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**STATE PLAN
FOR
VOCATIONAL EDUCATION
FY 1992-94**

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**CARL D. PERKINS
VOCATIONAL AND APPLIED
TECHNOLOGY EDUCATION**

**ACT OF 1990
(P.L. 101-392)**

**New Jersey State
Department of Education
225 West State Street
Trenton, New Jersey 08625**

REVISED - January 92

APPLICATION FOR
FEDERAL ASSISTANCE2 DATE SUBMITTED
May 1, 1991

Applicant Identifier

1 TYPE OF SUBMISSION:

Application

☐ Construction

Preapplication

☐ Construction☒ Non-Construction☐ Non-Construction

3 DATE RECEIVED BY STATE

State Application Identifier

4 DATE RECEIVED BY FEDERAL AGENCY

Federal Identifier

5 APPLICANT INFORMATION

Legal Name

N.J. State Department of Education

Organizational Unit

Division of Vocational Education

Address (give city, county, state, and zip code)

225 West State Street
CN 500
Trenton, NJ 08625-0500

Name and telephone number of the person to be contacted on matters involving this application (give area code)

Héctor Ramón Villafañe, Manager
Bureau of Planning and Evaluation
(609) 292-5822

6 EMPLOYER IDENTIFICATION NUMBER (EIN):

21 - 6000928

7 TYPE OF APPLICANT: (enter appropriate letter in box)

A

A State

H Independent School Dist.

B County

I State Controlled Institution of higher Learning

C Municipal

J Private University

D Township

K Indian Tribe

E Interstate

L Individual

F Intermunicipal

M Profit Organization

G Special District

N Other (Specify):

8 TYPE OF APPLICATION:

☐ New☒ Continuation☐ Revision

If Revision, enter appropriate letter(s) in box(es):

☐☐

A Increase Award

B Decrease Award

C Increase Duration

D Decrease Duration Other (specify):

9 NAME OF FEDERAL AGENCY:

U.S. Department of Education

10 CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:

84 - 174

TITLE: Vocational Education-Community
Based Organizations

11 DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:

State Plan for Vocational Education FY 92-94
The State Plan describes how funds under the
Carl D. Perkins Vocational and Applied
Technology Education Act of 1990, including
funds for Community Based Organizations, are
used and distributed.

12 AREAS AFFECTED BY PROJECT (cities, counties, states, etc.):

State of New Jersey

13 PROPOSED PROJECT:

Start Date

Ending Date

7/1/91

6/30/94

14 CONGRESSIONAL DISTRICTS OF:

a. Applicant

b. Project

15 ESTIMATED FUNDING:

a. Federal	\$	272,052	.00
b. Applicant	\$		.00
c. State	\$		.00
d. Local	\$		.00
e. Other	\$		.00
f. Program Income	\$		.00
g. TOTAL FY 92	\$	272,052	.00

16 IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

a. YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE
STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON

DATE April 11, 1991

b. NO. ☐ PROGRAM IS NOT COVERED BY E.O. 12372☐ OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW

f. Program Income	\$		.00
g. TOTAL FY 92	\$	272,052	.00

17 IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?

☐ Yes If "Yes," attach an explanation.☐ No18 TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY
AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDEDa Typed Name of Authorized Representative
Thomas A. Henry, Ed.D.b Title
Assistant Commissioner

c Telephone number

d Signature of Authorized Representative

e Date Signed

4-15-91

APPLICATION FOR FEDERAL ASSISTANCE

OMB APPROVAL NO. 0348-004

2 DATE SUBMITTED
May 1, 1991

Applicant Identifier

1 TYPE OF SUBMISSION:
Application
☐ Construction ☐ Preapplication
☒ Non-Construction ☐ Non-Construction

3 DATE RECEIVED BY STATE

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D Decrease Duration Other (specify):

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A State H Independent School Dist.
B County I State Controlled Institution of Higher Learning
C Municipal J Private University
D Township K Indian Tribe
E Interstate L Individual
F Intermunicipal M Profit Organization
G Special District N Other (Specify):

10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:

8 4 - 2 4 3

TITLE: Vocational Education Tech-Prep

12. AREAS AFFECTED BY PROJECT (cities, counties, states, etc.):

11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:

State Plan for Vocational Education FY 92-94.
The State Plan describes how funds under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, including Tech-Prep Grants to States are used and distributed.

13. PROPOSED PROJECT:

Start Date Ending Date
7/1/91 6/30/94

14. CONGRESSIONAL DISTRICTS OF:

a. Applicant b. Project

15. ESTIMATED FUNDING:

a. Federal	\$ 1,506,412	.00
b. Applicant	\$	.00
c. State	\$	.00
d. Local	\$	.00
e. Other	\$	.00
f. Program income	\$	.00
g. TOTAL FY 92	\$ 1,506,412	.00

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☒ No

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a. Typed Name of Authorized Representative
Thomas A. Henry

d. Title
Assistant Commissioner

c. Telephone number
(609) 633-0665

d. Signature of Authorized Representative

e. Date Signed

4-15-91

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APPLICATION FOR FEDERAL ASSISTANCE

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C Municipal J Private University
D Township K Indian Tribe
E Interstate L Individual
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G Special District N Other (Specify)

8. NAME OF FEDERAL AGENCY:

U.S. Department of Education

10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:

8 4 0 4 9

TITLE: Vocational Education-Consumer and Homemaking Education

12. AREAS AFFECTED BY PROJECT (cities, counties, states, etc.):

State of New Jersey

11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:

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The State Plan describes how funds under the Carl D. Perkins Vocational and Applied Technology Education Act, 1990, including funds for Consumer and Homemaking Education, are used and distributed.

13. PROPOSED PROJECT:

Start Date

7/1/91

Ending Date

6/30/94

14. CONGRESSIONAL DISTRICTS OF:

a. Applicant

b. Project

15. ESTIMATED FUNDING:

a. Federal	\$	823,796,	.00
b. Applicant	\$		.00
c. State	\$		.00
d. Local	\$		.00
e. Other	\$		.00
f. Program income	\$		.00
g. TOTAL FY 92	\$	823,796,	.00

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a. Typed Name of Authorized Representative
Thomas A. Henry, Ed.D.

b. Title
Assistant Commissioner

c. Telephone number
(609) 633-0665

d. Signature of Authorized Representative

Thomas A. Henry

e. Date Signed

4-15-91

APPLICATION FOR
FEDERAL ASSISTANCE2. DATE SUBMITTED
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Trenton, NJ 08625

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Héctor Ramón Villafañe, Manager
Bureau of Planning and Evaluation
(609) 292-5822

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7. TYPE OF APPLICANT: (enter appropriate letter in box)

- A. State ☐ H. Independent School Dist. ☐
 B. County ☐ I. State Controlled Institution of Higher Learning ☐
 C. Municipal ☐ J. Private University ☐
 D. Township ☐ K. Indian Tribe ☐
 E. Interstate ☐ L. Individual ☐
 F. Intermunicipal ☐ M. Profit Organization ☐
 G. Special District ☐ N. Other (Specify) _____

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D. Decrease Duration Other (specify): _____

9. NAME OF FEDERAL AGENCY:

U.S. Department of Education

10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:

8 4 0 4 8

TITLE: Vocational Education-Basic Grants to States

11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:

State Plan for Vocational Education FY 92-94.
The State Plan describes how funds under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, including Basic Grants to States are used and distributed.

12. AREAS AFFECTED BY PROJECT (cities, counties, states, etc.):

13. PROPOSED PROJECT:

Start Date

Ending Date

7/1/91

6/30/94

14. CONGRESSIONAL DISTRICTS OF:

a. Applicant

b. Project

15. ESTIMATED FUNDING

a. Federal	\$ 19,435,664	.00
b. Applicant	\$	.00
c. State	\$ 8,166,117	.00
d. Local	\$	.00
e. Other	\$	.00
f. Program income	\$	.00
g. TOTAL	\$ 27,601,781	.00
FY 92		

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f. Program income

\$

.00

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Thomas A. Henry, Ed.D.

b. Title

Assistant Commissioner

c. Telephone number

(609) 633-0665

d. Signature of Authorized Representative

e. Date Signed

4-15-91

**STATE PLAN
FOR
VOCATIONAL EDUCATION
FY 1992 - FY 1994**

**CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990
(P.L. 101-392)**

**John Ellis
Commissioner**

**Thomas A. Henry
Assistant Commissioner
Division of Vocational Education**

**New Jersey State Department of Education
225 West State Street
CN 500
Trenton, New Jersey 08625**

May 1, 1991

PTM No. 1028.00

Rev. 1/92

STATE BOARD OF EDUCATION

JAMES A. JONES..... Teaneck
President

ANNE S. DILLMAN..... Perth Amboy
Vice President

S. DAVID BRANDT..... Cherry Hill

RONALD K. BUTCHER..... Pitman

MAUD DAHME..... Annandale

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CARLOS HERNANDEZ..... Jersey City

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NANCY SCHAEENEN..... Madison

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DEBORAH P. WOLFE..... Cranford
Representing the State Board of Higher Education

Secretary
John Ellis
Commissioner of Education

Ex-Officio
Edward D. Goldberg
Chancellor of Higher Education

It is a policy of the State Board of Education and the New Jersey State Department of Education that no person, on the basis of race, color, creed, national origin, age, sex, handicap or marital status, shall be subjected to discrimination in employment or be excluded from or denied benefits of any activity, program or service for which the department has responsibility. The department will comply with all state and federal laws and regulations concerning non-discrimination.



STATE OF NEW JERSEY
STATE BOARD OF EDUCATION

RESOLUTION

WHEREAS, the State Plan for Vocational Education, FY 1992-1994 constitutes the basis for the operation and administration of the State's program established pursuant to the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, Public Law 101-392, and

WHEREAS, the adoption of the State Plan by the New Jersey State Board of Education is required to comply with Public Law 101-392, now therefore, be it

RESOLVED, that the State Board of Education adopts the State Plan for Vocational Education, FY 1992-1994, and be it

FURTHER RESOLVED, that to the best of our knowledge, all information and representations contained in the document are accurate.

5/1/91
DATE

James A. Jones
JAMES A. JONES
PRESIDENT, STATE BOARD OF
EDUCATION

5/1/91
DATE

John Ellis
JOHN ELLIS
SECRETARY, STATE BOARD OF
EDUCATION

STATE COUNCIL ON VOCATIONAL EDUCATION

MEMBERSHIP

Dr. William Adams
Salem Co. Vocational
Technical School

Mr. Walter Howard
NJ Association of Rehabilitation
Facilities

Mr. Robert Bildner, Esq.
RLB Food Distributors

Ms. Aven Kerr
Prudential Insurance Company

Mr. Thomas Canto
Carpenters, Millwrights, &
Joiners
Local Union #31

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NJ AFL-CIO Seafarers
International Union

David Crawford, Ph.D.
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Ms. Yvonne Rappaport
Essex County Employment & Training

Flora Edwards, Ph.D.
Middlesex Co. College

Mr. Patrick Santangelo
Lincoln Technical Institute

Dr. John Grieco
Bergen Co. Vocational/
Technical School

Ms. Kathy Spivey
Spivey Enterprises

Mr. Sanders Haldeman
Camden Co. Vocational/
Technical School

**STATE PLAN FOR VOCATIONAL EDUCATION
FY 92-94**

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TABLE 26 Comparison of UI Claims Activity 1989 and 1990 by Gender, Age, Ethnic Origin, Educational Attainment and Industry Attachment

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**STATE PLAN FOR VOCATIONAL EDUCATION
FY 1992 - FY 1994**

ABSTRACT

The State Plan for Vocational Education, FY'92-FY'94 describes the manner in which New Jersey will comply with the requirements of Titles I, II, III and V of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392). The document serves as an agreement between the United States Department of Education and the New Jersey State Department of Education. The purpose of P.L. 101-392, which is addressed in the plan, is to "Make the United States more competitive in the world economy by developing more fully the academic and occupational skill of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic, occupational, training, and retraining skill competencies needed to work in a technologically advanced society."

The passage of P.L. 101-392 provides secondary, postsecondary and adult vocational education programs with federal assistance for another five years. The current state plan covers the initial three year period.

The new legislation and hence the State Plan, emphasizes: services to special populations; better integration of vocational and academic education; strategies for improving the quality of vocational programs; and stronger links between secondary and postsecondary programs.

A statewide needs assessment is required and is included. The cornerstone of the state's vocational training and retraining system will be based on the establishment of a statewide system of standards and measures of performance for vocational education programs. This system will be developed in consultation with a Statewide Committee of Practitioners.

The State Plan describes local educational agency (LEA) funding guidelines and the three-year LEA planning and application process. Goals and implementation activities are also presented for Title II - Part A and Part B, State Administered Programs as well as Title III Special Programs.

Additionally, the State Plan describes joint planning and coordination for occupational training programs among employment training deliverers and agencies. Included among these are the New Jersey Department of Labor which administers the Job Training Partnership Act (JTPA); the State Council on Vocational Education (SCOVE); and the New Jersey State Employment and Training Commission (SETC), as well as Department of Education divisions which administer programs for special populations.

PREFACE

On January 8, 1990, the New Jersey Legislature established the State Employment and Training Commission. The purpose of the Commission is to develop and assist in the implementation of a State Employment and Training Policy with the goal of creating a coherent, integrated system of employment and training programs and services which, in concert with the efforts of the private sector, will provide each citizen of the State with equal access to the learning opportunities needed to attain and maintain high levels of productivity and earning power. The State Plan for Vocational Education, FY'92 - FY'94 is part of an overall State effort to integrate employment and training services. The State Plan for Vocational Education seeks to implement the recommendations of the State Employment and Training Commission, particularly those dealing with the Workforce Readiness System.

INTRODUCTION

On August 1, 1990 the State Board of Education approved administrative code changes to assure effective vocational education in New Jersey. After reviewing the report of a broad-based panel which studied the future of secondary vocational education in the state, the Commissioner of Education proposed measures to help vocational schools meet the needs of New Jersey's rapidly changing job market. The proposal stressed development of uniform standards and sensitivity to employers' needs in order to improve student achievement, job placement and public accountability.

The changes in vocational education stressed job market sensitivity, accountability and improved planning and evaluation. Specifically:

- The changes included creation of a state review panel to assess the need for new programs based on labor market demand. This panel will assess New Jersey's job supply needs and prevent duplication of vocational programs and an oversupply of workers in specific occupational fields.
- The changes called for the development of statewide "occupational competencies." These are the essential elements of vocational education programs -- the knowledge and skills students must master for entry-level jobs in the fields of their choice.

Under the new code, competency standards for vocational programs will be developed over five years with input from New Jersey's employers and educators. These competencies are based on common work skills for those occupations showing the highest labor market demands and program enrollments.

To ensure that the competencies are being mastered by vocational students, the division of vocational education also will develop occupational competency tests. The examinations will center on actual performance of skills as well as paper-and-pencil exams. These tests will be developed by 1992 and will be administered beginning in June 1993.

- The changes also stress the importance of job placement. Data will be used from the State Employment and Training Commission to measure whether programs are effective in placing students in jobs for which they were trained.
- Finally, the new code stresses accountability. If placement rates are too low, vocational educators will be given two years to meet state standards. If the problems persist, vocational educators will be required to develop improvement plans and would be given an additional two years to improve placement rates or face possible phase-out of their programs. The decision to close any program will be based on various factors, including student mastery of competencies and job market sensitivity, as well as placement rates.

The changes will determine whether New Jersey's vocational students are mastering essential job skills, and whether vocational programs are meeting

employers' needs. They will also provide statewide program consistency and accountability. To accomplish this goal the State Employment and Training Commission is providing overall coordination and planning to integrate available resources, public and private into a coherent and efficient delivery system which addresses the wide variety of needs of New Jersey's youth and workers.

As the 21st century approaches and the workplace becomes more technological, it is essential for vocational education to focus on employers needs, student competencies and job placement. By setting statewide standards, the state aims to connect the lessons in the classroom with the realities of the workplace.

A State Plan for Vocational Education is required under the provisions of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392). This plan conforms to the requirements of the federal legislation in every respect and, at the same time, provides guidance to the vocational education community in New Jersey. In addition, it serves as a blueprint for interaction among providers of training. The plan format is designed to describe the vocational education activities conducted in New Jersey. The plan presented here covers the 1992-1994 fiscal years.

We would like to thank everyone who furnished essential information and data for the state plan. We are grateful for the contributions of Division of Vocational Education staff and other divisions of the Department of Education, staff of the Department of Higher Education, staff of the Department of Labor and other departments of state government, members of the State Council on Vocational Education, members of the New Jersey State Employment and Training Commission, the New Jersey State Legislature, members of the Statewide Committee of Practitioners and all other individuals who have contributed to the development of this plan.

SECTION I
CERTIFICATIONS AND ASSURANCES



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
CN 500
TRENTON, N.J. 08625 0500

OFFICE OF THE COMMISSIONER

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

I hereby certify:

that the New Jersey State Board of Education is eligible to submit the State Plan for Vocational Education as authorized under Part A of Title I of the Vocational Education Act (20 U.S.C. 2301 et seq.);

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

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

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

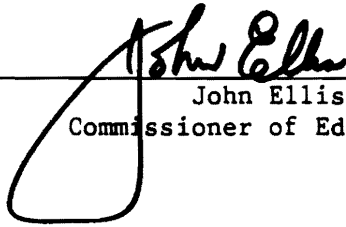
that I, as Commissioner of Education, have authority under state law to receive, hold and disburse federal funds made available under the plan;

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

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

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

5/1/91
DATE


John Ellis
Commissioner of Education

STATEMENT OF GENERAL ASSURANCES

The State of New Jersey, through the New Jersey State Board of Education, hereby submits its State Plan for Vocational Education, FY 1992-1994, under provisions of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, (Public Law 101-392) and the Education Division General Administration Regulations (EDGAR).

The state plan consists of assurances by the State Board and a description of the manner in which the State Board will comply with the requirements of Titles I, II, III and V of P.L. 101-392.

GENERAL ASSURANCES

The State of New Jersey hereby submits a plan for the use of funds under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 as amended and the provisions of subsection (b) of Section 434 of the General Education Provisions Act.

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

1. That the State Board will adopt and use proper methods of administering each program, including:
 - (i) monitoring agencies, institutions, and organizations responsible for carrying out each program, and enforcing any obligations imposed on those agencies, institutions, and organizations under law;
 - (ii) providing technical assistance, if necessary, to those agencies, institutions, and organizations;
 - (iii) encouraging the adoption of promising or innovative educational techniques by those agencies, institutions, and organizations;
 - (iv) disseminating, throughout the state, information on program requirements and successful practices; and
 - (v) correcting deficiencies in program operations that are identified through monitoring or evaluation (Section 76.101, General Education Provision Act rules and regulations).
2. The State Board will comply with the requirements of Titles I, II, III and V of the Act, and, where necessary, will describe the manner in which the State Board will comply with those requirements.
3. The State Board will comply with the distribution of assistance requirements as contained in Section 201, Title II of the Act.

4. Provisions are made for disabled and disadvantaged students in private elementary and secondary schools to participate in vocational education programs assisted under Part A of Title II in accordance with Section 113(b)(1)(C).
5. The State Board will develop measures for evaluating the effectiveness of programs assisted under the act in meeting needs identified in the state plan, including appropriate measures for evaluating the effectiveness of programs for the handicapped. Each program year, the state will evaluate the mandated number of projects, services, and activities funded under Titles II and III.
6. The State Board will fund programs fostering personnel and curriculum development to further the goals identified in the state plan.
7. The vocational education needs of those identifiable populations with the highest rates of unemployment in the state have been thoroughly assessed and such needs are reflected in and addressed by the state plan.
8. The State Board will cooperate with the State Council for Vocational Education as necessary to assist the Council in carrying out its duties.
9. No funds will be expended under this act to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity, its employees, or any affiliate of such an organization.
10. Federal funds will be used to supplement and, whenever practical, to increase the amount of state and local funds that would in the absence of such federal funds be made available for the uses specified in the state plan. In no case would federal monies supplant such state or local funds.
11. The State Board will provide for the fiscal control and fund accounting procedures necessary to assure the proper disbursement of, and accounting for, federal funds paid to the state, including funds paid by the state to eligible recipients.
12. Individuals who are members of special populations will be provided with equal access to recruitment, enrollment, and placement activities.
13. Individuals who are members of special populations will be provided with equal access to the full range of vocational education programs available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs, and, to the extent practicable, comprehensive career guidance and counseling services, and shall not be discriminated against on the basis of their status as members of special populations.

14. Vocational education programs and activities for individuals with disabilities will be provided in the least restrictive environment in accordance with section 612(5)(B) of the Education of the Handicapped Act and will, whenever appropriate, be included as a component of the individualized education program developed under section 614(a)(5) of such Act.
15. Students with disabilities who have individualized education programs developed under section 614(a)(5) of the Education of the Handicapped Act shall, with respect to vocational education programs, be afforded the rights and protections guaranteed such students under sections 612, 614 and 615 of such Act.
16. Students with disabilities who do not have individualized education programs developed under section 614(a)(5) of the Education of the Handicapped Act or who are not eligible to have such programs shall, with respect to vocational education programs, be afforded the rights and protections guaranteed such students under section 504 of the Rehabilitation Act of 1973 and, for the purpose of this Act, such rights and protections shall include making vocational education programs readily accessible to eligible individuals with disabilities through the provision of services described in subsection (c)(3).
17. Vocational education planning for individuals with disabilities will be coordinated between appropriate representatives of vocational education, special education, and state vocational rehabilitation agencies.
18. The provision of vocational education to each student with disabilities will be monitored to determine if such education is consistent with the individualized education program developed for such students under section 614(a)(5) of the Education of the Handicapped Act.
19. The provision of vocational education will be monitored to ensure that disadvantaged students and students of limited English proficiency have access to such education in the most integrated setting possible.
20. The requirements of the Act relating to individuals who are members of special populations will be carried out under the general supervision of individuals in the appropriate state educational agency or State Board who are responsible for students who are members of special populations.
21. The requirements of the Act relating to individuals who are members of special populations will meet education standards of the state educational agency or State Board.
22. With respect to students with disabilities, the supervision carried out under subparagraph (A) shall be carried out consistent with and in conjunction with supervision by the state educational agency or

State Board carried out under section 612(6) of the Education of the Handicapped Act.

23. All recipients of funds will complete a recruitment, enrollment, retention and placement plan prior to distribution of funds. The plan will be reviewed and approved or disapproved by the division. The plan must contain current enrollment statistics, projected enrollments and dates.
24. All recipients of funds will sign a statement of assurance of access.
25. The State Board will, in conjunction with the Statewide Committee of Practitioners, develop and implement a system of standards and measures of performances that meet the requirements of Section 115.
26. The State Board will provide leadership, supervision and funding for guidance, counseling and placement programs and annually assess and report on expenditures for guidance and counseling to determine the degree to which expenditures aggregated within the state for career guidance and counseling from allotments under Title II will not be less than such expenditures for such guidance and counseling within the state in fiscal year 1988.

SECTION II
NEEDS ASSESSMENT AND PROGRAM/INDUSTRY INTERFACE

SECTION II
NEEDS ASSESSMENT AND PROGRAM/INDUSTRY INTERFACE

- A. SUMMARY ANALYSIS OF STATEWIDE NEEDS ASSESSMENT - How the academic, occupational, training and retraining needs of all students will be met through the establishment of core proficiencies and occupational competency standards.**

Section 113(a)(3)(A)

The cornerstone of the state's training and retraining system will be the establishment of statewide occupational competencies across areas of the vocational curricula. The establishment of occupational competencies will ensure that all programs preparing students for employment are relevant, technologically up-to-date and in conformity with industry standards.

The development and assessment of occupational competencies has been written into the New Jersey Administrative Code, thereby giving its implementation the force of strong state oversight, review and accountability.

Historically, the Occupational Competencies Project was developed as a result of an April 1989 recommendation by the Panel on Secondary Vocational Education in New Jersey. The recommendation states that "core proficiencies or competency standards be developed for occupational areas by the Department of Education with the assistance of technicians in the field." The State Occupational Competencies Project develops statewide standard competency lists that identify the skills required by employers for entry-level workers. The competency lists, developed for a wide range of occupations, will help schools develop or update curricula to meet employers' standards.

The project staff began work in November 1989 to identify 100 occupations to be studied. The occupations were determined using labor market demand data from the State Occupational Information Coordinating Committee (SOICC), labor market demand data from a number of professional and trade organizations, and secondary vocational student enrollment data. The result was a list of occupations in rank order. The ranks are used to determine the order in which the occupational competency lists will be developed.

To ensure the relevancy and accuracy of the competency lists, the project invites the participation of workers and vocational educators in each occupational area under study.

- A liaison committee provides advice on all aspects of the project. The committee membership includes representatives from the county vocational schools, comprehensive high schools, general academic education, vocational teacher education programs, program area professional associations, county vocational education specialists, SOICC, and business and industry associations. Additional groups are invited to provide information to the committee as needed.
- After a competency list is drafted by project staff (using existing lists from nationwide sources), it is verified by a technical committee consisting of ten to twelve workers and supervisors in the field. Committee members examine the draft competency list and accept, delete or modify each competency and make additions to the list.

- An educator panel of ten to twelve teachers from the appropriate program area also reviews the list. The information is combined with that from the technical committee. The educator panel also develops a list of related academic skills necessary for the occupation.
- The technical committee may add, delete or change any of the duties or tasks in the draft list. The educator panel can also make changes, but may not delete any tasks that the workers have included.
- The resulting second draft competency list is sent in survey form to approximately 100 employers and 30 educators to assure that all relevant tasks are included in the final list. The mail survey respondents are also asked to designate those tasks which they consider to be entry-level. The educators additionally are asked to verify the list of related academic skills.
- The technical committee and educator panel finalize the competency list using the survey results.
- The lists will be updated every five years, or sooner, should an industry require standards revision.

The project will develop the following products for each occupation studied: a statewide standard competency list; a related academic skills list; and a statewide standard employability competency list. Twenty occupations will be studied each year over a five-year period. Then, cluster matrices will be developed from the competency lists. Project staff disseminated completed lists and provide implementation training to school districts in April 1991.

Lists are underway for the following occupations: automotive technician; cosmetologist; general office clerk; accounting clerk/bookkeeper; secretary; traffic clerk; salesperson, general merchandise; cashier; waiter/waitress; child care attendant; carpenter; sales representative; electrician; cook; chef; stock clerk; nursing assistant; landscape gardener; and dental assistant.

Currently, 20 draft lists including one for employability competencies, have been developed. Eight of them were developed through the technical committee/educator panel process. Seven went through that process in March, 1991. Four lists are currently in the mail survey stage. List development for the second group of 20 occupations has also begun. The verification process will be initiated in the spring of 1991.

Advice and guidance of the State Employment and Training Commission (SETC) will also be incorporated into the development of occupational education in the state through the efforts of the Assistant Commissioner of Vocational Education, who is a member of the SETC Technical Support Group.

Section V of this plan documents the process utilized and detailed results of the statewide needs assessment recently conducted.

B. SUMMARY OF PROGRAM/INDUSTRY INTERFACE - The extent to which programs address understanding of industry/occupations; problem solving skills; basic and advanced academic skills

Section 113 (a)(3)(B)

1. Industry/Occupations Data

The New Jersey Occupational supply/demand analysis for FY 1987 contains the most recent information on meeting the demands of the workforce. Based on historical review, these data are changing over an extended period of time. Therefore, the data are valuable to establish occupational clusters which have an identifiable need in terms of meeting the demands of the workforce.

The supply and demand analysis uses the ranking of the completers to annual average openings ratio to indicate which Occupational Information System clusters have a surplus of supply to demand. Objective programmatic review using the data must be based on the completer to openings ratio as well as on the surplus of openings to completers.

2. Integration of Academic Skills into the Vocational Curriculum

Throughout the nation and the state, students who concentrate their coursework in vocational programs generally spend, during grades 11 and 12, less than half of each school day in vocational classes. Required academic courses, given increased high school graduation requirements, may give students even less time in the vocational classroom. Requiring more academic learning and giving students fewer opportunities with concrete/vocational learning experiences will not necessarily prepare students for the world of work. Alternative strategies are needed to help those students who experience difficulty to master basic and academic skills and to interface this with their vocational programs.

Courses in both academic and vocational areas must become more permeable and interrelated in order to achieve an integrated vocational and academic curriculum.

As is pointed out in the Unfinished Agenda (1985), the problems and possibilities in vocational education mirror those in academic education. In both areas, learning is compartmentalized into arbitrary pockets called "courses." Students are seldom asked to integrate skills and knowledge from these courses. Opportunities for rote learning, applicative learning, problem solving, and creativity are inherent in academic and vocational courses. Similarly, enriching experiences take place in both realms.

From the leadership perspective of the Division of Vocational Education's Occupational Competencies Project, occupational lists are being prepared by technical committees and validated by employers, employees and educators in the field. Each occupational list is accompanied by a list of related academic skills in mathematics, language arts, science and free enterprise and is supplemented by a list of generic employability skills needed by all workers. This effort at the state level will infuse academic competencies into the local curriculum via the occupational competency route.

SECTION III
ADMINISTRATION

SECTION III ADMINISTRATION

A. METHODS OF ADMINISTRATION

1. State Board of Education

The New Jersey State Board of Education serves as the legally constituted State Board for Vocational Education and is the sole agency responsible for the administration of the State Plan or for the supervision of the administration thereof by local educational agencies, and has all the necessary power to cooperate with the United States Department of Education in administering the State Plan. Throughout this document, any reference to the "State Board" refers to the official board. The State Board is provided with the necessary authority in New Jersey Statutes Annotated 18A:59-5 as follows:

The State Board is hereby designated as the State Board for the purposes of said act of Congress, and shall cooperate, as in the act provided, with the Federal Board for Vocational Education in the administration of the provisions thereof. The State Board shall do all that is or may be required to secure for all the State of New Jersey the benefits of appropriations under the act of Congress for all purposes specified therein.

The State Board establishes and maintains rules and regulations for the administration of free public education in the New Jersey Administrative Code. The New Jersey Administrative Code (N.J.A.C.) constitutes the official instrument of the state for the codification of its rules.

The State Board has identified state educational goals and standards in N.J.A.C. 6:8-2.1. Among these goals, the State Board states that the public schools of New Jersey shall help every student in the state:

to acquire job entry-level skills and also to acquire knowledge necessary to further education; and

to learn to enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning and adaptation to change.

The State Board clarified its policy on the status of vocational education by resolution on July 1, 1987, when it adopted specific goals for vocational education. These goals embody the State Board's principles that establish the state vocational education system as a part of the general educational system. Vocational students are required to achieve the same academic standards as nonvocational students. Thus, vocational students must achieve acceptable levels of performance in a core of academic skills in addition to mastering the occupational skills and attitudes needed to succeed in a career. The vocational system is not a dual system but, rather, an integral educational component which will provide students with the ability to gain employment in the fields for which they are trained.

The State Board's goals for vocational education are:

- All secondary vocational education students will attain the same level of basic skills as nonvocational students in New Jersey.
- Secondary vocational education occupational training programs should result in the student obtaining a job in the occupation for which he or she was trained, or in a related job.

By resolution, the State Board described its goals in terms of principles that the Department of Education will follow in administering secondary vocational education programs. The principles as stated by the State Board are:

- Educational programs for all public school students must prepare students for a future filled with rapid and dramatic change. When students leave New Jersey public schools, they must have a broad base of skills.
- Occupational skills without the basic skills do not prepare students for a lifetime of training and retraining in the workplace. New Jersey schools must provide a broad base on which that training can be built. Students must be able to read, write and compute whether in a vocational or nonvocational education class.
- Vocational programs are important options for some students. However, those students must also be required to meet the new, more rigorous standards of the High School Proficiency Test (HSPT) and the core graduation requirements which provide a broad foundation for all students.
- As a consequence of devoting instructional time and resources to vocational education programs, students must be assured that their education will result in employment in jobs for which they were trained. Therefore, the content of vocational education programs must be sensitive to job market requirements.

2. Department of Education

In order to carry out the mandates of the New Jersey State Legislature, the State Board designates the Commissioner of Education as the chief executive and administrative officer of the Department of Education. The Commissioner of Education is the official agent of the State Board for all purposes and is appointed by the Governor with the consent of the state Senate.

The Commissioner's duties include serving as the budget request officer and the approval officer of the department, with power to delegate the duties of such offices. The Commissioner is authorized, when absent, to assign duties to the Assistant Commissioners, to the directors of special services, to the State Board of Examiners and to the employees of the Department of Education.

As the executive officer of the State Board, the Commissioner of Education develops a core mission statement for the Department of Education. The core

mission statement serves as the blueprint for all educational activities which are designed to improve education. The core mission statement, as adopted by the New Jersey State Board of Education in 1983, is as follows:

The primary mission of the New Jersey Department of Education is continued educational improvement for all public school students in kindergarten through grade twelve. Emphasis is on providing services which address staff, funding, curriculum and facilities.

The department provides additional services which are required by statute and regulation. The public local education agencies are the direct and primary recipients of services; ultimately the department serves students.

A secondary role of the department is to provide services for pre-kindergarten, post high school and nonpublic school students. For these students, priority is placed on meeting the requirements of statute and regulation.

The department is guided by high standards in: product design; a low cost, highly efficient distribution system; and other services to local education agencies. The department will further be guided by the prudent use of authority derived from statute and regulation.

3. Delegation of Functions

The Commissioner of Education designates one Assistant Commissioner of Education to manage the Division of Vocational Education and serve as the State Director of Vocational Education. The Commissioner of Education, based on recommendations of the State Director of Vocational Education, has entered into an interagency agreement with the Chancellor of Higher Education for the delegation of functions for the delivery of sub-baccalaureate degree vocational education programs. The delegation of functions establishes the Department of Higher Education as the administrative entity to which all institutions of higher education with sub-baccalaureate degree vocational education programs apply for federal vocational education funds. A copy of the agreement is included as Appendix F.

4. Division of Vocational Education

The Division of Vocational Education guided by the Assistant Commissioner of Education, State Director of Vocational Education, is designed to provide guidance and supervision to expand, improve, modernize and develop quality vocational education programs. The mission statement of the division reflects its strong commitment to quality vocational education programs. The word "ensure" in the mission statement describes the division's role to support and develop quality vocational programs.

The mission and goals of the Division of Vocational Education support the larger department mission statement and are presented below:

MISSION

The mission of the Division of Vocational Education is to ensure that individuals develop the occupational competence, including general employability and related academic skills, necessary to become productive citizens in the domestic and international economies.

In fulfilling its mission, the Division will:

- provide leadership;
- support the development and improvement of, and assure access to, vocational education programs for all individuals. Programs will focus on three areas: transition to the world of work; occupational education and career orientation;
- promote cooperation among public and private agencies;
- develop and implement policies and standards; and
- monitor programs and measure outcomes.

GOAL I: To provide leadership that increases the availability and improves the quality of vocational education programs and services.

GOAL II: To effectively implement state and federal mandates regarding vocational education programs, activities and services.

GOAL III: To ensure accountability and compliance with federal and state mandates.

GOAL IV: To guarantee access and equity in vocational-technical education for all individuals.

The administrative structure of the Division of Vocational Education is designed to provide statewide supervision and leadership to the vocational education programs that are offered in 291 comprehensive high schools, and 20 county vocational school districts. The current organizational bureaus are:

Career Orientation Programs;
Division Services;
Planning and Evaluation;
Postsecondary/Special Services;
Vocational Grants Management; and
Vocational Programs.

Staff within these units provide local vocational educators with program specific expertise. Program specialists work with county and local educators to fulfill the assurances made by the state board in the general application for federal vocational education funds. Program specialists provide leadership in the development of program specific standards that are designed to be used by local educators as a tool to measure program success. Local deliverers are required to continuously evaluate their programs against

specific standards. Additional leadership activities include curriculum development, personnel development, safety/health coordination; technical assistance, research and data collection activities. Federal and state vocational education funds are directed through the local application/planning process to vocational programs that will address local needs. The application/planning process and protocol are included as an addendum to the State Plan.

One individual administers all statewide competitive grants to serve single parents and homemakers and to eliminate sex bias and stereotyping. These programs are conducted by eligible recipients and are monitored by the state sex equity coordinator. In addition the state staff, with guidance from the sex equity coordinator, evaluates vocational education applications for federal and state vocational education funds with regard to overcoming sex bias and sex stereotyping. The sex equity coordinator participates in policy making through active participation on state level task forces for the development of the funding guidelines and review of the State Plan for Vocational Education.

The following staff directory and organization chart describe the current staff functions and the bureau structure within the Division of Vocational Education.

5. Staff Directory and Organization Chart

NEW JERSEY DEPARTMENT OF EDUCATION DIVISION OF VOCATIONAL EDUCATION

NAME

POSITION/FUNCTION

ADMINISTRATION

Dr. Thomas A. Henry	Assistant Commissioner
Dr. Sandra Streeter	Executive Assistant
Mrs. Patricia A. Harris	Secretarial Assistant

DIVISION SERVICES BUREAU

Mr. Brian P. Boyle	Manager
Ms. Renee Finkle	Budget Director
Mr. Maurice W. James, Jr.	Business/Industry Liaison
Mrs. Sylvia Kaplan	County Office Liaison and Safety/Health Coordinator
Dr. Doris Dopkin	Staff Development Coordinator
Mrs. Linda Petry	Staff Development Specialist
Ms. Carol Schilling (P/T)	Education Planner/Budget
Ms. Louise Walsh	Personnel/Office Manager
Ms. Frances Henry	VSO Fiscal Operations Facilitator
Ms. Linda Carmona-Bell	Information Processing Coordinator

VOCATIONAL GRANTS MANAGEMENT BUREAU

Mr. Gregory J. Schuler	Acting Manager
Mr. Dennis Reiter	Grants Specialist
Mr. Robert Schilling	Grants Specialist

NAME**POSITION/FUNCTION**

Ms. Carol M. Perry
Ms. M. Sandra Baker-Pinto
Ms. Janice T. Bacon
Mr. Raymond Taylor

Grants Specialist
Grants Specialist
Grants Processor
Grants Processor

PLANNING AND EVALUATION BUREAU

Mr. Hector Ramon Villafane
Dr. Claudia Merkel-Keller
Mr. Frederick L. Cappello
Ms. Carmela M. Joseph

Manager
Program Planning/Evaluation Coordinator
Voc. Ed. Program Planning Coordinator
Data Collection/Analysis Coordinator

VOCATIONAL PROGRAMS BUREAU

Dr. Michael G. Curran, Jr.
Mr. Robert Jacoby
Mr. John K. Grover
Ms. Mary Lynn Fracaroli

Manager
Planning Associate
Agriculture/VSO Operations Administrator
Occupational Competencies/
FBLA-PBL State Advisor

Dr. Elaine E. Turk
Ms. Marion Mullarkey
Ms. Rosemary M. Harzmann
Ms. Carolyn S. Reynolds
Ms. Susan K. Saravalli
Mr. Chuck Coligan
Mr. William H. Lupini
Mr. Arthur J. Cohn
Mr. E. Weston Pfeiffer

Business Education
Health Occupations Education
Home Economics and Consumer Education
Home Economics and Consumer Education
Home Economics and Consumer Education
Marketing Education
Marketing Education
Trade and Industrial Education
Trade and Industrial Education/
Technical Education

Mr. John Ord
Mr. Randy Trivette
Mr. Paul C. Fogarty
Ms. Cynthia A. Bowman
Mrs. Nancy Trivette
Mrs. Kathleen Alexander
Ms. Patricia Mitchell

Trade and Industrial Education
Trade and Industrial Education
VSO Operations Facilitator
VSO Operations Facilitator
FFA Operations Facilitator
VSO Operations Facilitator
Sex Equity/Single Parents and Homemakers

CAREER ORIENTATION PROGRAMS BUREAU

Ms. Joan M. Birchenall
Mr. Dean Garwood
Mr. Leon Colavita
Mr. Donald D. Jones

Manager
Employment Orientation
Employment Orientation
Work Study/Work Experience Career
Exploration Programs

Ms. Ann DeAngelo
Mr. Joseph Ryczkowski
Mr. Earl Brancolino
Ms. Kathryn Hartford
Mr. John Toleno

Vocational/Career Guidance and Counseling
Vocational/Career Guidance and Counseling
Technology Education and Industrial Arts
T4C/Technology Education
Technology Education

NAME**POSITION/FUNCTION****POSTSECONDARY/SPECIAL SERVICES BUREAU**

Vacant	Manager
Mr. William R. Smith	Private Vocational Schools
Mr. Frank O'Brien	Private Vocational Schools
Ms. Rosa M. Gelaszus	Private Vocational Schools
Mr. Victor Sjostrom	Private Vocational Schools
Mr. Carl H. Brown	Veterans Education and Training
Mr. Robert D. Wolf	Veterans Education and Training
Ms. Maryanne Grumelli-Boychuck	Educational Initiatives (10K/HSPT Summer/School Year Program)
Dr. Martha Poci	Northeast Curriculum Coordination Center/Occupational Competencies Project
Ms. Catherine Liapes	Northeast Curriculum Coordination Center
Mr. Quentin VanBuren	Northeast Curriculum Coordination Center

DIVISION OF VOCATIONAL EDUCATION

EXECUTIVE ASSISTANT
Sandra Streeter

ASSISTANT COMMISSIONER
Thomas A. Henry

SECRETARIAL ASSISTANT
Patricia Harris

<u>L02</u>	<u>L03</u>	<u>L04</u>	<u>L05</u>	<u>L06</u>	<u>L07</u>
DIVISION SERVICES	PLANNING AND EVALUATION	VOCATIONAL PROGRAMS	CAREER ORIENTATION PROGRAMS	VOCATIONAL GRANTS MANAGEMENT	POSTSECONDARY/ SPECIAL SERVICES
Brian Boyle Manager	Hector Ramon Villafane Manager	Michael Curran Manager	Joan Birchenall Manager	VACANT Manager	Vacant Manager
S. Kaplan M. James D. Dopkin R. Finkle L. Carmona-Bell L. Petry F. Henry C. Schilling (PT 2/5) L. Walsh	C. Merkel-Keller F. Cappello C. Joseph	R. Jacoby R. Harzmann A. Cohn C. Coligan M.L. Fracaroli J. Grover M. Mullarkey W. Pfeiffer C. Reynolds E. Turk R. Trivette P. Mitchell W. Lupini S. Saravalli J. Ord N. Trivette P. Fogarty C. Bowman K. Alexander	E. Brancolino L. Colavita A. DeAngelo D. Jone K. Hartford J. Ryczkowski D. Garwood J. Toleno	D. Reiter G. Schuler S. Baker-Pinto R. Schilling C. Perry R. Taylor J. Taylor-Bacon	W. Smith R. Wolf C. Brown M. Grumelli-Boychuck F. O'Brien M. Poci R. Gelaszus V. Sjostrom C. Liapes Q. Van Buren
<u>SUPPORT STAFF</u>					
D. Lenhardt J. Darvas	R. Boiselle W. McDaniel L. Brannon	H. Marian H. Borota P. Huff J. Jackson S. Hamilton	C. Demitry E. Cantwell	K. Doherty G. Terrell	D. DiMattia D. Oliver I. Camilo M. Maldari

**6. RESPONSIBILITIES AND QUALIFICATIONS OF SPECIAL PROGRAM COORDINATORS
(113(b)(10))**

**a. RESPONSIBILITIES AND QUALIFICATIONS OF CAREER GUIDANCE AND COUNSELING
COORDINATOR**

RESPONSIBILITIES:

Delivers training and related educational services to insure the achievement of mandated goals.

