education</li> <li>c. Health Occupations</li> <li>d. Home Economics</li> <li>e. Office Occupations</li> <li>f. Vocational Industrial Education Programs</li> <li>g. Cooperative Employment Orientation</li> </ul>			
lc. Additional Employment Orientation programs for the trainable mentally retarded students will be provided.	B-5	85,000	
ld. Develop a related class manual for Handicapped students in the Cooperative Employment Orientation Program utilizing C.I.E. #3 coordinators and the resources of the Rutgers Curriculum Laboratory.	B-5	10,000	

\* Code - Applies to Program/Purpose identified in Estimated Allocation of Funds on Table 6A.

Annual and Long-Range Planning and Budgeting

Level: Secondary

Population Served: Handicapped

GOALS	OBJECTIVES	OUTCOMES		
		1975	1976	1980
2. Provide programs leading to occupational awareness to meet the needs of handicapped students.	le. Upgrade the expertise of LEA faculty in working with employment orientation programs.	1	2	2
			Workshops	
	lf. Increase the impact on students of orientation programs conducted in vocational-technical schools.	1,657	2,880	3,450
			Enrollees	
	lg. Increase the number of comprehensive high schools offering vocational education programs.	2,094	3,621	4,520
			Enrollees	
	lh. Expand the number of employment orientation programs in State Schools and County Special Service Schools serving the Handicapped.	628	1,078	1,160
		Enrollees		
3. Provide home economics and consumer education programs for handicapped students.	2a. Provide realistic guidance through brief, exploratory, "hands-on" manipulative experiences in a wide range of occupational cycles.	1,482	2,526	3,700
			Enrollees	
	2b. Provide employment orientation programs for handicapped students at the Middle school and Jr. High School level.	694	1,526	1,830
		Enrollees		
	3. Increase opportunities for handicapped youth to acquire consumer and homemaking competencies.	6	7	11
			Programs	

Annual and Long-Range Planning and Budgeting

ACTIVITIES (During this budget year)	BUDGETED TOTAL FUNDS 1976		BENEFITS
	Code*	Federal Funds	
le. Workshops will be held for Cooperative Industrial Education #3 coordinators and for Employment Orientation Program instructors.	B-5	5,000	
lf. At least five additional Employment Orientation programs for handicapped students will be implemented in vocational-technical schools.	B-5	95,000	
lg. Eighteen additional Employment Orientation programs will be conducted in comprehensive high schools for handicapped students.	B-5	165,000	
lh. At least two new employment orientation programs will be implemented in County Special Service School Districts.	B-5	70,000	
2a. Increase the number of Introduction to Vocations programs at: <ul style="list-style-type: none"> <li>. Middle Schools</li> <li>. Comprehensive High Schools</li> <li>. Vocational Schools</li> <li>. Private Schools</li> <li>. Correctional Institutions</li> </ul>	B-5	80,000	2. Will provide relevant occupational awareness information to the students and will assist the students in making more realistic course selections.
2b. Seven additional employment orientation programs for handicapped student in Middle and Jr. High Schools will be started.	B-5	80,000	
3. Assist administrators and teachers in the development of new and refocusing of existing consumer and homemaking courses for handicapped youth.	F-1	45,000	3. Students will have an opportunity to acquire a variety of skills and knowledge for home and family life.

\* Code - Applies to Program/Purpose identified in Estimated Allocation of Funds on Table 6A.

Annual and Long-Range Planning and Budgeting

Level: Secondary

Population Served: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1975	1976	1980
1. Increase effectiveness of career guidance and counseling services.	1. Provide students with experimental "hands-on" activities involving: <ul style="list-style-type: none"> <li>. self-assessment</li> <li>. identification and utilization of community resources</li> <li>. classroom experiences which require appreciation of educational skills to the wide variety of occupational opportunities.</li> </ul>	2	10	15
		Curriculum Units		
2. Implement home economics and consumer education programs which meet the individual needs of boys and girls with innovation and relevant consumer and homemaking education using the school and community as learning centers.	2a. Promote the initiation of courses focusing on consumer education, family life, child development (education for parenthood) including other areas of concern to boys and girls.	48,000	49,000	53,000
		Enrollments		
	2b. Encourage the development of a consumer and homemaking component as an integral part of programs serving school age parents and/or parents to be.	14	16	20
		Programs		
	2c. Strengthen new and existing child care and guidance development courses by providing a pre-school learning experience for secondary youth.	16	26	66
		Programs		
	2d. Initiate and strengthen two-year sequential programs to focus on all areas of home economics and consumer education including career awareness.	200	250	400
		Programs		

TABLE 3 - Page 2

Annual and Long-Range Planning and Budgeting

ACTIVITIES	During this (budget year)		BUDGETED TOTAL FUNDS 1976		BENEFITS
			Code*	Federal Funds State Funds	
1. Produce career education interdisciplinary curriculum units.			B-9D	25,000	1. Students will have realistic awareness of occupational opportunities and requirements.
2a. Assist home economics teachers and school administrators through conferences and in-service meeting in initiating new and expanded consumer and homemaking courses.			F-1	160,974	2a. Youth will be provided with an opportunity to acquire skills and knowledges necessary for improvement of family life, consumer competencies, dual-role responsibilities, and career development.
2b. Assist local directors in the identification and implementation of nutrition, consumer, child development and family learning experiences.			F-1	25,000	2b. School age parents will become more aware of child bearing and rearing -- its needs and responsibilities.
2c. Where possible encourage the development of an in-school child development learning laboratory.			F-1	72,000	2c. Students enrolled in child care guidance development courses will have an opportunity to interact and learn about children through actual experience.
2d. Through a variety of approaches assist LEA's in the evaluation and redirection of curriculum offerings.			F-1	76,000	2d. Students enrolled in one or more years of home economics courses will develop skills and knowledges in ten areas of instruction.

\* Code - Applies to Program/Purpose identified in Estimated Allocation of Funds on Table 6A.

Annual and Long-Range Planning and Budgeting

Level: Secondary

Population Served: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1975	1976	1980
3. Develop home economics and consumer education programs which meet the individual needs of boys and girls with innovative and relevant consumer and homemaking education using the school and community as learning centers.	3. Promote the initiation of courses focusing on consumer education, family life, child development (education for parenthood) including other areas of concern to boys and girls.	25%	50%	100%
4. Improve the quality of instruction in consumer and homemaking courses through the evaluation of existing programs.	4. Through a self study approach assist teachers in the evaluation of consumer and homemaking curriculum.	1	1	1
	4a. In compliance with Federal and State Legislation Home Economics programs will reflect Bi-Lingual Education.		Studies	
5. Assist teachers in achieving more effective programs in consumer education.	5. Support interdisciplinary consumer education programs by providing curriculum and reference materials, and in-service teacher programs.	20	20	80
			Programs	
6. Improve the quality of instruction in consumer education and homemaking programs.	6. Provide in-service educational opportunities for teachers.	8	8	16
			Workshops	

Annual and Long-Range Planning and Budgeting

ACTIVITIES During this (budget year)	BUDGETED TOTAL FUNDS 1976		BENEFITS
	Code*	Federal Funds	
3. Assist home economics teachers and school administrators through conferences and in-service meetings initiate new and expanded consumer and homemaking courses.	F-1	180,000	3. Youth will be provided with an opportunity to acquire skills and knowledge necessary for improvement of family life, consumer competences dual-role responsibilities and career development.
4. Initiate the second phase of the study designed to measure the effectiveness of secondary programs.	F-2		4. Administrators and teachers will be able to access the effectiveness of existing home economics and consumer education courses.
4a. To develop and disseminate a bibliography of resources and references supportive to the instruction of home economics and consumer education relative to bi-lingual education.			
5. Provide leadership and in-service opportunities through the activities of the Center for Consumer Education Services.	F-2	82,000	
6. Provide workshops for specific needs of training and retraining.	F-2		15,000

\* Code - Applies to Program/Purpose identified in Estimated Allocation of Funds on Table 6A

### TABLE 3

#### ANNUAL AND LONG RANGE PLANNING AND BUDGETING

#### LEVEL: POST-SECONDARY

#### INTRODUCTION

Post-secondary programs of technical education, offered in the state's public and private two-year colleges, and technical institutes with opportunities to develop skills beyond those available in comprehensive or vocational-technical high schools. The availability of such training is a key element in the New Jersey career development model.

The two divisional goals at this level are:

1. Expand, modify and diversify occupational programs in post-secondary institutions and County Colleges.
2. Improve the articulation and coordinate occupational programs between the Department of Higher Education and the Division of Vocational Education.

Beyond the development or modification of programs to keep abreast of changing technical manpower needs, the highest Division of Vocational Education priority is the development of articulation procedures to ensure the smooth transition from high school to county college or technical institute.

This effort takes two main directions. Comprehensive and vocational high schools must be alerted to college or institute prerequisites and requirements, and should be able to provide graduating students with the necessary background. On the other hand, post-secondary staff should be aware of high school offerings, so as to avoid needless and wasteful duplication of effort. Mechanisms must be created to allow for this type of program articulation on a continuing basis.

Provision is also made for post-secondary education for handicapped and disadvantaged persons, as well as for correctional institution inmates.

Annual and Long-Range Planning and Budgeting

Level: Post-Secondary

Population Served: General

GOALS	OBJECTIVES	OUTCOMES		
		1975	1976	1980
1. Expand and modify occupational programs at the post-secondary level in all areas.	1. Enrollments will be increased by the implementation of new programs.			
	<ul style="list-style-type: none"> <li>a. Agriculture</li> <li>b. Distributive Education</li> <li>c. Health Occupations</li> <li>d. Home Economics</li> <li>e. Office Occupations</li> <li>f. Vocational Industrial Education</li> <li>g. Technical Education</li> </ul>	232	332	400
2. Expand the role of post-secondary programs in large urban settings corresponding to labor demands in the area.	2. Increase the number of pre-technical courses and supportive services to make it possible for more post-secondary students to complete their training programs.	30	40	60
		9,471	10,200	14,500
		150	180	200
		1,400	2,000	2,800
		1,306	1,350	1,575
		1,944	2,025	2,175
			Enrollees	
		600	700	800
			Enrollees	

Annual and Long-Range Planning and Budgeting

ACTIVITIES During this (budget year)	BUDGETED TOTAL FUNDS 1976		BENEFITS
	Code*	Federal Funds	State Funds
1. Introduce new program offerings and expand existing programs to serve increasing numbers of students at the post-secondary level.	B-2	669,000	1. A greater number of students will be trained for entering jobs in the world of work.
2. Initiate additional supportive programs in 23 occupational areas.	B-2	157,000	2. Greater number of graduates from large urban settings will meet labor market demands.