EXAMPLES:

- Provides Local Educational Agencies with technical assistance in designing and implementing plans for improving guidance and counseling.
- Develops and conducts inservice training for LEA staff in comprehensive career development programs or in another particular area of expertise.
- Provides technical assistance in the design and implementation of locally-sponsored staff training activities.
- Develops programmatic guidelines in the areas of comprehensive career development curriculum and instructional materials and methods.
- Consults with program staff and provides them with technical assistance in the development and implementation of improved comprehensive career development curricular/instructional materials and methods.
- Conducts reviews of guidance and counseling programs, and recommends approval or modification and funding levels.
- Analyzes and recommends changes in law and code.
- Develops guidelines for funding and/or contracting with state, county and local agencies for programs and/or services.
- Conducts reviews of research literature, legislation, and consults with program experts to ascertain the current and future trends in career guidance and counseling.
- Establishes a plan for developing programs and materials, as well as delivering training.
- In cooperation with professional staff, develops technical aspects of legislation or administrative code for compliance with current trends in the area of specialization

REQUIREMENTS AND QUALIFICATIONS:

- Master's degree in Guidance and Counseling.
- New Jersey certification in Student Personnel Services.
- Three years guidance and counseling experience.

b. RESPONSIBILITIES AND QUALIFICATIONS OF CONSUMER AND HOMEMAKING EDUCATION COORDINATOR:

RESPONSIBILITIES:

Administers Title III, Part B, Consumer and Homemaking Education, of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

EXAMPLES:

- Administers the state's K-12, adult home economics and consumer education program.
- Researches, reviews and establishes program area priorities and educational plan.
- Analyzes enrollment and other reporting data for the purposes of planning, compliance, and assessing trends.
- Designs, initiates, monitors, reviews and processes curriculum products, training packages and related education improvement materials.
- Develops and provides input for funding policies and procedures. Includes the development of "requests for proposals" for consumer and homemaking courses/programs/projects.
- Provides consultative services and technical assistance services.
- Conducts program evaluation and monitoring visits.
- Develops and conducts inservice activities for administrators, teachers and other local education agency staff.
- Designs, develops and implements special projects which address the mandates of the legislation.

REQUIREMENTS AND QUALIFICATIONS:

- Master's degree in home economics or administration/supervision.
- Three years educational experience in teaching home economics education.
- Standard teacher certificate in Home Economics Education.
- Occupational experience in Home Economics and Consumer Education.

c. RESPONSIBILITIES AND QUALIFICATIONS OF SEX EQUITY COORDINATOR

RESPONSIBILITIES:

- Administer the program of vocational education for single parents and homemakers and students choosing nontraditional careers--sex equity.

EXAMPLES:

- Gathers, analyzes and disseminates data on the adequacy and effectiveness of vocational education programs in the state in meeting the education and employment needs of women (including preparation for employment in technical occupations, new and emerging occupational fields, and occupations regarded as nontraditional for women), and on the status of men and women students and employees in such programs.
- Reviews and comments upon, and makes recommendations concerning, the plans of local educational agencies, area vocational education schools, intermediate educational agencies, and postsecondary educational institutions to ensure that the needs of women and men for training in nontraditional jobs are met.
- Reviews vocational education programs (including career guidance and counseling) for sex stereotyping and sex bias, with particular attention to practices which tend to inhibit the entry of women in high technology occupations, and submits (i) recommendations for inclusion in the state plan of programs and policies to overcome sex bias and stereotyping in such programs, and (ii) an assessment of the state's progress in meeting the purposes of this Act with regard to overcoming sex discrimination and sex stereotyping.
- Reviews proposed actions on grants, contracts, and the policies of the State Board to ensure that the needs of women are addressed in the administration of the Perkins Act.
- Develops recommendations for programs of information and outreach to women, concerning vocational education and employment opportunities for women (including opportunities for careers as technicians and skilled workers in technical fields and new and emerging occupational fields).
- Provides technical assistance and advice to local educational agencies, postsecondary institutions, and other interested parties in the state, in expanding vocational opportunities for women.
- Assists administrators, instructors, and counselors in implementing programs and activities to increase access for women (including displaced homemakers and single heads of households) in vocational education and to increase male and female students' enrollment in nontraditional programs.
- Develops an annual plan for the use of all funds available for sex equity and single parent homemaker programs.
- Manages the distribution of funds for sex equity and single parent homemakers programs.
- Monitors the use of funds distributed to recipients under sex equity and single parent homemaker programs.
- Evaluates the effectiveness of programs and activities supported by such funds.

REQUIREMENTS AND QUALIFICATIONS:

- Masters degree, preferably in Psychology, Counseling, Social Work.
- Five years of experience in sex equity in a vocational education setting.

B. GOVERNANCE STRUCTURE

1. Current Delivery Systems

The New Jersey State Department of Education, Division of Vocational Education describes vocational-technical education in New Jersey as composed of programs, services and activities to assist individuals in gaining skills, knowledge, and attitudes for employment in productive work.

Occupationally specific training is available on the secondary level to prepare students for more than 100 specific occupations. These occupational areas are: Agriculture/Agribusiness, Business, Health Occupations, Home Economics Related Occupations, Marketing, Technical Trade, and Industrial Occupations. Work and training opportunities are provided also through cooperative vocational education and apprenticeship programs.

On the secondary level, New Jersey's vocational-technical education delivery system consists of three component parts each fulfilling a need and each providing a scope of education experiences consistent with the overall mission for vocational-technical education. Vocational-technical education programs are offered in three settings:

253 comprehensive high schools districts
18 local area vocational school districts (LAVSD)
20 vocational school districts - shared or full time

The tables below indicate the number of graduating vocational students, by delivery system, working in a related field.

SECONDARY SCHOOL YEAR 1986-87

<u>Delivery System</u>	<u>Number Completers</u>	<u>Number and % Responding To Survey</u>	<u>Percentage Employed in Related Field</u>
Vocational Schools	5,902	4,952 (83.9%)	51.6%
Comp. High Schools	17,712	12,424 (70.1%)	39.1%
L.A.V.S.D.'s	3,574	2,166 (60.6%)	39.3%

NOTE: L.A.V.S.D.'s will not be eligible for state categorical aid as of July 1, 1991.

ADULT SCHOOL YEAR 1986-87

<u>Delivery System</u>	<u>Number Completers</u>	<u>Number and % Responding To Survey</u>	<u>Percentage Employed in Related Field</u>
Vocational Schools	6,832	3,745 (55.9%)	63.2%
Comp. High Schools	9,581	5,420 (56.6%)	54.0%
L.A.V.S.D.'s	1,314	751 (54.8%)	52.4%

SECONDARY SCHOOL YEAR 1987-88

<u>Delivery System</u>	<u>Number Completers</u>	<u>Number and % Responding To Survey</u>	<u>Percentage Employed in Related Field</u>
Vocational Schools	5,624	4,407 (78.4%)	50.6%
Comp. High Schools	16,781	12,098 (72.1%)	36.3%
L.A.V.S.D.'s	3,761	2,402 (63.9%)	37.6%

ADULT SCHOOL YEAR 1987-88

<u>Delivery System</u>	<u>Number Completers</u>	<u>Number and % Responding To Survey</u>	<u>Percentage Employed in Related Field</u>
Vocational Schools	6,852	3,793 (55.4%)	78.0%
Comp. High Schools	9,077	4,771 (52.6%)	54.5%
L.A.V.S.D.'s	2,034	984 (48.4%)	45.0%

SECONDARY SCHOOL YEAR 1988-89

<u>Delivery System</u>	<u>Number Completers</u>	<u>Number and % Responding To Survey</u>	<u>Percentage Employed in Related Field</u>
Vocational Schools	5,011	4,134 (82.5%)	50.6%
Comp. High Schools	19,449	13,170 (67.7%)	38.8%
L.A.V.S.D.'s	3,253	2,352 (72.3%)	47.9%

ADULT SCHOOL YEAR 1988-89

<u>Delivery System</u>	<u>Number Completers</u>	<u>Number and % Responding To Survey</u>	<u>Percentage Employed in Related Field</u>
Vocational Schools	7,414	5,365 (72.4%)	76.0%
Comp. High Schools	7,366	4,135 (56.1%)	51.0%
L.A.V.S.D.'s	1,907	840 (44.0%)	54.8%

2. Delegation of Authority to Other State Agencies

The State Board of Vocational Education has delegated functions to the State Board of Higher Education as described in the Memorandum of Understanding included as Appendix F.

The state board has delegated administrative authority for criminal offenders programs to the New Jersey State Department of Corrections. This authority is being delegated based on a request for proposal for which a plan must be submitted by the Department of Corrections and approved by the state board.

3. Description of Vocational Student Organizations

Vocational student organizations, as an integral part of the total instructional program significantly help students develop occupational competencies and leadership skills. They also promote civic responsibility, appreciation of the American private enterprise system and the importance of participation in our system of government. Seven organizations are presently recognized. The organizations and their respective program areas are:

Agriculture	Future Farmers of America (FFA);
Business	Future Business Leaders of America- Phi Beta; Lambda (FBLA-PBL);
Home Economics and Consumer	Future Homemakers of America/Home Economics Related Occupations (FHA/HERO);
Health Occupations	Health Occupations Students of America (HOSA);
Marketing	Distributive Educational Clubs of America (DECA);
Technology/Industrial Arts	Technology Student Association (TSA); and
Trade and Industrial	Vocational Industrial Clubs of America (VICA).

Achievement: Incentive and Recognition:

Members of vocational student organizations are encouraged to excel through incentive and recognition for achievement programs. Such programs vary in each organization, but all are designed to motivate students, supplement the instructional program, encourage leadership development, and incorporate the involvement of business/industry as well as the public.

Leadership Development:

Leadership training and experiences are provided to all members through local chapter, regional and state activities. As students progress through planned programs at the regional, state and national levels, many meet additional opportunities for personal growth. Leadership training activities include annual leadership conferences for each organization; chapter officer seminars, regional workshops and meetings.

Learning Civic Responsibility:

Students have opportunities for growth and development in performing civic and citizenship responsibilities by participating in community service initiatives of the seven vocational student organizations. These vocational students experience hands-on learning situations which enrich classroom instruction and promote transition from school to work to community.

Business and Industry Involvement:

The interface of students and their organizations with representatives of business, industry, and government are extremely beneficial. Information on employment and education preparation is a positive input from these sectors. Business and industry directly support the vocational student organizations by contributing of time and funds. Business, Industry and Labor representatives serve on committees and boards as well as participate in sponsored technical and leadership workshops. In addition, they lecture, judge competitions, and provide a variety of authoritative services to enrich the instructional program. Funds are provided to support achievement awards and promote other motivational activities for students to achieve their fullest potential in the development of technical, personal, and leadership skills.

Vocational student organizations are not "clubs" to which only a few vocational students belong. Rather, a vocational student organization is a powerful instructional tool that works best when it is integrated into the vocational curriculum and classroom by a vocational instructor who is committed to the development of the total person. Vocational educators have long recognized the importance of providing students with job and career related training that complement the job specific skills needed for entry into a particular occupational field.

Leadership funds are used for regional and statewide services needed for student governance and to provide competitive events and leadership development conferences. The Vocational Student Organizations Facilitating Unit performs the services of conference management, correspondence and communications, event registration, membership management, purchasing, financial accountability, promotion, and event development. Federal funds are matched by student dues and participation fees.

In 1989-90, more than 22,000 students participated in 636 vocational student organizations.

C. JOINT PLANNING AND COORDINATION WITH OTHER STATE AGENCIES
[Section 113(b)(14)]

The Commissioner of Education, in conjunction with the State Director of Vocational Education, promotes joint planning and coordination for occupational training programs among employment training deliverers. A variety of methods, described below, have been developed to meet the individual needs of the agencies and their clients.

The New Jersey State Employment and Training Commission (SETC):

The State Employment and Training Commission (SETC) plays a key role in joint planning and coordination activities. The principal focus of the SETC employment and training policy is to develop a strategy to fill significant gaps in New Jersey's training and employment efforts. Special attention is placed on finding ways to mobilize and channel public and private resources to individuals who would otherwise be denied access to the training and education they need to make their fullest contribution to the economic well being of the state.

The Commissioner of Education serves on the SETC. In addition, the Assistant Commissioner for Vocational Education attends SETC meetings. The Assistant Commissioner and staff of the Division of Vocational Education also represent the Department of Education on SETC subcommittees.

A significant part of the responsibility of the New Jersey State Employment and Training Commission (SETC) will be the coordination and development of a unified state plan for the coordination and development of all manpower resources and training needs. All branches of state government will participate in the planning process.

The Job Training Partnership Act (JTPA):

The New Jersey Department of Education, through use of Carl D. Perkins Vocational and Applied Technology Education Act leadership funds, with the New Jersey Department of Labor, coordinates state level program planning and provides technical assistance to eligible recipients of federal vocational education and Job Training Partnership Act (JTPA) funds. Staff of the Department of Education work with staff of the Department of Labor, private industry councils and local education agencies to coordinate the delivery of programs and services designed to meet the needs of individual clients/students. A listing of all programs assisted under the Carl D. Perkins Vocational and Applied Technology Education Act is made available annually to each private industry council by the State Board of Education.

Statewide coordination is also provided through representation by the Division of Vocational Education on the New Jersey Occupational Information Coordinating Committee. This ensures that both labor supply and demand data are consistent for program planning purposes under JTPA and the Carl D. Perkins Vocational and Applied Technology Education Act.

Through the application process for the Division of Vocational Education requires any eligible recipient desiring financial assistance under the Carl D. Perkins Vocational and Applied Technology Education Act to describe the methods that will be used to coordinate vocational education services with relevant programs conducted under the federal Job Training Partnership Act (JTPA). The methods of coordination must include arrangements with private industry councils established under section 102(a) of JTPA. Coordination is sought in order to avoid duplication and expand the range of and accessibility to vocational education services.

Coordination efforts must ensure that appropriate JTPA service delivery areas and administrative entities within the SDA are provided with a program description of each course, program or service offered. Those courses and services that are specifically designed to meet the occupational training needs of special populations including youth and adults, must be highlighted or listed separately. The highlighted courses include preparatory services designed to assist individuals who are not currently enrolled in vocational education programs in the selection of, or preparation for participation in, an appropriate vocational or training program. Among these are services, programs, or activities related to:

- outreach to or recruitment of potential vocational education students;
- career counseling and personal counseling;
- vocational assessment and testing; and
- other appropriate services, programs, or activities.

The coordination effort must also include a commitment from the service delivery area to participate in regional vocational education funding workshops to provide specific labor market area data and information such as plant closings or specific local employer or employee training needs. This information must be used by the eligible recipient when developing applications for federal vocational education funds. Depending on the needs of the service delivery area and the eligible recipient, joint agency meetings may be held during the preparation of each application.

The description of the vocational education programs for which funding is requested must clearly describe the commitments and responsibilities of each agency to the program. One objective of this joint venture is to avoid unnecessary duplication and to expand accessibility to vocational education services for at-risk students. Each applicant will be required to certify that the above procedures were followed upon submission of the application. As a result, a strong positive working relationship between the two agencies should evolve. Evidence of this working relationship will be sought by state department staff during the monitoring of the project.

For any eligible recipient seeking to establish new vocational courses or programs, the program and course approval process described in Chapter 6:43-8.2 of the New Jersey Administrative Code must be followed.

Eligible recipients coordinate with the following JTPA service delivery areas: Atlantic, Cape May, Bergen, Burlington, Camden, Cumberland-Salem, Essex, Gloucester, Hudson, Jersey City, Mercer, Middlesex-Somerset-Hudson, Monmouth, Morris-Sussex-Warren, Newark, Ocean, Passaic and Union counties.

Workforce Preparation Coordinating Committee

The Workforce Preparation Coordinating Committee was formed to provide a vehicle for local and state level vocational and job training practitioners to exchange ideas and ensure practical applications of interagency policies, rules and regulations. Representation on this committee consisted of those organizations responsible for the administration and implementation of the following legislation (a provision statement is located in the appendix).

Adult Education Act:

Under the current reorganization of the New Jersey Department of Education the Division of Vocational Education and Adult Education are merged. Vocational and adult programs, services and activities are administered under the State Director of Vocational Education. Staff from the new division work with the Department of Labor, local service delivery areas and local education agencies to assure program coordination. On the local level, adult vocational education courses and programs are designed to prepare the participants for employment or employment stability. These programs are coordinated with existing basic skills adult education programs to meet the needs of the students and other clients.

Title I of the Elementary and Secondary Education Act; Chapter 1, Education Consolidation and Improvement Act:

The Division of Vocational Education cooperates with the State Department of Education's Division of Compensatory/Bilingual Education by establishing a liaison to coordinate vocational education programs, services and activities for all students who are identified as disadvantaged or needing instruction in English as a Second Language by either Chapter I criteria or that of P.L. 101-392. Appropriate meetings between the staff for both the development of the Chapter I Plan and the State Plan for Vocational Education are held to assure program coordination and prevent unnecessary duplication.

The Education of the Handicapped Act:

The Division of Vocational Education cooperates with the Division of Special Education to coordinate the delivery of vocational education programs, services and activities for all students who are identified as disabled. Appropriate meetings between the staff for both the development of the P.L. 94-142 plan and the State Plan for Vocational Education are held to assure program coordination and prevent unnecessary duplication. A standing committee has been established to review and modify the New Jersey Administrative Code as it affects both special education and vocational education students. In addition, a cooperative effort has been established between the Division of Vocational Education and the Division of Special Education to review and recommend program proposals for expenditure of federal funds under P.L. 94-142 and P.L. 101-392 and to monitor vocational programs in approved private schools for the disabled.

The Rehabilitation Act of 1973:

Under the current reorganization of the New Jersey Department of Labor the Division of Vocational Rehabilitation is now administered by the Assistant Commissioner for Employment Security and Job Training. This unit is comprised of various elements of job training services provided through the New Jersey Department of Labor. On an as needed basis individual arrangements or agreements between local providers and the Department of Labor are made to provide vocational services and activities (Attachment 2).

Apprenticeship Training Programs:

In cooperation and consultation with the New Jersey State Employment and Training Commission, the New Jersey Department of Education recognizes the New Jersey Department of Labor as having the primary responsibility for linking the business sector with the education community. Included in this responsibility is the duty to set policy for work-based learning programs such as apprenticeship training. Under this policy, the New Jersey Departments of Labor and Education are currently developing an agreement for the state administration and operation of the apprenticeship programs. Responsibilities of the two Departments with respect to apprenticeship have been negotiated and set forth in a departmental agreement (a copy of the agreement is in the appendix). As currently designed, the local education structure will remain the same i.e., apprentice coordinators will remain attached to county vocational/technical schools. See Appendix M.

The Family Support Act of 1988 (JOBS):

The Family Support Act of 1988 created a new federal education, training and work program called Job Opportunities and Basic Training Skills (JOBS). The purpose of JOBS is to assure that recipients of Aid to Families with Dependent Children (AFDC) receive the education, training and employment services they need to avoid long-term welfare dependency. The Department of Education, through staff of the Division of Vocational Education, will collaborate with staff of the Departments of Human Services, Community Affairs, Higher Education and Labor to coordinate programs and services offered to this population. Evidence of such collaboration may be in the form of policy statements, non-financial interagency agreements and contracts for the provision of services. Educational activities may include:

- high school education or its equivalent;
- basic and remedial education;
- education in English as a second language;
- job readiness activities; and
- job skills training.

Other interagency coordination activities are described in Section IV-E - State Plan Development. Intra-agency activities are documented in Appendix D.

SECTION IV

STATE PLAN DEVELOPMENT

SECTION IV STATE PLAN DEVELOPMENT

A. THE PLANNING PROCESS

New Jersey is a diverse state experiencing the challenging effects of changing technology, youth unemployment and other socio-economic conditions that affect education for employment. The State Department of Education has developed a vocational education program planning model that allows local and state educational planners and practitioners to participate in the development of the State Plan for Vocational Education. To ensure that students will have access to programs that reflect and respond to labor market conditions, the Division of Vocational Education has established an expanded planning system.

Continued educational improvement and the coordination of programs among all providers of vocational education requires a comprehensive planning system. The delivery system for vocational education in New Jersey is managed at both state and local levels. On each level there are institutions and agencies that have input into the development of programs and services that produce the skilled labor force utilized by business and industry. At the local level occupationally specific advisory committees must be in place to provide appropriate programmatic recommendations in the areas of occupational competency requirements, equipment, and partnerships. At each level, policies are made, recommendations are given and programs are conducted; the state level primarily sets state policy; and the local level implement programs.

The state level includes the:

State Department of Labor; State Department of Higher Education; State Department of Education; State Employment and Training Commission; Governor's Office of Management and Planning; State Board of Education; State Board of Higher Education; State Occupational Information Coordinating Committee; State Department of Corrections; and New Jersey State Council on Vocational Education.

The county level includes:

County Offices of Education; County Correctional Institutions; Private Industry Councils; Regional Employment Security Offices; County Community Colleges, and Private and Public Four-Year Colleges.

The local level includes the:

Local Educational Agencies; Local General Advisory Committees; Local Occupationally Specific Advisory Committee; Community Organizations; Private Non-Public Schools; and Private Proprietary Schools.

State Level Planning:

The State Plan for Vocational Education FY 1992-FY 1994, was developed in cooperation with the State Employment and Training Commission, the State Council on Vocational Education (SCOVE) and the Statewide Committee of Practitioners. Constituted by the Assistant Commissioner of the Division of Vocational Education, the Statewide Committee of Practitioners is composed of representatives of: local education agencies; institutions of higher

education; local school boards; school administrators; vocational education teachers, students, and parents.

To produce the plan for fiscal years 1992-1994, staff of the Division of Vocational Education reviewed past plans and proposed revisions, additions and amendments. Program specialists were consulted. Also consulted were the Division of Vocational Education liaisons to other divisions of the Education Department and to other state agencies to ensure coordination in connection with JTPA, the Adult Education Act, Title I of the Elementary and Secondary Education Act, the Education of the Handicapped Act, the Rehabilitation Act of 1973, and the Family Support Act of 1988 (JOBS).

The Assistant Commissioner of Education communicates on a regular basis with the New Jersey State Employment and Training Commission. Reaction to the State Plan for Vocational Education was sought from the Commission. Comments received in response to the proposed plans are included in the Appendix.

Local Level Planning:

Vocational education program planning at the local level is demonstrated through the local application process and resulting documentation. Eligible recipients submit plans and applications for the use of federal and state program funds. The applications follow one of two procedures: a formula-driven noncompetitive procedure OR a competitive procedure. The noncompetitive funds are used by those districts that receive formula-driven allotments for programs, services and activities. Competitive funds are awarded by a third-party contract procedure for programs in the mandated areas.

Those districts that are eligible to receive noncompetitive funds receive a funding matrix from the Division of Vocational Education. This matrix indicates the maximum amount of money available to the recipient for each purpose. Independent of noncompetitive funds, an eligible recipient may apply for certain other funds under the competitive procedure for those purposes for which they have not received noncompetitive funds.

Specific program specifications are published in the vocational education funding guidelines. The document is used by the eligible recipients during the preparation of local applications.

B. STATE COUNCIL ON VOCATIONAL EDUCATION 113(a)2A and 113(b)(17)

The New Jersey State Council on Vocational Education (SCOVE) plays an important role in the vocational education planning process. As stated in section 113(B)(2)(A) of the legislation "In formulating the State Plan (and amendments thereto) the State Board shall meet with and utilize the State Council. To facilitate working with SCOVE the following points of understanding have been developed:

- To facilitate ongoing and frequent communications and input to the State Plan and Department rules and regulations regarding

vocational education, the Executive Director of SCOVE will serve as an active participant and observer in the Statewide Committee of Practitioners (SCOP). Furthermore, the Co-Chairperson of the SCOVE State Plan Committee is a member and chairperson of the SCOP.

- Public hearings for the State Plan were jointly held by SCOVE and the Division of Vocational Education (DVE). These regional hearings were conducted on March 5, 6, 7, and 27, 1991.
- SCOVE (through its Executive Director) will receive drafts-in-progress of the State Plan for vocational education. The first draft was mailed to SCOVE the second week of February. The DVE also provided SCOVE with rough draft copies of the Statewide Assessment, the 3 Year LEA Planning Process and the Administrative Code documents for input and comment.
- SCOVE (through its Executive Director) will receive notices distributed by the DVE regarding policies, procedures, proposals or other general information distributed to the general vocational education community by the DVE.
- Representatives of the DVE will meet regularly, as requested, with SCOVE representatives to provide updated information regarding planning and evaluation activities.
- SCOVE representatives will participate, whenever feasible, as observers and to provide input to DVE staff committees responsible for developing planning and evaluation activities.
- The DVE will respond to requests for information from SCOVE expeditiously. Data and information available through the Planning and Evaluation data bank, and which is generally available to the public on request, will be accessible to SCOVE for use in the SCOVE Biennial Evaluation Report or other research projects.

These points of understanding are intended to foster open communications, collaboration and cooperation with SCOVE. In this regard SCOVE will submit to the DVE copies of drafts of SCOVE position papers before or at the same time they are submitted or published elsewhere.

As a result of this understanding, SCOVE provided ongoing and substantive input during all stages of the development of the State Plan for Vocational Education. Correspondence with SCOVE as well as their testimony at the Public Hearings and the State Board of Educations response are included as Appendix C

C. STATEWIDE COMMITTEE OF PRACTITIONERS AND CONSULTANTS [Section 113(b)(8)]

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990, Sec. 512, mandated that each state, before the expiration of the 30-day period beginning on the enactment date, appoint a State Committee of

Practitioners, after consulting with local school officials representing eligible recipients, and representatives of organized labor, business, education, community-based organizations, private industry councils, parents, special populations, correctional institutions and state administrators of programs the Handicapped, Chapter I; the limited English proficient and guidance counselors.

As required by legislation Statewide Committee of Practitioners (SCOP) was organized by October 25, 1990.

The committee was selected from nominees solicited from statewide organizations and groups. Seventeen individuals, including a majority of local education agency administrators, comprise the Statewide Committee of Practitioners.

The mission of the Statewide Committee of Practitioners is to:

- review any state rule or regulation proposed pursuant to Perkins before such rule or regulation is published;
- review any state rule or regulation issued pursuant to Perkins on an emergency basis as soon as possible and before it is issued in final form; and
- consult on a regular basis in the development of a state proposal for a system of core students and performance measures for vocational education.

The Committee of Practitioners also forms the core of an advisory group that will assist in the development of the State Plan for Vocational Education.

Appendix E contains detailed information regarding the Statewide Committee of Practitioners.

D. PUBLIC HEARINGS [Section 113(a)2B]

The Division of Vocational Education conducted public hearings on vocational education prior to the adoption of the State Plan for Vocational Education. The public hearings were held at various points in the state with sufficient public notice to all segments of the population. The purpose of the public hearings was to provide an opportunity for the public to give its views and make recommendations on the State Plan for Vocational Education.

The official public hearings on the State Plan for Vocational Education, FY 92-94 were held as follows:

Date: March 5, 1991
Time: 3:00 p.m. - 7:00 p.m.
Place: Middlesex County Vocational-Technical School
East Brunswick Campus
112 Rues Lane
East Brunswick, NJ 08816

Date: March 6, 1991
Time: 3:00 p.m. - 7:00 p.m.
Place: Gloucester County Vocational-Technical School
P.O. Box 186
Tanyard Road
Sewell, NJ 08080

Date: March 7, 1991
Time: 3:00 p.m. - 7:00 p.m.
Place: Bergen County Vocational-Technical School
200 Hackensack Avenue
Hackensack, NJ 07601

Date: March 27, 1991
Time: 3:00 p.m. - 7:00 p.m.
Place: State Department of Education
225 West State Street
Trenton, NJ 08625

Copies of the preliminary drafts of the proposed goals and programs projected for FY 1992-94 were available at each of the 21 County Offices of Education, the New Jersey State Department of Education and at the public hearings. Anyone who presented testimony at the hearings and officially represented an organization, institution or a constituency submitted a written copy of the testimony on official stationery at the time of the hearing.

A summary of the recommendations from the public hearings is included in Appendix A, along with the State Board's response. The hearings were held in cooperation with the State Council on Vocational Education (SCOVE).

E. INTRA-AGENCY COORDINATION

The Division of Vocational Education has initiated contact with agencies and groups within the Department of Education in addition to those identified to serve on the Statewide Committee of Practitioners and Statewide Consultant Group. Intra-agency coordination and joint planning is accomplished with representatives from the:

- Division of Adult Education;
- Division of Special Education; and
- Division of Compensatory/Bilingual Education.

Each of these divisions have provided information, suggestions and advice as requested by correspondence dated September 7, 1990 that is included in Appendix D. Also, included in Appendix D are responses received from each of these agencies.

These divisions generally agreed that activities funded by the Division of Vocational Education under the Perkins legislation does not duplicate services funded by them. However, the divisions stressed that there is a strong need for staff of the Division of Vocational Education to work

cooperatively to pool fiscal and human resources whenever possible. It was determined that an understanding between these divisions and the Division of Vocational Education should be developed to:

- share information and products;
- maintain communication between divisions on matter such as proposed legislation;
- conduct on-site visits; and
- carry out cooperative planning and staff training.

Each of these divisions participated in the review and development of the State Plan.

F. PROCEDURES FOR AMENDING STATE PLAN [Section 113(c)]

Section 113(c) of Public Law 101-392 provides that "when changes in program conditions, labor market conditions, funding, or other factors require substantial amendment to an approved State Plan, the State Board, in consultation with the State Council, shall submit amendments to such State Plan to the Secretary. Any such amendments shall be subject to review by the State Job Training Coordinating Council, and the State Council."

The following procedures will be followed by the State Board when submitting amendments to approved State Plans.

1. Unless specifically requested by the U.S. Department of Education, the State Board will determine if the change contemplated is "substantial" and, therefore, requires an amendment to the plan.
2. When the State Board determines that the change requires an amendment, the proposed change will be developed in consultation with the State Council on Vocational Education.
3. The State Employment and Training Commission and the State Council on Vocational Education will be given a reasonable amount of time to review the amendment before it is submitted to the Department of Education for approval.
4. A transmittal letter for the amendment will indicate the date of the State Board approval and will be signed by an official representing the State Board.
5. The transmittal letter will indicate that the amendment has been reviewed by the State Employment and Training Commission and the State Council on Vocational Education but it will not be necessary that signatures of representatives of these entities be included in the amendment. Comments from the two entities will be responded to by the State Board and included in the transmittal letter.

6. The amendment(s) (original and two copies) will be sent to the United States Department of Education.
7. The amendment(s) will be disseminated within the state to the Statewide Committee of Practitioners the Consultant Group and other interested parties.

G. SUMMARY OF LOCAL LEVEL PLANNING AND APPLICATION PROCESS

Under the new Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (P.L. 101-392), all eligible recipients desiring to receive vocational education program funds must submit a Three-Year Local Education Agency Plan and Annual Implementation Plan/Application for Funds.

The Local Educational Agency Three-Year Plan and Application (See Addendum) will consist of the following:

- Section 1. Demographic data which will consist of LEA and school identification, a statement of assurances, and a local vocational education advisory board listing.
- Section 2. The listing of coordination activities with other training agencies including Adult Education Act agencies, Community Based Organizations, State and Community Colleges, and Parent and Student Contact.
- Section 3. Any eligible recipient desiring financial assistance under the Carl D. Perkins Vocational and Applied Technology Education Act shall describe the methods to be used to coordinate vocational education services with relevant programs conducted under the Job Training Partnership Act (JTPA). The methods of coordination must include arrangements with private industry councils established under section 102(a) of JTPA. Coordination is sought in order to avoid duplication and expand the range of and accessibility to vocational education services.
- Section 4. The description of the Local Educational Agency's overall vocational program and comprehensive program matrix including the description of students served, description of facilities and equipment, and the ability of programs to meet the needs of special needs students.
- Section 5. Local Educational Agency needs assessment by program area.
- Section 6. The Local Educational Agency's planned programs to respond to identified need and a program evaluation strategy including activities/programs planned, evaluation standards to measure progress, and a description of how access to programs of good quality will be provided to special populations.

Each eligible recipient using funds for occupational training education must assure a current and projected need for such trained individuals.

An annual occupational supply and demand report will be produced by the New Jersey Occupational Information Coordinating Committee. Funding approval will require districts to demonstrate a necessity for specific occupational training education utilizing the supply and demand report or definitive regional data.

The Perkins funds will be distributed using the formulas listed below:

- Correctional Institutions - one percent (1%) of the allotment under Title I, Part A, Section 102(a)(4) will go directly to the New Jersey Department of Corrections as addressed in Title II, Part B, Section 225. The grants will be made to upgrade and establish vocational education programs. The Department of Corrections will establish the distribution of the allotment within their institutions, both adult and juvenile.
- Eligible secondary institutions - The distribution of funds to all local agencies servicing secondary students will be based on the formula in Section 231 of the Act. For secondary school programs at area vocational schools and intermediate educational agencies' funds will be distributed based on the parameters of Section 231(d) of the Act.
- Eligible postsecondary institutions - New Jersey has a Memorandum of Understanding with the New Jersey Department of Higher Education. This agreement is included as Appendix F for the year beginning July 1, 1991. Funds for postsecondary/adult programs will be distributed in accordance with the provisions of Section 232, Distribution of Funds to Postsecondary and Adult Programs.

Funding will be distributed on both a competitive and noncompetitive basis as described in Title II, Basic State Grants for Vocational Education.

All recipients must utilize the funds as specified in Perkins as follows:

Funds made available shall be used to provide vocational education in programs that:

- (1) are of such size, scope, and quality as to be effective;
- (2) integrate academic and vocational education in such programs through coherent sequences of courses so that students achieve both academic and occupational competencies; and
- (3) provide equitable participation in such programs for special populations.

In carrying out the provisions of the requirements for uses of funds, grant funds may be used for activities such as:

- (1) upgrading of curriculum;

- (2) purchase of equipment, including instructional aids;
- (3) inservice training of both vocational instructors and academic instructors working with vocational education students for integrating academic and vocational education;
- (4) guidance and counseling;
- (5) remedial courses;
- (6) adaptation of equipment;
- (7) tech-prep education programs;
- (8) supplementary services designed to meet the needs of special populations;
- (9) a special populations coordinator paid in whole or in part from such funds who shall be a qualified counselor or teacher to ensure that individuals who are members of special populations are receiving adequate services and job skill training;
- (10) apprenticeship programs;
- (11) programs that are strongly tied to economic development efforts in the state;
- (12) programs which train adults and students for all aspects of occupations, in which job openings are projected or available;
- (13) comprehensive mentor programs in institutions of higher education offering programs in teacher preparation, which seek to fully use the skills and work experience of individuals currently or formerly employed in business and industry who are interested in becoming classroom instructors and to meet the need of vocational educators who wish to upgrade their teaching competencies;
- (14) provision of education and training through arrangements with private vocational training institutions, private postsecondary educational institutions, employers, labor organizations, and joint labor-management apprenticeship programs whenever such institutions, employers, labor organizations, or programs can make a significant contribution to obtaining the objectives of the state plan and can provide substantially equivalent training at a lesser cost, or can provide equipment or services not available in public institutions.

Both formula-driven and competitive funds issued to recipients under Perkins will require mid-year and end-of-year financial, program/performance and evaluation reports.

SECTION V
STATEWIDE NEEDS ASSESSMENT

SECTION V
STATEWIDE NEEDS ASSESSMENT
Section 116

A. NEEDS ASSESSMENT PROCESS

The Division of Vocational Education conducted a needs assessment from a leadership perspective at the state level and will build local level needs assessment into the three year plan and yearly application completed by eligible recipients.

The Division of Vocational Education utilized a discrepancy analysis in terms of identifying those needs which emerged as the difference between: 1) where we are now and; 2) where we wish to be. The state level needs assessment is premised on these three characteristics:

- The data must represent the actual world of learners and related people, both as it exists now and as it will, could, and should exist in the future.
- No needs determination is final and complete; we must realize that any statement of need is in fact tentative, and we should constantly question the validity of our needs statements.
- The discrepancies would be identified in terms of both products of actual behaviors (ends) and in terms of processes (or means).

The statewide needs assessment covers the entire context and breadth of vocational programs, activities and services regardless of funding source. The scope of the needs assessment deals with elementary, secondary, post secondary and adult pre-vocational and vocational programs and services and focuses on the needs of special populations which the law targets. It is only through holistic assessment that a truly comprehensive plan for vocational education in New Jersey can be developed, implemented and evaluated.

The Division of Vocational Education relied on a variety of existing data bases and reports and information sources to conduct the needs assessment, including the following: 1) fall report information; 2) follow-up data; 3) state curriculum guides; 4) Occupational Competency Project; 5) National Occupational Information Coordinating Committee (NOICC) and State Occupational Information Coordinating Committee (SOICC) data; 6) enrollment, fiscal, programmatic and evaluation data from funded programs; 7) information from evaluation reports; 8) information from the performance report; 9) data from the on-site evaluation process; 10) Report of the Panel on Secondary Vocational Education in New Jersey; 11) technology education data; and (12) data from the vocational equity database.

In determining educational needs, existing data bases described above were analyzed and reviewed. The data to support each of the indicators of the needs assessment are referenced in the text and the data tables themselves are grouped for easier access and referenced in this section (Section V). A Needs Assessment Task Force consisting of division staff from every bureau participated in establishing the needs from the data base. A discrepancy analysis was used to link the 12 factors to data from the data tables as well

as to programmatic goals and objectives already in place from the occupational programs. Through programmatic input from division specialists as well as from the supporting data base, needs were identified for each of the 12 areas identified in the assessment. These needs were then used as the framework around which the subsequent areas of the plan were developed.

The Division of Vocational Education has already made plans to incorporate aspects of the needs assessment into the three-year LEA plan requirement in order to be able to provide direct assessment data in any future state plans. It has also been recommended that the state conduct a field-based assessment utilizing regionalized data prior to the next submission of the State Plan.

B. RESULTS OF ASSESSMENT

The needs assessment will be presented in the following format: 1) factor (as outlined in Section 116); 2) data and information; followed by 3) need statements. All data tables will be available at the end of the written text. Since factors overlap, data from other sections dealing with aspects of the factor being discussed will be referenced.

FACTOR 1: INTEGRATION OF ACADEMIC AND VOCATIONAL EDUCATION

DATA AND INFORMATION:

A. Performance Data

New Jersey vocational education students fall below nonvocational students in basic skills attainment (reading, mathematics and writing) based on longitudinal information available from the statewide testing office. These statewide results from earlier administrations of the Minimum Basic Skills (MBS) Test to the results of the High School Proficiency Test (HSPT) which replaced the MBS in 1986 are consistent in portraying vocational students' performance. The data indicate that on every test, students who identified themselves as "vocational/industrial arts" students produced mean scores which fell below the mean score of all of the other self-identified groups except for one subtest on which these students surpassed their business/commercial counterparts. The "business/commercial" students paralleled the performance of "vocational/industrial arts" students. Table 1 shows this disparity in mean scores between vocational and non-vocational students on the High School Proficiency Test (HSPT) in response to the question:

"Which one of the following best describes your present high school program?"

- A. Business or Commercial
- B. College Preparatory or Academic
- C. Vocational or Industrial Arts
- D. General

Tables 2 through 5 on the following pages present data from the last two administrations of the HSPT to grade 9 students during the spring of 1989 and spring of 1990 respectively. Tables 2 and 4 present summary data for the state as a whole while Tables 3 and 5 present summary data for ninth grade students in the nine full-time vocational schools in New Jersey.

In almost all cases across both years, scores for vocational students fall below the mean scores of all students who were included in the state summary on each of the subtests of the HSPT -- reading, mathematics, and writing. Granted, these scores may not be statistically significant but they do point to areas of weakness which must be addressed. Vocational students must in fact have the same proficiency in basic and academic skills as their nonvocational counterparts upon high school graduation.

During the 1990-1991 year, two new state tests in basic skills were introduced in New Jersey and phase-out procedures were initiated for the present ninth grade High School Proficiency Test. These tests come at a time when student performance has stabilized in the basic skills at the high level on the ninth-grade High School Proficiency Test (HSPT). New Jersey's current graduation exam is being replaced by a tougher 11th grade test.

The new and more rigorous Grade 11 HSPT was administered in a trial form in December of 1990. The new Grade 8 Early Warning Test (EWT) was given in April of 1991. Eleventh-graders who took the HSPT in December do not have to pass the test in order to graduate. However, the results of this "due notice" administration will help the state determine how well the test measures the higher-level skills students will need to compete in an increasingly competitive world. Students in vocational programs are held to the same basic skills academic standards as are other students in college preparatory programs or in general education programs.

B. Curriculum Issues

Across the nation, as well as in New Jersey, students who concentrate their coursework in vocational program areas generally spend, during grades 11 and 12, less than half of each school day in vocational classes. Required academic courses, given increased high school graduation requirements, may give students even less time in the vocational classroom. Requiring more academic learning and giving students fewer opportunities with concrete/vocational learning experiences will not necessarily prepare students for the world of work. Multiple alternative strategies are needed to help those students who experience difficulty to master basic and academic skills and to interface this with their vocational programs.

Courses in both academic and vocational areas must become more permeable and more related or else an integrated vocational and academic curriculum will be difficult to achieve.

As pointed out in the Unfinished Agenda (1985), the problems and possibilities in vocational education mirror those in academic education. In both areas, learning is compartmentalized into arbitrary pockets called "courses." Students are seldom asked and seldom expected to integrate skills and knowledge across these courses. Opportunities for rote learning, applicative learning, problem solving, and creativity are inherent in academic and vocational courses alike; similarly, enriching and boring experiences take place in both realms.

From a leadership perspective, as part of the Division of Vocational Education's Occupational Competencies Project, occupational lists are being prepared by technical committees and validated by employers, employees and

educators in the field. Each occupational list is accompanied by a list of related academic skills in mathematics, language arts, science and free enterprise and is supplemented by a list of generic employability skills needed by all workers. This effort at the state level will infuse academic competencies into the local curriculum via the occupational competency route.

NEED STATEMENTS:

1. The basic skill achievement levels of vocational education students are lower than those of nonvocational students. Basic skill performance for vocational students needs to be improved so that they perform on par with their academic counterparts.
2. Academic competencies must be more fully integrated into the vocational curriculum.

FACTOR 2: SEQUENTIAL COURSES OF STUDY LEADING TO BOTH OCCUPATIONAL AND ACADEMIC COMPETENCIES

DATA AND INFORMATION:

The state's vocational course approval process is currently conducted at the county level. Individual program specialists have anecdotal information gathered from contact with local districts, but there is little formal data available to the division on the sequence of courses or the quality of local curriculum.

Until the initiation of the statewide occupational competencies project in November 1989, New Jersey had not identified or developed standard competency lists for its vocational programs.

One of the first steps for project staff was to request information from local districts on the occupational competencies in use by vocational programs. Based upon the materials that were submitted, it is clear that two conditions exist. First, few districts and few programs report that their curricula are based on verified occupational competency lists. Second, some of the districts reporting the existence of such lists submitted topical or course outlines, not task or competency lists.

NEEDS STATEMENTS:

1. Occupational competencies should be identified and verified by the Vocational Division and disseminated to the local districts. The list should then be used by the local districts as the bases for their curricula.
2. The competency lists should include both job duties/tasks and related academic skills.
3. A system of evaluation and assessment should be developed to determine the degree to which students have achieved the occupational and academic competencies necessary.

FACTOR 3: INCREASED STUDENT WORK SKILL ATTAINMENT AND JOB PLACEMENT

DATA AND INFORMATION:

A. Authority

The New Jersey Administrative Code (N.J.A.C.), Subchapter 7, adopted September 1990 has provided direction to the Division of Vocational Education to implement job placement standards which conform to the intent of the newly passed Perkins legislation. (N.J.A.C. 6:43-7, Job Placement Standards)

N.J.A.C. 6:43-7.1 provides authority to the Commissioner of Education to establish annual minimum job placement standards by July 1, 1992 for district boards of education whose pupils are being trained for paid occupations. The information and data used to establish job placement standards will include:

- job market placement data;
- input from district boards of education (see Table 6);
- input from appropriate professional organizations; and
- input from the State Employment and Training Commission.

The code also addresses criteria (1) for meeting job placement standards and (2) courses of action to be taken when district placement rates fall below the established job placement standards for two consecutive years encompassing the establishment of a Program Review Panel. If the district placement rates are below the established job placement standards, the Panel may recommend that the Commissioner issue an order requiring the district show cause as to why the program should not be discontinued. Use of occupational supply and demand data and regional labor market analysis must be included when the district shows just cause.

B. Student Follow-Up Data

When discussing placement standards, it is important to keep in mind that placement encompasses a broad spectrum of outcomes including: students employed in occupations for which they were trained; students employed in other occupational areas; students in military service; and, students enrolled in postsecondary courses. Additionally the successes of vocational programs are sometimes not evident until many years later.

The federal legislation and the state code support the need for job supply and demand data. Table 6 is 3-year longitudinal information on student follow-ups after program completion.

The Division conducts annual follow-up studies of vocational program completers to determine their employment, continuing education, military status, employer satisfaction and pay rate six months after program completion. Longitudinal statistics indicate significant benefit for vocational program completers when compared to their respective age groups.

C. Occupational Competency Assessment

As mandated by N.J.A.C. 6:43-3.13, Occupational Competencies and Tests, New Jersey is embarking on an occupational competency development and assessment project.

Competencies assessment should provide evidence that programs of vocational education are providing students with the occupational competencies wanted and needed by employers. By assessing what students know and can do there is increased accountability in competency development and attainment. The competencies assessment will be the similar for the same occupational programs across New Jersey.

These assessment tests will not be used as a "gatekeeper" for students but rather a means to obtain student outcome data that will be useful for program improvement purposes. The occupational competencies assessment program identified in N.J.A.C. 6:43-3.13 requires the following:

- The Department of Education will determine which tests will be used in the occupational competencies assessment program.
- Test results will be made available to local districts in a form useful for modifying instructional programs.
- Tests will be administered statewide each year as scheduled by the Department of Education.
- Special attention will be given to ensuring that the tests are fair and equitable, reliable, secure, and correctly administered.
- All secondary vocational education students will be included in the assessment.
- Local districts will certify proper administration of the tests and forward testing results to the state data bank in the Department of Education, Division of Vocational Education.
- The Department of Education will forward to local districts a statewide analysis of student mastery of occupational competencies which will permit comparisons of students' performance in different areas of the state.
- The tests will require performance and/or written responses.
- Occupational competency assessment data will be used in developing a two-year program improvement plan to assist the local district to overcome identified program deficiencies.

NEEDS STATEMENTS:

The needs statements which follow reflect the various subsections under Factor 3.

1. A Vocational Education Program Review Panel must be created as per N.J.A.C. 6:43-8, Vocational Education and Course Approval. The Panel will assess the State's need for programs based upon local, regional and statewide labor market supply and demand analyses.

2. The Panel and the division must establish a program improvement plan for the districts to improve their job placement rates.
3. The division must incorporate requirements for job placement standards into the local educational agency 3-year plan.
4. The division, in conjunction with other departments, should develop more definitive supply and demand tables to allow the districts to more accurately project job training/placement. The tables should include analysis of unemployment statistics to identify specific populations to be targeted for training. This analysis will include use of Department of Labor data on U.I. claims activity (Table 26).
5. The need exists for the development of job placement standards as well as a means to access this data from district records.
6. The occupational assessment measures, tests and protocols need to be developed.
7. The Division needs to establish a comprehensive method for assessing and reporting the job placement effectiveness of vocational programs.
8. The Division needs to establish consistent and fair statewide job placement standards and rates based upon accurate data.
9. The Division needs to develop guidelines for the program improvement plans which are to be submitted by districts whose placement rates fall below established job placement rates.
10. The Division needs to establish a Program Review Panel that will review district requests for approval if they do not meet minimum job placements program standards.
11. The Division, in conjunction with other departments, should enhance the labor supply and demand tables supplied by SOICC to allow the districts to more accurately project job training and placement rates.

FACTOR 4: INCREASED LINKAGES BETWEEN SECONDARY AND POSTSECONDARY EDUCATIONAL INSTITUTIONS

DATA AND INFORMATION:

A. Private Postsecondary Institutions

Approved private vocational schools under the jurisdiction of the New Jersey Department of Education submit enrollment and tuition source reports annually. The reporting period is a fiscal year from July 1 through June 30 of the next year. The enrollment report (see Table 7) captures data by individual courses or programs offered during the reporting year. Data are not totally comprehensive since during any reporting year a percentage of schools fail to submit the information.

Course/program offerings encompass 112 occupational areas or titles. A general prerequisite to enrollment in a private vocational school is possession of a high school diploma or recognized equivalent.

During the 1989-90 enrollment period, reporting schools indicated new student enrollments to be 35,363. Combined tuition receipts for the enrollment period was reported to be approximately \$84 million. Table 8 provides a summary of reported enrollment statistics by county.

Pursuant to state code, the major linkages between the secondary school system and private vocational schools exist through the possibility of a secondary school contracting for vocational education services with an approved private vocational school. Contracting may be done with private entities approved by agencies other than the New Jersey State Department of Education (i.e. cosmetology). Contracting regulations are compiled in N.J.A.C. 6:46-6.1 et seq.

B. Community Colleges

Based on The Commissioner's Response to the Recommendations of the Panel on Secondary Vocational Education in New Jersey, the Division of Vocational Education was charged with the responsibility to "encourage agreements for articulated programs between all schools providing secondary vocational education programs and community colleges through coordination efforts with the Department of Higher Education." A committee of staff from the Division of Vocational Education was then formed to investigate this possibility and develop a procedure for such agreements.

The principle of local autonomy, which governs the school districts and the community colleges in New Jersey, has led these districts to develop and implement their own articulated programs. There is no consistency with programs nor are there guidelines for development of these programs. The existing programs range from an interagency agreement between schools for students carrying one course from their high school curriculum and receiving three college credits to full-blown programs of articulation with as many as 15 credits being granted at the postsecondary level for courses completed at the high school level. Examples of the types of programs that exist include:

- certificate programs;
- diploma programs;
- 1 + 1 programs; and
- 2 + 2 program.

NEEDS STATEMENTS:

The needs statements which follow reflect the various subsections under Factor 4.

1. The need exists to develop and implement an effective evaluation and accountability system to ensure the integrity and effectiveness of vocational services contracted for by LEAs on behalf of secondary education students.

2. Linkages with higher education and the community college articulation committee will be established:

- to develop a plan for a standardized format for developing and implementing articulation programs;
- to conduct a survey of local school districts and community colleges in New Jersey to determine how many programs and what types of joint programs are presently in existence;
- to review materials from other states to determine ways in which these states approach the principle of articulation;
- to conduct statewide training for local educational agencies and community colleges on development and implementation of an articulation program.

FACTOR 5: INSTRUCTION AND EXPERIENCE, TO THE EXTENT PRACTICABLE, IN ALL ASPECTS OF THE INDUSTRY STUDENTS ARE PREPARING TO ENTER (TRANSITION TO WORLD OF WORK)

DATA AND INFORMATION:

A. Occupational Competencies Project

Employers continually identify the need for improvement in the areas of occupational and employability skills for entry-level employees. A number of national studies have also reflected this need. The Division of Vocational Education is in the process of identifying and verifying both occupational competencies and employability skills through the Occupational Competencies Project.

The occupations to be studied as part of this project were determined by combining data from the New Jersey Occupational Information Coordinating Committee for the top 150 occupations based on annual openings from 1986 to 2000 and the top 100 programs in vocational education based on completers in 1988 in secondary schools.

The Commissioner's Response to the Recommendations of the Panel on Secondary Vocational Education in New Jersey addressed accountability for student achievement and job placement. The 1990 revisions to the New Jersey Administrative Code and the Carl D. Perkins Vocational Education and Applied Technology Education Act also address the need for competencies in vocational education.

Cooperative vocational education programs offer students the opportunity to take related instruction in secondary and postsecondary vocational programs and work in jobs for which they are planning careers. Table 9 outlines the number of vocational students in grades eleven and twelve participating in cooperative agriculture/agribusiness, business, health occupations, marketing, technical education and trade and industrial education programs.

B. Vocational Student Organizations

In New Jersey, there are 22,430 students who are members of the seven vocational student organizations. These seven organizations are responsible for conducting 19 regional conferences, 17 statewide conferences, and for sending representatives to 11 national conferences annually.

Vocational student organizations provide students with relevant and exciting opportunities for attitude and skill development needed to assume successful roles in society and to enter the labor market. Direct business and industry representative involvement as competitive event advisors, developers and judges assures the relevancy of educational activities. Business and industry representatives attend and interact with students, providing these leaders with the opportunity to see students perform and achieve excellence. This promotes additional assistance in the form of service, financial support for awards and scholarships and a favorable opinion regarding the products of vocational education programs--the students.

Vocational student organizations are an integral part of vocational education programs. Competitive events content greatly influences changes in the instructional programs by providing specific competency content developed by business and industry. Preparation for these activities and events promotes the student desire to not only acquire the competency but also to master it to the level of excellence.

NEEDS STATEMENTS:

The needs statements which follow reflect the various subsections under Factor 5.

1. The division should develop occupational competencies lists with job duties/tasks and also include employability skills and related academic skills.
2. Cooperative vocational education programs must continue in the high schools as a delivery system which bridges the gap between the classroom and the world of work.
3. Vocational student organization opportunities should be available to all students enrolled in vocational education programs. The number of students who are members of the appropriate vocational students organization for their occupational program needs to be increased.
4. High quality vocational education programs include the appropriate vocational student organization activities as a integral part of the instructional program.
5. Vocational student organization activities provide students, especially those who are underrepresented by race/ethnicity and gender the opportunity to develop those affective skills needed and desired by employers.

6. The local, regional and state activities must be relevant to the instructional program and conducted in a high quality and fair manner.
7. Programs need to build the bridge from classroom skills to the world of work.
8. Vocational student organizations should enhance efforts to increase minority participation.

FACTOR 6: THE ABILITY OF THE ELIGIBLE RECIPIENTS TO MEET THE NEEDS OF SPECIAL POPULATIONS WITH RESPECT TO VOCATIONAL EDUCATION

DATA AND INFORMATION:

The special populations as defined in the Act, include those adults and youth who are economically and academically disadvantaged including foster children, handicapped, limited English proficient, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions. Vocational data on these populations are limited and do not always indicate how successful the students are after they have pursued a vocational program. Data on the handicapped are more readily available as indicated in the statistical report for 1989-90 school year from the Division of Special Education (Table 10). The report shows 46,732 handicapped students ages 14-21 years were enrolled in the public school system during 1989. It also indicates 9,242 handicapped students exited the school system that year and that 2,597 of the 9,242 were dropouts. An unduplicated data collection report prepared by the Bureau of Planning and Evaluation of the Division indicated there were 4,357 handicapped students enrolled in vocational programs. The same report indicated that 2,135 academically disadvantaged students, 4,284 economically disadvantaged and 186 limited English proficient students were enrolled in vocational programs for grades 11 and 12.

These data seem to be in line with data published in 1983 by the U.S. Commission on Civil Rights. Those data indicated 250,000-300,000 handicapped students nationwide terminate their formal education each year, yet only 30 percent-50 percent are currently employed.

At a June 13, 1990 meeting of the Advisory Committee for the Division of Vocational Education's Initiative to Expand Vocational Education's Opportunities for the Disadvantaged and Handicapped Population, the following selected items were identified as pressing problems in meeting the vocational needs of these populations:

- lack of awareness of career options on the part of the child study team and guidance counselors;
- lack of comprehensive transitional services;
- limited knowledge of vocational instructors about providing services for special populations;
- introduction of vocational programs too late in a student's educational program; and

- lack of a comprehensive career development plan.

Data on enrollments of special populations in vocational programs plus a review of the Advisory Committees discussion on problem areas affecting vocational education for special needs students were reviewed to prepare the following needs statements:

NEEDS STATEMENTS:

1. There is a need for more inservice training for vocational instructors and counselors to include: (1) information on vocational programs; and (2) instructional techniques that can be used with special populations; (3) career awareness.
2. There is a need for the development of guidelines for transitional programs serving special populations.
3. There is a need for an early introduction of vocational programs, particularly career awareness programs.
4. There is a need for better coordination of programs and services for special populations between the Division of Vocational Education and other divisions within the department and state, as well as with other public and private agencies providing support services.
5. A need exists for the development of a data system that is realistically geared to the needs of special populations, one that will indicate how successful vocational programs are and that will facilitate planning.
6. Funds should be allocated to research successful programs which serve minorities in vocational education. Following the research, funds should be made available to replicate exemplary programs.
7. An effective method of data collection for enrollments of minorities in trade and technical areas must be developed.
8. All local education agencies receiving vocational funds must provide measurable objectives for recruiting of minorities in programs in which they are underrepresented, especially in trade and technical program areas.

FACTOR 7: RAISING THE QUALITY OF VOCATIONAL EDUCATION PROGRAMS WITH HIGH CONCENTRATIONS OF POOR AND LOW-ACHIEVING STUDENTS

DATA AND INFORMATION:

The Quality Education Act was passed by the State Legislature in June 1990 and signed into law by Governor James Florio in July 1990. The law establishes a new formula for the distribution of state aid for public education. This new law came about because the New Jersey Supreme Court found New Jersey's school funding law unconstitutional. Since the amount of state and local school funds spent per pupil was significantly less for students with greater educational needs who resided in the poor urban

districts, the court ordered the state to increase average per pupil expenditures in poorer urban districts thus bringing them closer to the average expenditures in the richer districts.

A group of 30 special needs districts was identified which met specific criteria that reflect distressed municipal conditions and low income. The New Jersey Department of Education has developed a plan to assist the 30 urban districts by identifying pressing needs and matching those needs to effective programs and strategies to bring about improvement.

Vocational programs and offerings in the 30 urban districts provide many opportunities for upgrading curriculum and service to urban students. Vocational programming in urban districts varies from individual courses, specific programs targeted at special populations (i.e., at-risk or special education students), populations with high unemployment rates, and sequential programs leading to entry-level skill or competency development.

Two tables that present vocational enrollment information for the 30 urban school districts are provided. Table 12 displays the number of vocational students enrolled in each of the 30 districts for 1988-89 and 1989-90. There was a sharp decrease of approximately 1300 vocational students in the urban districts during fiscal year 1990. The two major reasons for the decrease in vocational students are the severe budget cuts that urban districts have had to make; and, secondly, increased graduation requirements.. One of the recommendations for action to help increase vocational enrollment was a need to provide information about vocational education to students that will describe the nature and intent of vocational offerings, especially to students who are not college bound.

Table 11 is a three page report that gives various breakdowns of student information for the 1989-90 school year. The report is arranged in county then district order. Districts with zero enrollment were not included in this table. Because of the numerous business education programs in urban districts, females make up 54 percent of students enrolled in vocational programs.

The ethnic breakdown of the vocational students shows that 48 percent are black, 27 percent are white and 25 percent are hispanic. The number of hispanic students will surpass white students in a few years because of the increase of hispanics in the general population in urban districts.

The special needs breakdown of vocational students shows that 42 percent are economically disadvantaged, 14 percent are academically disadvantaged and 10 percent are handicapped. Developing more work programs for special education students would be one way to assist handicapped students.

Also provided in Table 13 is a report of the High School Proficiency Test (HSPT) results for the 30 urban districts for the last two school years. (FY 89 - FY 90). This report includes a summary of grade nine test results in the 30 urban districts for reading, writing and mathematics for FY 89 and FY 90. The passing scores for the HSPT are: Reading - 75; Writing - 77; and, Mathematics - 61. From 1989 to 1990 for the Mathematics and Writing test sections, the percentage of students who scored at the low end was reduced while the percentage of students who scored at the high end

increased. Compared to 1989, increases occurred in the percent of students who passed each of the three test sections in 1990. The percentage of students in the 30 urban districts who passed each test section continued to be lower than the percentage of students who passed in all other districts. It should be noted that the gap between these two groups has narrowed.

NEEDS STATEMENTS:

1. There is a need to provide alternative programs that have a vocational component for at-risk students.
2. There is a need to provide vocational work programs for special education students to help their transition to the world of work.
3. There is a need to provide adequate state-of-the-art equipment.
4. There is a need to provide teacher inservice to maintain and upgrade knowledge and skills in technical areas and to raise teachers' expectations for students.
5. There is a need to provide long-range planning and district responsiveness to the occupational supply and demand needs of the business and industry community.
6. There is a need to provide information about vocational education in urban districts that will describe the nature and intent of vocational offerings.
7. There is a need to provide assistance to urban school districts to manage vocational funds to reduce the amount of funding which urban districts return to the state.
8. There is a need to provide long-range planning resources and technical assistance to districts in developing parental involvement strategies.
9. There is a need to ensure appropriate transitional bilingual, vocational programs (bilingual English-as-a-Second-Language and English-as-a-Second Language where applicable) for identified limited English proficient (LEP) students.

FACTOR 8: THE RELEVANCE OF PROGRAMS TO THE WORKPLACE AND TO THE OCCUPATION FOR WHICH THE STUDENTS ARE TRAINED, AND THE EXTENT TO WHICH SUCH PROGRAMS REFLECT A REALISTIC ASSESSMENT OF CURRENT AND FUTURE LABOR MARKET NEEDS, INCLUDING NEEDS IN AREAS OF EMERGING TECHNOLOGIES.

DATA AND INFORMATION:

A. Supply and Demand Data

The Division, in cooperation with the New Jersey State Occupational Information Coordinating Committee (SOICC), will provide to eligible districts an annual occupational supply/demand analysis (Table 27). This analysis will be enhanced to provide information on employment and educational trends in New Jersey including analysis of UI claims activity to identify segments of the population with vocational education needs.

Occupational competencies are now being developed to address the identification and verification of academic and occupational skills required for success in the workplace. Industry advisory councils are also required at the local level. The need exists to extend the use of supply/demand and SOICC data into the local planning process. Curricula must also be reviewed against verified occupational competencies and the priority of program funding at the local level must include consideration of state and local labor market data.

B. Occupational Competency Project

New Jersey will continue to ensure relevance of its competency lists by using a system of competency identification and verification based on systems in use in a number of other states and the system used by states belonging to the Vocational-Technical Consortium of States (V-TECS). The steps in the process are as follows:

- conduct research to identify existing resources in each occupational area;
- draft competency lists;
- hold technical committee (workers and direct supervisors) meetings to verify duties/tasks;
- hold educator panel (teachers from the occupational area) to verify duties and tasks and related academic skills;
- conduct mail surveys of employers to verify duties/tasks and to identify entry-level tasks;
- conduct mail surveys of educators to verify duties/tasks and related academic skills;
- develop occupational cluster matrices from completed lists; and
- produce and disseminate final competency lists; and
- provide implementation training.

The occupations to be studied by the occupational competencies project were chosen based upon labor market demand data from SOICC and professional organizations as well as student enrollment data. These data were used so that the occupations chosen would be those with the largest numbers of projected job openings through this decade.

At the local level occupationally specific advisory committees must be in place to provide appropriate programmatic recommendations for occupational competency requirements.

NEEDS STATEMENTS:

The needs statements which follow reflect the various subsections under Factor 8.

1. Occupational competencies should be identified and verified by the Vocational Division and disseminated to the local districts. The list should then be used by the local districts as the bases for their curricula.
2. The competency lists should include both job duties/tasks and related academic skills.
3. A system of evaluation and assessment should be developed to determine the degree to which students who are under represented by race/ethnicity and gender have achieved the occupational and academic competencies necessary.
4. For programs to be relevant, all curricula must be structured around a verified occupational competency list, one that includes job duties and tasks, related theory, safety information, and related academic skills.
5. The Division of Vocational Education needs to monitor occupational supply and demand information for projected employment demand and to survey employers to determine the quality and effectiveness of training.
6. The Division of Vocational Education needs to review and revise current data collections to determine why only 50 percent of completers are being employed in the occupations for which they were trained.
7. The Division of Vocational Education should prepare a data collection to survey employers to determine how well students are prepared for employment and to determine if programs are being offered in congruence with the current labor market trends.
8. To address the labor market needs with greater accuracy, the needs of companies and businesses that employ less than 50 persons must be evaluated and addressed. The relationship of vocational program completers to that portion of the state's employers who are not reflected in labor market data requires further planning and examination.

FACTOR 9: ABILITY OF VOCATIONAL CURRICULUM, EQUIPMENT AND INSTRUCTIONAL MATERIALS TO MEET THE DEMANDS OF THE WORKFORCE

INTRODUCTION:

Three sources of data were used to identify vocational curriculum, equipment and instructional material needs. The resources used included: (1) the Annual Analysis of the Occupational Supply Demand Report produced jointly by the New Jersey Occupational Information System and the New Jersey Department of Education; (2) the Report of the Panel on Secondary Vocational Education in New Jersey; and (3) an informal survey of county area vocational technical schools and local area vocational school district personnel.

The need statements resulting from the assessment were based on the analysis of the most recent data available from the above sources. They formed the basis for the identification of criteria used to determine the programmatic needs.

DATA AND INFORMATION:

A. Supply Demand Data

The annual occupational supply demand report produced by the New Jersey Occupational Information Coordinating Committee projects annual average openings and reported program completers by cluster codes as reported by the Occupational Information System (OIS). Between 1983 and 1987 an annual analysis of this data was conducted by the New Jersey State Department of Education. The supply side data, the aggregate number of completers at the sub-baccalaureate level, was cross walked with the demand data by using a computer program which assigned the universe of reported CIP (Classification of Instructional Programs) codes (occupational titles) with the OIS cluster codes. The end product of this supply/demand analysis was a document which related the expected number of openings in a group of occupational demand titles to the anticipated supply in a group of occupational supply titles.

B. Report of the Panel on Secondary Vocational Education in New Jersey

New Jersey undertook a major initiative to study the structure and delivery of secondary vocational-technical education in the state. The charge to the Panel was to study the existing data on vocational education and make recommendations for the future structure and delivery of secondary vocational-technical education in New Jersey. This study was conducted between July of 1987 and April of 1989 by a panel of national and state leaders in business, industry, labor and education.

Testimony, was received from members of the larger community impacted by vocational education. Then, meetings were held to gather additional information. Speakers at these meetings represented the broad spectrum of the educational community. Specific information was collected on each delivery system, demographics, enrollment, funding, occupational trends, student placement, follow-up, test scores and teacher certification.

The Panel found that between 1984 and 1995 it is estimated that there will be more than two million job openings including 600,000 new jobs. However, the supply of workers will not expand as it has for the past fifteen years. The number of 16 to 24 year olds entering the labor market is declining. It has been concluded that the groups of individuals that will account for most of the labor force growth are blacks, Hispanics, women and immigrants. While this will resolve the shortages of workers, a more important issue will be the shortage of skilled workers.

The trends in the labor market make it imperative that the education system provide students with basic skills and the skills necessary to participate effectively in the labor market. It is also essential that the state make a special effort to bring into the labor market less skilled and under utilized population groups. The identification of labor market trends and less

skilled and under utilized populations will be based on analysis of the supply and demand data reported by SOICC (Table 27) and the Unemployment Insurance Claims Activity data reported by the Department of Labor (Table 26). Vocational-technical education is a substantial resource, which with proper support, can play a major role in creating a skilled, world-class work force. The Department of Education should reinstate the production of the annual occupational supply/demand report to include labor market trends and UI claims activity.

C. Ability of Vocational Education to Meet the Needs of the Workforce

An informal needs assessment was conducted by a staff member of the Department of Education surveying staff from the county area vocational technical school system, the local area vocational school systems and state identified urban schools. This survey was conducted in the late winter of 1991 and a small, randomly selected sample of educators from the field participated in the phone interview process. Questions concerning perceived needs for inservice training, equipment, curriculum, and occupational and academic program competencies were discussed.

NEEDS STATEMENTS:

The needs statements which follow reflect the various subsections under Factor 9.

1. The Department of Education should reinstate the production of the annual occupational supply/demand analysis report to include labor market trends and UI claims activity.
2. The annual occupational supply/demand analysis should be disseminated to every local educational agency for consideration and reference to establish a district plan for the delivery of vocational education programs that will be based on the needs of the workforce.
3. Delivery of programs which are identified as serving occupational clusters to which an over-supply or under-supply of workers exists should be identified for each potential enrollee. Guidance should be provided to each student as to what this information means in terms of obtaining employment. If enrollments are reduced in a particular cluster the offering should be suspended.
4. For programs identified as having an over-supply of workers, federal and state vocational education funds should not be available to support them without justification and substantiating data.
5. Program specifications for curriculum, equipment and instructional materials should be developed at the state level and implemented at the local level with use of federal and state vocational education funds.
6. Excess costs of operating vocational education programs borne by the local district should be supplemented with additional funds. These funds should be awarded to programs that:
 - train students in areas needed by employers;
 - are cost effective;
 - have met enrollment standards set by the Department of Education;
 - and

- are not unnecessarily duplicated.
7. Statewide program evaluation criteria should be developed and implemented.
 8. Curricula, modeling integration of academic and vocational skills to include state required high school graduation requirements in vocational-technical programs, should be developed.
 9. Inservice training opportunities for counselors, prevocational and vocational-technical instructors should be provided on a continuing basis so that their skills and knowledge remain current. Cross-cultural inservice training should be provided to develop awareness and understanding of ethnolinguistic minorities.
 10. Ongoing communications should be maintained with business, industry and labor representatives in order to upgrade content, provide knowledge of appropriate up-to-date equipment and to provide information on the degree to which students successfully perform once they are placed in a job.
 11. The Department of Education should establish a curriculum laboratory/career resource center and research facility model for both the development of curriculum materials and leadership skills.
 12. The Department of Education should review and validate successful vocational education programs.
 13. Program standards should be established at the state level for all vocational programs including prevocational and guidance programs.
 14. A statewide inventory of shop/lab equipment is needed to identify what equipment exists in districts and what equipment is necessary to meet program and instructional needs. These programs and instructional needs should deliver the competencies identified through the statewide occupational competencies project.
 15. Specifications for use of equipment funds and new methods of distribution including reasonable and appropriate time lines for local districts should be developed.

FACTOR 10: BASIC AND HIGHER ORDER CURRENT AND FUTURE WORKPLACE COMPETENCIES WHICH WILL REFLECT THE HIRING NEEDS OF EMPLOYERS

DATA AND INFORMATION:

For information on the quality of local curriculum see the Data and Information Section under Factor 2. The occupational competencies project includes a component that results in the identification and verification of related academic skills. The educator panel composed of teachers from the appropriate program area are asked to chose from a comprehensive list of skills (the Taxonomy of Related Academic Skills used by V-TECS states) those that are necessary for the performance of the job under study. This selection is further verified by a mail survey.

NEEDS STATEMENT:

1. The division should continue its project to develop competency lists that include the related academic skills.

FACTOR 11: THE AVAILABILITY AND ACCESS TO QUALITY PROGRAMS IN VOCATIONAL EDUCATION TO MEET THE NEEDS OF SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN

DATA AND INFORMATION:

A. Background

The Perkins Act defines a single parent (P.L. 101-392, Sec. 521(30)) as an individual who (a) is unmarried or legally separated from a spouse; and (b) has a minor child or children for which the parent has either custody or joint custody. A displaced homemaker is an individual who (a) is an adult; and (b) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills.

Based on available federal funds, the Department is mandated to provide, subsidize, reimburse or pay for vocational education and training activities in marketable skills; make vocational education and training programs and support services more accessible to single parents and homemakers through organizing and scheduling, and providing transportation and childcare services; and inform single parents and homemakers of vocational education programs and related support services.

To accomplish these goals, three types of projects have been funded in the past including programs for training in marketable skills; provision of support services and referral to training; and childcare and support services for teenage parents.

To attempt to meet the needs of this population, the Department has administered a budget of \$1,739,798 allocated to 24 programs in 13 counties providing services including vocational training, preparatory services, support, child care, transportation, counseling, assessment, life skills, and assertiveness training. These programs served 4,355 women, trained 1,781, and placed 38 percent in jobs.

B. Demographics of the Population

There are various ways of assessing the size of the population that needs the services of these programs. Of the approximately 82,000 (Table 14) adult female AFDC (Aid to Families with Dependent Children) participants in the state, over 78,000 are school drop-outs or have no education at all. Nearly 53,000 (Table 15) of these women are single, over 6,000 are divorced, and nearly 20,000 are separated from spouses.

Table 16 shows the U.S. Poverty Guidelines according to family size. There are 86,838 female-headed households with no husband present in New Jersey according to the 1980 census (Table 17). These figures are not available for 1990. It is estimated by human service providers that the number will increase by 25 percent.

Another indicator of need for this population is the Women's, Infant's, Children's Program (WIC), Table 18. WIC provides stipends for essential nutritional foods for pregnant women, infants and children up to the age of two. Of the eligible 221,919 women and 535,460 infants and children in New Jersey WIC agencies, only 144,998 and 174,836, respectively, are served due to lack of funds.

A 1987 study by Montclair State College's Life Skills Center, a Perkins-funded project, showed the following profile of single parents and homemakers in New Jersey: 85 percent of the families surveyed had incomes of less than \$12,000. 42 percent were in the \$3,001-6,000 range; 14 percent had incomes under \$3,001; 54 percent were single; 26 percent divorced; and, 15 percent were separated.

According to research compiled by the National Displaced Homemaker Network, the total displaced homemaker population in New Jersey is 459,125. In 1988, there were 26,897 divorces in New Jersey. Table 19 shows divorces by county since 1972. Divorce continues to be a chief factor in creating displaced homemakers and sending many women to economic lifestyles below the poverty level.

The Perkins programs in the last four years have served single pregnant women and teenage parents (age 14 to 19). Tables 20, 21, and 22 show the resident births by age of mother and the counties where they reside. The following are the numbers of births for females age - 16 to 19: 1986 - 10,168; 1987 - 10,387; and 1988 - 10,472.

C. Workforce

The women in this population of single parents, displaced homemakers and single pregnant women, and the programs designed to service them, face the challenge of a changing workplace. Changes in existing jobs and newly created jobs will require increasingly higher levels of skill. The presence of young workers and immigrants has created more intense competition for a diminishing number of unskilled and semiskilled jobs. An estimated three out of four jobs require some education or technical training beyond high school. Computer literacy, higher math skills, and facility in a variety of new technologies are becoming prerequisites for a large number of occupations.

The need for nontraditional training for this population will be addressed in Factor 12. A small percentage of these women receive nontraditional training. In the 1990 program year, only 16 percent of the 1,781 trained were in a nontraditional area and 38 percent were placed in jobs.

D. Program Services

A recent survey of twenty-four program coordinators in New Jersey disclosed the unanimous opinion that the first priorities for all programs should be (1) development of skills which are marketable in the new economy; (2) at least sixty hours of life skills training and eighteen hours of assertiveness training; and (3) increased enrollment in nontraditional areas for their gender.

This survey was conducted on December 10, 1990 at an all day meeting of the twenty-four program coordinators. The process involved input of funding, programmatic concerns, coordination, services necessary for the target clients to be served, as well as potential topics for RFP development. Each of the topics was covered in a 45-minute segment of time with a facilitator present who took notes on the input received.

The 1987 study, by the Life Skills Center, reached the following conclusion: "After six months, the service most frequently utilized was job training as reported by 66 percent of the respondents, while after one year the service most utilized was personal counseling as reported by 76 percent of the respondents. Employment counseling, job placement, financial counseling and education were also among the most utilized services." The single parents surveyed stated that the three greatest barriers to job development are: self esteem, lack of job skills/training, and child care. The same group indicated the most needed services are job training, counseling, child care and transportation.

E. Available Child Care

According to research compiled and analyzed by the New Jersey Women's Agenda, today nearly one million New Jersey children have working mothers, and the shortage of affordable, quality child care is the key source of stress for these families. The average cost of child care for one child is \$75 to \$100 per week. Infant care is even more costly. About 150,000 children below the age of 2½ years have working parents, yet fewer than 360 of licensed day care centers offer infant care. The approximately 1,800 licensed day care centers in the state can accommodate only 200,000 of the one million children with working parents. For economically disadvantaged single parents and homemakers, the problem is even greater.

F. Coordination with JTPA and REACH

Available Perkins Act funds average \$1,750,000 annually to train single parents, displaced homemakers, and single pregnant women. The estimated cost of one year of training and necessary support services such as child care or transportation, for one adult and one preschool child is estimated to be approximately \$5,000. This figure does not include assessment, life skills, or counseling. This means that, at maximum cost, the present budget allows training for 350 persons. In order for programs to adequately serve single parents, it is essential that coordination exist with JTPA and REACH. However, this cooperation has been difficult or nonexistent in many of the counties.

G. Location of Programs

The highest numbers of AFDC recipients, divorces, WIC eligibles, and teenage births are in Essex, Hudson, Camden, Monmouth, Passaic, and Middlesex counties. There are limited programs in Middlesex County (child care only) and no programs in Camden, Passaic and Essex counties funded by Perkins. The evidence indicates these are the areas of greatest need, yet there is very little service for these women.

H. Summary

In summary, more and more women, with little education and no marketable employment skills, are facing life as single parents and homemakers on AFDC and other forms of public assistance unless they are recruited, motivated, trained, and assisted to find work in a job marketplace that requires increasingly higher levels of technological skills. A reversal of present trends would radically improve the quality of the lives of these women and their families, make a substantial contribution to the state's economy, and ease the burden of public assistance.

NEEDS STATEMENTS:

The needs statement which follow reflect the various subsections under Factor 11.

1. Increased programs are needed in New Jersey to serve economically-disadvantaged single parents, displaced homemakers, and single pregnant women.
2. These programs should at least include the following services:
 - assessment (career and nontraditional aptitude);
 - counseling;
 - life skills training (at least 60 hours);
 - assertiveness training (at least 18 hours for self esteem);
 - employability skills;
 - nontraditional career exploration;
 - basic skills, GED, LEP as needed;
 - physical conditioning;
 - related support (child care, transportation, training materials, uniforms, tuition);
 - marketable skills in areas of evidenced employment need for a salary which is 100 percent above poverty level with benefits; and
 - job placement;
 - parenting, child development training, with emphasis on child-rearing and home management strategies for working single parents both male and female.
3. Full service programs are needed in Essex, Passaic, Camden and Middlesex counties.
4. Nontraditional training programs should be utilized for the marketable skills training or guaranteed wages which are 100 percent above the poverty level for family size with full benefits.
5. Barriers to nontraditional training for single parents and displaced homemakers should be addressed. They include: lack of information, math anxiety, preparation for technical tests, lack of role models, fear of sexual harassment, sex-role anxiety and religious/cultural factors.

6. Coordination at the state and local level with JTPA and REACH should be facilitated by the Division of Vocational Education through the State Employment and Training Commission (SETC).
7. Full service programs are needed for school-age parents whether married or unmarried, female or male.

FACTOR 12: THE AVAILABILITY AND ACCESS TO QUALITY PROGRAMS IN VOCATIONAL EDUCATION TO MEET THE NEEDS OF MALES AND FEMALES WHO ENTER NONTRADITIONAL PROGRAMS

DATA AND INFORMATION:

A. Background

The Perkins Act authorizes funds to recruit and retain students in nontraditional courses and programs and to offer statewide technical assistance and programs to eliminate sex bias and stereotyping in all areas of education. Nontraditional courses and careers are defined as nontraditional for one sex when they enroll more than 75 percent of the other sex. For example, if a welding program is 90 percent male, it would be considered nontraditional for females. There are significantly more vocational programs that are nontraditional for females than for males. Areas usually considered nontraditional for males include nursing, cosmetology, child care, and clerical. The trades and technology are usually considered nontraditional areas for females.

In addition to the mandate of the Perkins Act, New Jersey's Technical Training for Minorities and Women Act requires the Commissioner of Education to "identify factors which have produced low rates of minority and female participation in apprenticeship programs as well as other technical training programs, and take appropriate action to encourage a higher rate of minority and female participation in the programs."

In order to carry out this mandate, the Department uses Perkins funds to provide, subsidize, reimburse, or pay for nontraditional vocational education for secondary and postsecondary students; offer activities to recruit and retain students in non-traditional programs; conduct inservices, workshops, and conferences for LEA's, unions, businesses and job training agencies regarding nontraditional recruitment and retention and reduction of sex bias and stereotyping in vocational education; disseminate information for the purpose of informing individuals and agencies about sex equity services and programs; and develop products for use by institutions to accomplish sex equity goals.

Although female participation in the workforce -- presently over 52 percent of the total female population works -- wage disparities between males and females still significantly favor men, even though women work for the same reasons that men do: economic necessity, support for themselves and their families, and financial independence and security. The primary reason for this continues to be that most women enter stereotypical "female occupations", positions which are often low status, low paying, low skilled, and lacking in advancement opportunities. With appropriate vocational

training, a woman is more capable of achieving equity of economic opportunity, particularly in occupational areas providing the rewards historically reserved for men.

B. Enrollment Figures

To attempt to meet these goals, the Department has administered an average annual budget of \$640,000 allocated among 13 programs in 10 counties providing services including training, career fairs, conferences, workshops, support activities, recruitment activities, and products. In FY 1990, 10,519 students attended 700 programs and workshops; 4,342 educators attended 137 programs and workshops; and 291 students were enrolled in nontraditional programs.

The Division of Vocational Education Program Enrollments for School Year 1988-89 for Trade and Technical Programs (Tables 23 and 24) indicate the following: 14.7 percent of secondary enrollments in Technical Education is female, 85.3 percent male; and 13.5 percent of Trade and Industrial secondary enrollments are female, 86.5 percent male; 36.0 percent of adult enrollments in Technical Education is female, 64.0 percent male; and 20.0 percent of adult Trade and Industrial enrollments is female, and 80.0 percent male.

According to the Bureau of Apprenticeship Training (U.S. Department of Labor), in FY 1990 there were a total of 7,676 persons enrolled in apprenticeship training programs in New Jersey. Only 2 percent of the enrollees were female (Table 25).

The Life Skills Center, a Perkins-funded project located at Montclair State College, surveyed completers in New Jersey nontraditional vocational education programs for FY 1990. The results demonstrate the need for intensifying the efforts to overcome the barriers to the entry of women into nontraditional occupations.

The following are some highlights of the survey. Over 300 persons completed training programs in automotive body repair, an occupation with a stable outlook. Of these, only 2 percent were female. In cabinetmaking and furniture making, 4 percent of 303 completers were female. Corresponding figures for other areas are: carpentry, 3 percent of 892; drafting and design, 12 percent of 1,085; electrical and electronic technology, 7 percent of 372; electrical equipment repair, 3 percent of 156; electrician, 2 percent of 324; heating and cooling mechanics, 2 percent of 130; machinist, 4 percent of 260; plumbing, 2 percent of 130; and welding, 3 percent of 183.

C. Barriers

There are formidable barriers to women who seek to enter nontraditional occupations. Chief among them are lack of skills required for trade and technical careers, lack of role models, social values and behaviors toward women and minorities, sexual harassment in school and on the job, and lack of assertive behavior.

1. Barrier: Basic Skills:

The vast majority of women in need of training and support services, for instance, 85 percent of the AFDC population of 80,285 do not have a high school diploma or equivalent academic skills. To enter most training programs, a high school diploma and above average proficiency in math is an entry requirement. Of the females with a high school diploma, few have received any coursework in mechanical reasoning, spatial relations, or geometry. In addition, math and test anxiety threatens to bar their progress even if they have attained the basic requirements. Eligibility for JTPA training, union positions, and apprenticeships, are based upon aptitude scores of tests such as the GATB (General Aptitude Test Battery). These females rarely score as high as their male counterparts.