\* Code - Applies to Program/Purpose identified in Estimated Allocation of Funds on Table 6A.

Annual and Long-Range Planning and Budgeting

Level: Post-Secondary-Community Colleges

Population Served: General

GOALS	OBJECTIVES	OUTCOMES		
		1975	1976	1980
1. Expand, modify and diversify occupational offerings to meet the changing demands required for viable instructional programs.	1. Community Colleges will be assisted in initiating programs where emerging technologies indicate a need for personnel.	19,826	28,808	30,176
			Enrollees	
	The modification of other programs to better fit occupational needs will be encouraged.	20	25	30
			New Programs	
		12	15	18
			Modified Programs	

Annual and Long-Range Planning and Budgeting

During this ACTIVITIES (budget year)	BUDGETED TOTAL FUNDS 1976		BENEFITS
	Code*	Federal Funds	State Funds
<p>1. To implement new and emerging occupational programs and to modify existing programs where needed.</p>	B-2	1,000,000	<p>1. Occupational programs in the Community Colleges will permit a greater number of students to select occupational education opportunities and benefit society by providing a supply of workers in areas of manpower needs.</p>

\* Code - Applies to Program/Purpose identified in Estimated Allocation of Funds on Table 6A.

### TABLE 3

#### ANNUAL AND LONG RANGE PLANNING AND BUDGETING

LEVEL: ADULT

#### INTRODUCTION

Recent formulations of career education have placed an increasing emphasis upon occupational training and retraining for adult populations. This emphasis is a justified one, as technological development progressively creates new occupations and eliminates older ones. Under the career education conceptualization of adult education, workers seeking to re-enter the work force, upgrade their skills, or enter an entirely different occupational area are provided with the necessary skills. Also included in this section are plans for apprenticeship programs for trades using this approach.

The Division of Vocational Education seeks to provide adult learners with quality programs of Vocational Education. Efforts must be made to develop new programs in light of technological change, and to modify existing programs as needed.

Special efforts should also be made to increase the flexibility of programs so as to meet the special needs of adult learners. The adult student population is a diverse one, with great variations in background and experience. There may also be a need for expanded guidance services to better serve this population.

Plans described in this section are designed to meet the divisional goals of:

1. Provide a continuum of occupational education to all out-of-school youth and adults, including the disadvantaged and handicapped.
2. Expand and improve apprenticeship training programs.

Annual and Long-Range Planning and Budgeting

Level: Adult

Population Served: Disadvantaged

GOALS	OBJECTIVES	OUTCOMES		
		1975	1976	1980
1. Provide occupational exploration in the educational program to meet the needs of the disadvantaged adult.	1. Provide for realistic guidance through brief exploratory experiences in a wide range of occupational cycles.	145	147	200
		Participants		
2. Develop demonstration courses in home economics related occupations for adults.	2. Increase opportunities for out of school adults to acquire employment skills.	3	4	8
		Programs		
3. Develop family life and consumer education programs for out of school youth and adults in cooperation with adult learning centers.	3. Increase opportunities for disadvantaged youth and adults in urban and rural areas to further their dual roles as homemaker-wage earner and to meet the consumer needs of the family.	14	14	14
		Programs		

Annual and Long-Range Planning and Budgeting

ACTIVITIES (budget year)	BUDGETED TOTAL FUNDS 1976		BENEFITS	
	Code*	Federal Funds		State Funds
1. To increase the number of Introduction to Vocations programs for adults.	B-5	10,000	1. Will provide relevant occupational/educational exploration information to adults.	
2. Implementation of new occupational programs.	B-3		2,000	2. Disadvantaged adult will acquire the necessary training for employment.
3. Work cooperatively with the Bureau of Adult and Continuing Education in developing a consumer and homemaking component supportive to the adult learning center.	B-3		1,000	3. Assist youth and adults to develop consumer and homemaking competencies necessary to improve the quality of family life in economically depressed areas.

\* Code - Applies to Program/Purpose identified in Estimated Allocation of Funds on Table 6A.

Annual and Long-Range Planning and Budgeting

Level: Adult

Population Served: Handicapped

GOALS	OBJECTIVES	OUTCOMES		
		1975	1976	1980
1. Expand the availability of programs designed for handicapped adults.	la. Provide occupational education for handicapped adults.	47	165	180
			Enrollees	
	lb. Encourage the development of research projects directed toward the identification of occupational job clusters for handicapped adults.	0	1	2
			Projects	
	lc. Provide in-service training programs for teachers of Adult Handicapped causes.	1	1	2
			Workshops	

Annual and Long-Range Planning and Budgeting

ACTIVITIES (during this budget year)	BUDGETED TOTAL FUNDS 1976		BENEFITS
	Code*	Federal Funds	
la. Implement one new Employment Orientation program for handi-capped adults.	B-5	27,000	1. Handicapped adults will be provided vocational education programs.
lb. Develop research projects to identify appropriate training clusters for handicapped adults.	B-3		2,000
lc. Work cooperatively with Rutgers University and Glassboro State College relative to the in-service training program developed for vocational teachers of the handicapped.	B-3		1,000

\* Code - Applies to Program/Purpose identified in Estimated Allocation of Funds on Table 6A.

Annual and Long-Range Planning and Budgeting

Level: Adult

Population Served: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1975	1976	1980
1. To provide occupational education opportunities to all persons unable to benefit from a "regular" K through 12 program.	1a. Increase the aggregate number of adults served through training, retraining or upgrading programs.	110,000	112,000 Students	200,000
	1b. Increase the number of educational agencies providing services designed to prepare persons for the labor market.	80	81 Districts	125
	1c. Increase the scope of counseling services provided on the local level.	22	25 Districts	80
	1d. Conduct a seminar to identify the needs of non English speaking persons.	1	2 Seminars	3
	1e. Conduct inservice training activities for instructors of adults.	3	5 Seminars	10
2. To expand and improve the apprenticeship training program in New Jersey.	2a. To expand the number of apprenticeship opportunities.	8,550	8,750 Enrollees	13,000

Annual and Long-Range Planning and Budgeting

During this ACTIVITIES (budget year)	BUDGETED TOTAL FUNDS 1976		BENEFITS	
	Code*	Federal Funds		State Funds
la. Provide assistance in supervision, instruction, and furnish supplies and supportive services. Provide aggressive action in promotion of skill training in the business, industrial, and labor sectors.	B-3		1,504,950	la. A greater number of persons in need of skill training will receive the benefits of occupational education.
lb. Support local needs assessment programs. Provide for needs of individuals and of business. Develop new programs and expand and improve existing programs. Organize and cooperate with local, occupationally oriented advisory committees.	B-3		100,000	lb. Participants in occupational training will pursue career objectives of their own choice as influenced by the needs of business and industry.
lc. Support expansion of extensive counseling activities. Develop evaluative and follow-up instruments and techniques.	B-3		95,000	lc. Adult students will be equipped to make choices in regard to vocational endeavors.
ld. Identify target cities or geographic areas and involve recognized leadership in planning and implementation.	B-3		4,000	ld. Districts will develop programs to meet the current and future needs of the Spanish speaking population.
le. Develop regional and local in-service programs involving the unique aspects of teaching adults. Involve state and institutional persons as resource persons.	B-3		5,000	le. Instructors of adults will become more knowledgeable and skillful in teaching the mature person.
2a. Recruit and register sponsors and apprentices into "bonafide" training programs. Promote the advantages of apprenticeship training.	B-3		160,000	2a. A greater number of students will have opportunities for employment.

\* Code - Applies to Program/Purpose identified in Estimated Allocation of Funds on Table 6A.

Annual and Long-Range Planning and Budgeting

Level: Adult

Population Served: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1975	1976	1980
	2b. To develop and implement a viable system of monitoring and evaluation.	1	2 Systems	3
	2c. To implement a system of promotion and information dissemination.	1	2 Systems	3
	2d. To promote a more effective and workable cooperative relationship between State and Federal agencies.	12	12 Meetings	12

Annual and Long-Range Planning and Budgeting

During this ACTIVITIES (budget year)	BUDGETED TOTAL FUNDS 1976		BENEFITS	
	Code*	Federal Funds		State Funds
2b. Design and conduct workshop activities involving coordinators and consultants to develop monitoring procedures and evaluative instruments.	B-3		10,000	2b. The quality of existing programs will be improved and new program needs will be identified.
2c. Conduct and support activities designed to develop appropriate materials, identify target audiences and develop effective formats. Publish a quarterly newsletter specifically about apprenticeship. Distribute general interest brochures to various target populations.	B-3		20,000	2c. The business-industry-school communities will look to apprenticeship training as an excellent means for achieving skill training competency.
2d. Develop lines of communication between representatives of various agencies. Include appropriate representatives of agencies involved with the successful operation of apprenticeship training in monthly apprentice coordinators meetings.	B-3		1,000	2d. Enrollees in apprenticeship programs will be better served through a cooperative and unified effort.

\* Code - Applies to Program/Purpose identified in Estimated Allocation of Funds on Table 6A.

### TABLE 3

#### ANNUAL AND LONG-RANGE PLANNING AND BUDGETING

LEVEL: MULTI

#### INTRODUCTION

This section describes the Division of Vocational Education's plans which will serve all New Jersey residents and multi-level populations. Among these activities are teacher-training, construction of vocational-technical facilities, research, curriculum development, planning, and program articulation.

These state-level services directly affect the success of local vocational, technical, and career education programs. The Division of Vocational Education undertakes to provide local programs with information resources and expertise which could not be economically developed at the local level. At the same time, great efforts are made to de-centralize these state-level services so as to guarantee equitable geographic availability of them.