2. Barrier: Lack of Role Models and Stereotypical Values:

The findings of market research which form the basis of television and magazine advertising demonstrate that gender role stereotyping is as powerful a social force as it has ever been. The result is that the majority of women, including women who teach and counsel women, persist in the belief that trade and technical careers are "unfeminine" or somehow "should" be reserved for men. Traditional values continue to reinforce biased and stereotypical behaviors toward women in nontraditional work. Sharing these values are the very same people -- educators, employers, union officials, job training agencies, parents, counselors, peers, and many of the women themselves -- whose active cooperation is necessary for women to break down the barriers to trade and technical careers.

3. Barrier: Sexual Harassment:

According to the research in the Sending the Right Signals part of a sexual harassment video program produced by Project TIDE, a Perkins technical assistance project at Trenton State College, sexual harassment is continually cited as a barrier to enrollment in nontraditional careers for both women and men. Throughout the United States, reported incidents of harassment are increasing. Many of these cases have involved violations of the rights of high school students and individuals in nontraditional careers. During the years 1981-1987, the federal Equal Economic Opportunities Commission received for filing 38,489 charges of sexual harassment.

4. Barrier: Lack of Assertive Behavior (Self Esteem):

Training for women and young women must include changing the style of communication from passive to assertive. Passive behavior and communication patterns are the result of years of conditioning. Women and young women are rewarded for and "expected" to have compliant and passive behavior. These patterns of conditioning often result in low self-esteem, making difficult the recruitment and retention of women for jobs in the male domain. Failure to replace stereotypical behavior with appropriate acceptance and support in the workplace renders women incapable of successfully competing with men in the trade and technical job marketplace.

D. Workforce

The population that needs to be served can be described in a number of striking ways. Looking at the working force itself, one finds that women are 99 percent of all secretaries; 99 percent of dental assistants; 96 percent of all daycare center workers; 94 percent of registered nurses; 90 percent of telephone operators; 88 percent of data-entry keyboard clerks; 87 percent of librarians; 85 percent of elementary school teachers; and 81 percent of waiters. On the other hand, women are 3.5 percent of fire fighters; 3.8 percent of airline pilots; 7.6 percent of engineers; 8.6 percent of dentists; 12.6 percent of police officers; 17 percent of all state legislators; 18 percent of physicians; 21 percent of architects; 22 percent of lawyers and judges; and 27 percent of all scientists.

In The Jobs Related Almanac for 1988, among the income ranks listed were surgeon (5), airline pilot (7), federal judge (10), dentist (14), civil engineer (27), lawyer (29), industrial or mechanical engineer (30), physician (46), electrical engineer (106), police officer (107), fire fighter (118), registered nurse (122), teacher (124), librarian (145), secretary (186), dental hygienist (198), practical nurse (207), telephone operator (225), child care worker (244), waiter (245), and teacher's aide (247).

A comparison of the weekly earnings in the lowest paying male and female occupations also demonstrate the persistent inequities. While secretaries, nursing aides, child care workers, data entry keyers, and billing clerks take home \$327, \$239, \$179, \$300, and \$290, respectively, concrete finishers, janitors and cleaners, and garbage collectors make \$399, \$281, and \$291. The median weekly earnings of fulltime and salary workers 25 years and over, according to July, 1990 Department of Labor figures, were \$368 for women and \$510 for men.

The gender disparities also appear within occupational categories. Some representative male/female comparisons are as follows: technicians and related support (\$561/\$426), sales (\$506/\$284), service occupations (\$317/\$231). However, in nontraditional fields, such as mechanics and repairers and construction trades, when women are able to obtain employment they receive the same wages as men.

The description of the single parent and displaced homemaker populations, in Factor 11, demonstrates how critically that population needs to be prepared to overcome the barriers to nontraditional work.

E. Program Services

A recent survey of sex equity project coordinators showed strong opinions that the most effective way of achieving nontraditional enrollments was through county-wide recruitment programs offering the following services: recruitment activities for 7th, 8th, and 9th graders; inservices and resources for area educators and guidance counselors; support activities for nontraditional students; and peer leadership training. This survey was conducted on December 10, 1990 at an all day meeting of the twenty-four program coordinators. The process involved input on funding, programmatic concerns, coordination, services necessary for the target clients to be served, as well as potential topics for RFP development. Each of the topics was covered in a 45-minute segment of time with a facilitator present who took notes on the input received.

E. Summary

A study by the Life Skills Center of previously funded programs demonstrates how successfully some of these barriers are confronted. For example, in a survey of women who had completed six months in a single parents and homemakers programs 97 percent reported more self awareness and insight into future goals; 94 percent reported more confidence in their ability to perform in a job; 89 percent had a clear idea of their values and priorities; and 90 percent stated that they benefited from the support of peers in the group. Also, 90 percent reported awareness of more career options; 91 percent reported knowledge of a variety of positive role models for women; and 92 percent reported increased awareness of career planning techniques, as well as new options available to women both personally and professionally.

NEEDS STATEMENTS:

The needs statements which follow reflect the various subsections under Factor 12.

1. There is a need for more programs to increase enrollments in nontraditional programs at the secondary and post-secondary levels.
2. The services offered by these programs should include the following:
 - non-traditional career awareness for males and females prior to grade 7;
 - intensive recruitment of 7th, 8th, and 9th graders with accurate information regarding nontraditional training;
 - support activities for those who are enrolled including counseling, job placement, assertiveness training, and dealing with sexual harassment;
 - resources to educators in each county;
 - inservices designed to reduce bias and stereotyping for educators, administrators, counselors, and parents;
 - peer leadership training; and
 - programs to reduce math anxiety.
3. Statewide resources are needed to: develop materials for both females and males which address bias and stereotyping; conduct research and program assessment; provide training for staff of funded programs and other agencies; provide for a statewide awards program; and, provide housing for a resource library.
4. An improved method of data collection for all nontraditional enrollments in trade and technical areas must be developed.
5. All training organizations receiving vocational funds must provide measurable objectives for recruiting in nontraditional program areas.

6. A process for dealing with training organizations not meeting established goals and objectives must be formulated and implemented.
7. Training, such as Gender-Ethnic Expectation and Student Achievement Workshops (GESAW) for educators must be encouraged for all training organizations receiving vocational funds.
8. A statewide advisory committee should be formed to participate in the implementation of the state equity plan.

DATA TABLES

Table 1

1990 HSPT DATA: MEAN SCORES FOR STUDENTS CATEGORIZED BY
THEIR RESPONSES TO THE GENERAL INFORMATION QUESTIONS

	<u>Bus. Com.*</u>	<u>Col. Prep./ Acad.*</u>	<u>Voc. Ind. Arts*</u>	<u>General*</u>	<u>No Resp.*</u>	<u>All Students</u>
Reading Total Test	90.14 (n=3,272)	95.91 (n=37,853)	90.17 (n=4,341)	92.48 (n=16,563)	90.16 (n=2,103)	94.15 (n=64,132)
Mathematics Total Test	72.85 (n=3,293)	85.22 (n=37,895)	72.12 (n=4,339)	76.53 (n=16,614)	72.11 (n=2,075)	81.03 (n=64,216)
Writing Total Test	84.88 (n=3,310)	89.33 (n=37,963)	84.18 (n=4,374)	86.39 (n=16,727)	85.26 (n=1,629)	87.88 (n=64,003)

The data in Table 1 are based on student responses (9th grade-first time test-takers) from the 1990 administration of the HSPT to the following general information question asked by the Department of Education at the time of test administration.

Table 2
NEW JERSEY STATEWIDE TESTING SYSTEM
SPRING 1989 HIGH SCHOOL PROFICIENCY TEST RESULTS
GRADE 9

TEST	*NUMBER TESTED 1989	NUMBER AT OR ABOVE STATE STANDARD 1989	PERCENT AT OR ABOVE STATE STANDARD		MEAN SCORES			CHANGE IN MEAN SCORE 1989-84
			1989	1988	1989	1988	1984	
Reading	65,787	64,332	97.8	93.4	94.3	90.6	77.3	+17.5
Mathematics	66,388	58,348	87.9	81.8	80.5	77.0	62.6	+17.9

					1989	1988	1985	1989-85
Writing**	65,734	61,566	93.7	90.7	87.4	85.9	80.0	+ 7.4
Essay	66,355				8.6	8.4	7.6	+ 1.0
Multiple Choice	65,751				90.0	87.7	78.0	+12.0

* Excludes special education and limited English-proficient students, and voided student answer documents.

** This number represents only those students who completed both the essay and multiple-choice parts of the writing section.

*** The writing results are compared to 1985 instead of 1984, due to a change in the method for scoring the essays from the holistic method in 1984 to the registered holistic method used for subsequent years.

TABLE 3

NEW JERSEY STATEWIDE TESTING SYSTEM
HIGH SCHOOL PROFICIENCY TESTGRADE 9
TEST ADMINISTERED: SPRING 1989

DISTRICT	FACOR GROUP	V COUN TYPE (CT)	READING TEST				MATHEMATICS TEST				WRITING TEST				WRITING MULTIPLE-CHOICE SECTION		WRITING ESSAY SECTION		TOTAL HSPT					
			NO. TESTED	PERCENT 1989	PERCENT 1988	DIFF	MEAN 1989	NO. TESTED	PERCENT 1989	PERCENT 1988	DIFF	MEAN 1989	NO. TESTED	PERCENT 1989	PERCENT 1988	DIFF	MEAN 1989	NO. TESTED	PERCENT 1989	PERCENT 1988	DIFF	PERCENT 1989	PERCENT 1988	DIFF
BIRCH COUNTY VOC (BIRCH)		9	96	100.0	94.3	+5.7	93.1	96	84.4	73.0	+11.4	77.9	95	95.0	91.9	+3.9	85.9	95	87.6	70.5		81.3	67.5	+13.8
VOCATIONAL & TECHNICAL			96	100.0	94.3	+5.7	93.1	96	84.4	73.0	+11.4	77.9	95	95.0	91.9	+3.9	85.9	95	87.6	70.5		81.3	67.5	+13.8
BURLINGTON COUNTY VOC (BURLINGTON)		9	194	94.3	91.7	+2.6	91.6	197	77.2	68.0	+8.4	72.2	192	90.1	87.4	+2.7	84.1	192	85.0	72.2		70.8	63.0	+6.7
BCV HESTER CAMPUS			95	97.9	93.0	+4.9	92.7	95	83.2	70.0	+13.2	74.7	95	92.6	90.0	+2.6	84.0	95	86.3	74.1		70.1	65.2	+4.9
BCV HESTER CAMPUS			99	90.9	89.7	+1.2	90.8	102	71.6	67.0	+4.6	70.0	97	87.6	84.3	+3.3	84.2	97	85.2	69.9		63.6	62.7	+0.9
CAIRDEEN COUNTY VOC (CAIRDEEN)		9	320	97.2	82.3	+14.9	90.6	334	69.0	56.1	+12.7	69.5	324	83.6	76.0	+7.6	83.0	324	85.0	69.1		60.5	47.2	+13.3
CAIRDEEN CO GLOUCESTER TWP			341	97.9	80.7	+17.2	92.4	340	75.7	61.4	+14.3	72.0	341	89.4	84.4	+5.0	84.7	341	87.6	71.0		65.4	55.5	+9.9
CAIRDEEN CO PEIRCEMAN			179	96.6	77.7	+18.9	89.2	186	65.1	52.3	+12.8	67.6	183	79.2	71.4	+7.8	81.7	183	83.1	66.6		56.6	41.2	+15.4
ESSEX CITY VOC (ESSEX)		9	443	91.6	77.0	+14.6	87.0	445	60.2	40.5	+19.7	64.6	441	80.0	60.9	+19.1	81.7	441	82.0	60.7		61.4	40.7	+20.7
BLOOMFIELD			116	89.7	76.6	+13.1	87.1	117	49.6	43.2	+6.4	59.1	116	76.7	70.0	+6.7	80.4	116	79.0	60.6		62.7	33.9	+28.8
IRVINGTON			99	82.0	57.7	+24.3	83.0	100	34.0	27.2	+6.8	56.1	99	63.3	46.1	+17.2	70.5	99	70.2	64.7		50.6	19.0	+31.6
IRVINGTON - HANLEY STREET			122	97.5	94.4	+3.1	90.2	121	66.9	64.4	+2.5	67.1	122	80.5	80.9	+0.4	83.5	122	84.4	69.9		61.5	60.0	+1.5
IRVINGTON - THIRTEENTH STREET			106	95.3	89.2	+6.1	90.1	107	80.0	69.1	+10.9	75.0	105	89.5	89.3	+0.2	83.9	105	85.2	71.9		60.4	61.6	+10.8
MIDDLESEX CITY VOC (MIDDLESEX)		9	263	94.7	85.9	+8.8	90.7	270	76.3	62.0	+14.3	73.4	269	84.0	79.5	+4.5	83.2	269	83.9	67.1		66.0	52.5	+13.5
EAST BRUNSWICK			80	92.0	93.9	-1.9	90.2	91	74.7	69.0	+5.7	71.7	91	83.5	85.6	-2.1	83.9	91	83.2	60.7		60.5	59.0	+1.5
NEW BRUNSWICK			0	87.5	85.7	+1.8	88.0	7	85.7	84.5	+1.2	71.9	0	62.5	47.6	+14.9	79.0	0	82.9	62.5		50.0	34.0	+16.0
PERTH AMBOY			52	94.2	84.0	+10.2	91.2	53	86.0	59.7	+26.3	79.0	54	79.6	69.7	+9.9	82.2	54	84.1	67.0		65.7	47.0	+18.7
PLUMBERSBURG			54	100.0	82.2	+17.8	91.7	57	71.9	67.1	+4.8	73.0	55	87.3	82.9	+4.4	83.2	55	89.9	67.7		63.2	54.5	+8.7
ROXBORO			61	95.1	77.0	+18.1	90.3	62	72.6	51.9	+20.7	70.4	61	91.0	80.9	+10.1	83.0	61	83.9	64.7		65.6	49.1	+16.5
WARREN CO VOCATIONAL (WARREN)		9	52	100.0	100.0	+0.0	95.5	51	90.2	91.0	-0.8	79.0	52	96.2	87.5	+8.7	84.7	52	90.3	71.4		84.6	84.0	+0.6
WARREN COV SCI & TECH			52	100.0	100.0	+0.0	95.5	51	90.2	91.0	-0.8	79.0	52	96.2	87.5	+8.7	84.7	52	90.3	71.4		84.6	84.0	+0.6
PASSAIC CO VOC (PASSAIC)		9	356	96.6	83.0	+13.6	90.0	357	84.0	56.6	+27.4	75.7	353	90.9	84.9	+6.0	84.0	354	85.2	60.3		76.3	49.4	+26.9
PASSAIC COUNTY TECH VOC			356	96.6	83.0	+13.6	90.0	357	84.0	56.6	+27.4	75.7	353	90.9	84.9	+6.0	84.0	354	85.2	60.3		76.3	49.4	+26.9
SUSSEX CITY VOC-TECH (SUSSEX)		9	82	90.0	97.0	-7.0	94.3	82	86.6	86.1	+0.5	77.0	79	97.5	91.1	+6.4	84.0	79	89.1	69.2		81.7	75.2	+6.5
SUSSEX COUNTY VOCATION			82	90.0	97.0	-7.0	94.3	82	86.6	86.1	+0.5	77.0	79	97.5	91.1	+6.4	84.0	79	89.1	69.2		81.7	75.2	+6.5

THIS TABLE REPRESENTS THE PERCENT OF STUDENTS WHO PASSED ALL THREE SECTIONS OF THE HSPT

TABLE 3 (con't)

NEW JERSEY STATEWIDE TESTING SYSTEM
HIGH SCHOOL PROFICIENCY TEST

GRADE 9
TEST ADMINISTERED: SPRING 1989

DISTRICT FACTOR GROUP: V		READING TEST					MATHEMATICS TEST					WRITING TEST					WRITING MULTIPLE-CHOICE SECTION			WRITING ESSAY SECTION			TOTAL NSPT			
		COGN TYPE (CT)	NO. TESTED	PERCENT 1989	PASSING 1988	DIFF	MEAN 1989	NO. TESTED	PERCENT 1989	PASSING 1988	DIFF	MEAN 1989	NO. TESTED	PERCENT 1989	PASSING 1988	DIFF	MEAN 1989	NO. TESTED	MEAN SCORE 1989	1988	NO. TESTED	MEAN SCORE 1989				1988
HARRELL COUNTY VOCATIONAL		9	35	100.0	89.5	+10.5	93.4	36	91.7	84.2	+7.5	78.0	36	86.1	84.2	+1.9	82.6	36	87.5	74.0	36	7.6	7.6	80.6	71.1	+9.5
(HARRELL) HARRELL COUNTY VOC-TEC			35	100.0	89.5	+10.5	93.4	36	91.7	84.2	+7.5	78.0	36	86.1	84.2	+1.9	82.6	36	87.5	74.0	36	7.6	7.6	80.6	71.1	+9.5

OTHER NUMBER REPRESENTS THE PERCENT OF STUDENTS WHO PASSED ALL THREE SECTIONS OF THE NSPT

Table 4

**NEW JERSEY STATEWIDE TESTING SYSTEM
SPRING 1990 HIGH SCHOOL PROFICIENCY TEST RESULTS
GRADE 9**

TEST	*NUMBER TESTED 1990	NUMBER AT OR ABOVE STATE STANDARD 1990	PERCENT AT OR ABOVE STATE STANARD		MEAN SCORES			CHANGE IN MEAN SCORE 1990-84
			1990	1989	1990	1989	1984	
Reading	64,406	63,032	97.9	97.8	94.1	94.3	77.3	+16.8
Mathematics	65,097	57,373	88.1	87.9	80.8	80.5	62.6	+18.2

					1990	1989	1985	1989-85
Writing**	64,444	61,120	94.8	93.7	87.8	87.4	80.0	+ 7.8
Essay	65,117				8.6	8.6	7.6	+ 1.0
Multiple Choice	64,460				90.3	90.0	78.0	+12.3

* Excludes special education and limited English-proficient students, and voided student answer documents.

** This number represents only those students who completed both the essay and multiple-choice parts of the writing section.

*** The writing results are compared to 1985 instead of 1984, due to a change in the method for scoring the essays from the holistic method in 1984 to the registered holistic method used for subsequent years.

TABLE 5

NEW JERSEY STATEWIDE TESTING SYSTEM
HIGH SCHOOL PROFICIENCY TESTGRADE 9
TEST ADMINISTERED: SPRING 1990

DISTRICT	FACTOR GROUP	V COMM TYPE (CT)	READING TEST					MATHEMATICS TEST					WRITING TEST					WRITING MULTIPLE-CHOICE SECTION			WRITING ESSAY SECTION			TOTAL HSPT		
			NO. TESTED	PERCENT PASSING		MEAN 1990	NO. TESTED	PERCENT PASSING		MEAN 1990	NO. TESTED	PERCENT PASSING		MEAN 1990	NO. TESTED	MEAN SCORE		NO. TESTED	MEAN SCORE		PERCENT PASSING	1990	DIFF			
				1990	1989			1990	1989			1990	1989			1990	1989		1985	1990				1985		
BERGEN COUNTY VOC (BERGEN)		9	124	99.2	100.0	-0.8	91.7	127	78.0	84.4	-6.4	72.8	126	92.1	95.0	-3.7	85.8	126	86.4	70.5	126	8.5	7.0	73.2	81.3	-8.1
BERGEN COUNTY VORTECH			124	99.2	100.0	-0.8	91.7	127	78.0	84.4	-6.4	72.8	126	92.1	95.0	-3.7	85.8	126	86.4	70.5	126	8.5	7.0	73.2	81.3	-8.1
BURLINGTON COUNTY VOC (BURLINGTON)		9	219	97.7	94.3	+3.4	91.1	230	78.7	77.2	+1.5	72.2	219	93.6	90.1	+3.5	85.3	219	86.3	72.2	222	8.3	7.3	73.6	70.5	+3.1
BCV MEDFORD CAMPUS			103	100.0	97.9	+2.1	92.3	107	90.7	83.2	+7.5	74.9	103	92.2	92.6	-0.4	85.3	103	86.3	74.1	103	8.4	7.2	81.2	78.1	+3.1
BCV MESA/TOWEN CAMPUS			116	95.7	90.9	+4.8	90.0	123	68.3	73.6	-5.3	69.8	116	94.0	87.6	+7.2	85.4	116	86.3	69.9	119	8.2	7.4	65.3	63.5	+1.8
CAMDEN COUNTY VOC (CAMDEN)		9	339	97.1	97.2	-0.1	90.8	346	83.5	69.8	+13.7	74.1	337	88.4	83.6	+4.8	83.9	338	86.4	69.1	339	8.0	6.6	74.3	60.5	+13.8
CAMDEN CO GLOUCESTER TWP			157	99.3	97.9	+1.4	92.5	142	86.6	75.7	+10.9	74.7	135	89.6	89.4	+0.2	84.8	136	88.1	71.8	136	8.1	6.9	78.5	65.4	+13.1
CAMDEN CO PENNSAUKEN			202	95.5	96.6	-1.1	89.6	204	81.4	65.1	+16.3	73.7	202	87.6	79.2	+8.4	83.3	202	85.2	66.6	203	7.9	6.4	71.4	56.6	+14.8
ESSEX COUNTY VOC (ESSEX)		9	348	95.4	91.6	+3.8	89.0	347	74.6	60.2	+14.4	71.7	346	83.0	80.0	+3.0	83.3	346	85.4	68.7	356	7.7	6.4	63.4	51.4	+12.0
BLOCKFIELD			105	96.2	89.7	+6.5	89.0	105	78.1	49.6	+28.5	72.3	105	82.9	76.7	+6.2	82.8	105	83.6	68.6	113	7.4	6.9	61.9	42.7	+19.2
ESSEX CO. YOUTH HOUSE			8	80.0	"	"	70.0	6	33.3	"	"	43.7	6	33.3	"	"	74.7	6	70.7	"	8	5.1	"	8.3	"	"
ESSEX COUNTY TECHNICAL CA			92	94.6	97.5	-2.9	89.1	93	53.8	66.9	-13.1	65.5	92	80.4	88.5	-8.1	83.6	92	85.8	69.9	92	8.0	6.8	49.5	61.5	-12.0
NORWICH-THIRTEENTH STREET			143	97.9	95.3	+2.6	90.0	143	87.4	88.8	-1.4	76.5	143	88.8	89.5	-0.7	84.8	143	87.1	71.9	143	8.0	6.7	78.3	80.4	-2.1
MIDDLESEX COUNTY VOC (MIDDLESEX)		9	212	96.2	94.7	+1.5	91.6	218	91.7	76.3	+15.4	78.3	211	97.2	84.8	+12.4	86.7	211	87.7	67.1	213	8.6	6.7	87.3	66.8	+20.5
EAST BRUNSWICK			66	95.5	92.0	+3.5	91.8	68	88.2	74.7	+13.5	74.8	66	100.0	83.5	+16.5	87.4	66	87.2	68.7	66	8.9	6.9	85.3	68.5	+16.8
PERTH AMBOY			39	97.4	94.2	+3.2	91.5	39	100.0	86.0	+13.2	82.4	39	94.9	79.6	+15.3	86.9	39	86.7	67.0	39	8.8	6.7	90.0	71.4	+18.6
PISCATAWAY			49	98.6	100.0	-1.4	92.8	72	93.1	71.9	+21.2	80.6	49	95.7	87.3	+8.4	86.6	49	89.4	67.7	70	8.4	6.8	90.4	63.2	+27.2
WOODBURGE			38	92.1	95.1	-3.0	89.2	39	87.2	72.6	+14.6	76.3	37	97.3	91.8	+5.5	85.4	37	86.5	64.7	38	8.2	6.7	82.1	65.6	+16.5
MORRIS CO VOCATIONAL (MORRIS)		9	51	100.0	100.0	+0.0	96.9	49	100.0	90.2	+9.8	87.9	51	100.0	96.2	+3.8	89.1	51	92.1	71.4	51	8.9	7.3	96.1	84.6	+11.5
MARINE ACADY SCI & TECH			51	100.0	100.0	+0.0	96.9	49	100.0	90.2	+9.8	87.9	51	100.0	96.2	+3.8	89.1	51	92.1	71.4	51	8.9	7.3	96.1	84.6	+11.5
PASSAIC CO VOC (PASSAIC)		9	449	96.2	96.6	-0.4	90.1	450	77.1	84.8	-6.9	72.7	449	88.6	90.9	-2.3	83.9	449	85.8	68.3	452	8.0	7.1	69.9	76.3	-6.4
PASSAIC COUNTY TECH VOC			449	96.2	96.6	-0.4	90.1	450	77.1	84.8	-6.9	72.7	449	88.6	90.9	-2.3	83.9	449	85.8	68.3	452	8.0	7.1	69.9	76.3	-6.4
SUSSEX CO. VOC-TECH (SUSSEX)		9	97	96.9	98.8	-1.9	92.2	97	82.5	86.6	-4.1	73.6	97	93.8	97.5	-3.7	84.9	97	86.3	69.2	97	8.2	6.6	78.4	81.7	-3.3
SUSSEX COUNTY VOCATIO			97	96.9	98.8	-1.9	92.2	97	82.5	86.6	-4.1	73.6	97	93.8	97.5	-3.7	84.9	97	86.3	69.2	97	8.2	6.6	78.4	81.7	-3.3

*NO TEST DATA REPORTED IN 1985 AND/OR 1989

*THIS NUMBER REPRESENTS THE PERCENT OF STUDENTS WHO PASSED ALL THREE SECTIONS OF THE HSPT

TABLE 5 (con't)

NEW JERSEY STATEWIDE TESTING SYSTEM
HIGH SCHOOL PROFICIENCY TEST

GRADE 9
TEST ADMINISTERED: SPRING 1990

STRICT FACTOR GROUP: V		READING TEST					MATHEMATICS TEST					WRITING TEST					WRITING MULTIPLE-CHOICE SECTION			WRITING ESSAY SECTION			TOTAL HSPT		
STRICT	COPI TYPE (CT)	NO. TESTED	PERCENT 1990	PASSING 1989	DIFF	MEAN 1990	NO. TESTED	PERCENT 1990	PASSING 1989	DIFF	MEAN 1990	NO. TESTED	PERCENT 1990	PASSING 1989	DIFF	MEAN 1990	NO. TESTED	MEAN SCORE 1990	1985	NO. TESTED	MEAN SCORE 1990	1985	PERCENT 1990	PASSING 1989	DIFF
WARREN COUNTY VOCATIONAL (WARREN)	9	33	100.0	100.0	+0.0	93.7	32	96.9	91.7	+5.2	81.5	32	90.6	86.1	+4.5	84.7	32	86.2	74.0	33	8.0	7.6	87.9	80.6	+7.3
WARREN COUNTY VOC-TEC		33	100.0	100.0	+0.0	93.7	32	96.9	91.7	+5.2	81.5	32	90.6	86.1	+4.5	84.7	32	86.2	74.0	33	8.0	7.6	87.9	80.6	+7.3

THIS NUMBER REPRESENTS THE PERCENT OF STUDENTS WHO PASSED ALL THREE SECTIONS OF THE HSPT

Table 6

VEDS Student Follow-up Data Collected by
Division of Vocational Education

1986 - 1987

	EMPLOYED RELATED	EMPLOYED OTHER	UNEMPLOY	MILITARY SERVICE	NOT IN LABOR FORCE	F/T STUDENTS	TOTAL
Agriculture	54.0%	19.3%	5.5%	3.3%	1.1%	16.8%	100.0%
Bus. & Office	29.9%	19.8%	2.2%	2.5%	0.9%	44.7%	100.0%
Market & Dist.	44.2%	20.8%	2.5%	2.7%	1.9%	27.9%	100.0%
Health Occ.	38.2%	14.7%	4.6%	0.9%	1.6%	40.0%	100.0%
Home Ec.	27.0%	26.5%	4.3%	3.2%	3.0%	36.0%	100.0%
Tec. Ed.	21.1%	26.5%	4.3%	3.2%	3.0%	36.0%	100.0%
Trade & Ind.	44.7%	24.7%	3.5%	4.6%	1.4%	21.1%	100.0%
STATEWIDE	39.2%	21.9%	2.4%	3.2%	1.3%	27.5%	100.0%

1987 - 1988

	EMPLOYED RELATED	EMPLOYED OTHER	PERCENT UNEMPLOY	MILITARY SERVICE	NOT IN LABOR FORCE	F/T STUDENTS	TOTAL
Agriculture	37.4%	31.8%	4.6%	3.3%	2.6%	20.3%	100.0%
Bus. & Office	26.9%	19.0%	2.0%	1.8%	1.2%	49.1%	100.0%
Market & Dist.	41.0%	17.8%	2.6%	1.5%	2.1%	35.0%	100.0%
Health Occ.	42.7%	17.9%	2.9%	1.5%	1.2%	33.8%	100.0%
Home Ec.	28.0%	22.6%	4.2%	3.0%	3.3%	38.9%	100.0%
Tec. Ed.	18.5%	20.8%	1.4%	6.0%	0.4%	52.9%	100.0%
Trade & Ind.	42.5%	25.6%	2.6%	4.4%	1.2%	23.7%	100.0%
STATEWIDE	39.2%	21.9%	2.4%	3.2%	1.3%	27.5%	100.0%

1988 - 1989

	EMPLOYED RELATED	EMPLOYED OTHER	PERCENT UNEMPLOY	MILITARY SERVICE	NOT IN LABOR FORCE	F/T STUDENTS	TOTAL
Agriculture	51.1%	18.5%	2.2%	2.7%	1.0%	21.5%	100.0%
Bus. & Office	34.3%	19.0%	2.7%	1.8%	1.9%	40.3%	100.0%
Market & Dist.	46.5%	23.2%	3.1%	2.0%	2.7%	22.5%	100.0%
Health Occ.	41.2%	15.7%	1.7%	1.4%	3.9%	36.1%	100.0%
Home Ec.	27.4%	20.7%	4.9%	2.8%	2.1%	42.1%	100.0%
Tec. Ed.	27.1%	17.6%	3.1%	6.4%	1.5%	44.3%	100.0%
Trade & Ind.	43.0%	22.1%	3.6%	5.5%	1.8%	24.0%	100.0%
STATEWIDE	42.4%	20.0%	3.0%	3.4%	1.7%	29.5%	100.0%

Table 7

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
PRIVATE VOCATIONAL SCHOOL ENROLLMENT SUMMARY

<u>ENROLLMENT YEAR</u>	<u>NUMBER OF SCHOOLS REPORTING</u>	<u>ENROLLMENT</u>
1967	100	11,611
1968	111	12,821
1969	127	16,400
1970	145	17,269
1971	143	18,417
1972	131	17,935
1973	123	19,879
1974	118	19,208
1975	111	23,072
1976	113	23,005
1977	118	25,695
1978	125	28,342
1979	143	34,251
1980	137	36,222
1981	150	40,295
1982	165	43,268
1983	174	47,873
1984	224	49,488
1985	219	51,403
1986	177	42,558
1987	227	48,354
1988	177	34,865
1989	183	40,841
1990	170	35,363

Table 8
STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

PRIVATE VOCATIONAL SCHOOLS
ENROLLMENT SUMMARY FOR JULY 1, 1989 - JUNE 30, 1990

COUNTY	NO. SCHOOL	ENROLLMENT		TOTAL	DROP OUTS	% DROP	GRADS	GRADS PLACED	% PLACED
		MALE	FEMALE						
Middlesex	8	3,935	2,992	6,927	1,527	22.0%	2,279	1,705	74.8%
Essex	14	1,513	3,635	5,148	1,224	23.8%	1,890	1,215	64.3%
Hudson	10	1,409	2,813	4,222	1,334	31.6%	1,462	848	58.0%
Bergen	12	2,010	1,921	3,931	671	17.1%	1,951	1,160	64.3%
Camden	16	1,568	1,625	3,193	622	19.5%	1,314	999	76.0%
Union	10	1,922	1,010	2,932	970	33.1%	1,178	946	80.3%
Morris	6	1,278	1,067	2,345	650	27.7%	915	728	79.6%
Burlington	4	231	884	1,115	194	17.4%	528	402	76.1%
Mercer	3	118	721	839	111	13.2%	338	165	48.8%
Monmouth	5	187	477	664	95	14.3%	473	317	67.0%
Passaic	5	129	491	620	97	15.6%	270	199	73.7%
Cumberland	1	93	376	469	102	21.7%	203	138	68.0%
Ocean	2	25	104	129	13	10.6%	14	9	64.3%
Multi- County *	74	1,178	1,651	2,829	649	22.9%	1,861	885	47.6%
TOTALS	170	15,596	19,767	35,363	8,259	23.4%	14,675	9,716	66.2%

* National Academy for Paralegal Studies operates at 14 locations
H&R Block operates at 60 locations

66191

Table 9

**NUMBER OF COOPERATIVE EDUCATION STUDENTS
(1989-90) PER PROGRAM AREA**

<u>Students</u>	<u>Program Area</u>
119	Agriculture (CAE)
2,401	Business & Office (COE)
3,138	Marketing & Distribution (CDME)
254	Health Occupations (CHOE)
871	Home Economics (CHE)
49	Technical Education (CIE)
<u>4,228</u>	Trade & Industrial (CIE)
11,060	

Source: Vocational Education Enrollment/Completer Survey

Table 10

**NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION**

**NUMBER OF HANDICAPPED PUPILS EXITING EDUCATION
DURING THE 1989-90 SCHOOL YEAR**

<u>Reason for Exit</u>	<u>Age 16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>Total</u>
Graduated	0	680	3022	1873	352	344	6271
Dropped Out	602	807	746	328	91	23	2597
Status Unk.	74	72	57	26	20	2	251
Reached Max. Age	-	-	-	-	-	123	123
Total	676	1559	3825	2227	463	492	9242

PERCENT REASON FOR EXIT BY EACH AGE

<u>Reason for Exit</u>	<u>Age 16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>Total</u>
Graduated	0	44	79	84	76	70	68
Dropped Out	89	51	20	15	20	5	28
Status Unknown	11	5	1	1	4	-	3
Reached Max. Age	-	-	-	-	-	25	1
Total	100	100	100	100	100	100	100

PERCENT OF EACH AGE BY REASON FOR EXIT

<u>Reason for Exit</u>	<u>Age 16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>Total</u>
Graduated	0	11	48	30	6	5	100
Dropped Out	23	31	29	13	3	1	100
Status Unknown	29	29	23	10	8	1	100
Reached Max. Age	-	-	-	-	-	100	100
Total	7	17	42	24	5	5	100

Source: End of the Year Report 1989-90

Table 11
SELECTED URBAN SCHOOL DISTRICTS ENROLLMENT INFORMATION
FOR SCHOOL YEAR 1989-90

	MALE	FEMALE	WHITE	BLACK	HISP	A/P	A/A	DIS ACAD	DIS ECON	HAND
Atlantic										
Pleasantville	21	23	5	35	4	0	9	16	2	16
Bergen										
Garfield	10	16	25	0	0	1	0	0	0	4
Burlington										
Burlington City	0	0	0	0	0	0	0	0	0	0
Pemberton	190	193	202	144	20	9	0	62	71	39
Camden										
Camden City	222	253	4	373	98	0	0	68	403	48
Gloucester City	47	58	105	0	0	0	0	18	17	3
Cumberland										
Bridgeton	119	138	118	132	5	1	1	9	171	26
Millville	305	324	512	81	35	0	1	0	0	0
Vineland	188	103	131	62	93	3	1	24	41	20
Essex										
East Orange	22	23	0	44	1	0	0	0	33	4
Irvington Twp.	19	32	3	39	8	0	0	16	15	12
Newark	99	178	3	231	43	0	0	14	259	27
City of Orange	155	144	11	272	15	0	1	15	54	30

Table 11 (con't)

**SELECTED URBAN SCHOOL DISTRICTS ENROLLMENT INFORMATION
FOR SCHOOL YEAR 1989-90**

	MALE	FEMALE	WHITE	BLACK	HISP	A/P	A/A	DIS ACAD	DIS ECON	HAND
Hudson										
Harrison	0	0	0	0	0	0	0	0	0	0
Hoboken										
Hoboken	19	29	12	4	29	0	0	0	48	0
Jersey City										
Jersey City	720	909	159	811	489	125	5	77	1,058	141
Union City										
Union City	0	0	0	0	0	0	0	0	0	0
West New York										
West New York	9	22	6	0	25	0	0	1	0	3
Mercer										
Trenton	198	227	30	336	59	0	0	165	47	36
Middlesex										
New Brunswick	31	54	2	55	25	2	0	7	31	19
Perth Amboy										
Perth Amboy	148	166	39	27	242	2	0	34	102	60
Monmouth										
Asbury Park	0	0	0	0	0	0	0	0	0	0
Keansbury Boro										
Keansbury Boro	0	0	0	0	0	0	0	0	0	0
Long Branch										
Long Branch	0	0	0	0	0	0	0	0	0	0
Neptune										
Neptune	84	142	81	132	5	0	0	68	24	47
Passaic										
Passaic City	177	207	43	91	218	19	0	221	161	18

Table 11 (con't)

SELECTED URBAN SCHOOL DISTRICTS ENROLLMENT INFORMATION
FOR SCHOOL YEAR 1989-90

	MALE	FEMALE	WHITE	BLACK	HISP	A/P	A/A	DIS ACAD	DIS ECON	HAND
Patterson										
	138	136	14	144	101	2	0	31	145	60
Union										
Elizabeth										
	248	392	176	208	222	8	0	83	145	31
Plainfield										
	98	85	3	157	21	1	0	27	124	26
Warren										
Phillipsburg										
	130	97	218	5	4	0	0	3	12	36
Total										
	3,453	4,005	2,001	3,383	1,771	175	9	959	2,969	715

Source: Vocational Education Enrollment/Completer Survey

Table 12

**30 URBAN SCHOOL DISTRICTS
HIGH SCHOOL OCCUPATIONAL PROGRAM ENROLLMENTS BY DISTRICT**

<u>COUNTY</u>	<u>DISTRICT</u>	<u>88-89 ENROLLMENTS</u>	<u>89-90 ENROLLMENTS</u>
01 Atlantic	Pleasantville	56	44
03 Bergen	Garfield	33	26
05 Burlington	Burlington City	0	0
	Pemberton Township	453	383
07 Camden	Camden City	605	475
	Gloucester City	143	105
11 Cumberland	Bridgeton	246	257
	Millville	439	629
	Vineland	265	291
13 Essex	East Orange	103	45
	Irvington Township	88	51
	Newark	1,054	277
	City of Orange	287	299
17 Hudson	Harrison	0	0
	Hoboken	24	48
	Jersey City	1,751	1,629
	Union City	126	0
	West New York	28	31
21 Mercer	Trenton	402	425
23 Middlesex	New Brunswick	63	85
	Perth Amboy	263	314
25 Monmouth	Asbury Park	0	0
	Keansburg Boro	127	110
	Long Branch	0	0
	Neptune Township	57	226
31 Passaic	Passaic City	703	384
	Paterson	268	274
39 Union	Elizabeth	499	640
	Plainfield	224	183
41 Warren	Phillipsburg	297	227
13 Counties	30 Districts	8,604	7,458

TABLE 13
NEW JERSEY STATEWIDE TESTING SYSTEM
HIGH SCHOOL PROFICIENCY TEST

GRADE 9
TEST ADMINISTERED: SPRING 1990

	READING TEST				MATHEMATICS TEST				WRITING TEST				WRITING MULTIPLE-CHOICE SECTION			WRITING ESSAY SECTION			TOTAL HSPT	
	NO. TESTED	% 1990	PASSING 1989	MEAN 1990	NO. TESTED	% 1990	PASSING 1989	MEAN 1990	NO. TESTED	% 1990	PASSING 1989	MEAN 1990	NO. TESTED	MEAN 1990	SCORE 1985	NO. TESTED	MEAN 1990	SCORE 1989	PERCENT 1990	PASSING 1989
PLEASANTVILLE	94	96.8	94.4	90.4	95	86.3	80.7	77.9	93	90.3	94.2	83.9	93	86.2	69.8	95	7.9	6.5	77.9	76.4
GARFIELD CITY	144	98.6	99.1	92.6	145	83.4	75.9	78.0	144	92.4	92.4	86.4	144	88.9	73.9	147	8.3	7.7	77.6	72.9
BURLINGTON CITY	121	100.0	98.4	94.1	122	90.2	87.3	80.6	120	95.0	92.8	86.9	120	90.4	76.7	120	8.5	7.7	86.9	83.3
PEMBERTON TWP.	413	98.5	97.1	94.0	413	90.3	84.2	79.6	412	96.8	90.0	87.6	412	90.6	77.3	415	8.6	7.5	87.2	79.5
CAMDEN CITY BD. OF ED.	561	94.1	92.0	89.5	594	68.2	53.6	69.9	567	79.7	80.2	82.0	567	86.0	64.7	587	7.3	6.4	58.5	48.0
GLOUCESTER CITY	109	99.1	96.3	93.7	109	98.2	83.0	84.8	109	96.3	91.9	86.8	109	90.0	73.2	109	8.5	7.1	94.5	78.3
BRIDGETON CITY	195	94.4	96.7	90.4	195	83.1	76.2	75.4	192	90.6	88.5	84.8	192	85.9	74.6	199	8.0	7.0	75.9	66.7
MILLVILLE CITY	377	98.4	99.3	93.4	381	87.9	86.2	78.3	380	94.2	90.0	86.7	380	87.5	75.0	388	8.4	7.5	80.1	77.8
VINELAND	552	97.6	98.4	93.9	558	92.3	91.5	80.8	553	94.4	91.6	86.2	553	89.1	76.1	561	8.3	7.6	86.3	82.7
EAST ORANGE	580	84.1	84.5	85.7	584	56.2	46.6	64.4	577	82.8	72.8	82.9	577	82.6	64.7	619	7.5	6.3	46.7	37.5
IRVINGTON TWP.	466	93.1	93.9	89.0	466	75.3	73.8	71.7	410	86.0	85.6	83.5	470	84.1	63.2	509	7.4	5.8	59.9	63.9
NEWARK CITY	2224	88.5	87.7	86.8	2318	55.7	57.1	64.6	2244	73.0	71.1	80.7	2244	82.4	65.4	2311	7.3	5.8	45.7	47.0
ORANGE CITY	216	90.3	89.0	86.9	246	68.7	57.3	69.2	221	84.6	80.1	82.6	221	82.1	68.6	230	7.7	5.9	60.9	50.0
HARRISON TOWN	149	94.6	98.3	90.2	149	73.8	81.7	71.9	148	92.6	93.3	87.6	148	85.5	74.0	149	9.0	7.0	68.5	78.3
HOBOKEN CITY	198	91.4	94.2	88.0	199	84.4	76.3	77.1	198	80.3	74.4	82.4	198	85.1	67.9	199	7.7	6.4	70.4	59.1
JERSEY CITY	1284	86.4	87.5	86.4	1431	53.9	54.6	65.0	1340	72.5	70.2	80.5	1340	81.8	62.7	1382	7.2	5.9	45.4	46.0
UNION CITY	386	96.1	94.1	90.7	389	72.8	69.7	71.3	388	93.0	82.9	85.6	388	85.9	73.0	389	8.5	7.1	68.5	61.2
WEST NEW YORK TOWN	349	98.3	98.2	92.8	358	87.2	83.4	77.6	353	94.9	93.0	85.8	353	89.6	78.3	354	8.2	7.3	83.0	79.6
TRENTON CITY	549	85.6	86.2	86.0	559	55.6	58.5	65.2	546	78.0	69.9	81.3	547	81.8	63.7	577	7.3	6.1	47.0	46.4
NEW BRUNSWICK CITY	114	99.1	99.1	92.1	119	80.7	77.3	74.8	111	91.9	95.8	85.7	111	88.8	73.9	114	8.1	6.9	71.7	77.7
PERTH AMBOY CITY	261	97.3	98.0	91.9	266	91.4	90.2	80.1	263	92.8	86.1	85.7	263	88.3	74.0	270	8.1	6.9	82.2	78.5

NEW JERSEY STATEWIDE TESTING SYSTEM
HIGH SCHOOL PROFICIENCY TEST

GRADE 9
TEST ADMINISTERED: SPRING 1990

	READING TEST				MATHEMATICS TEST				WRITING TEST				WRITING MULTIPLE-CHOICE SECTION			WRITING ESSAY SECTION			TOTAL HSPT PERCENT PASSING	
	NO. TESTED	% PASSING 1990	% PASSING 1989	MEAN 1990	NO. TESTED	% PASSING 1990	% PASSING 1989	MEAN 1990	NO. TESTED	% PASSING 1990	% PASSING 1989	MEAN 1990	NO. TESTED	MEAN SCORE 1990	MEAN SCORE 1989	NO. TESTED	MEAN SCORE 1990	MEAN SCORE 1989	1990	1989
ASBURY PARK CITY	129	95.3	95.2	89.7	135	81.5	86.2	72.8	134	84.3	89.4	83.8	134	85.9	65.8	135	7.9	6.3	69.5	77.2
KEANSBURG BORO	100	96.0	100.0	93.0	101	94.1	98.8	84.4	100	96.0	95.3	87.4	100	88.2	74.8	101	8.7	6.9	89.1	92.0
LONG BRANCH CITY	178	98.9	97.7	92.8	179	95.0	91.8	82.2	177	94.4	95.5	86.4	178	89.0	74.6	179	8.4	7.2	86.7	84.1
NEPTUNE TWP.	245	99.2	97.7	93.4	249	81.9	78.9	75.9	247	95.5	80.8	86.5	247	90.1	72.9	248	8.3	6.6	78.9	67.0
PATERSON CITY	760	83.2	84.2	85.2	763	66.4	67.1	69.1	753	74.8	64.1	80.5	755	81.8	60.8	782	7.2	6.0	53.4	47.3
PASSAIC CITY	417	95.9	97.1	90.6	422	70.6	62.8	69.1	418	88.0	86.9	84.2	418	85.3	68.4	419	8.2	6.5	63.1	59.1
ELIZABETH CITY	770	93.9	95.0	89.9	775	75.1	76.3	72.9	759	90.5	86.0	84.9	759	86.5	69.1	795	7.9	6.4	66.4	66.0
PLAINFIELD	356	92.4	93.3	89.4	364	72.0	68.9	71.9	351	89.5	87.7	84.7	351	86.1	68.2	368	7.9	6.4	64.5	62.1
PHILLIPSBURG TOWN	257	99.6	99.2	95.9	254	88.2	86.8	82.0	256	98.0	96.6	88.3	256	91.9	80.0	257	8.7	8.0	85.6	84.2

6690L

Table 14

EDUCATION LEVEL OF FEMALE ADULT/AFDC PARTICIPANTS

	Total # Women	No Education	Education Discontinued	Education Continuing	Voc. Training
Atlantic	2,775	6	2,687	72	3
Bergen	1,737	2	1,660	75	9
Burlington	1,657	2	1,567	88	3
Camden	9,988	45	9,591	352	43
Cape May	637	0	617	20	1
Cumberland	2,729	5	2,579	145	2
Essex	23,946	20	22,408	1,518	69
Gloucester	1,826	1	1,737	88	3
Hudson	12,960	8	12,248	704	49
Hunterdon	153	0	138	15	0
Mercer	3,313	4	3,142	167	3
Middlesex	3,062	11	2,949	102	9
Monmouth	3,012	0	2,872	140	2
Morris	655	0	635	20	0
Ocean	2,068	0	2,033	35	2
Passaic	4,896	3	4,763	130	74
Salem	817	1	768	48	0
Somerset	531	0	467	64	8
Sussex	357	0	338	19	2
Union	4,390	4	4,235	151	15
Warren	555	0	534	21	0
TOTALS	82,064	112	77,978	3,974	297

Source: Department of Human Services - November 1990

Table 15

AFDC MARITAL STATUS OF FEMALE ADULTS

<u>COUNTY</u>	<u>SINGLE</u>	<u>DIVORCED</u>	<u>WIDOWED</u>	<u>MARRIED</u>	<u>SEPARATED</u>
Atlantic	1,932	195	22	88	538
Bergen	860	271	23	83	500
Burlington	955	120	5	92	485
Camden	6,393	830	86	477	2,202
Cape May	325	80	4	51	177
Cumberland	1,711	188	23	261	546
Essex	17,448	927	164	616	4,791
Gloucester	1,020	185	10	127	484
Hudson	7,311	981	119	433	4,116
Hunterdon	60	37	0	16	40
Mercer	2,445	197	33	105	533
Middlesex	1,673	360	17	178	834
Monmouth	1,875	339	22	125	851
Morris	313	122	9	33	178
Ocean	1,004	288	5	174	597
Passaic	3,181	443	38	195	1,039
Salem	505	71	4	57	180
Somerset	304	72	3	25	127
Sussex	149	65	1	32	110
Union	2,923	370	42	124	931
Warren	<u>270</u>	<u>70</u>	<u>3</u>	<u>39</u>	<u>173</u>
TOTALS	52,657	6,211	633	3,331	19,432

Source: Department of Human Services - November 1990

Table 16

POVERTY INCOME GUIDELINES

Administration for Children, Youth and Family Notice
1987 Family Income Guidelines

FAMILY INCOME GUIDELINES FOR ALL STATES EXCEPT ALASKA AND HAWAII

<u>Size of Family Unit</u>	<u>Income</u>
1	\$ 5,500
2	7,400
3	9,300
4	11,200
5	13,100
6	15,000
7	16,900
8	18,800

For family units with more than 8 members, add \$1,900 for each additional member.

INCOME GUIDELINES FOR ALASKA

<u>Size of Family Unit</u>	<u>Income</u>
1	\$ 6,860
2	9,240
3	11,620
4	14,000
5	16,380
6	18,760
7	21,140
8	23,520

For family units with more than 8 members, add \$2,380 for each additional member.

INCOME GUIDELINES FOR HAWAII

<u>Size of Family Unit</u>	<u>Income</u>
1	\$ 6,310
2	8,500
3	10,690
4	12,880
5	15,070
6	17,260
7	19,450
8	21,640

Table 17

**FAMILIES AND SINGLE FEMALE HEADS OF HOUSEHOLDS (FHH)
BELOW THE POVERTY LEVEL (BPL)**

<u>County</u>	<u>Number Families BPL</u>	<u>%</u>	<u>FHH No Husband Present PBL</u>	<u>FHH-BPL No Husband w/Children -18</u>	<u>FHH-BPL No Husband w/Children -6</u>	<u>% Families BBL that are FHH with Children - 13 (Col. 4 - Col. 1)</u>
Atlantic	4,508	9%	2,668	2,423	1,243	54%
Bergen	7,154	3.1%	3,122	2,672	1,026	37%
Burlington	4,737	5.1%	2,322	2,149	1,090	45%
Camden	11,909	4.6%	7,601	7,068	3,813	59%
Cape May	1,397	6.2%	634	573	304	41%
Cumberland	4,092	12.0%	2,293	2,115	1,063	52%
Essex	32,890	15.2%	22,900	21,202	11,516	64%
Gloucester	3,324	6.4%	1,781	1,584	793	48%
Hudson	21,314	14.7%	12,747	11,563	6,325	54%
Hunterdon	763	3.3%	247	198	87	26%
Mercer	5,823	7.4%	3,907	3,688	2,045	63%
Middlesex	7,329	4.7%	3,819	3,536	1,737	48%
Monmouth	7,882	6.0%	4,356	3,891	1,891	49%
Morris	2,915	2.7%	1,359	1,163	503	40%
Ocean	6,086	6.1%	2,622	2,349	1,183	39%
Passaic	12,393	10.5%	7,958	7,503	4,204	61%
Salem	1,619	9.2%	842	812	402	50%
Somerset	1,442	2.7%	637	540	241	37%
Sussex	1,268	4.1%	405	371	184	29%
Union	7,969	5.8%	4,044	3,552	1,941	45%
Warren	1,150	5.0%	574	506	197	44%

Source: 1980 Census

Table 18

ESTIMATED ELIGIBLE WIC PARTICIPANTS - 1990

LOCAL AGENCY	CHILDREN ESTIMATED ELIGIBLE			INFANTS+ CHILDREN	PREGNANT AND POST- PARTUM WOMEN	ESTIMATED ELIGIBLE		TOTAL WOMEN	TOTAL
	UNDER 5 YEARS OLD	CHILDREN	INFANTS			PREGNANT WOMEN	POST- PARTUM WOMEN		
Atlantic	16,599	5,305	1,536	6,841	4,585	1,162	734	1,896	8,738
Burlington	26,160	5,326	1,463	6,789	7,017	1,107	713	1,820	8,609
Camden	40,448	13,105	3,421	16,526	10,670	2,603	1,751	4,354	20,880
Test City	21,301	6,991	1,890	8,881	5,601	1,431	905	2,336	11,217
East Orange	14,765	5,614	1,544	7,158	3,992	1,177	761	1,939	9,097
Gloucester	15,892	3,771	1,023	4,794	4,183	775	485	1,260	6,054
Hoboken	3,748	1,386	375	1,762	995	285	183	468	2,229
Jersey City	24,233	8,963	2,428	11,391	6,434	1,841	1,182	3,024	14,415
MCOSS	81,462	15,009	4,170	19,179	22,257	3,152	2,077	5,231	24,410
Newark	34,149	12,767	3,512	16,279	9,232	2,677	1,732	4,409	20,689
North Hudson	14,608	5,403	1,464	6,867	3,879	1,110	713	1,823	8,690
NORWESCAP	36,080	5,514	1,615	7,129	10,086	1,217	770	1,987	9,115
Plainfield	13,093	2,605	726	3,331	3,562	550	359	907	4,238
St. Joseph's	102,201	19,149	5,200	24,350	27,006	3,931	2,555	6,488	30,838
Trenton	22,754	6,351	1,769	8,120	6,210	1,345	864	2,209	10,329
UMDNJ	15,459	5,878	1,617	7,494	4,179	1,233	797	2,030	9,524
Ocean	26,304	6,806	1,962	8,768	7,232	1,485	930	2,415	11,182
Passaic	8,409	2,809	781	3,589	2,266	592	381	972	4,562
St. Elizabeth	20,795	4,378	1,210	5,588	5,612	916	602	1,515	7,103
TOTALS	538,460	137,130	37,706	174,836	144,998	28,589	18,494	47,083	221,919

Source: Women, Infants and Children (WIC) Office, Trenton, New Jersey

1/67041

TABLE 19

YEAR

* INCLUDES ANNUALMENTS. COURT YEAR: SEPTEMBER 1, THORUGH AUGUST 31 1968-1983. CALENDAR YEAR USED STARTING WITH 1984.

PREPARED BY THE CENTER FOR HEALTH STATISTICS OF THE NEW JERSEY DEPARTMENT OF HEALTH.

1/6705L

Table 20

**RESIDENT BIRTHS BY AGE OF MOTHER, COUNTIES AND SELECTED CITIES
1988**

Place of Residence	Total	Age of Mother							Unkn.
		Less Than 16	16	17	18	19	20-34	35+	
STATE TOTAL	117,481	785	1,223	2,107	2,907	3,450	94,807	12,069	13
ATLANTIC COUNTY	3,725	48	53	109	136	148	2,983	239	
Atlantic City	917	30	27	53	58	58	641	43	
BERGEN COUNTY	9,934	8	16	39	63	97	8,152	1,532	2
BURLINGTON COUNTY	5,688	24	38	83	135	152	4,718	535	
CAMDEN COUNTY	8,507	95	140	246	282	314	6,776	650	
Camden City	2,351	78	110	157	170	166	1,579	91	
Cherry Hill Twp.	758	1	1	2	4	6	622	121	
Gloucester Twp.	597	2	3	7	10	18	522	35	
CAPE MAY COUNTY	1,388	7	12	22	48	57	1,155	87	
CUMBERLAND COUNTY	2,297	40	63	100	118	136	1,708	130	
Vineland City	889	10	17	37	42	54	675	53	
ESSEX COUNTY	13,800	167	250	403	537	612	10,506	1,312	1
Bloomfield	604	0	0	2	3	5	514	80	
East Orange	1,501	23	38	56	66	73	1,136	107	
Irvington	1,188	10	17	33	48	54	943	83	
Newark	6,325	121	174	288	363	429	4,624	324	
GLOUCESTER COUNTY	3,430	16	25	49	102	112	2,882	242	
HUDSON COUNTY	9,187	86	144	192	290	332	7,265	859	1
Bayonne	768	2	3	11	13	23	619	95	
Hoboken	474	7	8	12	11	14	375	45	
Jersey City	4,303	65	102	134	190	193	3,243	371	
North Bergen Twp.	698	2	3	4	9	13	605	60	
Union City	1,089	4	10	18	42	35	881	98	
HUNTERDON COUNTY	1,468	2	1	6	14	18	1,196	230	
MERCER COUNTY	5,072	59	74	147	177	187	3,894	528	
Hamilton Twp.	1,126	4	0	11	16	29	967	99	
Trenton	2,144	54	68	121	146	139	1,512	101	
MIDDLESEX COUNTY	9,824	32	51	116	151	209	8,247	1,006	1
Edison Twp.	1,338	0	3	5	4	19	1,140	164	
New Brunswick	699	17	15	32	39	45	501	49	
Old Bridge Twp.	630	0	1	4	6	8	545	66	
Piscataway Twp.	661	1	2	5	10	11	569	63	
Woodbridge Twp.	1,191	2	1	9	9	23	1,026	120	
MONMOUTH COUNTY	8,069	29	55	105	143	192	6,563	975	
Middletown Twp.	808	0	1	5	8	16	657	120	
MORRIS COUNTY	5,688	4	9	26	44	68	4,703	830	
Parsippany-Troy Hills	588	0	0	2	4	7	504	71	
OCEAN COUNTY	5,943	20	37	62	101	151	5,047	522	
Brick Twp.	928	0	3	5	9	17	801	93	
Dover Twp.	1,052	6	2	9	17	32	866	120	
PASSAIC COUNTY	7,995	75	129	197	279	299	6,334	676	
Clifton	807	2	2	10	7	12	694	80	
Passaic City	1,322	10	22	34	58	59	1,046	92	
Paterson	3,423	62	103	147	192	201	2,510	205	
Wayne Twp.	523	0	0	2	3	3	424	90	

Table 20 (con't)

**RESIDENT BIRTHS BY AGE OF MOTHER, COUNTIES AND SELECTED CITIES
1988**

Place of Residence	Total	Less Than		Age of Mother		19	20-34	35+	Unkn.
		16	16	17	18				
SALEM COUNTY	894	10	11	33	39	49	702	50	
SOMERSET COUNTY	3,505	7	10	26	30	53	2,921	457	
SUSSEX COUNTY	2,169	1	7	7	20	20	1,872	242	
UNION COUNTY	7,295	48	85	124	168	203	5,825	828	1
Elizabeth	2,106	22	39	60	73	88	1,652	166	
Plainfield	1,008	17	26	33	38	53	762	76	
Union Twp.	534	2	1	3	6	6	458	57	
WARREN COUNTY	1,479	7	13	12	30	39	1,246	132	
STATE INSTITUTIONS	1	0	0	0	0	0	1	0	
MILITARY POSTS	123	0	0	3	0	2	111	7	

Source: Department of Health

Table 21

**RESIDENT BIRTHS BY AGE OF MOTHER, COUNTIES AND SELECTED CITIES
1987**

Place of Residence	Total	Less Than Age of Mother				19	20-34	35+	Unkn.
		16	16	17	18				
STATE TOTAL	113,234	856	1,302	2,004	2,772	3,453	92,112	10,652	83
ATLANTIC COUNTY	3,507	42	51	84	119	119	2,886	205	1
Atlantic City	849	25	25	44	51	51	615	38	0
BERGEN COUNTY	9,711	13	18	41	69	94	8,105	1,369	2
BURLINGTON COUNTY	5,473	28	59	101	123	163	4,556	435	8
CAMDEN COUNTY	8,500	83	140	226	282	347	6,817	586	19
Camden City	2,360	68	107	137	177	195	1,590	82	4
Cherry Hill Twp.	796	0	2	4	2	5	671	106	6
Gloucester Twp.	619	2	2	2	14	14	548	34	3
CAPE MAY COUNTY	1,298	2	9	28	28	50	1,083	96	2
CUMBERLAND COUNTY	2,178	49	67	83	125	108	1,635	111	0
Vineland City	831	7	20	21	47	52	638	46	0
ESSEX COUNTY	13,262	189	295	408	521	661	10,000	1,184	4
Bloomfield	573	0	4	0	7	6	495	61	0
East Orange	1,533	22	35	46	63	88	1,169	108	2
Irvington	1,114	22	25	32	53	69	839	74	0
Newark	6,014	131	206	287	353	441	4,279	316	1
GLOUCESTER COUNTY	3,190	17	23	60	78	120	2,635	249	8
HUDSON COUNTY	8,750	83	143	170	275	333	6,971	772	3
Bayonne	697	1	6	12	10	20	581	67	0
Hoboken	458	4	6	6	15	18	355	54	0
Jersey City	4,266	68	105	119	187	201	3,239	345	2
North Bergen Twp.	646	1	3	7	9	12	558	56	0
Union City	928	7	9	15	21	36	767	83	0
HUNTERDON COUNTY	1,446	3	4	4	8	18	1,209	197	3
MERCER COUNTY	4,774	79	86	117	148	178	3,707	453	6
Hamilton Twp.	1,078	5	4	12	14	19	919	104	1
Trenton	2,078	71	76	96	121	148	1,468	96	2
MIDDLESEX COUNTY	9,538	30	61	95	185	198	8,150	814	5
Edison Twp.	1,376	1	2	7	21	17	1,189	137	2
New Brunswick	623	14	17	17	32	37	469	37	2
Old Bridge Twp.	684	0	0	2	13	6	616	47	0
Piscataway Twp.	639	1	8	6	9	14	537	64	0
Woodbridge Twp.	1,120	2	3	2	15	18	995	84	1
MONMOUTH COUNTY	8,020	44	62	93	128	196	6,648	843	6
Middletown Twp.	786	0	3	7	11	8	645	112	0
MORRIS COUNTY	5,616	2	9	22	47	69	4,710	754	3
Parsippany-Troy Hills	577	0	1	1	1	4	503	67	0
OCEAN COUNTY	5,560	34	32	65	101	140	4,730	455	3
Brick Twp.	892	7	2	5	12	12	785	68	1
Dover Twp.	978	3	4	13	13	24	823	98	0
PASSAIC COUNTY	7,632	88	124	208	233	314	6,032	632	1
Clifton	808	0	5	4	4	11	705	79	0
Passaic City	1,306	23	28	39	51	61	1,009	94	1
Paterson	3,228	63	87	160	160	218	2,354	186	0
Wayne Twp.	512	1	1	1	3	5	432	69	0

Table 21 (con't)

**RESIDENT BIRTHS BY AGE OF MOTHER, COUNTIES AND SELECTED CITIES
1987**

Place of Residence	Total	Less Than		Age of Mother		19	20-34	35+	Unkn.
		16	16	17	18				
SALEM COUNTY	813	9	18	23	31	45	648	39	0
SOMERSET COUNTY	3,200	9	8	24	33	38	2,684	404	0
SUSSEX COUNTY	2,099	1	13	19	28	28	1,780	229	1
UNION COUNTY	7,101	44	73	116	170	197	5,783	716	2
Elizabeth	2,036	11	31	51	79	75	1,634	153	2
Plainfield	989	21	22	32	45	55	752	62	0
Union Twp.	486	1	4	1	4	6	417	53	0
WARREN COUNTY	1,375	7	7	15	36	31	1,175	98	6
STATE INSTITUTIONS	1	0	0	0	0	0	1	0	0
MILITARY POSTS	190	0	0	2	4	6	167	11	0

Source: Department of Health

Table 22

**RESIDENT BIRTHS BY AGE OF MOTHER, COUNTIES AND SELECTED CITIES
1986**

Place of Residence	Total	Less Than		Age of Mother		19	20-34	35+	Unkn.
		16	16	17	18				
STATE TOTAL	108,444	869	1,242	1,815	2,709	3,533	88,384	9,871	21
ATLANTIC COUNTY	3,306	30	47	74	118	152	2,711	174	
Atlantic City	765	13	26	34	49	57	562	24	
BERGEN COUNTY	9,443	11	20	34	75	108	7,878	1,317	
BURLINGTON COUNTY	5,327	27	50	71	134	167	4,438	439	1
CAMDEN COUNTY	8,129	113	145	202	258	340	6,544	522	5
Camden City	2,328	93	105	125	162	186	1,578	78	1
Cherry Hill Twp.	790	2		6	2	11	663	106	
Gloucester Twp.	661		1	11	9	19	571	50	
CAPE MAY COUNTY	1,296	4	10	23	30	60	1,088	81	
CUMBERLAND COUNTY	2,136	51	58	73	136	108	1,606	104	
Vineland City	799	13	16	23	49	46	610	37	
ESSEX COUNTY	12,831	207	267	384	529	600	9,755	1,087	2
Bloomfield	574		3	2	5		513	51	
East Orange	1,481	27	33	51	75	86	1,115	94	
Irvington	1,099	23	23	38	51	55	839	70	
Newark	5,782	145	194	276	359	409	4,112	286	1
GLOUCESTER COUNTY	3,200	21	33	51	86	95	2,701	210	3
HUDSON COUNTY	8,580	60	121	188	251	342	6,797	819	2
Bayonne	765	2	4	7	12	22	656	62	
Hoboken	460	3	7	8	11	19	353	59	
Jersey City	4,036	49	87	134	191	195	3,024	354	2
North Bergen Twp.	664	1	2	5	1	15	578	62	
Union City	1,002	2	12	22	24	39	810	93	
HUNTERDON COUNTY	1,302		5	10	12	24	1,097	154	
MERCER COUNTY	4,482	68	95	104	140	181	3,513	380	1
Hamilton Twp.	1,032	4	6	8	11	21	900	82	
Trenton	1,954	60	81	88	123	140	1,385	76	1
MIDDLESEX COUNTY	8,898	34	51	37	129	222	7,594	781	
Edison Twp.	1,256	4	4	3	11	9	1,091	134	
New Brunswick	648	12	14	19	33	45	485	40	
Old Bridge Twp.	645	2		4	5	13	576	45	
Piscataway Twp.	597	2	3	3	7	12	512	58	
Woodbridge Twp.	1,074	1	4	6	12	17	948	86	
MONMOUTH COUNTY	7,518	46	63	85	122	211	6,160	828	3
Middletown Twp.	812	1	4	8	5	13	679	102	
MORRIS COUNTY	5,354	6	17	26	38	78	4,538	650	1
Parsippany-Troy Hills	552			1	1	8	481	61	
OCEAN COUNTY	5,225	19	27	61	81	155	4,465	417	
Brick Twp.	853	1	2	8	12	14	758	58	
Dover Twp.	918	5	3	10	6	25	777	92	
PASSAIC COUNTY	7,441	92	113	182	290	320	5,881	563	
Clifton	823	2	1	2	6	19	714	79	
Passaic City	1,285	20	27	46	61	75	988	68	
Paterson	3,117	64	83	125	201	202	2,253	189	
Wayne Twp.	479	1		1	4	4	386	83	

Table 22 (con't)

RESIDENT BIRTHS BY AGE OF MOTHER, COUNTIES AND SELECTED CITIES
1986

Place of Residence	Total	Less Than		Age of Mother		19	20-34	35+	Unkn.
		16	16	17	18				
SALEM COUNTY	859	9	19	15	35	31	716	34	
SOMERSET COUNTY	2,950	9	9	15	30	40	2,484	363	
SUSSEX COUNTY	1,942	3	5	13	23	27	1,681	190	
UNION COUNTY	6,673	52	75	102	154	227	5,391	670	2
Elizabeth	1,916	23	33	48	71	91	1,511	139	
Plainfield	937	14	22	29	43	50	705	74	
Union Twp.	445		1	3	2	9	381	49	
WARREN COUNTY	1,318	5	12	13	34	41	1,129	83	
STATE INSTITUTIONS	9				1		8		
MILITARY POSTS	225	2		2	3	4	209	5	

Source: Department of Health

**VOCATIONAL EDUCATION PROGRAM
ENROLLMENTS FOR SCHOOL YEAR 1988-89**

The following figures represent enrollments for secondary students in technical education and trade and industrial programs only, school year 1988-89. The total for females in "Trade and Industrial" subtracts 2,406 students enrolled in cosmetology. Cosmetology is a trade, however, it is usually a low-paying occupation for women. The race statistics are computed on the total population including the cosmetology female enrollees.

Table 23

SECONDARY ENROLLMENTS - 1988-89

	Technical Education		Trade and Industrial	
Male	1,804	85.3%	15,459	86.5%
Female	312	14.7%	2,406	13.5%
Race				
White	1,471	69.5%	15,307	74.8%
Black	360	17.0%	3,263	15.9%
Hispanic	240	11.3%	1,694	8.3%
Asian	44	2.1%	179	.9%
Native American	1	.1%	28	.1%

The following figures represent enrollments for adult students in school year 1988-89. The total for females in "Trade and Industrial" subtracts 773 female adults enrolled in cosmetology. Cosmetology is a trade, however, it is usually a low-paying occupation for women. The race statistics are computed on the total population including the cosmetology female enrollees.

Table 24

ADULT ENROLLMENTS - 1988-89

	Technical Education		Trade and Industrial	
Male	2,593	64.0%	14,175	80.0%
Female	1,456	36.0	3,539	20.0%
Race				
White	2,619	64.7%	11,866	64.2%
Black	218	5.4%	1,434	7.8%
Hispanic	210	5.2%	1,101	6.0%
Asian	129	3.2%	394	2.0%
Native American	6	.1%	32	.2%
Not Reported	867	21.4%	3,600	19.8%

Program Statistics

According to the Department of Labor, Bureau of Apprenticeship Training, the following are the latest apprenticeship enrollment figures:

Table 25

NUMBER OF APPRENTICES ACCORDING TO GENDER in 1990

Gender	Number	Percentage
Male	7,519	98%
Female	157	2%
Total	7,676	100%

NUMBER OF APPRENTICES ACCORDING TO RACE IN 1990

Race	Number	Percentage
White	6,617	86%
Black	678	9%
Spanish Origin	319	4%
Asian	45	1%
Native American	17	0%
Total	7,676	100%

TABLE 26

COMPARISON OF UI CLAIMS ACTIVITY
1989 AND 1990 BY GENDER, AGE, ETHNIC ORIGIN,
EDUCATIONAL ATTAINMENT AND INDUSTRY ATTACHMENT

Claimant Characteristics (1)	Annual Average Weekly Claims*			
	1989 (2)	1990 (3)	Increase (4)	Over-the-Year Pct. Increase (5)
<u>TOTAL</u>	80,900	103,700	22,800	28
<u>GENDER</u>				
Male	46,300	61,800	15,500	33
Female	34,700	41,900	7,200	21
<u>AGE</u>				
Under 25	9,100	10,500	1,400	15
25 to 34	26,800	33,700	7,200	26
35 to 44	19,300	25,500	6,200	32
45 to 54	13,100	17,600	4,500	34
55 to 64	10,200	13,500	3,300	32
65 and Over	2,500	3,000	500	20
<u>ETHNIC ORIGIN</u>				
White, not hispanic	49,100	65,800	16,700	34
Black, not hispanic	17,800	20,400	2,600	15
Hispanic	12,700	15,700	3,000	24
Other	1,000	1,700	700	70
<u>EDUCATION</u>				
8th Grade or less	7,900	9,100	1,200	15
Grades 9-11	13,700	15,900	3,400	16
Graduated High School	34,800	44,900	10,100	29
1-3 Years of College	12,700	16,300	3,600	28
Graduated 4 Yrs of College	4,600	6,200	1,600	35
More than 4 Yrs of College	2,400	3,200	800	33
<u>INDUSTRY</u>				
Manufacturing	21,800	28,300	6,500	30
Durable Goods	9,200	14,600	5,400	59
Nondurable Goods	12,600	13,700	1,100	9
Nonmanufacturing	59,000	75,100	16,100	27
Contract Construction	11,400	15,200	3,800	33
Trans & Public Utilities	5,300	5,400	100	2
Wholesale & Retail Trade	17,600	22,400	4,800	27
Finance/Ins/Real Estate	3,500	5,600	2,100	60
Services	16,900	22,300	5,400	32

*Estimated average weekly claims during each year are based upon a three percent sample survey conducted during one week of each month. Excludes federal government (UCFE) and U.S. military (UCX) unemployment claims. Sums of items may not equal totals due to rounding and nonresponses.

TABLE 27



Jim Florio
Governor

LABOR DEMAND OCCUPATION LIST

MAY 1991

New Jersey Occupational Information Coordinating Committee

Labor Building, Room 609

CN 056

Trenton, New Jersey 08625-0056

(609) 292-2682

NEW JERSEY OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

Laurence H. Seidel, Staff Director

STATUTORY MEMBERS

George R. Zoffinger, Commissioner
Department of Commerce and Economic Development

Dr. John Ellis, Commissioner
Department of Education

Dr. Edward Goldberg, Chancellor
Department of Higher Education

Raymond L. Bramucci, Commissioner
Department of Labor

John J. Heldrich, Chairman
State Employment and Training Commission

TECHNICAL STEERING GROUP

State Employment Security Agency
Dr. Arthur J. O'Neal, Jr., Assistant Commissioner, Chairman
Office of Research and Planning
Department of Labor

Agency for Economic Development
Dr. Rocco Guerrieri, Director
Division of Economic Development
Department of Commerce and Economic Development

Agency for Vocational Rehabilitation
Steven Janick, Director
Division of Vocational Rehabilitation Services
Department of Labor

Department of Higher Education
Dr. Phillip L. Beardsley, Director of Research
Department of Higher Education

State Board for Vocational Education
Dr. Thomas A. Henry, Assistant Commissioner
Division of Vocational Education
Department of Education

State Employment and Training Commission
William Tracy, Executive Director
State Employment and Training Commission

INTRODUCTION

The New Jersey Occupational Information Coordinating Committee (NJOICC) is the State agency assigned the mission of developing, and implementing a comprehensive, occupational information system to meet the common informational needs for the planning for, and the operation of, all public training and job placement programs in the State. This task was assigned by P.L. 1987, c.457 (C.34:1A-76). One of the assigned duties of the NJOICC is to assist the State Employment and Training Commission (SETC) in preparing the State employment and training plan. Another is to develop information comparing the total need or anticipated need for trained workers in each occupation in the State with the total number of individuals being trained, and to designate as a Labor Demand Occupation those which it determines to have, or be likely to have, a significant excess of demand over supply for adequately trained workers. This listing is to be utilized by the Commission and by all training and job placement institutions in the selection of programs for training.

In preparing the Demand Occupations List the NJOICC utilized three categories to rank occupations. The first was Designated and Recommended. Included were those occupations with significant opportunities for career advancement, adequate earning power and job stability. For the most part this category included only occupations projected to increase in employment level through the year 2000 or those which had a demand for a sizeable number of jobs to be filled.

The second category is Designated. These occupations met the criteria of having a significant excess of demand over supply but were not considered to be the most favored candidates for training. The third category was Not Designated. These occupations should only be selected for training if local conditions result in a significant excess of demand over supply and such conditions can be documented with reliable labor market information.

The data utilized in making the determinations came from a variety of sources. The occupational demand information was derived from the Department of Labor's Occupational Employment Survey and occupational projections program. These projections are based on a staffing pattern matrix developed through a comprehensive employer survey over a three year period. The base year for these data is 1986 and the projections are through the year 2000. Information on the OES or projections program can be obtained by calling Robert Vaden, Chief, Department of Labor, Division of Labor Market Information and Demographic

Research, Bureau of Occupational Research, at (609) 984-2170. The occupational supply data came from surveys and data collection programs conducted by the Department of Education's Division of Vocational Education, the Department of Higher Education's Research Division, the US Department of Defense, the US Department of Labor's Job Corps Training Program and the N.J. Department of Labor's Division of Employment and Training.

In utilizing this Demand Occupations List, each agency should recognize that occupational labor market information is a tool to assist in the planning process, not the sole determinant in selecting programs for training. In many instances, local labor market data, available through a variety of sources, can augment that which is available from the State and often is a better source of information on labor market conditions at the local planning level. However, the selection of programs for training should be based upon verifiable information not hearsay or opinion. The selection of a program for training should be backed by verifiable data.

For the purposes of this report the State has been broken down into three geographic regions. The area designated as the Northern Region is composed of the counties of Bergen, Essex, Hudson, Hunterdon, Middlesex, Morris, Passaic, Somerset, Union and Warren. The Southern Region contains the counties of Burlington, Camden, Cumberland, Gloucester, Mercer and Salem and the Shore Region is the counties of Atlantic, Cape May, Monmouth and Ocean. The purpose of these designations is to allow for regional planning of training and educational programs. However, planning across these regions or for sub-regional areas is not restricted and in many instances should be encouraged.

Any questions or comments on this listing should be directed to Laurence H. Seidel, Staff Director, NJOICC, CN 056, Trenton, NJ 08625 or call (609) 292-2682.



STATE OF NEW JERSEY

DESIGNATED AS DEMAND OCCUPATIONS AND RECOMMENDED FOR TRAINING

OIS Unit	Unit Title	Employment 2000	Job Openings	Program Graduates	Grads / Open	Jobs less Graduates
0580	SALES AND PURCHASING, GENERAL	415,400	23,440	2,779	0.12	20,661
1060	JANITORS, CLEANERS & HOUSEKEEPERS	132,280	11,350	209	0.02	11,141
1560	LAW ENFORCEMENT	126,530	8,660	1,076	0.12	7,584
1840	DRIVING	135,320	6,530	461	0.07	6,069
0420	OFFICE OCCUPATIONS	421,090	18,400	12,448	0.68	5,952
1000	FOOD SERVICE	190,620	9,510	3,847	0.40	5,663
2070	TEACHING	180,040	6,090	2,587	0.42	3,503
0550	FOOD MARKETING	75,740	3,560	289	0.08	3,271
0460	SHIPPING AND RECEIVING CLERK	90,300	3,660	438	0.12	3,222
0390	OFFICE SUPERVISION	60,960	2,640	154	0.06	2,486
0850	HEALTH AIDE	50,260	2,850	873	0.31	1,977
2080	LAW	35,710	2,750	786	0.29	1,964
0940	REGISTERED NURSE	80,610	3,860	1,922	0.50	1,938
1720	MACHINIST	49,490	2,250	445	0.20	1,805
0330	BOOKKEEPING AND ACCOUNTING	144,780	7,220	5,435	0.75	1,785
0540	APPAREL MARKETING	33,470	2,170	403	0.19	1,767
0530	FINANCIAL SERVICES	47,660	2,190	476	0.22	1,714
1010	CHILD CARE WORKER	32,960	1,940	629	0.32	1,311
1200	MANUFACTURING TECHNOLOGY	26,430	1,300	118	0.09	1,182
0910	PHYSICIANS AND SURGEONS	22,830	1,520	345	0.23	1,175
0960	DENTISTRY	14,120	1,270	154	0.12	1,116
1460	BUILDING MAINTENANCE	38,640	1,670	583	0.35	1,087
0350	BANK CLERK	42,180	1,430	348	0.24	1,082
0320	TRANSPORTATION SERVICES	22,320	1,000	30	0.03	970
0400	TEACHER AIDE	24,840	1,150	247	0.21	903
0560	RECREATIONAL SERVICES	22,510	1,110	295	0.27	815
0220	HORTICULTURE	20,000	1,030	282	0.27	748
1510	INDUSTRIAL EQUIPMENT MAINTENANCE	20,980	860	188	0.22	672
0810	MEDICAL TECHNOLOGY	18,680	940	342	0.36	598
0520	BUSINESS SERVICE MARKETING	15,130	680	84	0.12	596
2040	ENGINEERING	70,060	3,400	2,825	0.83	575
0340	INSURANCE CLERKS AND EXAMINERS	14,780	540	18	0.03	522
0630	AUTOMOBILE AND PETROLEUM MARKETING	18,340	580	62	0.11	518
0780	HUMAN SERVICE/MENTAL HEALTH TECHNICIAN	9,800	490	122	0.25	368
0830	HEALTH CARE ADMINISTRATION	6,180	380	89	0.23	291
1160	ENVIRONMENTAL CONTROL TECHNOLOGY	4,280	260	75	0.29	185
0880	PHYSICAL THERAPY	5,130	270	105	0.39	165

STATE OF NEW JERSEY

DESIGNATED AS DEMAND OCCUPATIONS

OIS Unit	Unit Title	Employment 2000	Job Openings	Program Graduates	Grads / Open	Jobs less Graduates
0590	WAITER/WAITRESS	80,540	3,410	111	0.03	3,299
1750	MANUFACTURING	40,860	1,710	11	0.01	1,699
1730	METAL WORK	25,530	1,120	197	0.18	923
1980	GAMING	21,110	1,590	882	0.55	708
1680	DRYCLEANING AND LAUNDERING	6,820	510	21	0.04	489
0440	LIBRARIAN	11,630	600	148	0.25	452
0600	INSURANCE SALES	27,350	1,240	841	0.68	399
0410	PERSONNEL CLERK	10,710	480	110	0.23	370
1740	DISPATCHERS AND RADIO OPERATORS	9,910	370	0	0.00	370
2120	ATHLETICS AND PHYSICAL FITNESS	7,070	360	0	0.00	360
1180	CHEMICAL TECHNOLOGY	13,160	350	22	0.06	328
0900	PHARMACY	6,280	440	122	0.28	318
1080	TAILORING	5,180	440	130	0.30	310
2090	WRITING	5,160	290	0	0.00	290
0870	LICENSED PRACTICAL NURSE	22,060	1,030	746	0.72	284
1690	BUTCHER	7,180	340	58	0.17	282
1810	CONSTRUCTION EQUIPMENT OPERATION	8,560	300	34	0.11	266
1660	GRAPHIC ART	25,750	1,070	805	0.75	265
0500	REAL ESTATE	11,970	980	717	0.73	263
1020	DIETETICIAN	7,550	310	52	0.17	258
1490	COMMUNICATIONS EQUIPMENT REPAIR	15,740	520	273	0.53	247
1410	ELECTRONIC MAINTENANCE	24,560	840	594	0.71	246
1700	COMMUNICATIONS EQUIPMENT OPERATORS	5,980	240	0	0.00	240
1570	PHOTOGRAPHY	6,230	300	99	0.33	201
1220	ENGINEERING TECHNOLOGY	8,680	300	109	0.36	191
1640	BOOKBINDING	3,420	190	4	0.02	186
1820	MATERIAL HANDLING	21,500	390	214	0.55	176
1430	MASONRY	11,970	410	235	0.57	175
1650	COMMERCIAL ART	13,270	620	447	0.72	173
2100	JOURNALISM	4,770	250	87	0.35	163
1170	ELECTROMECHANICAL TECHNOLOGY	4,250	260	123	0.47	137
0720	MEDICAL RADIATION TECHNOLOGY	7,530	310	184	0.59	126
1120	CIVIL ENGINEERING TECHNOLOGY	4,400	170	54	0.32	116
0840	PHARMACY ASSISTANT	2,690	120	16	0.13	104
1480	PLUMBING	18,880	740	639	0.86	101
0620	FUNERAL DIRECTOR	1,680	110	24	0.22	86
1800	FLIGHT ATTENDANT	2,900	90	7	0.08	83
0730	DENTAL ASSISTING	7,370	300	235	0.78	65
0200	ANIMAL SCIENCE	6,440	140	84	0.60	56
1210	BIOLOGICAL LABORATORY TECHNOLOGY	1,720	60	9	0.15	51
0790	DENTAL LABORATORY TECHNOLOGY	1,200	60	14	0.23	46
0700	OPTICAL TECHNOLOGY	1,290	70	25	0.36	45
1590	PETROLEUM AND GAS PLANT OPERATIONS	1,070	40	3	0.08	37
0230	CONSERVATION	520	40	5	0.13	35
1550	SMALL EQUIPMENT REPAIR	830	50	21	0.42	29
1110	BIOMEDICAL EQUIPMENT TECHNOLOGY	270	20	5	0.25	15
1760	JEWELER	1,160	40	27	0.68	13