The state plan describes state-level services which have been carefully organized in terms of these criteria of value, economy, and accessibility.

As might be expected, the goals of the Division of Vocational Education relevant to this section are a disparate group:

1. Build additional facilities, and expand and renovate existing area vocational-technical facilities.
2. Provide additional professional services through the activities of the county career education coordinators.
3. Provide adequate information and evaluation of existing programs, services and activities to facilitate decision making and program planning.
4. Develop and apply a systems approach to planning and implementing a Career Education Model.
5. Plan, initiate and support research, planning, evaluation, information dissemination and innovative activities.
6. Provide for the continued training and adequate supply of vocational teacher educators. Maintain programs for teachers training and develop innovative programs which pertain to qualifying and training of teachers for vocational education purposes.

Annual and Long-Range Planning and Budgeting

Level: Multi

Population Served: General

GOALS	OBJECTIVES	OUTCOMES		
		1975	1976	1980
<p>1. To build four new area vocational-technical schools within the next five years.</p> <p>2. To complete the three area vocational-technical schools currently under construction.</p>	<p>1a. Bergen County will begin construction of a 50,000 sq. ft. 300 capacity shared time school in the east central area of the county.</p>		1	
	<p>1b. Burlington County will construct an additional full time facility in Medford Township with a capacity of 1,000 students.</p>		1	
	<p>1c. A second area vocational-technical school will be constructed in Jersey City with a capacity of 900 students.</p>		1	
	<p>1d. Middlesex County will begin construction on a fifth school, it will be a full time school with a capacity of 950 students. This school will be located on the Kilmer Campus.</p>		1	
	<p>2a. Hudson County will begin phase II of the renovation of the North Hudson Center providing accommodations for 500 additional students.</p>		1	
	<p>2b. Mercer County's second shared-time center, the Sypek Center, accommodating 240 students is nearing completion.</p>	1		
	<p>2c. Ocean County is completing the Toms River Vocational-Technical School which has a 270 student capacity.</p>	1		

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Annual and Long-Range Planning and Budgeting

ACTIVITIES (budget year)	BUDGETED TOTAL FUNDS 1976			BENEFITS
	Code*	Federal Funds	State Funds	
1a. Construction, site improvement, and purchase of initial equipment.	B-8	234,130	233,755	1a. Vocational-technical education will be provided for 600 students on a shared-time basis.
1b. Beginning of site improvement and building construction.	B-8	800,000	1,300,000	1b. This facility will serve 1,000 students on a full time basis.
1c. Planning, development, and beginning of construction.	B-8	200,000		1c. This facility will serve 900 students on a shared-time basis.
1d. Site improvement and beginning of construction.	B-8	872,463	1,372,462	1d. This facility will serve 950 students on a shared-time basis.
2a. Complete renovation of phase II of building, purchase of initial equipment.	B-8	200,000		2a. The completion of phase II will provide vocational services for 500 additional students.
2b. Completion of construction and purchase of initial equipment.	B-8	16,176	16,176	2b. This facility will serve 480 students, 120 of which will receive training in a special needs building.
2c. Completion of construction. Purchase of initial equipment.	B-8	100,000	100,000	2c. This facility will accommodate 270 students on a shared-time basis.

\* Code - Applies to Program/Purpose identified in Estimated Allocation of Funds on Table 5A.

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Annual and Long-Range Planning and Budgeting

Level: Multi

Population Served: General

GOALS	OBJECTIVES	OUTCOMES		
		1975	1976	1980
3. To build one facility for the handicapped to serve special needs students.	3. Construction of a 140,657 sq. ft. facility designed to accommodate 800 special needs students. Facility is located on the Camden County Area Vocational-Technical School campus.		1	
4. To renovate or build additions to existing area vocational-technical school facilities.	4. Sussex County is expanding its physical education and guidance facilities and is building an additional classroom area. The addition will have a capacity of 376 students and will consist of 140,000 sq. ft.		1	
5. To complete the funding reimbursement for vocational-technical schools which are already in operation.	5a. Cumberland County Area Vocational-Technical School is completing its shared-time facility of 140,000 sq. ft. which has a capacity of 700 students.	1		
	5b. Salem County Area Vocational-Technical School is completing its shared-time facility of 72,000 square feet with a capacity of 600 students.	1		
	5c. Morris County Area Vocational-Technical School is completing its 6 shop addition which has a 120 student capacity.	1		

Annual and Long-Range Planning and Budgeting

ACTIVITIES	During this (budget year)		BUDGETED TOTAL FUNDS 1976		BENEFITS
			Federal Funds	State Funds	
3. Site development, construction, purchase of initial equipment.	B-8	506,412	506,412	506,412	3. 800 special needs students will be served.
4. Site development and start of construction.	B-8	370,000	370,000	370,000	4. The addition will provide for the expansion of services and programs at this full-time facility and will accommodate 378 additional students.
5a. Complete construction of facility. Construction of storage building.	B-8	25,000	25,000	25,000	5a. Vocational-technical facilities will be provided for 700 students on a shared-time basis.
5b. Complete construction of facility and site improvement.	B-8	18,100	18,100	18,100	5b. Vocational-technical facilities will be provided for 1,150 students on a shared-time basis.
5c. Completion of addition, purchase of initial equipment.	B-8	58,095	58,095	58,095	5c. Vocational-technical facilities will be provided for an additional 240 students.

\* Code - Applies to Program/Purpose identified in Estimated Allocation of Funds on Table 6A

Annual and Long-Range Planning and Budgeting

Level: Multi

Population Served: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1975	1976	1980
1. Improve and make readily available vocational-technical education to all citizens of New Jersey.	1. Provide leadership to achieve goals and objectives of occupational education in accordance with Federal and State policies, rules and regulations.			
2. Support the activities of the presently established County Career Education Coordination Councils.	2. To provide services in the counties of New Jersey to promote growth and development of Career Education programs.	21	21 Counties	21
3. Evaluation of programs at the State level.	3. To provide adequate information and evaluation of the existing programs, services and activities in order to facilitate decision making and program planning.	2	2 Reports	2
4. Plan and utilize state fiscal resources for continuation and expansion of the number of local education agencies operating Governor's Career Development Projects.	4. Initiate and coordinate the continuation and expansion of the Governor's Career Development Project in order to serve an increasing number of students, Grades K-12.	29	39 School Districts	50

## Annual and Long-Range Planning and Budgeting

ACTIVITIES During this (budget year)	BUDGETED TOTAL FUNDS 1976		BENEFITS	
	Code*	Federal Funds		State Funds
1. Provide support for Department of Education staffing and related expenses. Activities of the staff of the Division of Vocational Education include those necessary to achieve the goals listed elsewhere in Part II of the State Plan.	B-9B	1,725,000	933,500	1. State and local programs will provide for occupational needs.
2. Assist County Career Education Coordination Councils to function efficiently.	B-1		10,000	2. All counties will benefit from services provided.
Coordinate project-related curriculum development with the New Jersey Occupational Research & Development Resource Center, Rutgers University and the Department of Vocational/Technical Education Curriculum Lab as major resource.	D-1		10,000	Curriculum resources available for immediate use by LEA's will be expanded.
3. Self evaluation and third party evaluation of programs.	D-1		25,000	3. A base will be established for increasing efficiency and effectiveness of vocational education programs, services and activities.
4. Provide technical assistance and support services relative to planning, implementation and evaluation of Governor's Career Development Project at continuation and expansion sites.	D-1		2,073,975	4. Facilitate implementation of the project at 10 additional LEA sites. Additional students to be served in expansion sites via activation at each site, of a minimum of five Technology For Children classes (K-6) minimum of one section each Grades 7 & 8 for Introduction to Vocations in addition to Job Placement Coordinator, Multi-Media Coordinator and Project Director Services.
Planned periodic visits to LEA sites conducted in close coordination with County Career Education Coordinator for direct observation of progress and outcomes.				

\* Code - Applies to Program/Purpose identified in Estimated Allocation of Funds on Table 6A.

Annual and Long-Range Planning and Budgeting

Level: Multi

Population Served: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1975	1976	1980
<p>5. Continue to develop and apply a system approach to planning and implementing a transportable school-based Career Education Model for use by New Jersey school districts.</p>	<p>5. To plan, coordinate, and implement a system for development of Career Education information and instructional materials. The system design should include the following sources of input:</p> <ul style="list-style-type: none"> <li>. Vocational-Technical Curriculum Laboratory at Rutgers</li> <li>. Division of Vocational Education personnel</li> <li>. LEA Career Education projects personnel</li> <li>. State colleges and universities</li> <li>. New Jersey Occupational Research and Development Resource Center</li> <li>. Other divisions of the New Jersey Department of Education</li> <li>. Federal and State resources</li> </ul>	1	1 System	1
<p>6. Plan, initiate, and support research, planning, evaluation, curriculum, information dissemination, and innovative activities.</p>	<p>6. Enhance the quality of vocational-technical education and career education.</p>	1	1 Conference	1

Annual and Long-Range Planning and Budgeting

During this ACTIVITIES (budget year)	BUDGETED TOTAL FUNDS 1976		BENEFITS
	Code*	Federal Funds	
5a. Development and planning of schedules and resources required for the preparation of Career Education materials.	C-1	95,000	<p>4. There will be positive impact on quality control and outcomes of instructional activities within each component.</p> <p>5. The following types of publications are anticipated:</p> <ul style="list-style-type: none"> <li>. Career Education Guidebook</li> <li>. Annual State and Federal Reports</li> <li>. Public Education Systems Model                             <ul style="list-style-type: none"> <li>. Administration</li> <li>. Planning</li> <li>. Evaluation</li> <li>. Curriculum</li> </ul> </li> <li>. Career Education Curriculum Development Guidelines</li> <li>. Special Career Education Papers</li> </ul>
5b. Continue to encourage and support the development and growth of the New Jersey Model for Career Development.	D-1	187,053	5b. Demonstrate the feasibility of new approaches to vocational-technical and career education programs
6a. Hold an annual vocational-technical education researchers conference.	C-1	5,000	6a. b. and c. Strengthen the research capabilities at the local and State level.