STATE OF NEW JERSEY

DESIGNATED AS DEMAND OCCUPATIONS

OIS Unit	Unit Title	Employment 2000	Job Openings	Program Graduates	Grads / Open	Jobs less Graduates
1070	SOCIAL WELFARE AIDE	720	50	45	0.90	5
0750	SURGICAL TECHNOLOGY	830	30	28	0.93	2
1850	MARINE OPERATIONS	5,700	260	264	1.02	-4
1240	AVIATION	3,010	100	122	1.22	-22
2140	CHEMISTRY	9,710	290	316	1.09	-26
0890	OCCUPATIONAL & RECREATIONAL THERAPY	4,010	160	187	1.17	-27
0740	RESPIRATORY THERAPY	2,070	50	79	1.58	-29
1620	FIRE FIGHTING	9,140	270	307	1.14	-37
0770	DENTAL HYGIENE	3,320	100	149	1.49	-49
1470	BUILDING CONSTRUCTION	38,250	1,490	1,545	1.04	-55
1790	CABINETMAKING AND FURNITURE MAKING	8,660	410	493	1.20	-83
0210	AGRICULTURAL SERVICES	3,170	130	225	1.73	-95
1630	SMALL ENGINE REPAIR	1,790	70	174	2.49	-104
2160	MATHEMATICS	6,670	210	353	1.68	-143
1500	ELECTRICAL EQUIPMENT REPAIR	6,610	280	427	1.53	-147
0610	TRAVEL SERVICES	11,810	590	738	1.25	-148
0760	MEDICAL LABORATORY TECHNOLOGY	9,750	300	460	1.53	-160
0800	MEDICAL ASSISTING	7,810	360	521	1.45	-161
1610	AUTOMOTIVE BODY REPAIR	10,610	280	445	1.59	-165
1450	ELECTRICIAN	33,620	990	1,216	1.23	-226
1420	WELDING	10,670	430	678	1.58	-248
1540	POWER PLANT OPERATOR	8,330	410	665	1.62	-255
0510	FLORIST	2,100	100	432	4.32	-332
1440	CARPENTRY	25,960	1,000	1,433	1.43	-433
1580	HEATING AND COOLING MECHANICS	11,790	410	1,092	2.66	-682
2000	BUSINESS ADMINISTRATION	120,260	6,270	7,065	1.13	-795
1140	DRAFTING AND DESIGN	17,890	720	1,698	2.36	-978
1520	AUTOMOTIVE MECHANICS	41,610	1,360	2,949	2.17	-1,589
0300	COMPUTER PROGRAMMING	35,480	1,180	3,965	3.36	-2,785

STATE OF NEW JERSEY

NOT DESIGNATED AS DEMAND OCCUPATIONS

OIS Unit	Unit Title	Employment 2000	Job Openings	Program Graduates	Grads / Open	Jobs less Graduates
1050	CLOTHING MANUFACTURING	22,650	1,180	286	0.24	894
1030	UPHOLSTERING	5,350	360	77	0.21	283
1670	SHOE REPAIR AND LEATHERWORK	820	60	2	0.03	58
1710	FOUNDRY WORK	2,100	50	4	0.08	46
1530	MINING	410	10	6	0.60	4
1880	NUCLEAR OPERATIONS	520	10	18	1.80	-8
2110	ARCHITECTURE AND URBAN DESIGN	2,730	140	222	1.59	-82
2050	EDUCATIONAL ADMINISTRATION	15,410	710	794	1.12	-84
0930	SPEECH PATHOLOGY/AUDIOLOGY	2,490	60	156	2.60	-96
0710	EMERGENCY MEDICAL TECHNOLOGY	3,500	120	382	3.18	-262
2030	PHYSICAL SCIENCES	3,220	70	338	4.83	-268
1040	INTERIOR DECORATING	1,970	90	360	4.00	-270
1600	AIRCRAFT MECHANICS	1,880	80	363	4.54	-283
1230	AUDIO-VISUAL SPECIALIST	1,210	50	342	6.84	-292
2150	RELIGION AND PHILOSOPHY	6,470	550	901	1.64	-351
0430	LEGAL ASSISTING	9,690	560	914	1.63	-354
0380	ADVERTISING AND PUBLIC RELATIONS	8,720	440	966	2.20	-526
2130	PERFORMING ARTS	3,050	100	911	9.11	-811
0370	DATA ENTRY KEYER	17,320	40	1,124	28.10	-1,084
0310	INFORMATION SCIENCES AND SYSTEMS	23,220	890	2,075	2.33	-1,185
2020	LIFE SCIENCES	6,990	170	1,461	8.59	-1,291
0360	COMPUTER OPERATOR	19,780	680	2,265	3.33	-1,585
2060	PSYCHOLOGY AND SOCIAL WORK	21,900	860	2,455	2.85	-1,595
1400	COSMETOLOGY	30,000	1,320	2,980	2.26	-1,660
1150	ELECTRICAL AND ELECTRONIC TECHNOLOGY	15,990	650	2,792	4.30	-2,142
2010	SOCIAL SCIENCES	6,980	160	4,275	26.72	-4,115



NORTHERN REGION

DESIGNATED AS DEMAND OCCUPATIONS AND RECOMMENDED FOR TRAINING

OIS Unit	Unit Title	Employment 2000	Job Openings	Program Graduates	Grads / Open	Jobs less Graduates
0580	SALES AND PURCHASING, GENERAL	281,840	15,730	1,799	0.11	13,931
1060	JANITORS, CLEANERS & HOUSEKEEPERS	84,870	7,200	66	0.01	7,134
1560	LAW ENFORCEMENT	79,790	5,550	404	0.07	5,146
0420	OFFICE OCCUPATIONS	291,860	12,620	8,353	0.66	4,267
1840	DRIVING	89,140	4,190	258	0.06	3,932
1000	FOOD SERVICE	105,400	5,100	2,008	0.39	3,092
0330	BOOKKEEPING AND ACCOUNTING	102,050	4,990	2,556	0.51	2,434
0460	SHIPPING AND RECEIVING CLERK	65,570	2,720	317	0.12	2,403
0550	FOOD MARKETING	49,120	2,270	132	0.06	2,138
2070	TEACHING	111,570	3,700	1,734	0.47	1,966
0390	OFFICE SUPERVISION	43,620	1,880	98	0.05	1,782
1720	MACHINIST	36,970	1,670	331	0.20	1,339
0940	REGISTERED NURSE	49,630	2,300	998	0.43	1,302
0530	FINANCIAL SERVICES	35,170	1,610	355	0.22	1,255
2080	LAW	22,450	1,670	577	0.35	1,093
0540	APPAREL MARKETING	21,470	1,350	301	0.22	1,049
0850	HEALTH AIDE	28,390	1,590	621	0.39	969
0350	BANK CLERK	28,640	930	145	0.16	785
1200	MANUFACTURING TECHNOLOGY	17,740	800	62	0.08	738
0400	TEACHER AIDE	14,870	710	6	0.01	704
1010	CHILD CARE WORKER	17,520	1,030	337	0.33	693
0320	TRANSPORTATION SERVICES	16,310	630	9	0.01	621
0960	DENTISTRY	8,510	770	154	0.20	616
0910	PHYSICIANS AND SURGEONS	14,720	960	345	0.36	615
1460	BUILDING MAINTENANCE	24,920	1,050	450	0.43	600
0220	HORTICULTURE	12,120	630	156	0.25	474
1510	INDUSTRIAL EQUIPMENT MAINTENANCE	15,510	600	143	0.24	457
0520	BUSINESS SERVICE MARKETING	11,320	470	55	0.12	415
0500	REAL ESTATE	7,960	640	231	0.36	409
0340	INSURANCE CLERKS AND EXAMINERS	11,660	360	8	0.02	352
0810	MEDICAL TECHNOLOGY	12,190	580	242	0.42	338
1680	DRYCLEANING AND LAUNDERING	4,490	290	13	0.04	277
0630	AUTOMOBILE AND PETROLEUM MARKETING	10,800	300	28	0.09	272
0410	PERSONNEL CLERK	6,990	330	59	0.18	271
0880	PHYSICAL THERAPY	2,990	120	90	0.75	30



NORTHERN REGION

DESIGNATED AS DEMAND OCCUPATIONS

OIS Unit	Unit Title	Employment 2000	Job Openings	Program Graduates	Grads / Open	Jobs less Graduates
0590	WAITER/WAITRESS	41,060	1,690	54	0.03	1,636
1750	MANUFACTURING	30,320	1,260	10	0.01	1,250
0600	INSURANCE SALES	19,580	850	0	0.00	850
1730	METAL WORK	17,770	700	98	0.14	602
0560	RECREATIONAL SERVICES	12,250	490	246	0.50	244
1660	GRAPHIC ART	18,650	630	393	0.62	237
1080	TAILORING	3,680	300	65	0.22	235
1180	CHEMICAL TECHNOLOGY	9,810	250	190	0.08	231
1740	DISPATCHERS AND RADIO OPERATORS	6,630	230	0	0.00	230
0870	LICENSED PRACTICAL NURSE	11,710	540	311	0.58	229
1030	UPHOLSTERING	4,600	270	46	0.17	224
2120	ATHLETICS AND PHYSICAL FITNESS	4,570	220	0	0.00	220
0780	HUMAN SERVICE/MENTAL HEALTH TECHNICIAN	6,750	290	71	0.24	219
0440	LIBRARIAN	6,830	330	138	0.42	192
1820	MATERIAL HANDLING	16,520	330	149	0.45	181
2090	WRITING	3,650	180	0	0.00	180
1700	COMMUNICATIONS EQUIPMENT OPERATORS	4,300	170	0	0.00	170
1490	COMMUNICATIONS EQUIPMENT REPAIR	12,250	330	168	0.51	162
0900	PHARMACY	3,980	270	122	0.45	148
1570	PHOTOGRAPHY	4,250	200	58	0.29	142
1690	BUTCHER	3,800	180	40	0.22	140
0830	HEALTH CARE ADMINISTRATION	3,990	220	88	0.40	132
1620	FIRE FIGHTING	6,390	150	31	0.21	119
1220	ENGINEERING TECHNOLOGY	5,150	170	59	0.35	111
1850	MARINE OPERATIONS	4,890	180	70	0.39	110
1430	MASONRY	7,010	210	117	0.56	93
1800	FLIGHT ATTENDANT	2,910	90	0	0.00	90
1650	COMMERCIAL ART	8,870	400	314	0.79	86
1810	CONSTRUCTION EQUIPMENT OPERATION	5,050	100	20	0.20	80
1640	BOOKBINDING	2,370	80	3	0.04	77
2100	JOURNALISM	3,170	140	70	0.50	70
1170	ELECTROMECHANICAL TECHNOLOGY	2,910	160	93	0.58	67
1020	DIETETICIAN	4,000	80	22	0.28	58
1160	ENVIRONMENTAL CONTROL TECHNOLOGY	2,040	110	60	0.55	50
2150	RELIGION AND PHILOSOPHY	4,870	400	355	0.89	45
0620	FUNERAL DIRECTOR	1,130	40	0	0.00	40
0730	DENTAL ASSISTING	5,070	200	164	0.82	36
0840	PHARMACY ASSISTANT	1,590	40	8	0.20	32
1240	AVIATION	2,690	80	58	0.73	22
0720	MEDICAL RADIATION TECHNOLOGY	4,510	130	113	0.87	17
0230	CONSERVATION	220	20	5	0.25	15
0790	DENTAL LABORATORY TECHNOLOGY	840	20	5	0.25	15
1210	BIOLOGICAL LABORATORY TECHNOLOGY	1,320	20	8	0.40	12
0700	OPTICAL TECHNOLOGY	810	20	10	0.50	10
1070	SOCIAL WELFARE AIDE	360	20	10	0.50	10



NORTHERN REGION

DESIGNATED AS DEMAND OCCUPATIONS

OIS Unit	Unit Title	Employment 2000	Job Openings	Program Graduates	Grads / Open	Jobs less Graduates
1110	BIOMEDICAL EQUIPMENT TECHNOLOGY	200	10	1	0.10	9
1120	CIVIL ENGINEERING TECHNOLOGY	2,510	40	37	0.93	3
1410	ELECTRONIC MAINTENANCE	17,630	510	509	1.00	1
1550	SMALL EQUIPMENT REPAIR	490	10	12	1.20	-2
0750	SURGICAL TECHNOLOGY	540	10	24	2.40	-14
0200	ANIMAL SCIENCE	3,350	50	68	1.36	-18
1480	PLUMBING	12,220	430	450	1.05	-20
2050	EDUCATIONAL ADMINISTRATION	9,600	460	487	1.06	-27
0760	MEDICAL LABORATORY TECHNOLOGY	6,720	180	210	1.17	-30
2140	CHEMISTRY	7,770	190	226	1.19	-36
0740	RESPIRATORY THERAPY	1,220	10	51	5.10	-41
1500	ELECTRICAL EQUIPMENT REPAIR	4,260	120	176	1.47	-56
2000	BUSINESS ADMINISTRATION	83,200	4,320	4,377	1.01	-57
0800	MEDICAL ASSISTING	4,460	200	266	1.33	-66
1790	CABINETMAKING AND FURNITURE MAKING	5,640	160	228	1.43	-68
0770	DENTAL HYGIENE	2,330	60	133	2.22	-73
0610	TRAVEL SERVICES	9,080	430	565	1.31	-135
1610	AUTOMOTIVE BODY REPAIR	6,780	170	308	1.81	-138
1420	WELDING	7,550	280	420	1.50	-140
0890	OCCUPATIONAL & RECREATIONAL THERAPY	2,390	20	180	9.00	-160
0210	AGRICULTURAL SERVICES	1,910	10	181	18.10	-171
2160	MATHEMATICS	4,630	50	232	4.64	-182
1440	CARPENTRY	15,650	600	826	1.38	-226
0510	FLORIST	1,380	60	286	4.77	-226
1450	ELECTRICIAN	22,860	590	832	1.41	-242
2040	ENGINEERING	45,410	2,170	2,413	1.11	-243
1470	BUILDING CONSTRUCTION	23,500	710	974	1.37	-264
1540	POWER PLANT OPERATOR	5,360	220	547	2.49	-327
1580	HEATING AND COOLING MECHANICS	8,100	280	774	2.76	-494
1520	AUTOMOTIVE MECHANICS	25,840	810	2,094	2.59	-1,284
0300	COMPUTER PROGRAMMING	25,070	830	2,944	3.55	-2,114



NORTHERN REGION

NOT DESIGNATED AS DEMAND OCCUPATIONS

OIS Unit	Unit Title	Employment 2000	Job Openings	Program Graduates	Grads / Open	Jobs less Graduates
1050	CLOTHING MANUFACTURING	18,680	930	138	0.15	792
1670	SHOE REPAIR AND LEATHERWORK	580	40	2	0.05	38
1590	PETROLEUM AND GAS PLANT OPERATIONS	810	0	1	INA	-1
1530	MINING	150	0	2	INA	-2
1710	FOUNDRY WORK	1,560	0	3	INA	-3
1880	NUCLEAR OPERATIONS	200	0	5	INA	-5
1760	JEWELER	970	0	27	INA	-27
1630	SMALL ENGINE REPAIR	1,040	30	94	3.13	-64
0930	SPEECH PATHOLOGY/AUDIOLOGY	1,500	0	104	INA	-104
0710	EMERGENCY MEDICAL TECHNOLOGY	2,320	60	168	2.80	-108
2110	ARCHITECTURE AND URBAN DESIGN	1,680	20	145	7.25	-125
2030	PHYSICAL SCIENCES	1,760	0	185	INA	-185
1230	AUDIO-VISUAL SPECIALIST	720	10	212	21.20	-202
1040	INTERIOR DECORATING	1,400	20	227	11.35	-207
1600	AIRCRAFT MECHANICS	1,230	50	262	5.24	-212
0430	LEGAL ASSISTING	6,690	370	725	1.96	-355
0380	ADVERTISING AND PUBLIC RELATIONS	5,770	260	773	2.97	-513
2130	PERFORMING ARTS	1,800	20	613	30.65	-593
1140	DRAFTING AND DESIGN	12,040	430	1,058	2.46	-628
0370	DATA ENTRY KEYER	12,830	10	1,004	100.40	-994
2020	LIFE SCIENCES	5,170	90	1,086	12.07	-996
0310	INFORMATION SCIENCES AND SYSTEMS	16,250	640	1,698	2.65	-1,058
1400	COSMETOLOGY	18,550	770	1,937	2.52	-1,167
2060	PSYCHOLOGY AND SOCIAL WORK	13,190	550	1,859	3.38	-1,309
0360	COMPUTER OPERATOR	14,420	460	2,021	4.39	-1,561
1150	ELECTRICAL AND ELECTRONIC TECHNOLOGY	10,870	430	2,166	5.04	-1,736
2010	SOCIAL SCIENCES	3,710	30	3,074	102.47	-3,044



SOUTHERN REGION

DESIGNATED AS DEMAND OCCUPATIONS AND RECOMMENDED FOR TRAINING

OIS Unit	Unit Title	Employment 2000	Job Openings	Program Graduates	Grads / Open	Jobs less Graduates
0580	SALES AND PURCHASING, GENERAL	73,820	4,160	636	0.15	3,524
1060	JANITORS,CLEANERS & HOUSEKEEPERS	23,720	2,000	122	0.06	1,878
1840	DRIVING	26,510	1,260	60	0.05	1,200
0420	OFFICE OCCUPATIONS	78,550	3,360	2,238	0.67	1,122
1560	LAW ENFORCEMENT	24,990	1,500	411	0.27	1,089
1000	FOOD SERVICE	34,700	1,710	787	0.46	923
0550	FOOD MARKETING	13,340	640	59	0.09	581
0330	BOOKKEEPING AND ACCOUNTING	25,560	1,280	741	0.58	539
1010	CHILD CARE WORKER	11,260	670	217	0.32	453
0460	SHIPPING AND RECEIVING CLERK	13,820	520	68	0.13	452
0850	HEALTH AIDE	10,750	630	195	0.31	435
0900	OFFICE SUPERVISION	10,570	480	45	0.09	435
2070	TEACHING	41,570	1,400	977	0.70	423
2040	ENGINEERING	16,860	750	328	0.44	422
2080	LAW	7,750	620	209	0.34	411
0540	APPAREL MARKETING	6,370	410	43	0.10	367
0910	PHYSICIANS AND SURGEONS	4,600	320	0	0.00	320
0400	TEACHER AIDE	6,720	310	3	0.01	307
0940	REGISTERED NURSE	17,020	830	688	0.83	142
0810	MEDICAL TECHNOLOGY	4,880	200	86	0.43	114
0880	PHYSICAL THERAPY	1,070	50	0	0.00	50



SOUTHERN REGION

DESIGNATED AS DEMAND OCCUPATIONS

OIS Unit	Unit Title	Employment 2000	Job Openings	Program Graduates	Grads / Open	Jobs less Graduates
0590	WAITER/WAITRESS	13,590	590	37	0.06	553
1750	MANUFACTURING	6,840	250	1	0.00	249
1720	MACHINIST	8,490	330	89	0.27	241
0960	DENTISTRY	2,710	240	0	0.00	240
1200	MANUFACTURING TECHNOLOGY	6,290	290	51	0.18	239
1460	BUILDING MAINTENANCE	7,070	310	91	0.29	219
0530	FINANCIAL SERVICES	7,350	300	102	0.34	198
0440	LIBRARIAN	3,100	170	10	0.06	160
0320	TRANSPORTATION SERVICES	3,640	160	16	0.10	144
0630	AUTOMOBILE AND PETROLEUM MARKETING	4,040	130	15	0.12	115
0350	BANK CLERK	7,670	250	139	0.56	111
0220	HORTICULTURE	3,800	190	80	0.42	110
1510	INDUSTRIAL EQUIPMENT MAINTENANCE	3,910	120	24	0.20	96
1410	ELECTRONIC MAINTENANCE	4,820	140	45	0.32	95
1690	BUTCHER	2,220	100	7	0.07	93
1730	METAL WORK	5,220	150	57	0.38	93
0900	PHARMACY	1,110	90	0	0.00	90
2120	ATHLETICS AND PHYSICAL FITNESS	1,400	80	0	0.00	80
0560	RECREATIONAL SERVICES	3,730	100	25	0.25	75
0830	HEALTH CARE ADMINISTRATION	1,240	70	1	0.01	69
0410	PERSONNEL CLERK	2,350	100	33	0.33	67
1680	DRYCLEANING AND LAUNDERING	1,170	70	4	0.06	66
0520	BUSINESS SERVICE MARKETING	2,020	60	6	0.10	54
1160	ENVIRONMENTAL CONTROL TECHNOLOGY	1,050	60	6	0.10	54
1740	DISPATCHERS AND RADIO OPERATORS	1,800	50	0	0.00	50
2090	WRITING	1,030	50	0	0.00	50
0870	LICENSED PRACTICAL NURSE	5,770	260	213	0.82	47
1170	ELECTROMECHANICAL TECHNOLOGY	780	60	19	0.32	41
1180	CHEMICAL TECHNOLOGY	1,470	40	1	0.03	39
0340	INSURANCE CLERKS AND EXAMINERS	1,750	40	6	0.15	34
1650	COMMERCIAL ART	2,890	130	97	0.75	33
1700	COMMUNICATIONS EQUIPMENT OPERATORS	960	30	0	0.00	30
1220	ENGINEERING TECHNOLOGY	2,170	60	31	0.52	29
1430	MASONRY	2,240	70	47	0.67	23
1480	PLUMBING	2,980	120	99	0.83	21
0200	ANIMAL SCIENCE	1,990	30	14	0.47	16
0730	DENTAL ASSISTING	1,290	50	36	0.72	14
0780	HUMAN SERVICE/MENTAL HEALTH TECHNICIAN	1,530	50	38	0.76	12
1810	CONSTRUCTION EQUIPMENT OPERATION	1,590	20	9	0.45	11
0230	CONSERVATION	170	10	0	0.00	10
1020	DIETETICIAN	1,360	30	20	0.67	10
1640	BOOKBINDING	700	10	1	0.10	9
0310	INFORMATION SCIENCES AND SYSTEMS	5,000	190	186	0.98	4
2100	JOURNALISM	880	20	16	0.80	4
1120	CIVIL ENGINEERING TECHNOLOGY	1,070	10	7	0.70	3
0720	MEDICAL RADIATION TECHNOLOGY	1,680	40	40	1.00	0
0890	OCCUPATIONAL & RECREATIONAL THERAPY	690	0	0	INA	0



SOUTHERN REGION

DESIGNATED AS DEMAND OCCUPATIONS

OIS Unit	Unit Title	Employment 2000	Job Openings	Program Graduates	Grads / Open	Jobs less Graduates
1760	JEWELER	20	0	0	INA	0
1210	BIOLOGICAL LABORATORY TECHNOLOGY	210	0	1	INA	-1
1110	BIOMEDICAL EQUIPMENT TECHNOLOGY	20	0	2	INA	-2
0750	SURGICAL TECHNOLOGY	120	0	2	INA	-2
0770	DENTAL HYGIENE	620	10	16	1.60	-6
0790	DENTAL LABORATORY TECHNOLOGY	190	0	7	INA	-7
0840	PHARMACY ASSISTANT	560	0	7	INA	-7
1880	NUCLEAR OPERATIONS	0	0	8	INA	-8
1570	PHOTOGRAPHY	950	20	28	1.40	-8
0700	OPTICAL TECHNOLOGY	260	0	12	INA	-12
2050	EDUCATIONAL ADMINISTRATION	3,610	180	193	1.07	-13
0740	RESPIRATORY THERAPY	350	0	14	INA	-14
1980	GAMING	0	0	15	INA	-15
1080	TAILORING	750	40	56	1.40	-16
2140	CHEMISTRY	1,280	50	73	1.46	-23
0620	FUNERAL DIRECTOR	230	0	24	INA	-24
0210	AGRICULTURAL SERVICES	540	0	27	INA	-27
1610	AUTOMOTIVE BODY REPAIR	2,210	50	85	1.70	-35
1450	ELECTRICIAN	5,200	130	188	1.45	-58
2000	BUSINESS ADMINISTRATION	23,830	1,270	1,340	1.06	-70
1540	POWER PLANT OPERATOR	1,450	30	112	3.73	-82
0510	FLORIST	450	20	126	6.30	-106
0800	MEDICAL ASSISTING	1,670	80	208	2.60	-128
1420	WELDING	2,000	50	194	3.88	-144
1440	CARPENTRY	5,360	190	367	1.93	-177
0760	MEDICAL LABORATORY TECHNOLOGY	1,700	30	226	7.53	-196
1520	AUTOMOTIVE MECHANICS	8,920	300	518	1.73	-218
1140	DRAFTING AND DESIGN	3,650	120	452	3.77	-332
0300	COMPUTER PROGRAMMING	7,610	260	798	3.07	-538



SOUTHERN REGION

NOT DESIGNATED AS DEMAND OCCUPATIONS

OIS Unit	Unit Title	Employment 2000	Job Openings	Program Graduates	Grads / Open	Jobs less Graduates
1030	UPHOLSTERING	490	40	27	0.68	13
1670	SHOE REPAIR AND LEATHERWORK	110	10	0	0.00	10
1050	CLOTHING MANUFACTURING	2,880	140	131	0.94	9
1710	FOUNDRY WORK	310	0	0	INA	0
1820	MATERIAL HANDLING	3,270	30	32	1.07	-2
1530	MINING	50	0	2	INA	-2
1590	PETROLEUM AND GAS PLANT OPERATIONS	130	0	2	INA	-2
1800	FLIGHT ATTENDANT	0	0	7	INA	-7
1550	SMALL EQUIPMENT REPAIR	130	0	7	INA	-7
1070	SOCIAL WELFARE AIDE	240	10	22	2.20	-12
1490	COMMUNICATIONS EQUIPMENT REPAIR	1,570	10	32	3.20	-22
0370	DATA ENTRY KEYER	3,260	20	59	2.95	-39
0930	SPEECH PATHOLOGY/AUDIOLOGY	550	0	42	INA	-42
1240	AVIATION	170	0	45	INA	-45
1630	SMALL ENGINE REPAIR	240	0	53	INA	-53
1600	AIRCRAFT MECHANICS	450	10	68	6.80	-58
2110	ARCHITECTURE AND URBAN DESIGN	490	10	77	7.70	-67
0610	TRAVEL SERVICES	1,610	80	157	1.96	-77
1500	ELECTRICAL EQUIPMENT REPAIR	1,370	20	98	4.90	-78
2160	MATHEMATICS	1,390	10	90	9.00	-80
0430	LEGAL ASSISTING	1,610	70	151	2.16	-81
0360	COMPUTER OPERATOR	3,610	100	185	1.85	-85
1230	AUDIO-VISUAL SPECIALIST	180	0	101	INA	-101
1850	MARINE OPERATIONS	190	10	114	11.40	-104
1040	INTERIOR DECORATING	320	0	121	INA	-121
2030	PHYSICAL SCIENCES	1,070	0	137	INA	-137
0380	ADVERTISING AND PUBLIC RELATIONS	1,570	50	191	3.82	-141
1420	WELDING	2,000	50	194	3.88	-144
1790	CABINETMAKING AND FURNITURE MAKING	1,350	20	190	9.50	-170
2150	RELIGION AND PHILOSOPHY	1,010	90	274	3.04	-184
1660	GRAPHIC ART	4,940	100	287	2.87	-187
1580	HEATING AND COOLING MECHANICS	1,830	70	262	3.74	-192
0710	EMERGENCY MEDICAL TECHNOLOGY	620	0	202	INA	-202
2060	PSYCHOLOGY AND SOCIAL WORK	5,030	210	427	2.03	-217
2020	LIFE SCIENCES	1,370	40	271	6.78	-231
2130	PERFORMING ARTS	290	0	231	INA	-231
1620	FIRE FIGHTING	1,340	20	264	13.20	-244
1470	BUILDING CONSTRUCTION	7,380	230	495	2.15	-265
1400	COSMETOLOGY	6,010	240	522	2.18	-282
1150	ELECTRICAL AND ELECTRONIC TECHNOLOGY	3,090	100	432	4.32	-332
0500	REAL ESTATE	1,760	120	485	4.04	-365
0600	INSURANCE SALES	3,980	150	840	5.60	-690
2010	SOCIAL SCIENCES	2,810	50	1,072	21.44	-1,022



SHORE REGION

DESIGNATED AS DEMAND OCCUPATIONS AND RECOMMENDED FOR TRAINING

OIS Unit	Unit Title	Employment 2000	Job Openings	Program Graduates	Grads / Open	Jobs less Graduates
0580	SALES AND PURCHASING, GENERAL	58,420	3,400	294	0.09	3,106
1060	JANITORS,CLEANERS & HOUSEKEEPERS	22,640	1,910	34	0.02	1,876
1000	FOOD SERVICE	49,200	2,580	1,003	0.39	1,577
1560	LAW ENFORCEMENT	21,090	1,460	233	0.16	1,227
1840	DRIVING	18,940	1,090	141	0.13	949
1980	GAMING	21,110	1,590	867	0.55	723
2070	TEACHING	25,290	830	137	0.17	693
0850	HEALTH AIDE	10,450	640	12	0.02	628
0420	OFFICE OCCUPATIONS	48,600	2,220	1,645	0.74	575
0550	FOOD MARKETING	12,920	620	98	0.16	522
0940	REGISTERED NURSE	13,150	670	236	0.35	434
2080	LAW	5,340	420	0	0.00	420
0460	SHIPPING AND RECEIVING CLERK	10,690	360	51	0.14	309
0540	APPAREL MARKETING	5,500	360	57	0.16	303
0390	OFFICE SUPERVISION	6,550	300	11	0.04	289
0560	RECREATIONAL SERVICES	6,300	300	24	0.08	276
0960	DENTISTRY	2,850	260	0	0.00	260
0910	PHYSICIANS AND SURGEONS	3,370	240	0	0.00	240
0220	HORTICULTURE	3,860	220	39	0.18	181
0810	MEDICAL TECHNOLOGY	1,380	70	5	0.07	65
0830	HEALTH CARE ADMINISTRATION	920	60	0	0.00	60
0880	PHYSICAL THERAPY	1,050	40	15	0.38	25
0770	DENTAL HYGIENE	330	10	0	0.00	10



SHORE REGION

DESIGNATED AS DEMAND OCCUPATIONS

OIS Unit	Unit Title	Employment 2000	Job Openings	Program Graduates	Grads / Open	Jobs less Graduates
0590	WAITER/WAITRESS	25,400	1,120	17	0.02	1,103
2040	ENGINEERING	6,440	310	84	0.27	226
0530	FINANCIAL SERVICES	4,940	230	10	0.04	220
1460	BUILDING MAINTENANCE	6,380	300	96	0.32	204
0500	REAL ESTATE	2,080	170	1	0.01	169
0600	INSURANCE SALES	3,590	150	1	0.01	149
1470	BUILDING CONSTRUCTION	6,590	160	13	0.08	147
1010	CHILD CARE WORKER	3,720	220	99	0.45	121
1750	MANUFACTURING	3,420	110	0	0.00	110
0350	BANK CLERK	5,690	170	61	0.36	109
1720	MACHINIST	3,340	120	13	0.11	107
1200	MANUFACTURING TECHNOLOGY	2,120	100	0	0.00	100
0320	TRANSPORTATION SERVICES	2,210	90	5	0.06	85
0630	AUTOMOBILE AND PETROLEUM MARKETING	3,120	100	18	0.18	82
0440	LIBRARIAN	1,590	80	0	0.00	80
1160	ENVIRONMENTAL CONTROL TECHNOLOGY	1,030	70	0	0.00	70
0900	PHARMACY	1,130	70	0	0.00	70
1680	DRYCLEANING AND LAUNDERING	1,000	60	4	0.07	56
1020	DIETETICIAN	2,110	60	9	0.15	51
0780	HUMAN SERVICE/MENTAL HEALTH TECHNICIAN	1,400	60	13	0.22	47
0610	TRAVEL SERVICES	1,020	60	16	0.27	44
1430	MASONRY	2,570	70	27	0.39	43
0410	PERSONNEL CLERK	1,240	60	17	0.28	43
1480	PLUMBING	3,160	110	69	0.63	41
2120	ATHLETICS AND PHYSICAL FITNESS	1,040	40	0	0.00	40
1180	CHEMICAL TECHNOLOGY	1,230	40	0	0.00	40
1740	DISPATCHERS AND RADIO OPERATORS	1,430	40	0	0.00	40
0380	ADVERTISING AND PUBLIC RELATIONS	1,310	40	2	0.05	38
0520	BUSINESS SERVICE MARKETING	1,620	60	23	0.38	37
1570	PHOTOGRAPHY	970	50	13	0.26	37
1080	TAILORING	590	40	5	0.13	35
1700	COMMUNICATIONS EQUIPMENT OPERATORS	640	30	0	0.00	30
1690	BUTCHER	970	40	11	0.28	29
1620	FIRE FIGHTING	1,340	40	12	0.30	28
0800	MEDICAL ASSISTING	1,560	70	43	0.61	27
0340	INSURANCE CLERKS AND EXAMINERS	1,300	30	4	0.13	26
0430	LEGAL ASSISTING	1,180	60	38	0.63	22
1730	METAL WORK	1,950	60	38	0.63	22
2110	ARCHITECTURE AND URBAN DESIGN	510	20	0	0.00	20
2090	WRITING	470	20	0	0.00	20
0720	MEDICAL RADIATION TECHNOLOGY	1,200	50	31	0.62	19
0840	PHARMACY ASSISTANT	520	20	1	0.05	19
1540	POWER PLANT OPERATOR	1,040	20	2	0.10	18
1610	AUTOMOTIVE BODY REPAIR	1,540	50	34	0.68	16
1810	CONSTRUCTION EQUIPMENT OPERATION	1,400	20	4	0.20	16
0360	COMPUTER OPERATOR	1,700	50	41	0.82	9



SHORE REGION

DESIGNATED AS DEMAND OCCUPATIONS

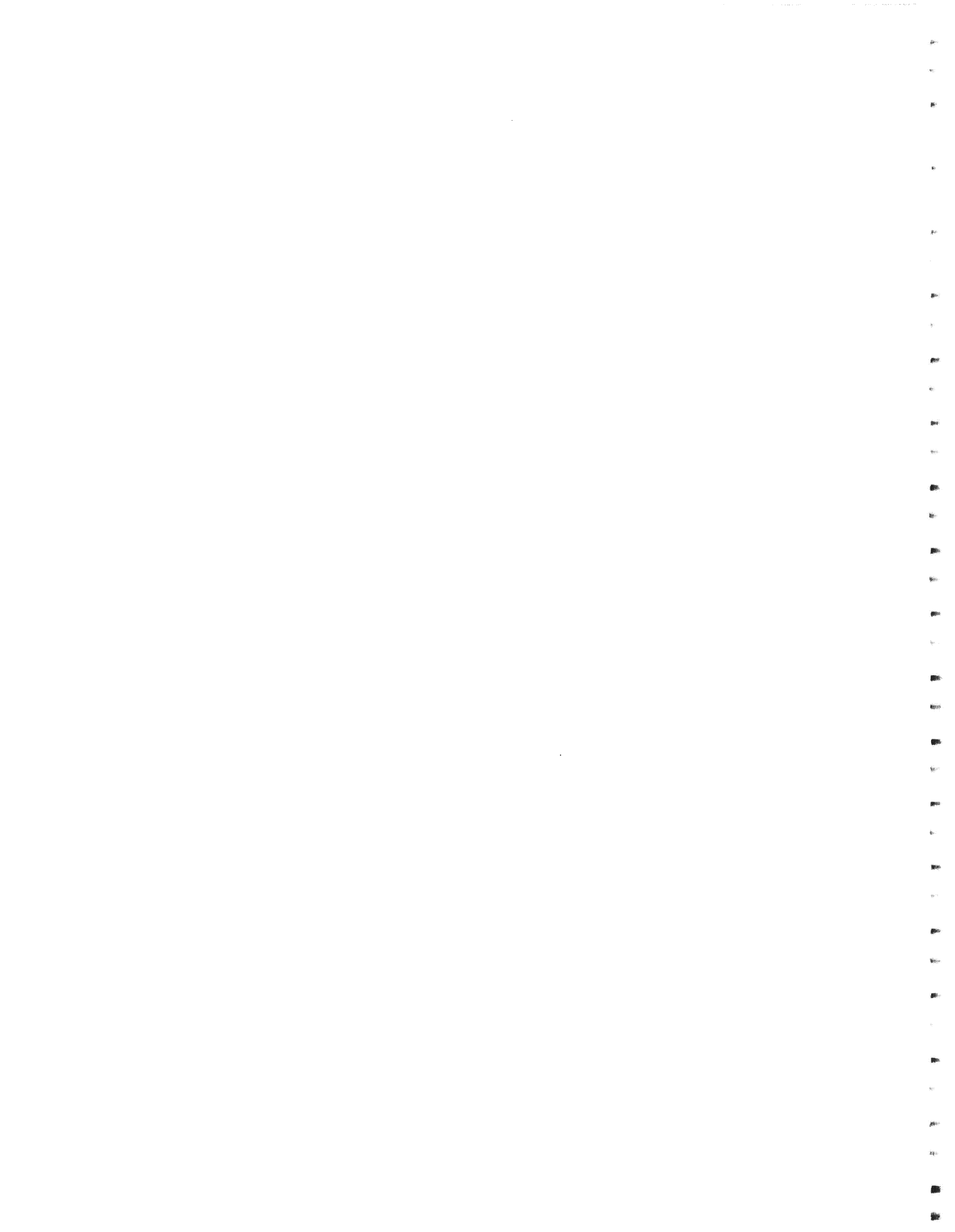
OIS Unit	Unit Title	Employment 2000	Job Openings	Program Graduates	Grads / Open	Jobs less Graduates
2100	JOURNALISM	600	10	1	0.10	9
0200	ANIMAL SCIENCE	1,070	10	2	0.20	8
1410	ELECTRONIC MAINTENANCE	1,990	40	32	0.80	8
1580	HEATING AND COOLING MECHANICS	1,820	60	53	0.88	7
0730	DENTAL ASSISTING	990	40	35	0.88	5
1650	COMMERCIAL ART	1,440	40	36	0.90	4
1450	ELECTRICIAN	5,090	150	147	0.98	3
1220	ENGINEERING TECHNOLOGY	1,100	20	18	0.90	2
1210	BIOLOGICAL LABORATORY TECHNOLOGY	180	0	0	INA	0
1640	BOOKBINDING	190	0	0	INA	0
0790	DENTAL LABORATORY TECHNOLOGY	140	0	0	INA	0
0620	FUNERAL DIRECTOR	170	0	0	INA	0
0870	LICENSED PRACTICAL NURSE	4,260	220	220	1.00	0
1590	PETROLEUM AND GAS PLANT OPERATIONS	10	0	0	INA	0
1170	ELECTROMECHANICAL TECHNOLOGY	300	10	11	1.10	-1
1820	MATERIAL HANDLING	1,350	20	22	1.10	-2
1110	BIOMEDICAL EQUIPMENT TECHNOLOGY	0	0	2	INA	-2
0750	SURGICAL TECHNOLOGY	100	0	2	INA	-2
0700	OPTICAL TECHNOLOGY	160	0	3	INA	-3
1420	WELDING	990	40	43	1.08	-3
0760	MEDICAL LABORATORY TECHNOLOGY	1,260	20	24	1.20	-4
0740	RESPIRATORY THERAPY	430	10	14	1.40	-4
1880	NUCLEAR OPERATIONS	210	0	5	INA	-5
1510	INDUSTRIAL EQUIPMENT MAINTENANCE	1,190	10	16	1.60	-6
2140	CHEMISTRY	520	10	17	1.70	-7
0890	OCCUPATIONAL & RECREATIONAL THERAPY	590	0	7	INA	-7
1630	SMALL ENGINE REPAIR	450	10	20	2.00	-10
0210	AGRICULTURAL SERVICES	330	0	11	INA	-11
1440	CARPENTRY	4,600	160	179	1.12	-19
2060	PSYCHOLOGY AND SOCIAL WORK	3,590	150	169	1.13	-19
2050	EDUCATIONAL ADMINISTRATION	2,120	90	114	1.27	-24
1520	AUTOMOTIVE MECHANICS	6,500	220	313	1.42	-93
0510	FLORIST	230	0	19	INA	-19
1850	MARINE OPERATIONS	310	20	77	3.85	-57
1140	DRAFTING AND DESIGN	2,080	80	162	2.03	-82
0300	COMPUTER PROGRAMMING	2,730	90	204	2.27	-114



SHORE REGION

DESIGNATED AS DEMAND OCCUPATIONS

OIS Unit	Unit Title	Employment 2000	Job Openings	Program Graduates	Grads / Open	Jobs less Graduates
1030	UPHOLSTERING	280	10	4	0.40	6
1710	FOUNDRY WORK	30	0	1	INA	-1
1530	MINING	30	0	1	INA	-1
1550	SMALL EQUIPMENT REPAIR	30	0	2	INA	-2
1050	CLOTHING MANUFACTURING	760	10	12	1.20	-2
1120	CIVIL ENGINEERING TECHNOLOGY	700	0	10	INA	-10
0930	SPEECH PATHOLOGY/AUDIOLOGY	420	0	10	INA	-10
0710	EMERGENCY MEDICAL TECHNOLOGY	460	0	12	INA	-12
1040	INTERIOR DECORATING	250	0	12	INA	-12
1070	SOCIAL WELFARE AIDE	10	0	13	INA	-13
2030	PHYSICAL SCIENCES	120	0	16	INA	-16
1240	AVIATION	100	0	19	INA	-19
1230	AUDIO-VISUAL SPECIALIST	180	0	26	INA	-26
1600	AIRCRAFT MECHANICS	170	0	31	INA	-31
2160	MATHEMATICS	420	0	31	INA	-31
1790	CABINETMAKING AND FURNITURE MAKING	1,350	40	75	1.88	-35
1490	COMMUNICATIONS EQUIPMENT REPAIR	1,690	30	68	2.27	-38
2130	PERFORMING ARTS	790	10	67	6.70	-57
0370	DATA ENTRY KEYER	1,190	0	59	INA	-59
1660	GRAPHIC ART	1,520	60	120	2.00	-60
2020	LIFE SCIENCES	330	0	104	INA	-104
1150	ELECTRICAL AND ELECTRONIC TECHNOLOGY	1,730	60	168	2.80	-108
0400	TEACHER AIDE	2,980	130	238	1.83	-108
0310	INFORMATION SCIENCES AND SYSTEMS	1,950	70	191	2.73	-121
2010	SOCIAL SCIENCES	360	0	129	INA	-129
1500	ELECTRICAL EQUIPMENT REPAIR	830	0	146	INA	-146
2150	RELIGION AND PHILOSOPHY	580	40	272	6.80	-232
1400	COSMETOLOGY	5,260	230	486	2.11	-256
2000	BUSINESS ADMINISTRATION	12,840	690	1,321	1.91	-631
0330	BOOKKEEPING AND ACCOUNTING	16,480	820	2,025	2.47	-1,205



SECTION VI
PLANNED USE OF FUNDS - GENERAL CRITERIA

SECTION VI
PLANNED USE OF FUNDS - GENERAL CRITERIA

A. Distribution of funds to meet identified needs and allocations to economically depressed and low income areas; 113(b)2 and 113(b)(16)

New Jersey has conducted a statewide needs assessment to review program quality. The needs assessment addresses access to and quality of vocational education programs. Criteria includes consideration of the following factors:

- integration of academic and vocational skills;
- academic and vocational competencies;
- skill attainment and job placement;
- secondary-postsecondary linkages;
- training appropriateness to the workplace;
- access of special populations;
- access of disadvantaged populations;
- relevance of programs to labor market needs;
- relevance of curriculum, equipment and instruction materials;
- workplace competencies; and
- other factors identified in the needs assessment process.