\* Code - Applies to Program/Purpose identified in Estimated Allocation of Funds on Table 6A.

Annual and Long-Range Planning and Budgeting

Level: Multi

Population Served: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1975	1976	1980
		10	10	10
			Proposals	
		2	2	3
			Meetings	
		1	1	1
			System	
7. Provide a portion of the financial support needed to continue activities of the Research Coordinating Unit.	7. To enhance the research, collection and dissemination activities throughout the State which will improve the quality of vocational-technical education.	2	2	2
			Centers	
8. Support the State Department of Education Vocational-Technical Education Curriculum Laboratory and increase its orientation to career education activities.	8a. Develop curriculum materials for use in vocational-technical education programs.	45	40	60
			Curriculum Products	
	8b. Continue assistance in developing career education curriculum packages.	25	15	30
			Curriculum Products	
	8c. Continue to collect Vocational Technical and Career Education curriculum materials developed throughout the country to provide resources for curriculum laboratory activities.	125	150	175
			Microfiche Documents	

Annual and Long-Range Planning and Budgeting

ACTIVITIES	BUDGETED		BENEFITS
	TOTAL FUNDS 1976		
During this (budget year)	Code*	Federal Funds	State Funds
6b. Support needed research proposals which focus on local, State and national needs.	C-1	50,354	
6c. Hold research steering committee meetings.	C-1	1,500	
6d. Support a management information system for the Division of Vocational Education.	C-1		40,000
7. Support the Occupational Resource Centers.	C-1	95,000	
8a. Forty vocational teachers will be selected to develop curricula for a variety of needs.	B-9D		25,000
8b. Fifteen vocational and career education teachers will be selected to meet a variety of needs through the development of curricula and instructional materials as deemed priorities by local vocational educators.	B-9D		10,000
8c. Collect approximately 125 documents and place on microfiche to meet a variety of needs for curriculum writers.			

\* Code - Applies to Program/Purpose identified in Estimated Allocation of Funds on Table 6A.

Annual and Long-Range Planning and Budgeting

Level: Multi

Population Served: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1975	1976	1980
9. Establish communication lines with teachers and school administrators on latest developments in vocational-technical and career education curriculum developments.	9a. Publish curriculum newsletter.	1	1	1
		Newsletter		
	9b. Notify selected educators of available USOE funds as published in the FEDERAL REGISTER AND COMMERCE BUSINESS DAILY.	Varies according to RFP notification		
	9c. To develop appropriate brochures, catalogs and directories for LEA information.	1	1	1
		brochure		
		1	1	1
		catalog		
		1	1	1
		directory		
	9d. Convene conferences, seminars and workshops.	10	10	12
		Conferences		
10. Provide programs for Teacher Education.	10a. To develop and administer programs in teacher education for vocational and technical teachers.	13	13	15
		Programs		
	10b. To develop and administer programs in occupational education for the densely populated urban section of the State.	6	6	8
		Programs		
	10c. To provide improved pre-service and in-service teacher education.	13	13	15
		Programs		

## Annual and Long-Range Planning and Budgeting

ACTIVITIES (During this budget year)	BUDGETED TOTAL FUNDS 1976		BENEFITS
	Code*	Federal Funds State Funds	
9a. Publish a newsletter at regular intervals during the school year.	B-9D	15,000	9a. To keep educators informed about publications and activities.
9b. Notify by mail selected educators of Request for Proposals as published in the FEDERAL REGISTER AND COMMERCE BUSINESS DAILY.			9b. To provide educators with necessary information on the availability of funds.
9c. Publish various reference volumes pertaining Vocational-Technical and Career Education materials available in New Jersey.	B-9D	2,500	9c. To inform educators of curriculum materials, services and developments.
9d. Schedule regional and state meetings.	B-9D	2,500	9d. To keep educators informed about current curricula and instructional materials.
10a. Provide program offerings which meet the certificate requirements of New Jersey.	B-9C	340,000	10a. Meeting the teacher needs in vocational and technical education.
10b. Provide programs in occupational education related to the needs of urban society.	B-9C	50,000	10b. Meeting the critical needs for relevant education in our urban centers.
10c. Provide in-service experiences for teacher educators and teachers.	B-9C	60,000	10c. Update teachers and teacher educators to provide the needed programs in the public schools.

\* Code - Applies to Program/Purpose identified in Estimated Allocation of Funds on Table 6A.

Annual and Long-Range Planning and Budgeting

Level: Multi

Population Served: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1975	1976	1980
11. To increase the effectiveness of career guidance and counseling.	10d. To provide programs in vocational education at all levels of teacher education, supervision, and administration.	8	8 Programs	8
	10e. To promote the Technology for Children concept through teacher education.	4	5 Programs	6
	10f. To provide for the development of curriculum materials in all areas in order to contribute to the total career education concept.	9	12 Course Outlines	15
	10g. To provide single purpose mini-conferences to update knowledge and skills required for improvement of vocational education and career orientation.	18	25	30
	11a. To provide counselors with the opportunity to participate in the development of a career development survey instrument with students grade 7-12.	20	30 Counselors	40
	11b. To provide counselors with the opportunity to participate in the development and implementation of a decision process model.	25	40 Counselors	50

TABLE 3 - Page 2

## Annual and Long-Range Planning and Budgeting

ACTIVITIES (During this budget year)	BUDGETED TOTAL FUNDS 1976		BENEFITS	
	Code*	Federal Funds		State Funds
10d. Provide programs leading to teacher certification, supervision, and administration, and the Bachelors, Masters, and Doctors degrees.	B-9C	40,000	10d. Meeting the needs for personnel at all levels of vocational education.	
10e. Provide courses and workshops for in-service and pre-service teachers.	B-9C	75,000	10e. Elementary teachers using the Technology for Children concept will be contributing to the career education concept.	
10f. Provide for the development of materials in Technology for Children, Introduction to Vocations, Vocational and Technical Education, and Cooperative Industrial Education.	B-9C	25,000	10f. Improve curriculum materials.	
10g. Provide for updating of personnel in specific mini-conferences, under the sponsorship of the Occupational Resource Center.	B-9C	10,000		
11a. To set up a research and evaluation model.	B-7		12,500	11a. Students will be capable of appraisal of their individual career development processes.
11b. To set up a research and evaluation model.	B-7		12,500	11b. Students will increase their capability of decision-making.

\* Code - Applies to Program/Purpose identified in Estimated Allocation of Funds on Table 6A.

Table 4

## PROJECTIONS OF STATE'S ENROLLMENTS

Occupational Programs Summarized by O.E. Codes (Gainful Only) <sub>1</sub>	1975	1976	1980
01. Agriculture	3,021	3,178	4,005
04. Distribution and Marketing	14,836	15,609	19,670
07. Health Occupations	13,334	14,028	17,678
09.02 Occupational Home Economics	6,648	6,995	8,815
14. Office Occupations	131,642	138,500	174,537
16. Technical	16,611	17,477	22,024
17. Trade and Industry	66,145	69,591	87,698
99. Group Guidance/Pre-vocational	6,312	6,928	7,300
TOTAL	258,549	272,306	341,727
Level of Instruction (Gainful Only) <sub>1</sub>			
Secondary	152,997	161,575	210,232
Post Secondary	34,140	37,534	51,157
Adult	71,412	73,197	80,338
TOTAL	258,549	272,306	341,727
Special Programs Purposes <sub>2</sub>			
Disadvantaged	28,712	29,412	31,340
Handicapped	8,236	8,648	9,776
Cooperative Education Part G Only	10,251	11,276	15,369
Work Study	3,000	3,200	3,600
Exemplary	2,400	2,982	3,220
09.01 Consumer and Homemaking Part F	209,425	213,812	226,890

1 - Unduplicated Count

2 - May be Duplicated Count

TABLE 5  
FISCAL YEAR 1976 ENROLLMENTS

Occupational Programs Summarized by O.E. Codes (Gainful Only)	Secondary			Post-Secondary			Adult			Cooperative					
										Part B		Part G			
	R	D	H	R	D	H	R	D	H	R	D	H	R	D	H
01. Agriculture	1,451	428	206	143	-	-	891	-	-	-	28	10	20	4	1
04. Distribution and Marketing	5,844	4,048	140	1,664	-	-	3,844	-	-	357	127	45	3,041	941	22
07. Health Occupations	1,911	179	77	12,789	81	-	1,273	-	-	47	29	7	85	31	17
09.02 Occup. Home Economics	2,160	405	80	133	-	-	3,914	-	-	10	10	2	832	96	29
14. Office Occupations	103,344	1,921	381	6,597	-	-	24,724	-	-	332	126	-	2,289	474	6
16. Technical	2,723	25	-	13,355	-	-	3,563	-	-	-	-	-	-	-	-
17. Trade and Industry	27,155	1,915	581	2,772	-	-	34,733	-	-	555	660	292	2,330	959	99
99. Group Guidance/ Pre-vocational	-	2,787	3,814	-	-	-	-	255	-	-	-	-	-	-	-
Industrial Arts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	144,588	11,708	5,279	37,453	81	-	72,942	255	-	1,301	980	356	8,597	2,505	174
09.01 Consumer and Homemaking Part F	177,435	1,846	5,387	-	-	-	20,203	8,941	-	-	-	-	-	-	-
Work Study	1,200	1,000	-	-	-	-	-	-	-	-	-	-	-	-	-
Exemplary	1,855	1,078	49	-	-	-	-	-	-	-	-	-	-	-	-
Volunteer Firemen	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	180,490	3,924	5,436	-	-	-	20,203	8,941	-	-	-	-	-	-	-

111

R-Regular

D-Disadvantaged

H-Handicapped

TABLE 6

ESTIMATES OF TOTAL FUNDS NEEDED FOR VOCATIONAL EDUCATION AND  
ANNUAL ALLOCATION PLAN  
(Federal, State and Local to obtain State Plan Objectives  
regardless of funding sources)

Program/Purpose	Funds	Current	Long Range Plan	
		1975	1976	1980
State Programs	Total	58,541,695	59,558,826	71,670,000
Part <u>B</u>	Federal	12,855,630	11,314,376	13,577,300
	S & L	45,686,065	48,244,450	58,092,700
1. Secondary	Total (F,S,L)	21,892,800	24,385,000	29,000,000
2. Post-Secondary	Total	5,534,000	5,426,000	6,800,000
3. Adult	Total	2,031,265	2,158,950	2,600,000
4. Disadvantaged	Total	4,506,308	4,326,000	5,200,000
5. Handicapped	Total	2,862,197	2,762,000	3,320,000
6. Construction	Total	16,296,125	14,900,376	18,000,000
7. Guidance and Counseling	Total	175,000	175,000	225,000
8. Contracted Instruction	Total	(200,000)	(200,000)	(250,000)
9. Ancillary Services				
Administration and Supervision	Total	3,860,000	4,258,500	5,100,000
Evaluation	Total			
Teacher Training	Total	1,284,000	1,070,000	1,300,000
Research and Demonstration Projects	Total			
Curriculum Development	Total	100,000	100,000	125,000
Section 102(b) State Programs Disadvantaged	Total (F,S,L)	1,148,292	1,173,292	1,400,000
Research and Training	Total	376,205	286,854	346,225
Part <u>C</u>	Federal	331,205	246,854	296,225
	S & L	45,000	40,000	50,000
Exemplary Programs	Total	2,502,059	2,471,028	2,974,500
Part <u>D</u>	Federal	189,359	187,053	224,500
	S & L	2,312,700	2,283,975	2,750,000
Consumer and Homemaking Education	Total	2,972,320	3,274,974	4,020,000
Part <u>F</u>	Federal	907,320	849,974	1,020,000
	S & L	2,065,000	2,425,000	3,000,000
Cooperative Education	Total	4,926,712	3,985,212	4,782,255
Part <u>G</u>	Federal	485,212	485,212	582,255
	S & L	4,441,500	3,500,000	4,200,000
Work Study	Total	770,210	700,056	850,000
Part <u>H</u>	Federal	320,210	250,056	300,000
	S & L	450,000	450,000	550,000
GRAND TOTAL	Total	71,237,493	71,450,242	86,042,980
	Federal	15,637,228	13,881,817	16,658,230
	S & L	55,600,265	57,568,425	69,384,750

NOTE: Funds listed on Tables 6 and 6A are estimates based on data available March 21, 1975.

TABLE 6A  
ESTIMATED ALLOCATION OF FUNDS  
FOR STATE VOCATIONAL EDUCATION PROGRAMS  
1975/76

Program/Purpose	Code	Total Funds	Federal Funds	State Funds	Local Funds
Part B State Programs					
Secondary	B-1	24,385,000	675,000	2,810,000	20,900,000
Post-Secondary	B-2	5,426,000	1,826,000		3,600,000
Adult*	B-3	2,155,950		1,905,950	250,000
Disadvantaged	B-4	4,326,000	1,826,000		2,500,000
Handicapped	B-5	2,762,000	1,262,000		1,500,000
Contracted Instruction (Memo only)		(200,000)	(200,000)		
Guidance and Counseling	B-7	175,000		25,000	150,000
Construction of Area					
Vocational Schools	B-8	14,900,376	3,400,376	4,000,000	7,500,000
Ancillary Services (Total)**	B-9	5,428,500	2,325,000	1,033,500	2,070,000
Administration and					
Supervision	B-9B	4,258,500	1,725,000	933,500	1,600,000
Teacher Training	B-9C	1,070,000	600,000		470,000
Curriculum Development	B-9D	100,000		100,000	
Total (Part B State Programs)		59,558,826	11,314,376	9,774,450	36,470,000
Section 102(b) State Programs					
Disadvantaged	102	1,173,292	548,292		625,000
Part C Research (Total)		286,854	246,854	40,000	
Grants and Contracts	C-1	286,854	246,854	40,000	
Part D Exemplary Programs (Total)					
Operating	D-1	2,471,028	187,053	2,208,975	75,000
Part F Consumer & Homemaking Instruction (Total)					
Instruction	F-1	3,274,974	849,974	25,000	2,400,000
Ancillary	F-2	107,000	82,000	25,000	
Part G Cooperative Programs (Total)					
Instruction	G-1	3,985,212	485,212	700,000	2,800,000
Part H Work-Study (Total)					
Student Compensation	H-1	700,056	250,056	450,000	
Administration	H-2	10,000	10,000		
GRAND TOTAL		71,450,242	13,881,817	13,198,425	44,370,000

NOTE: Estimate of expenditures as projected in accordance with the policies and procedures in the State Plan.

\* Because of mandated Federal funding in other cases, it appears that Federal funds will not be available in any substantial amount for adult vocational education programs in New Jersey. We will therefore have to rely upon State and local financing.

\*\* State and local funds for ancillary services were not allocated on a line-item basis because the Federal Law (Vocational Education Amendments of 1968) requires State-wide matching rather than matching for each component of the ancillary services category. Table 1 shows the estimated allocation of State and local funds on a line-item basis.

TABLE 7

AREA VOCATIONAL-TECHNICAL SCHOOL CONSTRUCTION  
PROJECTS UNDER CONSTRUCTION OR WILL BE UNDER  
CONSTRUCTION IN COMING YEAR

AREA VOCATIONAL- TECHNICAL SCHOOL	ESTIMATED COMPLETION DATE	BUILDING CAPACITY (1)
Bergen County		
West Central	9/1/75	320
East Central	9/1/77	300
Burlington County		
Medford Township	9/1/77	1,180
Camden County		
Camden County A.V.T.S. (Special Needs)	9/1/75	400
Essex County		
West Caldwell	9/1/76	260
Hudson County		
North Hudson Center (Phase II)	9/1/76	500
Jersey City Center	9/1/77	900
Mercer County		
Sypek Center	7/1/75	240
Middlesex County		
Northwest Campus	9/1/77	950
Monmouth County		
Matawan Township	9/1/76	60
New Shrewsbury Township	9/1/75	96
Ocean County		
Toms River	9/1/75	270
Sussex County		
Addition II	7/1/77	378

(1) - Vocational Student Capacity at any one time

TABLE 8 - Page 1

ACTUAL AND PROJECTED DEMAND FOR VOCATIONAL EDUCATION  
PERSONNEL PREPARATION AND DEVELOPMENT

Areas of Occupational Specialization	1975-76								
	Total Staff Required	Personnel Available <sup>1</sup>	Additional Personnel Needs <sup>A</sup>		Projected Supply of New Personnel <sup>B</sup>			Status <sup>6</sup>	
			Replacement <sup>2</sup>	New Staff <sup>3</sup>	Pre-Service <sup>4</sup>	Others	Excess		Deficit
Grand Total (Unduplicated)	S	6,979	7,220	222	64	275	252	57	
	PS	1,498	1,576	26	108	82	130	58	
	A	717	717	14	5		19		
Vocational Programs (Specified by OE Code)									
01. Agriculture		73	90	3		13	15	17	
04. Distributive Education		260	302	8		46	17	42	
07. Health		465	441	12	68	2	54		24
09.01 Consumer and Homemaking Education		1,468	1,480	43		66	21	12	
09.02 Occ. Home Economics		91	102	3		4	10	11	
14. Office Occupations		2,961	2,984	85		119	89	23	
16. Technical		764	719	20	58	7	26		45
17. Trade and Industry		1,926	2,059	54		76	151	133	
99. Other									
Ancillary									
Administration		604	604	18			18		
Guidance and Counseling		582	539	16	51	24			43
Industrial Arts									
Other									
Program/Purpose Total (Unduplicated)									
Cooperative		750	750	21	21	42			
Disadvantaged		785	795	24	23	42	15	10	
Handicapped		203	225	6	8	1	35	22	
Remedial									
Exemplary		55	55	2	10		12		
Other									

Abbreviations: S - Secondary; PS - Post-Secondary; A - Adult

- 1 - Personnel currently employed and those expected to be employed by a school system as of June 30 for following school year.
- 2 - Personnel who will not be available from previous year due to attrition and who must be replaced.
- 3 - Additional positions for which personnel are needed due to growth and expansion.
- 4 - Number of prospective graduates from the State teacher education programs for entire year who are expected to enter State system.
- 5 - Those expected to be available from all sources other than those referred to in footnote 5.
- 6 - "Status" indicates the need for, or excess of, personnel. This is determined by subtracting the total Projected Supply (B) from the total Additional Personnel Needs (A).

TABLE 8 - Page 2

ACTUAL AND PROJECTED DEMAND FOR VOCATIONAL EDUCATION  
PERSONNEL PREPARATION AND DEVELOPMENT

Areas of Occupational Specialization	1976-77								
	Total Staff Required	Personnel Available <sup>1</sup>	Additional Personnel Needs <sup>A</sup>			Projected Supply of New Personnel <sup>B</sup>		Status <sup>6</sup>	
			Replacement <sup>2</sup>	New Staff <sup>3</sup>	Pre-Service <sup>4</sup>	Other <sup>5</sup>	Excess		Deficit
Grand Total (Unduplicated)	S	7,505	7,631	223	350	275	424	126	
	PS	1,634	1,670	48	90	81	93	36	
	A	722	722	15	12		27		
Vocational Programs (Specified by OE Code)									
01. Agriculture	78	110	3		13	22	32		
04. Distributive Education	280	361	10		46	45	81		
07. Health	504	497	13	63	2	67		7	
09.01 Consumer and Homemaking Education	1,572	1,578	45	60	66	45	6		
09.02 Occ. Home Economics	97	105	3		3	8	8		
14. Office Occupations	3,194	3,203	93	110	119	93	9		
16. Technical	828	805	22	109	7	101		23	
17. Trade and Industry	2,055	2,175	63		76	107	120		
99. Other									
Ancillary									
Administration	626	626	18	22		40			
Guidance and Counseling	627	563	16	88	24	16		64	
Industrial Arts									
Other									
Program/Purpose Total (Unduplicated)									
Cooperative	825	825	23	75	49	49			
Disadvantaged	864	860	24	69	49	40		4	
Handicapped	224	230	7		2	11	6		
Remedial									
Exemplary	58	58	2	3		5			
Other									

Abbreviations: S - Secondary; PS - Post-Secondary; A - Adult

- 1 - Personnel currently employed and those expected to be employed by a school system as of June 30 for following school year.
- 2 - Personnel who will not be available from previous year due to attrition and who must be replaced.
- 3 - Additional positions for which personnel are needed due to growth and expansion.
- 4 - Number of prospective graduates from the State teacher education programs for entire year who are expected to enter State system.
- 5 - Those expected to be available from all sources other than those referred to in footnote 5.
- 6 - "Status" indicates the need for, or excess of, personnel. This is determined by subtracting the total Projected Supply (B) from the total Additional Personnel Needs (A).