The distribution of federal funds to meet identified needs for vocational education will be accomplished through the use of both formula-driven allotments and the competitive request for proposal (RFP) process.

Formula Driven entitlements shall be allocated as described in Part C - Secondary, Postsecondary and Adult Vocational Education Programs, Subpart 1 - Within State Allocations. The appropriate sections are as follows:

Section 231. Distribution of Funds to Secondary School Programs

Funds allocated under this subsection will be distributed to local educational agencies based on the formula included in legislation. Seventy percent of the allocation is based upon the amount of Chapter I funds received by the district, 20 percent is based upon the number of handicapped students with individualized education programs and 10 percent is based upon the number of students enrolled in schools and adults enrolled in training programs.

Allocations were made to all districts in New Jersey. Allocations to districts serving only elementary students were then allocated to the secondary district or districts serving those students. Where multiple secondary districts were involved, the allocations to secondary districts were based on the number of students sent from the resident elementary district.

Allocations to all secondary districts were then reallocated among the resident district and the county vocational school serving students of the resident district. These allocations were made based on the proportion of the number of special needs students served by each entity. In New Jersey, county vocational schools are not the district of residence for secondary students. The secondary district of residence maintains a sending-receiving relationship with the county vocational schools serving their students. The county vocational schools maintain cooperative agreements (sending-receiving)

with all secondary districts in their respective counties. Each county vocational school will be required to modify the existing cooperative agreement to include receipt of funds under The Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

(Appendix J provides a description of the resulting distribution of funds.)

Section 232. Distribution of Funds to Postsecondary and Adult Programs

Funds allocated under this subsection will be distributed to eligible recipients based on the number of Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs who were enrolled in vocational education programs at such institutions in the previous fiscal year.

(Appendix K provides a description of the resulting distribution of funds.)

Competitive Funding Awards

Competitive funding awards will be made through the issuance of Requests for Proposal (RFP). The Division of Vocational Education will make various grants available in purpose areas including Consumer and Homemaking Education, Exemplary Equity, and Single Parents and Homemakers. Eligible recipients for each RFP could vary. RFP's, which are developed to address important vocational education issues, can be targeted to a specific applicant or group of applicants, or to all eligible recipients in the state. Each RFP developed by the Division of Vocational Education must be approved by the Department's Grants Management Committee. The final awarding of funds for the RFPs is contingent on the application receiving an acceptable review and the availability of funds.

B. Compliance with Title I and II by eligible recipients **113(b)(3)(A)**

This compliance requirement is addressed in the three year local education agency plan, Part B, Section 4: Needs Assessment by Program Area, and Section 5: Programs and Activities Planned in Response to identified need (See Appendix H).

In Section 4: Needs Assessment by Program Area, the eligible recipient will address procedures used to assess the needs of all students as well as those individuals who are members of special populations.

The eligible recipient will also:

- report on the number of individuals in each of the special populations in the district;
- identify the number of students cited above who are being served by vocational programs; and,
- describe the needs assessment procedures used to determine the educational and vocational needs of the special populations and of non-special need students.

In Section 5: Programs and Activities Planned in Response to Identified Need, the eligible recipient will describe what programs/activities are planned in response to each of the identified needs outlined in Section 4 for

each of the three years of the performance period by funding source (local, state, and federal). Included in this section will be:

- goals, objectives, evaluation standards to measure progress,
- a description of how access to programs of good quality will be provided to students who are economically disadvantaged (including foster children), students with handicaps, and students of limited English proficiency, through affirmative outreach and recruitment efforts.

The programs and activities listed in Section 5 of the LEA plan will then be addressed in the eligible recipient's financial application.

Access for special populations, single parents and displaced homemakers will be addressed by each district in the three-year plan needs assessment, activities, and evaluation as well as the request for proposals. A committee chaired by the sex equity coordinator will review each plan for access of special populations. If the district's access plan is inadequate, technical assistance and recommendations will be given to the district until it is in compliance.

The Needs Assessment by Special Populations (Section 4.2)/in the three-year plan consists of current year enrollments of all special populations in each occupational program area, cooperative education, apprenticeships, and comprehensive career guidance. The assessment will call for district need in regard to special populations. These enrollments will be specified by race and sex. The district create a recruitment/enrollment, retention and placement plan for each special population as well as single parents, displaced homemakers and single pregnant women. This section will require a description of current activities, measurable objectives, expected outcomes and an evaluation plan. Section 5.6 in the Planned Use of Funds will list the expenses associated with activities to increase access and whether the district intends to apply for competitive sex equity and single parent funds.

The Request for Proposals in competitive and noncompetitive applications will call for measurable objectives in the Objectives section regarding all special populations as well as a signed assurance statement regarding access. Likewise, the Needs Assessment, Rationale, Operation Plan, and Evaluation will reflect the objective(s) of access. An evaluation report will be due at the six-month interim and final report period. Mandated statistical data collected regarding special populations will be reviewed for improvement and accomplishment of access. If a district is not meeting minimum standards for access, an onsite review will be conducted with recommendations for improvement or the district will be held out-of-compliance.

If a district's access efforts do not meet minimum standards, the access committee chaired by the sex equity coordinator will conduct an onsite visit. The district must then implement the recommendations of the team and will be given one year to reach minimum standards or be held out-of-compliance. The access committee will consist of the sex equity coordinator, a program representative from the equity advisory committee, a member of the statewide technical assistance center, and a representative from the Office of Equal Educational Opportunity.

1. Nontraditional enrollments shall increase in each category of occupational programs. A program is considered nontraditional for one sex if it is enrolled in by 75 percent or more of the other sex. State enrollment figures must be used to determine nontraditional status of the program areas considered.
2. Minority and female enrollments in trade, technical, apprenticeship, and cooperative education must reflect the minority enrollment of the district or the sending districts. For example, if the makeup of the district or sending districts is 85 percent minority, then the particular area such as cooperative education must reflect intensive minority participation.
3. Female enrollments in apprenticeships and nontraditional cooperative education placements must increase.
4. Special population enrollments of economically disadvantaged, academically disadvantaged, limited English proficiency, disabled and male and female school-aged parents must be part of the total enrollment of the district in vocational programs, cooperative education, apprenticeship, and comprehensive career guidance.
5. If the needs assessment indicates a population of single parents, displaced homemakers, and single pregnant women, the district must show how access will be created.

The following action plan provides more detail on strategies for responding to the needs of special populations.

C. Responsiveness to Needs of Special Populations
and Handicapped
113(b)(3)(A)(B) and Section 118

Identified Need:

Data from the U.S. Office of Education indicate that as high as 60 percent of graduates of special education programs remain at home and are unemployed. The statistical report from the New Jersey Division of Special Education indicate that approximately 28 percent of handicapped students exiting the public school system are dropouts.

The special needs advisory committee to the Division's Initiative for the Expansion of Vocational Opportunities for the Disadvantaged and Disabled, identified several problem areas that were affecting the growth of vocational programs for special needs students. Some of these problem areas included:

- lack of comprehensive transitional services;
- lack of awareness of career options;
- limited knowledge by vocational instructors on how to handle the special needs students;
- lack of comprehensive career development plans.

The above statements indicate the need for more realistic training that can lead to employment opportunities and/or further vocational training for these populations. The following action plan will be utilized by the Division of Vocational Education to assure responsiveness to the needs of special populations as described in Section 118 of the Act.

Goals and Objectives

Goal A

To assist local districts to provide all special needs and classified disabled students equal quality vocational programming.

Objectives

FY 1992

Objective A-1.0 - To develop a document, with the assistance of the Special Needs Advisory Committee, containing program standards for quality vocational programs for special populations.

FY 1993

Objective A-1.1 - Field test the Standards Document with 25-30 vocational programs serving special populations.

Objective A-1.2 - Revise the document as needed.

FY 1994

Objective A-1.3 - Circulate the Standards Document to all secondary school districts.

FY 1992

113(b)(3)(B) Objective A-2.0 - Staff of the division will ensure equal access of special populations in terms of recruitment, enrollments, and placement activities through selective on-site visits to vocational programs; and by participating as a member of the Office of Equal Education Opportunities (OEEO) on-site monitoring team, which has responsibility for seeing that vocational programs comply with Civil Rights mandates. Fourteen districts will be monitored with OEEO staff.

FY 1993

Objective A-2.1 - Fifteen districts will be monitored with OEEO staff. An additional 15 districts will be monitored by education program specialists via on-site program visits.

FY 1994

Objective A-2.2 - Fifteen districts will be monitored with OEEO staff and an additional 30 districts will be monitored by education program specialists via on-site program visits.

FY 1992

Objective 3.0 - To develop, in cooperation with the Division of Special Education, guidelines for transitional services incorporating all vocational program areas for students with special needs.

FY 1993

Objective 3.1 - To work with each vocational program area to develop specific guidelines for transitional services appropriate to that program area.

FY 1994

Objective 3.2 - To circulate to all secondary school districts the transitional services guidelines for vocational programs serving special populations.

FY 1992

Objective 4.0 - To assist districts to develop quality vocational programs for special populations through the identification of exemplary programs and show casing these programs via workshops and publications.

Objective 4.1 - Develop criteria to identify exemplary vocational programs serving special populations.

FY 1993

Objective 4.2 - Identify exemplary vocational programs serving the handicapped, disadvantaged and LEP students using the criteria that has been developed.

FY 1994

Objective 4.3 - Conduct 3 workshops show casing 3 exemplary vocational programs.

Objective 4.4 - Develop a directory of all identified exemplary vocational education programs and circulate to all secondary school districts.

Planned Outcomes:

FY 1992

- 1.0 A document containing standards for vocational education programs serving special populations will be developed.
- 2.0 Fourteen districts will be monitored by division staff in cooperation with the Office of Equal Education Opportunity (OEE0) team to ensure equal access of special populations to vocational programs.
- 3.0 A document for vocational educators containing guidelines for transitional services for special populations will be developed.
- 4.0 Criteria identifying exemplary vocational education programs serving special populations will be developed.

FY 1993

- 1.1 The standards document will be field tested and revised with 25-30 vocational programs serving special populations.
- 2.1 A total of 30 districts will be monitored to ensure equal access of special populations to vocational education programs.
- 3.1 Guidelines specific to each vocational education program area will be developed for the transitional services guidelines document.
- 4.1 Criteria to identify exemplary vocational education programs serving special populations will be developed.
- 4.2 Exemplary vocational education programs serving special populations will be identified using the criteria that have been developed.

FY 1994

- 1.2 The standards document for vocational education programs serving special populations will be circulated to all secondary school districts.
- 2.2 A total of 30 districts will be monitored to ensure equal access of special populations to vocational education programs.
- 3.2 The transitional services guidelines document for vocational education programs serving special populations will be circulated to all secondary school districts.
- 4.3 Three workshops will be conducted to showcase 3 or more exemplary vocational education programs serving special populations.
- 4.4 A directory of all identified exemplary vocational education programs serving special populations will be developed and circulated to all secondary school districts.

Local applicants for Perkins funds must provide in the three year plan, a description of the methods utilized for compliance with Section 118 of the Act as well as assurances and criteria for meeting the needs of special populations. (See Appendix H).

D. Special Populations enrolled in private schools **113(b)(3)(D)**

The following action plan will be utilized by the Division of Vocational Education to assure responsiveness to the needs of special populations enrolled in private schools.

Identified Need

Discussions with Division of Special Education (DSE) program specialists revealed that out of twenty-five private schools serving the disabled monitored last year (FY'90), fifteen indicated they needed help with development of curricula involving vocational courses and safety practices.

Goals and Objectives

Goal

To assist private schools serving the disabled to develop and implement realistic vocational education programs for their students.

Objectives

FY 1992

Objective 1.0 - To work with the Division of Special Education to identify those private schools serving disabled students in need of vocational programs/services; and to provide inservice training to DSE staff regarding programs and services of the Division of Vocational Education.

FY 1993

Objective 1.1 - In cooperation with the Division of Special Education conduct a workshop for the Directors of the private schools providing an overview of the programs/ services offered through the Division of Vocational Education; and provide technical assistance to the private schools.

FY 1994

Objective 1.2 - Continue to provide technical assistance to any private school serving disabled students requesting help to develop vocational programs for their students; and work with DSE staff to identify any additional private schools serving the disabled needing assistance.

Planned Outcomes:

FY 1992

1.0 - Division staff will identify those private schools serving disabled students who are in need of assistance.

FY 1993

1.1 - Directors of private schools serving the disabled will become aware of programs/services through workshops conducted by the Division of Vocational Education.

FY 1994

1.2 - All private schools serving the disabled, requesting help, will receive technical assistance to develop appropriate vocational education programs for their students.

**E. Procedures and Formulas for Distribution of Funds to
Correctional Institutions, Area Vocational Schools
and Secondary School Programs
113(b)(4) and 113(b)(21)**

The procedures to be used to distribute funds listed in this section are as follows:

- Correctional Institutions - One percent (1%) of the allotment under Title I, Part A, Section 102(a)(4) will go directly to the New Jersey Department of Corrections as addressed in Title II, Part B, Section 225. The grants will be made to upgrade and establish vocational education programs. The Department of Corrections will establish the distribution of the allotment within their institutions, both adult and juvenile. A plan for the use of funds will be submitted to the State Board for approval.
- The distribution of funds to all local education agencies servicing secondary students will be based on the formula in Section 231 of the Law. For secondary school programs for area vocational schools and intermediate educational agencies funds will be distributed based on the parameters of Section 231, (d) of the law.

**F. Fiscal Control and Fund Accounting Procedures
Section 113(b)(21)**

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

The New Jersey State Department of Education follows fiscal control and fund accounting procedures promulgated by the State Department of Treasury. All federal accounts are audited under the Single Audit Act by the Office of Legislative Services.

Grants are awarded both through noncompetitive formula and competitive requests for proposals (RFPs). All RFPs must be approved by the State Department of Education's Grants Management Committee and must follow appropriate procedures under a formal grants management process.

The Division of Vocational Education's Bureau of Grants Management is responsible for tracking and monitoring all vocational funds awarded to eligible recipients both competitively and noncompetitively. This process is facilitated by an automated grants management system.

The division's Budget Coordinator is responsible for ensuring that all appropriate fiscal control and accounting procedures are followed in making payments to vendors and eligible recipients. Further, this position is responsible for tracking both state and federal vocational funds received by the division including administrative and state program funds. This process is facilitated by an automated budget and accounting system.

The Bureau of Vocational Grants Management and the Budget Coordinator together are responsible for the management of all vocational funds.

G. Maintenance of Effort
Section 502

In accordance with Section 502 of the amended Perkins Act, the State of New Jersey will maintain its effort towards vocational education by expending an amount of funds from state sources in FY 1991, either in the aggregate or on a per pupil basis, that is greater than or equal to the amount of funds expended in FY 1990. This effort will be maintained in subsequent fiscal years.

In accordance with section 515 of the amended Perkins Act, funds from state sources for administration will be expended in FY 1992 that are at a level greater than or equal to the level of funds expended in FY 1991. This effort will be maintained in subsequent fiscal years.

H. Title II and III Basic Grant Percentage Allocations
113(b)(5)(a) - Section 102

The State of New Jersey Department of Education projects that it will receive \$19.4 million under Title II of the Act for FY 1992 and approximately the same amounts for FY 1993 and FY 1994. The details of the amounts allotted under Title II are described in appendix K, Budget Summary Worksheet. It is projected that the percentage allotments described below will remain the same for fiscal years 1992 through 1994.

Funds will be allocated under the basic grant award based on the instructions issued by the United States Department of Education. First, the "hold harmless" amounts for sex equity program and single parent, displaced homemakers, and single pregnant women program will be calculated. Second, the allocations for sex equity programs and single parent, displaced homemakers, and single pregnant women will be calculated as 3.55% and 7.0% of the basic grant award. Third, the difference between the hold harmless amount and percentage set aside amount will be calculated and subtracted from the basic grant award amount to determine a net grand award.

The State administration, state leadership and the criminal offenders allocations will be calculated by multiplying the net basic grant award by 5%, 8.5% and 1% respectively.

The above calculations will determine the allocations for state administration and state programs.

Secondary, postsecondary, and adult programs run at the local level will receive the remainder of the basic grant award. Of the funds allocated to secondary programs, it is projected that \$603,500 will be utilized for Guidance and Counseling activities. The State of New Jersey is appropriating \$6.8 million towards vocational education for each fiscal year.

From Title III appropriations, New Jersey plans to use all the funds available under Parts A, B and E for fiscal years 1992 through 1994. All funds allocated under Part A, Community-Based Organizations, will be distributed to eligible recipients. Within the allotment for Part B, Consumer and Homemaking Education Programs, at least one third (1/3) will be distributed to economically depressed areas, the full six percent (6%)

allowed for administration will be utilized and five percent (5%) will be utilized for leadership activities. The allotment for Part E, Tech Prep Programs, is projected to be evenly divided between secondary and postsecondary institutions. Tech-Prep funds will be distributed through a competitive request for proposals. Two year colleges and secondary school districts will be eligible to submit joint applications. The application must identify which of the joint applicants will serve as the fiscal agent. The division expects applicants will evenly divide grant awards.

I. Matching Requirements
113(b)(5)(b)

The State of New Jersey will provide funds for administration from state sources that will, at a minimum, match federal funds for administration under Title II. Federal funds used for administration under Title III, Part B, will also be matched by funds from state sources.

J. Hold Harmless Provision
113(b)(5)(c)

The Sex Equity Program and the Single Parent, Displaced Homemaker and Single, Pregnant Women programs will be allocated funds that represent 98.7% of the funds reserved for these programs in FY 1990, because the FY 1992 basic grant award is projected to be 1.3% less than the FY 1990 basic grant award. This will be true for FY 1993 and FY 1994 if the funding level of the basic grant award remains constant, as projected.

Criminal Offenders programs will be allotted an amount in FY 1992 and subsequent years that is greater than the amount that was reserved in FY 1990.

The amount projected to be expended in FY 1992 for guidance and counseling activities represents 64% of the amount that was expended in FY 1988.

K. Requirements and Criteria Used to Approve
Local Applications
(Section 240) - 113(b)(6)(A)

Vocational education at the local level will be funded through either a formula-driven noncompetitive procedure or a competitive (RFP) procedure. Noncompetitive funds are used by those districts that have formula-driven allocations for programs, services and activities serving members of "special populations," including the poor, the handicapped, the economically disadvantaged, single parents, foster children, those not properly served due to sex bias and those with limited English proficiency. Competitive funds will be awarded through a Request for Proposal (RFP) procedure.

Prior to the submission of an application for funds, an eligible recipient must submit and have a three-year plan approved. The three-year plan requires the following information:

- Local Education Agency Descriptive Information -- 3-Year Plan Cover Page, and Statement of Assurances

- Interagency Coordination and Cooperative Planning -- Overview, JTPA, Community-based Organizations (CBOs), Parent and Student Involvement and Local Advisory Committee
- Overall Vocational Program -- Introduction, Comprehensive Overview, Matrix of Scope and Sequence, District Demographics and Facilities, and Integration of Basic and Academic Skills
- Needs Assessment for Special Populations -- Overview, Retention, Recruitment, and Placement Strategies, Needs Assessment by Special Populations Matrix and Needs Statements
- Planned Use of Funds in Response to Identified Need -- Overview, Priority, Requirements for Uses of Funds, Administrative Costs, Planned Uses of Funds Form and Monitoring of Provisions

The 3-Year Planning Guide highlights that fact that funds made available under the grant provisions shall be used to provide vocational education in programs that are of such size, scope and quality as to be effective. (See Vocational Education Three-Year Planning Guide: Fiscal Years 1992-1994 and Vocational Education Three-Year Plan Fiscal Years 1992-1994 Forms Packet.)

Applicants must also identify how they will use grant funds to provide vocational education programs that are of such size, scope, and quality as to be effective. The review criteria to be used in plan approval (see Three-Year Plan Review Checklist) reflect the requirements outlined in the Planning Guide. Consequently, in order to be an eligible recipient for funds, an applicant must have satisfactorily completed all components of the planning and application process as determined by the Department of Education plan review and application review procedures including demonstration of the fact in the plan and application that an appropriate needs assessment was conducted and that funds requested will be concentrated in a limited number of programs and sites.

Those districts eligible to receive noncompetitive funds are sent a funding matrix from the Division of Vocational Education. The matrix indicates the maximum amount available to the recipient. An eligible recipient may submit an application for noncompetitive funds. This local application (see Appendix G for sample) includes a 3-year vocational education plan covering the same time period as the state plan. Applications must contain a description of vocational programs to be funded, a report on the number of individuals in each of the special populations to be served, descriptions of: how the needs of those special populations will be assessed, how access to vocational programs will be provided, coordination with community-based organizations, program evaluation standards, how consultation with parents and students of special populations will be conducted, how funds will meet the occupational needs in the area, how the funds will be used to serve special populations, monitoring of services, and assurances of cooperation with area schools. Applicants must also identify how they will use grant funds to provide vocational education programs that are of such size, scope, and quality as to be effective.

For a local application to be approved a review should be conducted by the following officials or appropriate designees:

1. The head of the state office responsible for administering Part B of the Education of the Handicapped Act shall review the provisions relating to students with handicaps.
2. The head of the state office responsible for coordinating services under Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965 or another appropriate individual shall review the provisions relating to economically disadvantaged students.
3. The head of the state office responsible for administering programs for students with limited English proficiency or another appropriate individual shall review the provisions related to students with limited English proficiency.
4. The sex equity coordinator from the Division of Vocational Education to ensure the needs of women and men for training in nontraditional jobs are being addressed.
5. A vocational program specialist from the Division of Vocational Education to review appropriate programmatic planning.
6. A grants specialist from the Division of Vocational Education to review compliance with state and federal regulations.

L. Procedure for Appealing adverse decisions
Section 113 (b)(22)

Any eligible recipient dissatisfied with final action on any application for funds under P.L. 101-392 shall be given reasonable notice and opportunity for a hearing before the State Board or its officially designated officer. The procedures for a formal hearing by the State Board shall conform to N.J.A.C. 6:51-3.2:

- (a) The State Board assures that any district board of education and other eligible agency or institutions conducting vocational and technical education programs dissatisfied with final action on any applications for funds under the Act shall be given reasonable notice and opportunity for a hearing before the State Board or its officially designated officer. The procedures for formal hearing by the State Board shall conform to the following outline:
 1. Informal requests for hearings shall initially be filed with the Assistant Commissioner for Vocational Education who is the State Board's officially designated officer of the Division of Vocational Education.
 2. The Assistant Commissioner shall notify the petitioner of the date, time, and place of the hearing.
 3. Within a period of not more than 60 days following the hearing, the petitioner shall be notified of the decision of the Assistant Commissioner.

4. If the petitioner is dissatisfied with the decision following the hearing, the petitioner may request a formal hearing with the Commissioner of Education who is the State Board's officially designated officer of the Department of Education.
5. Any petitioner may appeal the decision of the Commissioner as set forth in N.J.A.C. 6:2, Appeals.

A separate letter of appeal for each funding application must:

- identify the name of the LEA; program area; course number; program code and name of course; and
- explain the specific nature of the appeal relative to the rejections stated on the evaluation worksheet.
- In the noncompetitive funding, the request for a hearing from the Vocational Education Assistant Commissioner must be received within 15 working days from the date on the final rejection letter.

**M. Provisions for accurate, current, and complete disclosure
and maintenance of financial records**
Section 113(b)(21)

All eligible recipients desiring to receive vocational education program funds must submit an application in compliance with the Perkins legislation and the program policy and procedure guidelines of the New Jersey State Department of Education, Division of Vocational Education. The application is divided into two segments:

1. A three year plan completed by the local education agency. This segment is addressed in other sections of this plan and includes a statement of assurance and compliance signed by the superintendent or appropriate chief administrative officer.
2. A financial application described in section 113 (b) (6) (A) for formula funds, of a Request For Proposal (RFP) application and third party contract for competitive (non-formula) funds.

Once the Department of Education receives the appropriate federal and state money, grant recipients, will receive three separate payment disbursements.

First Payment - 50% of the grant award other than equipment and 100% of the equipment costs will be distributed to all recipients who have submitted complete applications - both a three-year plan and a financial application. Additionally, a fully executed third party contract is required prior to first payments involving programs resulting from an RFP.

Second Payment - 25% of the remaining grant award will be issued to recipients once they submit required interim and mid-year reports that are approved by the Division of Vocational Education.

Third and Final Payment - all remaining unpaid balances will be made to recipients upon receipt of final expenditure and program reports which justify the payment of funds. All final reports must be approved by the Division of Vocational Education.

The annual project expenditure report will identify all expenditures incurred and an annual program evaluation report will identify the uses of the funds in compliance with the local educational agency's Three-Year Plan and the mandated uses of funds under the Perkins Act. These annual reports must be certified by the chief school administrator and submitted no later than 30 days after the end of the funded program. Funds allocated for a given fiscal year must be spent during the same fiscal year. Any funds not spent must be returned to the Division of Vocational Education.

Each equipment item shall be retained on the official inventory of the eligible recipient until the retail value of the item has been reduced by straight-line depreciation to less than \$300, or ten years after the close of the school year in which the expenditure was made.

- Items of equipment with an inventory value of \$300 or more and less than ten years old, in which there is federal or state financial participation, shall not be disposed of by sale, trade-in, transfer, exchange, loan, or otherwise without first requesting approval from the New Jersey State Department of Education, Division of Vocational Education, Bureau of Vocational Grants Management. If such disposal is approved, any funds received must be used for approved vocational education purposes or returned to the Division of Vocational Education. All checks must be made payable to "Treasurer, State of New Jersey."
- All equipment purchased and/or rented with federal and/or state funds must be physically housed in the classroom/laboratory/shop/school/store/model office, etc. in which the funded course/program/project is conducted. Each piece of equipment purchased with federal and/or state funds must visibly show a numbered identification tag (limited to six digits) that corresponds with the official inventory list submitted with the final project expenditure report. Equipment and associated computer software purchased with federal and/or state funds remains the property of the State Department of Education, Division of Vocational Education, and will be withdrawn at any time the course/program/project for which such items were approved is discontinued or no longer meets the stipulated course/program/project objectives.
- A recipient of funds is responsible for maintaining a full and complete record of expenditures of federal, state, and local funds in connection with a project. Copies of primary source documents such as purchase orders, paid invoices, paid vouchers, and related correspondence are to be on file with the eligible recipient and are to be available upon request for state and federal audits in accordance with the record retention schedule outlined in United States Education Department General Administrative Regulations, 34 C.F.R., Section 74.20 and 75.734, Revised July 1, 1983.

**N. Criteria for distribution of funds for sex
equity; single parents; displaced homemakers;
single pregnant women; criminal offenders
(113(b)(6)(B))**

Sex Equity - Exemplary

Funds shall be distributed on a competitive basis to the following agencies if Trade and State-of-the-Art Technology of vocational education programs are offered daytime and evening or in cooperation with an agency offering such programs: county vocational schools, community colleges, local secondary education agencies, and community-based organizations.

Sex Equity - Technical Assistance

Funds for technical assistance shall be distributed on a competitive basis. County vocational schools, institutions of higher education and community based organizations will be invited to submit proposals for this competition.

Single Parent, Displaced Homemakers, and Single Pregnant Women

Funds shall be distributed on a competitive basis to the following agencies if a full range of trade and state-of-the-art technology vocational education programs are offered daytime and evening or in cooperation with an agency offering such programs: county vocational schools, community colleges, community-based organizations and local secondary agencies offering a full range of vocational programs.

Criminal Offenders

The Department of Corrections has been designated as the State Agency to implement vocational education courses/programs in New Jersey correctional facilities.

One of the legislative purposes of the Carl D. Perkins Vocational and Applied Technology Education Act is to assure that individuals who are inadequately served under vocational education programs are provided access to quality vocational education programs and services. Among the targeted audiences to be served by the Act are individuals who are incarcerated in correctional institutions. The philosophy underlying this social reform measure is to equip incarcerated individuals with those skills, attitudes and abilities to assist them to become contributing self-sufficient members of society upon their release from the correctional institution and transition into the mainstream of society.

The criteria to be used will be to develop a comprehensive vocational assessment, counseling, training, job placement and evaluation system for criminal offenders which will facilitate their transition into mainstream society. The Department of Corrections provides transition services to criminal offenders at fifteen major correctional facilities and forty-three residential institutions.

O. Equipment acquisition **113(b)(18)**

According to the federal EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS, 34 C.F.R. (EDGAR) Sec. 70.131 to 70.135, equipment procedures for managing equipment (including replacement equipment), whether acquired in whole or in part with grant funds, until disposition takes place will, as a minimum, meet the following requirements:

- (1) Property records must be maintained that include a description of the property, who holds title, the acquisition date, and cost of the property percentage of federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.
- (2) A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
- (3) A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft shall be investigated by the recipient agency.
- (4) Adequate maintenance procedures must be developed to keep the property in good condition.
- (5) If the grantee is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

When original or replacement equipment acquired under a grant is no longer needed for the original project or program or for other activities currently or previously supported by a federal agency, disposition of the equipment will be made as outlined in EDGAR.

The Department of Education has the responsibility to make on-site visits periodically to observe the use of the equipment, to verify the inventory records of eligible recipients and to offer technical assistance as necessary.

P. Budget Summary Worksheet

The following Budget Summary Worksheet describes the planned distribution of federal and non-federal funds in the various categories for secondary as well as postsecondary programs.

SECTION VI - PLANNED USE OF STATE FUNDS

P. BUDGET SUMMARY WORKSHEET - 1992

FUNDING CATEGORIES		FEDERAL FUNDS		NON-FEDERAL FUNDS		TOTAL	
		SECONDARY	POSTSECONDARY	SECONDARY	POSTSECONDARY	FEDERAL	NON-FEDERAL
TITLE II:							
State Administration ¹	(5%)	875,369	90,000	1,348,192	90,000	965,369	1,438,192
Sex Equity Administration	(\$60,000)	(60,000)	-0-	-0-	-0-	(60,000)	-0-
State Program and Leadership	(8.5%)	1,581,128	60,000	-0-	-0-	1,641,128	-0-
Other State Program ² Single Parents, Displaced Homemakers, and Single Pregnant Women	(7-7.5%)	1,536,390	-0-	-0-	-0-	1,536,390	-0-
Sex Equity Programs	(3-3.5%)	632,631	-0-	-0-	-0-	632,631	-0-
Total	(10.5%) ³	2,169,021	-0-	-0-	-0-	2,169,021	-0-
Criminal Offenders ²	(1%)	193,074	-0-	-0-	-0-	193,074	-0-
Secondary, Postsecondary & Adult	(75%)	10,467,072	4,000,000	5,210,000	1,590,000	14,467,072	6,800,000
Career Guidance & Counseling ⁴		(603,500)	-0-	-0-	-0-	(603,500)	-0-
Total Title II		15,285,664	4,150,000	6,558,192	1,680,000	19,435,664 ⁵	8,238,192

¹Non-Federal funds must match or exceed federal funds.

The non-federal share shall not be less than the amount provided in FY 1990.

²The amounts reserved for single parents, displaced homemakers, single pregnant women, sex equity, and criminal offenders should not be less than the amounts reserved for each program in FY 1990.

³The total for both programs is 10%, of which no less than 7% is the SP/DH/SPW* and not less than 3% is for Sex Equity.

⁴The expenditure for Career Guidance and Counseling under Title II should not be less than the amount spent in FY 1988.

⁵Allocation and distribution for FY 1993 and FY 1994 will be the same as FY 1992.

*SP = Single Parents
DH = Displaced Homemaker
SPW = Single Pregnant Women

BUDGET SUMMARY WORKSHEET - 1992

FUNDING CATEGORIES	FEDERAL FUNDS		NON-FEDERAL FUNDS		TOTAL	
	SECONDARY	POSTSECONDARY	SECONDARY	POSTSECONDARY	FEDERAL	NON-FEDERAL
TITLE III:						
Part A						
Community-Based Organizations	272,052	-0-	-0-	-0-	272,052	-0-
Part B						
Consumer & Homemaking Education, K-12; Adult	477,017	-0-	-0-	-0-	458,579	-0-
Economically Depressed Areas (1/3%)	274,599	-0-	-0-	-0-	274,599	-0-
State Administration (6%)	30,990	-0-	79,997	-0-	49,428	79,997
Leadership Activity (5%)	41,190	-0-	-0-	-0-	41,190	-0-
Part C						
Career Guidance and Counseling	-0-	-0-	-0-	-0-	-0-	-0-
State Administration (6%)	-0-	-0-	-0-	-0-	-0-	-0-
Part D						
Business-Labor-Education Partnership	-0-	-0-	-0-	-0-	-0-	-0-
Part E						
Tech Prep Education	753,206	753,206	-0-	-0-	1,506,412	-0-
Part F						
Supplemental Grants	-0-	-0-	-0-	-0-	-0-	-0-
Total Title III	1,849,054	753,206	79,997	-0-	2,602,260¹	79,997
Grand Total	17,134,718	4,903,206	6,638,189	1,680,000	22,037,924	8,318,189

¹Allocation and distribution for FY 1993 and FY 1994 will be the same as FY 1992.

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SECTION VII - BASIC PROGRAMS
TITLE II - PART A - STATE PROGRAMS AND STATE LEADERSHIP

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**SECTION VII
TITLE II - PART A - BASIC PROGRAMS
SECTION 201**

The expenditure of vocational education funds is based on a carefully developed plan. Prior to the delivery of vocational programs and services, program needs assessments are conducted; program goals are developed and a spending plan is projected. Program needs and goals are developed on the state, county and local levels. Budgets are designed for the state and local activities.

State leadership funds in the amount of \$1,581,128 will be used to operate programs in curriculum development and dissemination, personnel development, the development of standards and measures, the support of VSOs; partnerships with other organizations involved with vocational education, data collection, support for tech-prep programs and the infusion of safety and health education into the vocational curriculum.

Vocational education uses a variety of programs and activities to meet the diversified needs of the citizens of New Jersey. The following program descriptions were designed to meet vocational education needs:

Vocational Programs to Meet Occupational Needs

A. PART A: STATE LEADERSHIP PROGRAMS SECTION 201

1. PROFESSIONAL DEVELOPMENT - 113(b)15

Identified Need: Personnel development activities have been identified as a part of Title II, Part A of the Perkins Act which involves conducting state leadership programs and activities. The upgrading of vocational educators' knowledge and skills is a critical factor in maintaining and updating students' knowledge.

In addition, the Panel on Secondary Vocational Education in New Jersey, state and national leaders in business, labor and education who studied vocational education in the state, recommended the funding of teacher training and in-service training.

Goal: Personnel development activities are designed to bring about change, as well as to inform vocational and academic teachers working with vocational education students, including corrections educators and counselors; and educators and counselors in community-based organizations. These activities also include in-service and preservice training of teachers in state-of-the-art programs and techniques, and integration of vocational and academic curricula, with particular emphasis on in-service and preservice training of minority teachers.

Planned Objectives/Activities:

Objectives for personnel development are designed:

For FY'92

- To identify and continue the professional development activities already being implemented where a continued need is indicated.
- To provide vocational educators with current and state-of-the-art information to upgrade occupational and teaching methodology.
- To provide appropriate information to those individuals responsible for vocational education at the local level which will enable them to work more effectively within the confines of state and federal regulations, i.e., funding procedures, EDGAR and other regulations.
- To identify preservice training needs of vocational teachers.
- To determine the specific needs for training opportunities of those vocational educators who serve special populations, including those working with urban students.

For FY'93

- To provide training opportunities for vocational educators serving special populations, including urban populations, to more effectively meet the needs of their students.
- To develop and disseminate information regarding state-of-the-art programs for use in local in-service training.
- To provide vocational teachers with state-of-the-art information about their occupational area.
- To continue to provide training in the use of the occupational competencies which will lead to the adoption of the competencies by local districts.
- To identify and conduct professional development activities related to the integration of vocational and academic curriculum.

For FY'94

- To conduct professional development activities for preservice teachers based on the needs identified in FY 92.
- To provide vocational educators with information and methods to enhance coordination efforts between secondary and post-secondary institutions.
- To evaluate and continue to provide training opportunities for vocational educators who serve special populations.

Activities which reflect the above objectives for personnel development for fiscal years '92, '93 and '94 include inservice workshops, conferences, teacher scholarships, internships and dissemination of materials for use by districts in local in-service activities. General topic areas may include:

for FY'92:

- EDGAR
- Working with the LEP population
- Funding
- Competency dissemination
- Applied academics
- Vocational education internships
- Safety
- Tech-Prep Education
- Access for Special Populations - Techniques, Strategies and Exemplary Programs

for FY'93:

- Tech Prep programs
- Community-based organization (CBO) coordination
- Preservice teacher training
- Vocational education internships
- State-of-the-art program dissemination
- Integration of vocational and academic curricula
- Others as listed for FY 92 for which a continuing need exists
- Access for Special Populations - Techniques, Strategies and Exemplary Programs

for FY'94:

- Tech Prep
- Vocational education internships
- Others from previous years where a continuing need exists
- Access for Special Populations - Techniques, Strategies and Exemplary Programs

In addition, program specific training will be conducted. This program specific training can be found described more specifically in each individual content area. Plans include conferences on consumer and homemaking, sex equity, trade and industry, health occupations marketing, business and office, guidance and industrial arts/technology education. These conferences will provide industry up-dates and technical assistance. They will be used to disseminate proficiencies/competencies, and as a vehicle to share new curricula and outstanding programs.

Planned Outcomes:

- Identified training needs will serve the professional development needs of vocational educators and, in turn, enhance vocational programs.
- Increased numbers of vocational educators from a wider range of areas (i.e. teachers, administrators, counselors, CBO staffs, corrections personnel, etc.) will be served by training activities.

- Evaluations will indicate vocational educators' overall satisfaction with quality and content of training.
- Attitudes, content of curriculum and teaching styles will be modified by participating vocational educators as appropriate.
- More effective data collection methods will be initiated by vocational educators at the local level.
- Vocational students in urban areas will be better served through improved vocational programs.
- Increased duplication of state-of-the-art programs and activities will occur.
- A greater number of preservice teachers will be reached through personnel development activities.
- Increased implementation of occupational competencies.
- Coordination efforts will be increased and enhanced.

These outcomes will be measured by: average or above ratings for all inservice activities; anecdotal records collected on follow-up reports from participants; state-of-the-art programs added on the fall report; registration data; and, verbal recommendations from advisory committees, teachers and administrators.

2. VOCATIONAL EDUCATION SAFETY/HEALTH COORDINATION (Section 201(b)(1)

IDENTIFIED NEED

The need for statewide leadership in environmental and occupational safety and health is recognized and substantiated by a number of facts.

- Section 113 of the Carl D. Perkins Vocational and Applied Technology Education Act states that, safety, health and environmental issues are among the aspects of industry in which vocational students are "expected" to have experience.
- Technical committees indicate that occupational and environmental safety and health competencies of entry level employees are among those sought by employers.
- The U.S. Department of Labor, Bureau of Labor Statistics found that about 48 percent of all injuries reported to state worker's compensation offices occurred during the first year of employment. These accidents occur most frequently in the population of entering workers, ages 16-20.
- The Division of Vocational Education receives a minimum of 700 reports annually, of vocational program accidents requiring the attention of a doctor or hospital.

- New Jersey's district monitoring program analysis showed the greatest numbers of monitoring failures in the facilities component which includes vocational shop safety. Clearly school districts' safety and health awareness, practices, equipment and facilities have not yet caught up to industry standards.
- Vocational staff at all levels requested regular updating on safety, health and environmental standards and issues that directly affect their programs and students. This and other responses to the FY 1990 needs assessment point to a need for further resources, training and technical assistance.

Further attention and preparation must be given to the area of environmental and occupational safety and health.

GOALS AND OBJECTIVES

Goal A.

By June 1994, occupational and environmental safety and health knowledge, skills and practices of vocational educators, and, as a result, those of their students, will improve in 30% of New Jersey schools offering vocational education training. This will be accomplished by providing professional development, curriculum resources, and technical assistance in specific occupational and career orientation areas.

OBJECTIVES

FY 1992

Objective A.1.

By June 1992, provide to all New Jersey secondary and postsecondary vocational programs and to other key agencies a comprehensive vocational education safety/health compendium which covers all standards and regulations in environmental and occupational safety and health that impact all New Jersey secondary school vocational programs.

Objective A.2.

By June 1992, train local, county and state vocational staff on the content of the vocational education safety/health compendium and its utilization for program improvement.

Objective A.3.

By June 1992, in cooperation with the Department of Labor, Division of Workplace Standards, develop a training package on occupational safety and health for automotive programs.

Objective A.4.

By June 1992, provide technical assistance to state, county and local program staff in order to keep them up-to-date on occupational and environmental safety and health issues, regulations and standards as these affect their specific vocational programs.

FY 1993

Objective A.5.

By June 1993, train staff in New Jersey private vocational programs and in facilities for criminal offenders to utilize the vocational education safety/health compendium for program improvement.

Objective A.6.

By June, 1993, provide vocational safety and health resources and training on hazard identification and elimination to instructors and supervisors in New Jersey's 30 special needs districts.

Objective A.7.