TABLE 8 - Page 3

ACTUAL AND PROJECTED DEMAND FOR VOCATIONAL EDUCATION  
PERSONNEL PREPARATION AND DEVELOPMENT

Areas of Occupational Specialization	1977-78								
	Total Staff Required	Personnel Available <sup>1</sup>	Additional Personnel Needs <sup>A</sup>			Projected Supply of New Personnel <sup>B</sup>			Status <sup>6</sup>
			Replace-ment <sup>2</sup>	New Staff <sup>3</sup>	Pre-Service <sup>4</sup>	Other <sup>5</sup>	Excess	Deficit	
Grand Total (Unduplicated)	S	8,017	7,985	232	452	274	378		32
	PS	1,770	1,759	48	116	82	71		11
	A	728	728	20	15		35		
Vocational Programs (Specified by OE Code)									
01. Agriculture	83	122	3		13	29	39		
04. Distributive Education	299	407	11		46	73	108		
07. Health	543	507	15	46	2	23			36
09.01 Consumer and Homemaking Education	1,676	1,655	47	98	66	58			21
09.02 Occ. Home Economics	103	108	3		3	5	5		
14. Office Occupations	3,424	3,371	96	221	119	145			53
16. Technical	893	823	24	88	7	35			70
17. Trade and Industry	2,180	2,251	65		76	60	71		
99. Other									
Ancillary									
Administration	641	641	19	37		56			
Guidance and Counseling	673	587	17	93	24				86
Industrial Arts									
Other									
Program/Purpose Total (Unduplicated)									
Cooperative	866	853	25	41	49	4			13
Disadvantaged	907	897	26	47	49	14			10
Handicapped	235	248	7	5	2	23	13		
Remedial									
Exemplary	60	60	2	2		4			
Other									

Abbreviations: S - Secondary; PS - Post-Secondary; A - Adult

- 1 - Personnel currently employed and those expected to be employed by a school system as of June 30 for following school year.
- 2 - Personnel who will not be available from previous year due to attrition and who must be replaced.
- 3 - Additional positions for which personnel are needed due to growth and expansion.
- 4 - Number of prospective graduates from the State teacher education programs for entire year who are expected to enter State system.
- 5 - Those expected to be available from all sources other than those referred to in footnote 5.
- 6 - "Status" indicates the need for, or excess of, personnel. This is determined by subtracting the total Projected Supply (B) from the total Additional Personnel Needs (A).

TABLE 8 - Page 4

ACTUAL AND PROJECTED DEMAND FOR VOCATIONAL EDUCATION  
PERSONNEL PREPARATION AND DEVELOPMENT

Areas of Occupational Specialization	1978-79								
		Total Staff Required	Personnel Available <sup>1</sup>	Additional Personnel Needs <sup>A</sup>			Projected Supply of New Personnel <sup>B</sup>		Status <sup>6</sup>
				Replacement <sup>2</sup>	New Staff <sup>3</sup>	Pre-Service <sup>4</sup>	Other <sup>5</sup>	Excess	
Grand Total (Unduplicated)	S	8,539	8,340	240	641	274	408		199
	PS	1,905	1,838	53	165	81	70		67
	A	733	733	22	21		43		
Vocational Programs (Specified by OE Code)									
01. Agriculture		88	135	4		12	39	47	
04. Distributive Education		319	453	12		46	100	134	
07. Health		583	517	15	76	2	23		66
09.01 Consumer and Homemaking Education		1,780	1,733	50	125	66	62		47
09.02 Occ. Home Economics		109	111	3	1	3	3	2	
14. Office Occupations		3,655	3,523	101	284	119	134		132
16. Technical		957	841	25	134	7	36		116
17. Trade and Industry		2,308	2,327	68	57	76	68	19	
99. Other									
Ancillary									
Administration		660	660	19	19		38		
Guidance and Counseling		718	611	18	131	24	18		107
Industrial Arts									
Other									
Program/Purpose Total (Unduplicated)									
Cooperative		909	887	26	56	49	11		22
Disadvantaged		952	925	27	55	49	6		27
Handicapped		242	250	7		2	13	8	
Remedial									
Exemplary		62	62	2	2		4		
Other									

Abbreviations: S - Secondary; PS - Post-Secondary; A - Adult

- 1 - Personnel currently employed and those expected to be employed by a school system as of June 30 for following school year.
- 2 - Personnel who will not be available from previous year due to attrition and who must be replaced.
- 3 - Additional positions for which personnel are needed due to growth and expansion.
- 4 - Number of prospective graduates from the State teacher education programs for entire year who are expected to enter State system.
- 5 - Those expected to be available from all sources other than those referred to in footnote 5.
- 6 - "Status" indicates the need for, or excess of, personnel. This is determined by subtracting the total Projected Supply (B) from the total Additional Personnel Needs (A).

TABLE 9

PLANNED EXPENDITURE OF AND PROJECTED NEED FOR FUNDS FOR VOCATIONAL  
EDUCATION PERSONNEL PREPARATION AND DEVELOPMENT  
UNIT = 1,000

Category of Expenditure (P.L. 90-576)		Annual Plan <sub>1</sub>		Long Range Plan <sub>2</sub>									
		1975-76		1976-77		1977-78		1978-79		1979-80		1980-81	
		F	S,L	F	S,L	F	S,L	F	S,L	F	S,L	F	S,L
Grand Total	1. Total 3	13,083	54,492	13,083	59,316	13,083	62,281	13,083	65,395	13,083	68,664	13,083	72,097
	2. P and D 4	659	576	744	1,257	744	1,321	655	1,529	1,221	3,364	1,221	4,033
	3. % (2 of 1)	5.0%	1.1%	5.7%	2.1%	5.7%	2.1%	5.0%	2.3%	9.3%	4.9%	9.3%	5.6%
Regular State Vocational Education Programs (Part B)	1. Total	11,314	46,244	11,314	50,656	11,314	53,188	11,314	55,847	11,314	58,639	11,314	61,570
	2. P and D	600	462	678	1,012	678	1,063	565	1,117	1,131	2,931	1,131	3,518
	3. % (2 of 1)	5.3%	1.0%	6.0%	2.0%	6.0%	2.0%	5.0%	2.0%	10.0%	5.0%	10.0%	5.8%
Research (Part C)	1. Total	247	40	247	42	247	44	247	47	247	50	247	54
	2. P and D	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
	3. % (2 of 1)	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Exemplary (Part D)	1. Total	187	2,283	187	2,397	187	2,517	187	2,642	187	2,774	187	2,912
	2. P and D	-0-	114	-0-	118	-0-	125	-0-	132	-0-	138	-0-	146
	3. % (2 of 1)	-0-	5.0%	-0-	5.0%	-0-	5.0%	-0-	5.0%	-0-	5.0%	-0-	5.0%
Consumer & Homemaking Education Programs (Part F)	1. Total	850	2,425	850	2,546	850	2,673	850	2,806	850	2,946	850	3,093
	2. P and D	59	-0-	42	127	42	133	42	280	42	295	42	309
	3. % (2 of 1)	6.9%	-0-	5.0%	5.0%	5.0%	5.0%	5.0%	10.0%	5.0%	10.0%	5.0%	10.0%
Cooperative Vocational Education Programs (Part G)	1. Total	485	3,500	485	3,675	485	3,858	485	4,050	485	4,302	485	4,517
	2. P and D	-0-	-0-	24	-0-	24	-0-	48	-0-	48	-0-	48	-0-
	3. % (2 of 1)	-0-	-0-	5.0%	-0-	5.0%	-0-	10.0%	-0-	10.0%	-0-	10.0%	-0-

1-Funds to be expended for personnel preparation and development during the fiscal year of this plan.

2-Projected needs for funds by school year.

3-Total line for each category lists the total Federal, State, and local funds to be expended annually or needed (projected) for all vocational education programs in that category (from Table 6).

4-P and D Personnel Preparation and Development line for each category lists that part of the total which will be used for personnel development.

TABLE 10

1976-77 FINANCIAL PLAN FOR PERSONNEL PREPARATION AND DEVELOPMENT  
 BASED ON FUNDS AVAILABLE OR ANTICIPATED

Programs/Purpose	Total Funds Needed for Unmet Personnel Development Needs 1976-77	Total Funds Expected to be Available for School Year 1976-77	Additional Funding to be Requested 1976-77
			Other Sources      EPDA
Regular Vocational Education Programs (Part B)	1,690,000	1,062,000	628,000
Research (Part C)	-0-	-0-	-0-
Exemplary (Part D)	118,000	114,000	4,000
Consumer and Homemaking Education (Part F)	169,000	59,000	110,000
Cooperative Vocational Programs (Part G)	24,000	-0-	24,000
GRAND TOTAL	2,001,000	1,235,000	766,000

- 1 - Funds expected to be available for personnel preparation and development during the fiscal year following the fiscal year of this plan.
- 2 - Funds needed for unmet personnel needs are from 2nd year of Long Range Plans, Table 9.
- 3 - The difference between the total funds needed for personnel preparation and development and the total funds expected to be available.

Table 11

Projections of State's Enrollments  
in Vocational Education Personnel Preparation and Development

Vocational Programs Specified by O.E. Code <u>1/</u>	Pre-Service <u>2/</u>			In-Service <u>3/</u>		
	1975	1976	1980	1975	1976	1980
Grand Total - unduplicated	1,653	1,660	2,082	1,491	1,445	1,605
01. Agriculture	45	40	30	33	35	20
04. Distributive Education	125	120	100	30	60	40
07. Health Occupations	6	8	20	105	140	220
09.01 Consumer and Homemaking	346	350	450	168	150	180
09.02 Occup. Home Economics	12	12	12	20	20	20
14. Office Occupations	547	560	750	234	250	300
16. Technical	22	30	60	50	120	200
17. Trades and Industry	290	260	300	570	315	550
99. Other	162	160	160	258	300	---
Ancillary						
Administration	---	---	---	23	30	35
Guidance & Counseling	98	120	200	---	25	40
Para-Professional						
Programs/Purposes <u>4/</u> Duplicated						
Cooperative--Part G	126	130	150	---	10	20
Disadvantaged	122	130	160	24	50	50
Handicapped	12	10	10	44	25	25
Remedial						
Exemplary	---	---	---	20	20	20
Other						

1/ Include personnel by major and/or minor teaching area as applicable.

2/ Pre-service refers to persons completing initial vocational preparation who have not entered upon the vocational education activities for which they are preparing.

3/ In-service refers to persons under contract for employment in a vocational education activity.

4/ Include personnel whose major or minor emphasis is not identifiable by O.E. Code.

PERSONNEL OF NEW JERSEY STATE COLLEGES  
AND THE STATE UNIVERSITY

College Name and Address	Service Area Offered	Teacher Educator	Completed Certification Non-Degree	Degrees Awarded		
				BA BS	MA MS	EDD
Glassboro State College Glassboro, N.J. 08028	Department of Industrial Education and Technology	Dr. John Galinelli Chairman		65	15	--
	Vocational Teacher Education	Mr. Donald Anderson, Coordinator				
	Home Economics	Dr. Mary Thompson Chairman		64	--	--
Jersey City State College Jersey City, N.J. 07305	Center for Occupational Education	Mr. Warren Downey, Director		--	--	--
	Vocational Teacher Education	Mr. Kenneth Slawinski Coordinator	73	--	--	--
Montclair State College Upper Montclair, N.J. 07043	Vocational Teacher Education	Dr. Raymond VanBenschoten Coordinator	56	--	--	--
	Business Education Department	Dr. Albert Rosetti Chairman		57	23	--
	Distributive Education	Dr. Joseph Hecht, Professor		14	3	--
	Home Economics Department	Dr. Katherine B. Hall, Chairman		129	17	--
	School of Professional Arts Sciences	Dr. Houston F. Elam, Dean		--	--	--
	Industrial Education and Technology	Dr. Arthur J. Rosser, Chairman		83	27	--
	Allied Health Services	Dr. Harry Hartsman, Chairman		--	--	--

PERSONNEL OF NEW JERSEY STATE COLLEGES  
AND THE STATE UNIVERSITY

College Name and Address	Service Area Offered	Teacher Educator	Completed Certification Non-Degree	Degrees Awarded		
				BA BD	MA MS	EDD
Kean College of N. J.	Department of Industrial Education	Dr. Vance Snyder Chairman				
				64	--	--
Rider College	Business Education Department	Dr. Edward Brower Chairman		128	83	--
	Distributive Education	Albert Sternberg Professor		4	--	--
Rutgers, The State University	Department of Voc.-Tech. Education	Dr. Charles C. Drawbaugh Chairman	35	51	39	10
Trenton State	Department of Industrial Education and Technology, Vocational Teacher Education	Dr. Edward Coughlin Chairman	59	3	--	--
	Business Education Distributive Education	Dr. Anthony Hantjis Chairman		35 4	36 --	-- --
	Division of Industrial Education and Technology	Dr. Robert Thrower Director	--	75	37	--

COLLEGES OFFERING IN-SERVICE CERTIFICATE PROGRAMS IN OCCUPATIONAL AREAS

College

	*Undergraduate Program	Graduate Program
Fairleigh Dickinson University Rutherford, N.J. 07070 (201) 933-5000	Mr. Alvah Constantine, Dir. Teacher Placement Office	Not Offered
Fairleigh Dickinson University Teaneck, N.J. 07666 (201) 836-6300	Not Offered	Dr. William H. Fern Director, MAT Program
Glassboro State College Glassboro, N.J. 08028 (609) 445-5000	Dr. Clarence Heyel Industrial Education and Technology Department	Dr. Lawson Brown Dean, Professional Programs
Jersey City State College Jersey City, N.J. 07305 (201) 547-3349	Mr. Warren Downey, Center for Occupational Education	Not Offered
Kean College Union, N.J. 07083 (201) 527-2000	Mr. Charles Longacre, Dir. Field Services Division	Not Offered
Monmouth College W. Long Branch, N.J. 07764 (201) 222-6600	Not Offered	Dr. Leonard Williams Coordinator, Student Teaching
Montclair State College Upper Montclair, N.J. 07043 (201) 893-4000	Not Offered	Mr. William A. Cuff MAT Advisor, School of Education
Rider College P.O. Box 298, Trenont, 08602 (609) 896-0800	Prof. Thomas Snyder, Dir. Special Programs in Teacher Education	Dr. Peter Yacyk, Chm. Graduate Division
University College, Rutgers Camden, N.J. 08102 (609) 964-1766	Mr. J. Fredrik Ekstrom Director	Not Offered
University College, Rutgers New Brunswick, N.J. 08903 (201) 932-1766	Mr. John Rutan, Director	Not Offered
University College, Rutgers Newark, N.J. 07102 (201) 648-5296	Mr. Frederick E. Wynn Director	Not Offered
Graduate School of Education New Brunswick, N.J. 08903 (201) 932-1766	Not Offered	Dr. Charles Drawbaugh Professor
St. Joseph's College Philadelphia, Pa. 19131 (215) 879-1000	Mr. Robert Wells, Dir. of Student Teaching	Not Offered
St. Peter's College Jersey City, N.J. 07306 (201) 333-4400	Mr. James McNerney, Dir. In-Service Teaching	Not Offered
Seton Hall University South Orange, N.J. 07079 (201) 762-9000	Not Offered	Dr. George J. Turner Chairman, Secondary Education
Trenton State College Trenton, N.J. 08625 (609) 771-1855	Business Education - Dr. Neal Gaston, Coordinator Distributive Educ. - Mr. Morton Shenker, Coordinator Industrial Educ. - Dr. Edward Coughlin, Chairman	

\*Persons who do not hold a bachelor's degree must complete the undergraduate program.

SOURCE: New Jersey Bureau of Teacher Education and Academic Credentials.

NEW JERSEY COLLEGES OFFERING PART TIME EVENING  
PROGRAMS OF PREPARATION FOR OCCUPATIONAL AREA TEACHERS

129

COLLEGE	Agriculture	Coordinator: Apprentice Program	Coordinator: Co-op Industrial Edu.	Distributive Educ.	Home Economics	Industrial Arts	Vocational Subject Teacher	Vocational Related Subject Teacher	Accounting and General Business	Business Education (Comprehensive)	Bookkeeping and Accounting	General Business Studies	Secretarial Studies
Fairleigh Dickinson University Rutherford, New Jersey 07070										U	U	U	U
Glassboro State College Glassboro, New Jersey 08028			U		UG	UG	U	U					
Jersey City State College Jersey City, New Jersey 07305		U	U				U	U					
Monmouth College West Long Branch, New Jersey 07764									G		G	G	
Montclair State College Upper Montclair, New Jersey 07043			UG	UG	UG	UG	U	U	UG	UG	UG	UG	UG
Kean College Union, New Jersey 07083						U		U					
Rider College Trenton, New Jersey 08602				UG					UG	UG	UG	UG	UG
Rutgers University New Brunswick, New Jersey 08903	U	U	U	G	UG		U	U	G	G	G	G	G
Saint Joseph's College Philadelphia, PA 19131											U	U	
Saint Peter's College Jersey City, New Jersey 07306											U	U	
Seton Hall University South Orange, New Jersey 07079											UG	UG	
Trenton State College Trenton, New Jersey 08625		UG	UG	UG		UG	U	UG	UG	UG	UG	UG	UG

U - Undergraduate

G - Graduate

SOURCE: New Jersey Bureau of Teacher Education and Academic Credentials

NEW JERSEY DEPARTMENT OF EDUCATION  
DIVISION OF VOCATIONAL EDUCATION  
(Staff as of January, 1975)

STEPHEN POLIACIK, Assistant Commissioner  
of Education, State Director of  
Vocational Education  
292-6340

William Wenzel, Deputy Assistant  
Commissioner of Education  
292-4050

John E. Radvany, Deputy Assistant  
Commissioner of Education  
292-6018

John H. Koenig, Associate State  
Director of Vocational-Technical  
Education (Instructional Services)  
292-5902

Harold R. Seltzer, Associate State  
Director of Vocational-Technical  
Education (Ancillary Services)  
292-5822

Michaelene M. Paulick, Supervisor,  
Administrative Services  
292-6594

Rudolph J. Girandola, Executive  
Secretary, New Jersey Advisory  
Council on Vocational Education  
292-7970

Bureau of Special Needs and Cooperative  
Industrial Education

Thomas F. McNulty, Director, Bureau  
of Special Needs and Cooperative  
Industrial Education  
292-6562

Dean W. Garwood, Director, Vocational  
Services for the Handicapped  
292-6562

Paul Mozenter, Assistant Director,  
Bureau of Special Needs and  
Cooperative Industrial Education  
292-6562

Donald D. Jones, Supervisor,  
Employment Orientation  
292-6563

Richard L. Ruebling, Supervisor,  
Cooperative Industrial  
Education  
292-6563

Rudolph J. Wagner, Supervisor,  
Vocational Work Study  
292-5825

Oscar S. Henderson, Supervisor,  
Vocational Services,  
Disadvantaged  
292-5824

Office of Cooperative Vocational-  
Technical Education

John A. Wanat, Director, Office of  
Cooperative Vocational-Technical  
Education  
292-6817

Bureau of Vocational-Technical Program  
Services

Ellis R. Thomas, Director, Bureau  
of Vocational-Technical Program  
Services  
292-6582

James A. Sheaffer, Director,  
Agricultural Education  
292-6584

John K. Grover, Supervisor,  
Agriculture Agriculture-  
Business, Natural Resources  
Education  
292-6584

Stephen J. Seu, Director, Business  
Education  
292-6573

Patrick Doherty, Director,  
Career Development  
201-985-7744

Hazel M. Davis, Supervisor,  
Vocational Guidance  
201-985-7744

Maurice W. James, Jr., Supervisor,  
Career Development  
201-985-7744

John W. Williams, Supervisor,  
Introduction to Vocations  
292-5622

Bureau of Occupational Research  
Development

Joseph F. Kelly, Director, Bureau  
of Occupational Research  
Development  
292-5572

Thomas W. Gambino, Director,  
Vocational Pilot, Demonstration  
and Exemplary Programs  
292-5752

Po-yen Koo, Director, Vocational  
Data Collection and Evaluation  
292-5752

Frederick L. Capello, Director,  
Vocational Curriculum and  
Media Development  
292-5573

Alvin Weitz, Director, Voca-  
tional Program Development  
292-5821

Edwin G. York, Assistant Director,  
Occupational Research Develop-  
ment Resource Centers  
292-5542

Priscilla R. Walsh, Coordinator,  
Vocational-Technical Resource  
Centers  
292-5542

Sharon Portman, Assistant Coordinator,  
Vocational-Technical Resource  
Centers  
201-985-7744

Frederick J. Dreves, Jr., Director,  
Technology for Children Project  
292-5652

Kenneth B. Charlesworth, Associate  
Director, Technology for  
Children Project  
292-5653

Richard B. Harnack, Assistant  
Director, Technology for  
Children Project  
292-5653

Wesley Perusek, Research  
Associate, Technology for  
Children Project  
201-985-1533

Laddie Gribick, Research Associate,  
Technology for Children Project  
201-985-1533

Mary T. Buonanno, Research  
Associate, Technology for  
Children Project  
292-5623

Marie A. Jantos, Curriculum  
Development Specialist  
292-5820

Bureau of Urban Occupational Education  
and Manpower Training

John E. Radvany, Deputy Assistant  
Commissioner of Education  
292-6018

Vincent J. Russomagno, Director,  
Center for Occupational Education  
Experimentation and Demonstration  
(Project COED)  
201-648-3934

Paul W. Krygar, Coordinator of  
Program Development (Project COED)  
201-648-3935

Joseph Ryczkowski, Mercer County,  
County Administration Building  
609-989-8000 (Ext. 381)

Stanley Rothman, Middlesex County,  
Office of the County Superintendent  
201-246-6492

Carolyn D. Nilson, Monmouth County,  
Campbell Court, Route 9  
201-431-4000 (Ext. 241)

Chester J. O'Brien, Morris County,  
County Institution Building  
201-285-6151

Thomas A. Glasgow, Ocean County,  
Office of the County Superintendent  
201-244-2121 (Ext. 248)

Ronald B. Brown, Passaic County,  
County Administration Building  
201-525-5000 (Ext. 410)

Michael K. Klavon, Somerset County,  
Office of the County Superintendent  
201-725-4700 (Ext. 310)

Joseph Colaneri, Union County,  
Office of the County Superintendent  
201-233-9310

Frank Arch, Sussex and Warren  
Counties, Office of the County  
Superintendent, Newton  
201-383-2521

and/or  
Office of the County Superin-  
tendent, Belvidere  
201-475-5361

Bureau of Vocational Management Services

William B. Musselman, Director, Bureau  
of Vocational Management Services  
292-7278

Dennis W. Reiter, Assistant Director,  
Bureau of Vocational Management  
Services  
292-5850

Raymond V. Toscano, Assistant  
Director, Bureau of Vocational  
Management Services  
292-5852

Robert A. Baker, Education  
Planner, Vocational Management  
Services  
292-5750

Eleanor L. Ruggles, Consultant,  
Vocational Management Services  
292-5751

Emery J. Breon, Assistant  
Coordinator, Vocational  
Management Services  
292-5851

Joseph M. Hatrak, Assistant  
Coordinator, Vocational  
Management Services  
292-5853

Bureau of Professional Services

Josiah C. Conwell, Jr.,  
Supervisor, Professional  
Services  
292-6253

Henry E. Tornell, Supervising  
Consultant for Post-Secondary  
Vocational-Technical Education  
292-4550

George J. Russ, Director, Voca-  
tional Teacher Education and  
Certification  
292-5721

Joseph V. Dzurenda, Director,  
Vocational Education Personnel  
Development Program  
292-5721

Stephen Cyrus, Jr., Director,  
Private Business and Correspondence  
Schools  
292-5740

Albert B. DiStefano, Jr., Director,  
Veterans Education and Training  
292-5543

Newton B. Collinson, Jr., Assistant  
Director, Veterans Education and  
Training  
292-4734

John E. Pierson, Supervisor,  
Veterans Training  
292-6327

Harry D. Caplan, Supervisor,  
Veterans Training  
292-4734

Carl H. Brown, Supervisor,  
Veterans Training  
292-6326

John R. Jones, Supervisor,  
Veterans Training  
292-6326

Mark S. Saiff, Supervisor,  
Veterans Training  
292-6326

Mathew L. Ciricolo, Supervisor,  
Veterans Training  
292-4734

James M. Kidd, Supervisor,  
Veterans Training  
292-6326

Dominic J. Palumbo, Supervisor,  
Veterans Training  
292-6326

Sabino Robert Alviggi, Supervisor,  
Veterans Training  
292-6326

Florence L. D. Heal, Consultant,  
Veterans Education and Training  
609-478-6500 (Ext. 32)

#### County Career Education Coordinators

Gregory A. Buontempo, Director,  
County Career Education  
Coordinators  
292-7490

Raymond A. Kienzle, Atlantic  
County, Office of the County  
Superintendent  
609-625-2101

Morton Ruden, Bergen County,  
Office of the County  
Superintendent  
201-935-2990

John P. Cornew, Jr., Burlington  
County, County Office Building  
609-267-3300 (Ext. 337)

Edward W. Lazowski, Camden County,  
Court House, Annex Building  
609-964-8700 (Ext. 346)

S. Lorne Davidson, Cape May and  
Salem Counties, Cape May  
County Library Building  
609-465-7542

and/or  
Office of Salem County  
Superintendent  
609-769-2700

John A. Millard, Sr., Cumberland  
County, Office of the County  
Superintendent  
609-451-8000 (Ext. 201)

Susan T. Wood, Essex County,  
Office of the County  
Superintendent  
201-673-5312

Glenn E. Earl, Gloucester County,  
County Office of Education  
609-468-6500

John P. Coogan, Hunterdon County,  
County Library and  
Administration Building  
201-782-2424

Maryann C. Peifly, Supervisor,  
Business Education  
292-6572

Mignon W. Shepard, Supervisor,  
Business Education  
292-6572

Robert D. Joy, Director,  
Distributive Education  
292-6575

Melvin Schwartz, Supervisor,  
Distributive Education  
292-6574

Joan M. Birchenall, Director,  
Health Occupations Education  
292-6592

Elizabeth V. Moore, Consultant,  
Health Careers  
292-6817

Lois B. Graham, Consultant,  
Health Careers  
292-6593

Rosemary M. Harzmann, Director,  
Home Economics and Consumer  
Education  
292-6580

Elaine P. Davis, Supervisor,  
Home Economics and Consumer  
Education  
292-8541

Carolyn R. Hoggatt, Supervisor,  
Home Economics and Consumer  
Education  
292-8540

Shirley S. Morton, Supervisor,  
Home Economics and Consumer  
Education  
292-6581

William L. Johnston, Supervisor,  
Consumer Education  
292-6581 and 201-985-1885

May Lou Hamill, Supervisor,  
Consumer Education  
292-6581

Richard P. Callan, Director,  
Industrial Arts Education  
292-6570

William R. Smith, Supervisor,  
Industrial Arts Education  
292-6571

Fred W. Puhlfuerst, Supervisor,  
Industrial Arts Education  
292-6571

Donald R. Amriott, Director,  
Vocational Industrial Education  
292-6564

Richard Van Gulik, Jr., Supervisor,  
Vocational Industrial Education  
292-6565

Water E. Billiet, Director,  
Technical Education  
292-6564

Bureau of Area Vocational-Technical  
and Private Schools

Robert D. Wolf, Jr., Director,  
Bureau of Area Vocational-  
Technical and Private Schools  
292-6325

Robert A. Kopf, Director, Area  
Vocational-Technical Schools  
292-5464

John G. Williams, Director,  
Vocational-Technical Facilities  
Planning  
292-5464

Robert D. Jacoby, Director,  
Adult Vocational-Technical  
Education  
292-6590

Andrew M. Boyko, Director,  
Apprenticeship Training  
292-6591

Daniel F. Sullivan, Director,  
Private Trade-Technical Schools  
292-5662

Loris C. Lorenzi, Director, Urban  
Occupational Education  
201-648-2174

Rupert L. Brewster, Supervisor (WIN),  
Manpower Development and Training  
292-5745

John R. Wesper, Consultant,  
Facilities Planning Services  
201-985-5591

Gregory J. Schuler, Statistician,  
Manpower Development and Training  
292-5870

Manpower Development and Training

Arthur C. Wenzel, Director, Manpower  
Development and Training  
292-7095

William G. Donnelly, Assistant  
Director, Special Services,  
Manpower Development and  
Training  
292-5870

David E. Fennell, Assistant Director,  
WIN/Individual Referrals,  
Manpower Development and Training  
292-5744

Clarence E. Woody, Assistant  
Director, Program Services,  
Manpower Development and Training  
292-5745

John A. Butler, Assistant Director,  
Project Management, Manpower  
Development and Training  
292-6016

Erma E. Clarke, Supervisor, Manpower  
Development and Training  
292-5744

Frank J. O'Brien, Supervisor,  
Manpower Development and Training  
292-5871

Arthur J. Cohn, Supervisor, Manpower  
Development and Training  
292-6017

Gregory Motus, Supervisor, Manpower  
Development and Training  
292-6016

John W. Ladnyk, Supervisor, Manpower  
Development and Training  
292-5870