By June 1993, develop a model district vocational education safety and health program guide.

Objective A.8.

By June 1993, provide technical assistance to state, county and local program staff in order to keep them up-to-date on occupational and environmental safety and health issues, regulations and standards as these impact their specific vocational programs.

FY 1994

Objective A.9.

By June 1994 distribute to all districts which have vocational programs a model district vocational education safety and health program guide.

Objective A.10.

By June 1994, provide training to vocational educators on implementing the model vocational education safety and health program.

Objectives A.11.

By June 1994, provide technical assistance to state, county and local program staff in order to keep them up-to-date on occupational and environmental safety and health issues, regulations and standards as these affect their specific vocational programs.

Goal B.

By June 1994 statewide occupational and environmental safety and health activities will reduce the incidence of accidents in 30% of New Jersey institutions offering vocational programs, by eliminating conditions and behaviors which contribute to occupational injuries and illnesses in students and staff.

OBJECTIVES

FY 1992

Objective B.1. - B.4.

See Objective A.1. - A.4.

Objective B.5.

By June 1992, disseminate to all New Jersey institutions having vocational education programs, an annual report which identifies patterns, problems, and recommendations for reducing accidents in vocational programs.

FY 1993

Objectives B.6. - B.9.

See Objectives A.5. - A.8.

Objective B.10.

By June 1993, disseminate to all New Jersey institutions having vocational education programs an annual report which identifies patterns, problems, and recommendations for reducing accidents in vocational programs.

FY 1994

Objective B.11. - B.12.

See Objectives A.9. and A.10.

Objective B.13.

By June 1994, produce a report in cooperation with New Jersey Worker's Compensation on the number of accidents in first year employees between the ages of 16 and 20.

Objective B.14.

By June 1994, distribute to all New Jersey institutions having vocational education programs, an annual report which identifies patterns, problems, and recommendations for reducing accidents in vocational programs.

PLANNED OUTCOMES

FY 1992

1. Three hundred ninety-eight (398) secondary schools will be aware of all standards and regulations in environmental and occupational safety and health that impact their secondary school vocational programs.
2. One hundred (100) local, county and state vocational staff will be able to train other vocational educators in their program areas, districts, and counties on how to utilize the New Jersey Vocational Education Safety/Health Compendium for program improvement.
3. A training package on automotive program safety and health will be made available for use by all public vocational automotive programs in New Jersey.
4. All public secondary schools, private vocational schools, and criminal offender vocational programs will be provided with materials they request on environmental and occupational safety and health, as well as with up-to-date information on applicable new standards and regulations.
5. Educators in all vocational programs will be aware of problems which contribute to vocational accidents and strategies to prevent them.

FY 1993

1. Lead staff in each criminal offender facility having vocational programs will use the New Jersey Vocational Education Safety/Health Compendium for program improvement.
2. Vocational education staff in all 30 special needs districts will be aware of hazards in their shops and of ways to eliminate these.
3. Pilot districts from urban, rural, and suburban areas will implement the model safety program.
4. All public secondary schools, private vocational schools, and criminal offender vocational programs will be provided with materials they request on environmental and occupational safety and health, as well as with up-to-date information on applicable new standards and regulations.
5. Educators in all vocational programs will be aware of problems which contribute to vocational accidents and strategies to prevent these.

FY 1994

1. All public secondary schools, private vocational schools, and criminal offender vocational programs will be provided with materials they request on environmental and occupational safety and health, as well as with up-to-date information on applicable new standards and regulations.

2. Educators in all vocational programs will be aware of problems which contribute to vocational accidents and strategies to prevent these.
3. Occupational and environmental safety and health knowledge, skills and practices of vocational educators, and, as a result, those of their students, will improve in 30% of New Jersey schools offering vocational education training.
4. The incidence of vocational education accidents will be reduced in 30% of New Jersey institutions offering vocational programs.
5. Conditions and behaviors which contribute to occupational injuries and illnesses in students and staff will be eliminated in 30% of New Jersey schools offering vocational programs.

3. CURRICULUM DEVELOPMENT Section 201(b)(2)

IDENTIFIED NEED

Curriculum development activities have been identified as a part of the Title II Part A Section 201 of the Perkins Act which involves the development, dissemination and field testing of curriculum. The constant updating of curriculum materials is vital if we are to prepare students for a future filled with rapid and dramatic change. These curriculum changes must be reflected in all vocational programs as identified in the Carl D. Perkins Act.

In addition, the Panel on Secondary Vocational Education in New Jersey, the National Center for Research in Vocational Education and national leaders in business/industry, labor and education have stated that students who have taken relevant vocational-technical education programs are more productive and require less on-the-job training than those who lack such an education.

Although curriculum development in specific vocational areas may be recommended by the New Jersey State Department of Education, Division of Vocational Education, it is the responsibility of the local school boards to select, develop and implement the curriculum(s) of their choosing. However, vocational education programs that lead to specific occupational areas will have to abide by the minimum proficiency requirements as formulated by the New Jersey Occupational Competencies Project.

GOALS, OBJECTIVES AND OUTCOMES

Goal: Curriculum development projects are designed to prepare students for entry into occupational areas for which they have been trained. Curriculum should also integrate academic and vocational skills with the goal of meeting New Jersey's high school graduation requirements. In addition, curriculum should be developed to better prepare students for the constant changes that are taking place in our society, e.g. technological advances.

PLANNED OBJECTIVES/OUTCOMES

Some curriculum development projects for each of the program areas are listed below. For more complete information, please refer to each program area description in this document.

a. Industrial Arts/Technology

FY 1992

Objective A.1

By June 1992, Division of Vocational Education staff will provide in-service to all Local Education Agencies (LEAs) requesting technical assistance in the content and utilization of the State technology education proficiencies.

Planned Outcome - 1992 - One hundred LEAs in New Jersey will be informed of the technical assistance services available from Division staff and upon request will receive these services.

Objective A.2

By June 1992, in coordination with Satellite Educational Resources Consortium and New Jersey Network, the Division of Vocational Education will develop a teleconference series to train teachers/administrators in New Jersey on the development and implementation of technology education curriculum.

Planned Outcome - 1992 - A series of teleconferences on the implementation of technology education will be provided for a minimum of 185 teachers/administrators in New Jersey.

Objective A.3

By June 1992, the Division of Vocational Education will implement a statewide invention program for a minimum of 200 students in grades 7-12 for the purpose of encouraging students to develop their creative and critical thinking skills, exhibit their technological capabilities, and showcase their inventive talents.

Planned Outcome - All interested LEAs will be provided materials and technical assistance necessary to register for and implement the invention program in grades 7-12.

Objective A.4

By June 1992, the Division of Vocational Education will increase the number of affiliated chapters in the Technology Student Association by 10 percent with a major focus on the urban school districts.

Planned Outcome - All interested LEAs will be provided materials necessary to implement and participate in the Technology Student Association. An advisor's handbook containing information and resources on establishing an active Technology Student Association chapter will be developed and disseminated. The handbook will also contain information related to the integration of the vocational student organization activities throughout the Industrial Arts/Technology Education curriculum.

Objective A.5

By June 1992, technology education proficiencies will be disseminated to pilot New Jersey schools for one year of implementation and evaluation.

Planned Outcome - Selected LEAs will implement and evaluate State technology education proficiencies for one year. Upon completion, suggestions will be sent to Division staff.

FY 1993

Planned Objective - BY June, 1993, a review for sex bias and stereotyping of all industrial arts/technology materials and activities will be conducted.

Planned Outcomes - Industrial Arts/Technology areas will contain equity competencies and be free of bias and stereotyping.

Objective B.1

By June 1993, the Division of Vocational Education will increase the number of affiliated chapters in the Technology Student Association by 10 percent.

Planned Outcome - An advisor's handbook containing information and resources on establishing an active Technology Student Association chapter will be developed and disseminated. The handbook will also contain information related to the integration of the vocational student organization activities throughout the Industrial Arts/Technology Education curriculum.

Objective B.2

By June 1993, the Division of Vocational Education will revise technology education proficiencies based on school district input and changes that have occurred in technology education.

Planned Outcome - Technology education proficiencies will be revised based on LEA input. Proficiencies will then be printed for dissemination to all interested LEAs.

FY 1994

Objective C.1

By June 1994, the Division of Vocational Education will increase the number of affiliated chapters in the Technology Student Association by 10 percent.

Planned Outcome - All interested LEAs will be provided appropriate materials necessary to implement the Technology Student Association activities throughout the Industrial Arts/Technology Education curriculum.

b. Agriculture

Planned Objective - Develop Model Agricultural Science Curriculum

Planned Outcomes -

FY 92 - Develop model Agricultural Science Curriculum, Level I.
Publish the New Jersey's Plan for the Modernization of
Agricultural Education.

FY 93 - Develop model Agricultural Science Curriculum, Level II.
Develop Horticultural Mechanics Curriculum Guide,
including activities.

FY 94 - Develop model Agricultural Science Curriculum, Level III.

c. Business

Planned Objective - Develop learning and resource curriculum activity
packets.

Planned Outcomes

FY 92 - Develop Business/Marketing Safety Learning Activity
Packets (two LAPS by June 1992).

FY 93 - Revise/rewrite the Cooperative Business Education
resource manual.

d. Health Occupations

Planned Objective - Develop curriculum resource guides for Health
Occupations Programs.

Planned Outcomes

FY 92 - Develop a guide (lesson plans and task evaluation sheets)
to accompany the New Jersey State Department of Health's
mandatory curriculum for training ancillary nursing
personnel.

FY 93 - Revise/rewrite the Cooperative Health Occupations
Education resource guide.

e. Consumer and Homemaking Education

Planned Objectives - Develop vocational student organization
informational materials and resources for consumer and homemaking
education program areas.

Planned Outcomes

FY 92 - Twenty (20) informational materials and resources related to the integration of the vocational student organization into the consumer and homemaking education content areas of food and nutrition, family living and parenthood education, child development and guidance and individual and family health will be made available to middle/junior high school (grades 6-9) home economics educators.

Twenty (20) informational materials and resources related to the integration of the vocational student organization into the consumer and homemaking education content areas of food and nutrition, family living and parenthood education, child development and guidance and individual and family health will be made available to high school (grades 10-12) home economics educators.

Planned Outcomes

FY 93-94 Twenty (20) informational materials and resources related to the integration of the vocational student organization into the consumer and homemaking education content areas of consumer education, housing, home management including resource management, and clothing and textiles will be made available to middle/junior high school (grades 6-9) home economics educators.

Twenty (20) informational materials and resources related to the integration of the vocational student organization into the consumer and homemaking education content areas of consumer education, housing, home management including resource management, and clothing and textiles will be made available to high school (grades 10-12) home economics educators.

f. Trade and Industrial Education

Planned Objective: Develop and disseminate resource materials for Trade and Industrial Education Programs.

Planned Outcomes:

FY 92 - Develop and disseminate a teacher-coordinator manual for the development of training plans.

Revise and distribute the CIE Related Safety Manual.

FY 93 - Revise and develop Cooperative Industrial Education related class materials.

Develop and distribute an advisors' handbook for VICA chapters.

Revise and develop a training plan manual for cooperative industrial education.

The products of the occupational competencies project, and the statewide, standard competency lists, will be the basis for any curriculum development that is done over the plan period (see Section XI of this plan for a complete description of the project). Performance steps, theoretical knowledge, related academic skills and safety information will be specified for all tasks. Test items will also be identified. Since much of this work has been done by other states, particularly those states belonging to the Vocational Technical Education Consortium of States (V-TECS), it is anticipated that only a moderate amount of development will be necessary.

4. CURRICULUM DISSEMINATION (NORTHEAST CURRICULUM COORDINATION CENTER) 113(b)15 and Section 201

Overview

The Northeast Curriculum Coordination Center (NECCC) is operated by the Division of Vocational Education with funding from a contract with the Office of Adult and Vocational Education (OVAE), U.S. Department of Education. Federal leadership funds are also used in support of the center.

The Northeast Network for Curriculum Coordination in Vocational-Technical Education reduces duplication of curriculum development efforts in the northeast region by coordinating and improving access to information concerning available materials and curriculum activities. The NECCC, the management center for the network, works toward the accomplishment of its mission to improve the cost-effectiveness of vocational education through the following contractually required tasks:

- Participation as a member of the Directors' Council of the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE).
- Service as a resource center and facilitator to regional states in the coordination, development, adaptation, adoption, dissemination and use of curriculum materials and services.
- Participation in the implementation and operation of the Vocational Education Curriculum Materials (VECM) database.
- Preparation of an annual impact report of activities.

NNCCVTE Directors' Council

The NECCC director will work with the other five center directors to plan for intercenter coordination and to provide leadership to assure cohesiveness for overall network functions. Examples of activities include developing policies for center services, development of network priorities and provision of training to center staff.

The council will undertake activities to promote the adoption and adaptation of curriculum materials. Acquisition and dissemination of new curriculum and instructional materials and the maintenance of the curriculum priorities information database are examples of means to achieve this objective.

Center staff will maintain liaison with information sharing systems. The National Center for Research in Vocational Education, the Center on Education and Training for Employment, the vocational curriculum consortia, and vocational program improvement groups are examples of such systems.

The center director will attend the two required council meetings.

Resource Center

The NECCC will participate in the planning for and conduct of the Concurrent Meeting in July 1991. Since the Office of Vocational and Adult Education has made available additional contract funding, center staff will be able to conduct a fall regional meeting and technical assistance visits.

Information on the activities of the NECCC will be provided to the region's state directors of vocational education on a regular basis. The state liaison representatives (SLRs) are the primary channels for this information.

Center staff will maintain a lending library of vocational curriculum and instructional materials. Identifying and acquiring of new materials and responding to client requests are the major activities under this task.

Although production of the Northeast Network Communique newsletter has been halted because of budget reductions, regular communication with the SLRs and clients will be maintained. Acquisition lists and information on new programs and products are regularly disseminated to SLRs and other clients. Exhibit materials are provided to SLRs when requested.

VECM Database

Center staff prepares abstracts for all curriculum and instructional materials developed in the region. These abstracts are submitted to the system manager for input. The center director will continue to work on the expansion of the database.

Annual Impact Report

Center staff will collect information from the SLRs and prepare a year-end report of the impact of center services. Information on adoptions and adaptations of curriculum in the regional states, usefulness of meetings and services, and client evaluations are included.

5. VOCATIONAL DATA COLLECTIONS TO MEET PROGRAM NEEDS Section 201 (c)(5)

IDENTIFIED NEED

The need for statewide leadership in the development of a vocational program training database is supported by the following mandates:

1. Section 403 Carl D. Perkins Vocational and Applied Technology Education Act outlines the elements of data that will be collected by the Office of Education Research (OER). These data elements include such items as; the effect of the Act on the administration of vocational education programs, expenditures at Federal, State and local levels to address program improvements, preparation and qualifications of teachers of vocational and academic curricula, academic and employment outcomes of vocational education graduates, employer involvement in and satisfaction with vocational education programs, and effect of Federal requirements regarding criteria for services to special populations.
2. Section 421 of the Carl D. Perkins Vocational and Applied Technology Education Act outlines the elements of data that will be collected by the National Center for Education Statistics (NCES). These data elements include such items as: gender, ethnicity, handicap, LEP, minorities, disadvantaged, single parents, homemakers and incarcerated juveniles or criminal offenders.
3. Section 423 of the Carl D. Perkins Vocational and Applied Technology Education Act outlines the elements of an information base for Vocational Education Data System. Part (a) addresses students with handicaps and will require information on types of programs available, enrollments and the specific needs of the General Accounting Office (GAO).
4. The Commissioner's Response to the Recommendations of the Panel on Secondary Vocational Education in New Jersey proposes to enhance the department's collection and use of data by:
 - Implementing a local educational agency-based data collection system to include information on enrollments and completions in occupational programs, a follow-up survey of graduates and a survey of their employers.
 - Implementing a longitudinal study on the impact of occupational vocational training on graduating students.
 - Developing a statewide data bank within the Division of Vocational Education to consist of data supplied by vocational-technical education deliverers, employers, and state agencies. This information will provide the framework for establishing program strengths or weaknesses.
 - Establishing a liaison with private and public agencies contributing to Vocational Education. The liaison would include the development of a system to identify and share vocational education data resources with all agencies.
 - Projecting annual and long-range priorities for vocational-technical education instruction to meet student and industry needs.

- Cooperating with the State Occupational Information Coordinating Committee (SOICC) and other state agencies. This will result in a supply/demand analysis of current program offerings, occupational demand and placement data.
5. N.J.A.C. 6:43-3.19 states that the Commissioner shall establish a comprehensive Statewide data bank within the Division of Vocational Education to include information collected from district boards of education and other deliverers of vocational education, employers, graduates and State agencies. The data will include information on: enrollments; program completers; job placements; employer satisfaction with job performance of vocational completers; salaries; promotions; employer and business or industry training needs; and such other data as necessary to strengthen vocational education instruction and to improve pupil achievement.

GOALS AND OBJECTIVES

GOAL 1

Collect required data and disseminate reports regarding vocational student enrollments, completions, job placements, and employer satisfaction to be utilized in occupational program planning, evaluation and accountability.

OBJECTIVES

FY 1991

Objective 1 - Develop survey for collecting data from employers of vocational program completers.

By June 1991 finalize and print employer survey.

FY 1992

Objective 2 - Develop survey for collecting data from employers of vocational program completers.

By December 1991, issue first report on employer survey findings.

Objective 3 - Revise enrollment survey for collecting data on students.

By April 1992, utilize the revised enrollment/completer survey to acquire the data elements necessary to comply with all federal and state mandates as well as obtain information pertinent to planning, evaluation and accountability.

FY 1993

Objective 4 - Revise follow-up survey for collection of data on students.

By October 1992, utilize the revised six month follow-up survey to acquire the job placement data elements necessary to comply with all federal and state mandates as well as obtain information pertinent to planning, evaluation and accountability.

GOAL 2

Develop a long range study that will help identify the benefits of occupational vocational training. The long range study will build on the information obtained by the six month follow-up survey.

OBJECTIVES

FY 1992

Objective 1 - Define survey parameters.

By February 1992, define long-range survey parameters.

Objective 2 - Identify survey population.

By March 1992, develop and finalize a methodology for sampling vocational graduates for the long range study.

Objective 3 - Develop survey instruments.

By June 1992, submit draft of long range study survey instrument for printing.

FY 1993

Objective 4 - Analysis of returned data.

By September 1992, prepare draft of long range survey results.

GOAL 3

Assemble information systems to identify data resources throughout the state, develop data abstracts, and compile a data directory.

OBJECTIVES

FY 1991

Objective 1 - Develop a data abstract report.

By March 1991, distribute data abstract report consisting of data elements.

FY 1992

Objective 2 - Develop a data directory.

By December 1991, identify and catalog all sources for mandated data elements. Data directory design must allow for periodic updates.

GOAL 4

Develop a data resource network for vocational program planning and evaluation among public and private sector organizations.

OBJECTIVES

FY 1992

Objective 1 - Develop data sharing system (public and private sector).

By December 1991, establish a Data Steering Committee to review all aspects of data collection.

PLANNED OUTCOMES

FY 1991

- Finalize survey for employers of graduates of vocational education programs.
- Distribute data abstract consisting of key pieces of data that are frequently needed by Department of Education staff. The data abstract will be updated periodically.

FY 1992

- Compile a statewide listing of employers of vocational program graduates, mail employer survey and report findings.
- Implement the revised enrollment/completer survey to gather required information for the annual Performance Report and State Plan.
- Organize a Data Steering Committee to review the establishment or revision of data collections, methodologies and data labeling standards. The Committee should be composed of members from the Department of Education, Division of Vocational Education, Department of Labor, State Occupational Information Coordinating Committee, State Employment and Training Commission, and Local Educational Agencies.
- Produce a data directory that will list critical resources for obtaining vocational education data. Database resources will include naming all data elements and a narrative on the methodology used for obtaining information.
- Complete the necessary research on the long range effect of vocational training to determine the survey population, parameters, and design of a survey instrument.

FY 1993

- Implement the revised six month survey to gather the required information for the Performance Report and State Plan.
- Formulate a methodology for administration, analysis, and reporting of long range survey data. Reports would include information obtained from the long range survey instrument, data from the Department of Labor, and comparative analysis research.

FY 1994

- Refine and reissue survey to employers of vocational program completers.
- Continue long range study on vocational graduates by reissuing the long range survey instrument for use in comparative analysis.

6. OCCUPATIONAL COMPETENCIES PROJECT SUMMARY

IDENTIFIED NEED

Vocational programs have long suffered from an identity crisis. Due to the diversity of the occupational areas, specific instructional goals vary from program area to program area. Therefore the need to identify in each occupational area the competencies which should be common to all students becomes paramount.

Development of a competency based core curriculum for each occupational area would insure program continuity, a definitive program identity, and provide further justification for vocational programs in our state's school districts. A competency based core curriculum will identify the essential elements of the vocational program area that are fundamental to all occupations within the area and will aid in assuring mastery of minimal competencies.

Essential elements of a competency based core curriculum are being developed by a state-wide committee representing the broadest cross-section of education, business and industry, and other concerned parties. The initial product will be a guide for each program area for secondary and adult instructional levels, with provisions for regular revisions and future expansion of other instructional levels.

PLANNED OUTCOMES

Planned outcomes for the Occupational Competencies Project include:

1. At the end of the first cycle of the project, one hundred statewide, standard competency lists will be available to local districts for use in curriculum updating and revision.
2. Competency lists will include employability competencies and related academic skills in addition to job duties and tasks.

The Occupational Competencies Project is at the heart of the development of Core Standards and Measures of Performance for statewide accountability. The project is described in more detail in Section XI of this plan.

B. PART A: BASIC PROGRAMS SECTION 201

1. OCCUPATIONAL EDUCATION:

Occupational education is any organized program of study, whether intellectual, technical or skill-based, directly related to the preparation of individuals for employment, or to skills enrichment or retraining for

individuals already in the workforce. Occupational education programs can be offered at all educational levels and can be credit or non-credit programs. Occupational education programs must provide individuals with the skills and abilities necessary for them to become and remain viable, flexible and mobile in the workplace, and to participate in further training or education as necessary or desirable.

Such programs or activities may include the areas of agriculture education and agribusiness; business; health occupations; home economics and consumer education; marketing, technical, trade and industrial education.

Identified Need:

To expand Occupational Education courses/programs and to appropriately prepare individuals for the world of work across all occupational areas.

Goal:

To perform education's role in establishing a workforce readiness system that will provide quality courses/programs responsible to the needs of both workers and employers.

Planned Activities:

1. To provide leadership and cultivate strong partnerships between and among business, industry, education and the state.
2. To update and expand programs of instruction for and about Occupational Education. Occupational Education shall emphasize the most contemporary skills and knowledge required to master the occupational competencies.
3. To develop/expand/update programmatic curriculum materials in occupational education.
4. To provide statewide technical assistance to local education agencies to expand occupational education.
5. To expand the communication of the benefits and successes of occupational education to all parties who might utilize such information, and thus increase participation of all potential learners, particularly in the areas of vocational student organizations.
6. To develop and implement a statewide accountability system that incorporates competencies, program assessment, job placement and an informative data bank of employment statistics.
7. To develop individual programs of instruction in consultation with employers and other individuals or groups (such as local advisory committees) having skills in and substantive knowledge of the occupations or the occupational education courses/programs included in the instruction. These programs shall be sufficiently extensive in duration and intensity, within a scheduled unit of time, to enable the pupil to master the occupational competencies.

Planned Funds:

\$5,233,536 - Federal

\$2,926,300 - State

Planned Outcomes:

1. Increase the number of occupational courses/programs offered in local education agencies by five percent.
2. Increase the collaborative efforts of business, industry, education and state agencies by five percent.
3. Monitor accountability system according to prescribed schedule.
4. Implement program or activity designed to increase positive communication for and about occupational education.
5. Assess local education agency programs for programmatic superiority according to prescribed criteria.

2. TRANSITION TO THE WORLD OF WORK:

The Transition to the World of Work category refers to those programs, activities and/or services which assist students in overcoming barriers to employment including transition from career orientation programs to occupational education programs and transition from occupational education programs to employment. Examples of fundable programs, activities and services include: transportation and child care services; job placement; job coaching and follow-up services; shadowing programs; orientation of employers to the needs of special populations; job development activities involving school, employers and organized labor; activities which coordinate JTPA and other state services such as Division of Vocational Rehabilitation Services; supplementary services to enhance effective and efficient transition from school to work; equipment, services or other activities to address the needs of special populations; and other services which assist students to overcome barriers to employment.

Identified Need:

To expand programs, activities and/or services to assist students in overcoming barriers to employment.

Goal:

To facilitate the planning, implementation and/or expansion of transition programs, activities and/or services that may include occupationally-related remedial education, English as a second language, general intellectual skills, preemployment and work maturity skills, "life skills," and awareness of community resources.

Planned Activities:

1. To utilize the resources of the National Center for Research in Vocational Education to assist in efforts to plan for transitional programs, services and activities which will meet New Jersey's needs.
2. To develop, in cooperation with the Division of Special Education and other appropriate agencies, guidelines for transitional services needed by students with special needs and other populations to progress from Career Orientation Programs to Occupational Education Programs and from Occupational Education Programs to the world of work.
3. To disseminate these guidelines to districts providing vocational programs for special needs students and other populations.
4. To conduct in-service training for LEAs relating to the development and implementation of transitioning programs, services and activities.
5. To provide technical assistance to LEAs requesting information on developing and implementing these programs, services and activities.
6. To identify those programs, activities and services currently being conducted by districts which are providing exemplary transitions from Career Orientation Programs to Occupational Education Programs or transitions from Occupational Education Programs to employment and to develop a directory of these programs.

Planned Funds:

\$2,616,768 - Federal
\$2,008,700 - State

Planned Outcomes:

1. Development and dissemination of guidelines for transitional programs, services and activities.
2. Implementation of assessment process designed to identify programs, activities and services being conducted by LEAs which are providing exemplary transitions from Career Orientation Programs to Occupational Education Programs or transitions from Occupational Education Programs to employment.
3. LEAs requesting technical assistance will received help in developing and implementing transitional programs, services and activities.
4. LEAs will have available a directory of exemplary transitional programs and services to assist in their planning efforts.

3. CAREER ORIENTATION PROGRAMS

The Career Orientation category refers to programs which assist students to clarify career goals, including self-awareness (interest, aptitudes and abilities), explore career possibilities, develop employability skills and obtain skills necessary to function in a technological society.

Emphasis is placed on development of problem-solving and decision-making skills necessary to make and implement informed educational and occupational choices including enrollment in appropriate occupational education programs to meet current and emerging employment needs. Examples of fundable programs are: Employment Orientation, Introduction to Vocations, School Year Work Study, Technology Education/Industrial Arts, Vocational Career Guidance and Counseling, Work Experience Career Exploration Programs, and other programs that meet the objectives listed above.

Identified Need:

Develop and expand Career Orientation Programs to assist students in clarifying career goals, exploring career possibilities, developing employability skills and obtaining other skills necessary to function in a technological society.

Goals:

To perform education's role in establishing a workforce readiness system that will provide quality career orientation programs to New Jersey students which will enable them to make informed choices regarding occupational education opportunities and employment.

To facilitate the planning, implementation and/or expansion of career orientation programs, grades 7-12, in New Jersey school districts.

Planned Activities:

1. To develop guidelines for the identification of exemplary career orientation programs and disseminate to LEAs.
2. To develop, expand and/or update resource materials concerning strategies and activities necessary for full implementation of these programs and disseminate to LEAs.
3. To provide technical assistance and in-service training to LEAs in developing, implementing and/or expanding Career Orientation Programs.
4. To develop and/or expand collaborative relationships with business, industry and organized labor to increase opportunities for students to explore career possibilities.
5. Disseminate materials based on the National Career Development Guidelines describing how to initiate a comprehensive career development program in a local school district.
6. Coordinate statewide comprehensive career development dissemination conference.

7. Orient counselors on the use of individual career plans.
8. Serve as liaison between National Occupational Information Coordinating Committee/New Jersey Occupational Information Coordinating Committee and local education agencies in the delivery of career guidance and counseling.

Planned Funds:

\$2,616,768 Federal
\$1,865,000 State

Planned Outcomes

1. Assess LEA career orientation programs for programmatic superiority according to prescribed guidelines.
2. Up to date information and resource materials to districts in order to assist in development of quality programs.
3. Increase by 5 percent, the number of Career Orientation Programs operating in school districts.
4. Increase by 10 percent the collaborative efforts of business, industry and organized labor with Career Orientation Programs statewide.
5. National Career Development Guidelines will be implemented in five additional sites.
6. Career guidance and counseling strategies based on the New Jersey comprehensive career development model will be incorporated by local school districts.
7. Student individual career plans will be utilized by personnel in local education agencies.
8. Resources developed and training provided by the NOICC/SOICC network will be utilized in the delivery of career guidance and counseling.

SECTION VIII
TITLE II - PART B - OTHER STATE ADMINISTERED PROGRAMS

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TITLE II - PART B - OTHER STATE ADMINISTERED PROGRAMS

A. Special Services for Single Parents, Displaced Homemakers, and Single Pregnant Women 113(b)11 (Section 221)

Title II, Section 221, Part B, Subpart 1 (a) states that, each state shall use the amount reserved under section 102(a)(2)(A) only to: (1) provide, subsidize, reimburse, or pay for preparatory services; (2) make grants to eligible recipients for expanding preparatory and vocational education services; (3) make grants to community-based organizations for the provision of preparatory and vocational education services; (4) make preparatory services and vocational education and training more accessible; and (5) provide information about vocational education programs, related support services, and career counseling.

Section 113(b)(11) states that, the State plan shall provide assurances that, in the use of funds in this category, the State will emphasize assisting individuals with the greatest financial need, and that the State will give special consideration to displaced homemakers who must prepare for paid employment.

Identified Need

Need 1. Programs to Serve Economically-Disadvantaged Single Parents, Displaced Homemakers, and Single Pregnant Women

There are various ways of assessing the size of the population that needs the services of these programs. Of the approximately 82,000 (Table 14, Section V) adult female AFDC (Aid to Families with Dependent Children) participants in the state, over 78,000 are school dropouts or have no education at all. Nearly 53,000 (Table 15, Section V) of these women are single, over 6,000 are divorced, and nearly 20,000 are separated from spouses.

Table 16, Section V, shows the U.S. Poverty Guidelines according to family size. Most single-headed households in New Jersey must produce an income 100 percent above the poverty level to meet New Jersey cost of living standards. For example, the poverty guidelines show an income of \$7,400 for a family of two. According to housing guidelines in New Jersey, a single headed household for a family of two must have an income of \$16,000. There are 86,838 female-headed households with no husband present in New Jersey according to the 1980 census (Table 17, Section V). These figures are not available for 1990. It is estimated by human service providers that the number will increase by 25%.

Another indicator of need for this population is the Women's, Infant's, Children's Program (WIC). WIC provides stipends for essential nutritional foods for pregnant women, infants and children up to the age of two. Of the eligible 221,919 women and 538,460 infants and children in New Jersey WIC agencies, only 144,998 and 174,836, respectively, are served due to lack of funds.

Need 2. Program Services: Preparatory, Vocational Training, Counseling, Child Care, Related Support, and Job Placement

According to research compiled and analyzed by the New Jersey Women's Agenda, today nearly one million New Jersey children have working mothers, and the shortage of affordable, quality child care is the key source of stress for these families. The average cost of child care for one child is \$75 to \$100 per week. Infant care is even more costly. About 150,000 children below the age of 2½ years have working parents, yet fewer than 360 of licensed day care centers offer infant care. The approximately 1,800 licensed day care centers in the state can accommodate only 200,000 of the one million children with working parents. For economically disadvantaged single parents and homemakers, the problem is even greater.

A recent survey of twenty-four program coordinators in New Jersey disclosed the unanimous opinion that the first priorities for all programs should be (1) development of skills which are marketable in the new economy; (2) at least sixty hours of life skills training and eighteen hours of assertiveness training; and (3) increased numbers in nontraditional areas.

A 1987 study, by the Life Skills Center, reached the following conclusion: "After six months, the service most frequently utilized was job training as reported by 66 percent of the respondents, while after one year the service most utilized was personal counseling as reported by 76% of the respondents. Employment counseling, job placement, financial counseling and education were also among the most utilized services." The single parents surveyed stated that the three greatest barriers to job development are: self esteem, lack of job skills/training, and child care. The same group indicated the most needed services are job training, counseling, child care and transportation.

Need 3. Nontraditional marketable skills training or training in areas which will produce a wage 100% above the poverty level plus full benefits

The women in this population, and the programs designed to service them, face the challenge of a changing workplace. Changes in existing jobs and newly created jobs will require increasingly higher levels of skill. The presence of young workers and immigrants has created more intense competition for a diminishing number of unskilled and semiskilled jobs. An estimated three out of four jobs require some education or technical training beyond high school. Computer literacy, higher math skills, and facility in a variety of new technologies are becoming prerequisites for a large number of occupations.

As indicated in Need 1., many of the families in this population are female-headed and live below the poverty level. Nontraditional training for this population is one of the few ways of producing a liveable wage. In prior years, only a small percentage of these women receive nontraditional training. In the 1990 program year, only 16% of the 1,781 trained were in a nontraditional area and 38% were placed in jobs.

Barriers to nontraditional training must be addressed by the staff of the centers. These barriers include fear of math; sexual harassment;

perceptions, values, and attitudes of instructors toward the population; lack of role models; lack of physical conditioning; and lack of knowledge of how to enter the apprenticeable trades.

A 1987 study by Montclair State College's Life Skills Center, a Perkins-funded project, showed the following profile of single parents and homemakers in New Jersey. Eighty-five percent of the families surveyed had incomes of less than \$12,000. Forty-two percent were in the \$3,001-6,000 range and 14% had incomes under \$3,001. Fifty-four percent were single, 25% divorced, and 15% separated.

According to research compiled by the National Displaced Homemaker Network, the total displaced homemaker population in New Jersey is 459,125. In 1988, there were 26,897 divorces in New Jersey. Table 15 shows divorces by county since 1972. Divorce continues to be a chief factor in creating displaced homemakers and sending many women to economic life below the poverty level.

The Perkins programs in the last four years have served single pregnant women and teenage parents (age 14 to 19). According to the New Jersey Department of Health, the following are the numbers of births for females age 16 to 19: 1986-10,168; 1987-10,387; and 1988-10,472.

Need 4. Coordination with JTPA, REACH, the Division on Women, and the Department of Human Services

Available funds from Perkins will average \$1,600,000 annually to training single parents, displaced homemakers, and single pregnant women. The estimated cost of one year of training and necessary support services such as child care or transportation, for one adult and one preschool child is estimated to be approximately \$5,000. This figure does not include assessment, life skills, or counseling. This means that, at maximum cost effectiveness, the present budget allows training for 350 persons. In order for programs to adequately serve single parents, it is essential that coordination exist with JTPA, REACH, the Division of Women, and other programs funded by the Department of Human Services. Currently programs must elicit this cooperation in each county. Obtaining such collaboration has been difficult and nonexistent in many of the counties.

Need 5. Need for Research, Data Collection, Training and Outreach

Section 111(b., f., g., and h.) calls for the sex equity coordinator to gather, analyze and disseminate data about funded programs; develop recommendations for programs of information and outreach to women; provide technical assistance and advice to local educational agencies; and assist administrators, instructors and counselors in implementing programs and activities to increase access for women. These needs have been met in the past through the sex equity coordinator statewide resource centers. A recent survey of twenty-four single parent program coordinators indicated a continued need for the services provided by these centers.

Need 6. Geographic Location of Programs

The highest numbers of AFDC recipients, divorces, WIC eligibles, and teenage births are in Essex, Hudson, Camden, Monmouth, Passaic, and Middlesex

Counties. There are limited programs in Middlesex County (child care only) and no programs in Camden, Passaic and Essex County funded by Perkins. The evidence indicates these are the areas of greatest need, yet there is very little service for these women.

GOALS AND OBJECTIVES

Goal A: Administer programs to provide single parents, displaced homemakers, and single parent women with marketable skills.

OBJECTIVES

FY 1992

Objective A.1.

By June 1992, fund seventeen (17) programs throughout the state which will provide preparatory services, related support services and marketable skills vocational training to the most economically disadvantaged single parents, displaced homemakers, and single pregnant women.

Objective A.2.

By June 1992, seventeen programs (17) will provide the following services for at least 1,800 of the most economically disadvantaged single parents, displaced homemakers, and single pregnant women:

1. outreach
2. career, aptitude, and leaning-style assessment
3. 60 hours of life skills training which must include: goal setting (through well-formed outcome process), problem solving, decision making, time and stress management, spelling and math strategy, self-esteem building, anchoring and visualization, rapport skills, motivation strategy
4. 30 hours of physical conditioning
5. 18 hours of assertiveness training
6. child care, transportation, and training related supplies, as needed, utilizing at least one-third of the allocation for this purpose
7. 30 hours of employability skills
8. GED, Basic Skills, ESL, as needed
9. job placement and job placement services

Objective A.3.

By June 1992, seventeen programs will provide at least 400 single parents, displaced homemakers, and single pregnant women with training in a nontraditional area; and at least 600 will receive vocational skill training in areas which will produce a wage 100% above the poverty level plus full benefits including health.

Objective A.4.

By June 1992, at least 450 single parents, displaced homemakers and single pregnant women will be placed in jobs.

Objective A.5.

By June 1992, a committee will be formed representing REACH, JTPA, the Division on Women, Consumer and Homemaking Program Manager and the Department of Human Services to meet regularly regarding coordination of funding within the counties.

Objective A.6

By June 1992, the research center will: collect and analyze data from funded programs and the Division of Vocational Education; produce the "Statistical Profile of Women in New Jersey;" research and produce reports on the barriers to training for single parents -- sexual harassment, perceptions of educators and employers, and math anxiety; provide technical assistance to funded equity projects; and compile a list of training areas with a "good" job outlook. The center will assist with major statewide projects and funded equity project evaluations.

Objective A.7

By June 1992, the outreach center will: develop equity competencies for six nontraditional vocational areas (one in each of ten consumer and homemaker areas); develop two outreach products; manage a toll-free number for answering requests from single parents; manage a resource center; publicize vocational opportunities for single parents; and produce a summary of funded programs and a brochure detailing the services offered by the three technical assistance centers; and coordinate the publicity for the annual awards.

Objective A.8

By June 1992, the training center will: conduct staff training for funded equity programs and the certifications for equity; coordinate monthly meetings for the technical assistance staff and the program coordinators; conduct a summer camp; field test equity competencies; coordinate the ASETS (Achieving Sex Equity Through Students) training; coordinate inservice training and the annual equity training conferences; publish the "Equity Exchange" newsletter; co-sponsor the Region II Displaced Homemaker Conference; offer GESA (Gender/Ethnic Expectation and Student Achievement) training; provide technical assistance to LEA's; and coordinate the annual equity awards.

FY 1992

Objective A.9

By June 1993, fund fourteen (14) programs throughout the state which will provide preparatory services, related support services and marketable skills vocational training to the most economically disadvantaged single parents, displaced homemakers and single pregnant women.

Objective A.10

By June 1993, fourteen (14) programs will provide the following services for at least 2,000 of the most economically disadvantaged single parents, displaced homemakers, and single pregnant women:

1. outreach
2. career, aptitude, and learning style assessment
3. 60 hours of life skills training which must include: goal setting (through well-formed outcome process) problem solving, decision making, time and stress management, spelling and math strategy, self-esteem building, anchoring an visualization, rapport skills, and motivation strategy.
4. 30 hours of physical conditioning
5. 18 hours of assertiveness training
6. child care, transportation, and training related supplies, as needed, utilizing at least one-third of the allocation for this purpose
7. 30 hours of employability skills
8. GED, Basic Skills, ESL, as needed
9. job placement and job placement services.

Objective A.11.

By June 1993, fourteen (14) programs will provide at least 500 single parents, displaced homemakers, and single pregnant women with training in a nontraditional area; and at least 700 will receive vocational skill training in areas which will produce a wage 100% above the poverty level plus full benefits including health.

Objective A.12.

By June 1993, at least 500 single parents, displaced homemakers, and single pregnant women will be placed in jobs.

Objective A.13.

By June 1993, the research center will complete the following studies and surveys: barriers to males in consumer and homemaker education; New Jersey low-wage workers; employer perceptions of single parents, displaced homemakers, and single pregnant women as employees; analysis of program and Division of Vocational Education statistics; labor market report; increase of self-esteem and assertiveness in single parents as a result of funded programs; and an update of the Statistical Profile of Women in New Jersey.

Objective A.14.

By June 1993, the outreach center will conduct a survey of program staff needs; produce a ten minute video recruiting single parents to nontraditional careers; produce two outreach products; manage the toll-free number and resource center; coordinate the publicity for the annual equity awards; publicize vocational opportunities for single parents; and produce a summary of funded programs and a brochure of services offered by the technical assistance centers.

Objective A.15.

By June 1993, the training center will coordinate the ASETS training; conduct inservice and staff training for equity programs and other agencies in the state; co-sponsor the Region II Displaced Homemaker Conference; coordinate monthly technical assistance and equity program staff meetings; publish the "Equity Exchange" newsletter; and produce assertiveness training materials developed the sex equity coordinator; and coordinate the annual equity awards.

FY 1994

Objective A.16.

By June, 1994, fund fifteen (15) programs throughout the state which will provide preparatory services, related support services and marketable skill vocational training to the most economically disadvantaged single parents, displaced homemakers, and single pregnant women.

Objective A.17.

By June, 1994, fifteen (15) programs throughout the state will provide the following services for at least 2,250 of the most economically disadvantaged single parents, displaced homemakers, and single pregnant women:

1. outreach
2. career, aptitude, and learning style assessment;
3. 60 hours of life skills training which must include: goal setting (through well-formed outcome process), problem solving, decision making, time and street management, spelling and math strategy, self-esteem building, anchoring and visualization, rapport skills, motivation strategy;

4. 30 hours of physical conditioning;
5. 18 hours of assertiveness training;
6. child care, transportation, and training related supplies, as needed, utilizing at least one-third of the allocation for this purpose;
7. 30 hours of employability skills;
8. GED, Basic Skills, ESL, as needed;
9. job placement and job placement services.

Objective A.18.

By June, 1994, fifteen programs will provide at least 600 single parents, displaced homemakers, and single pregnant women with training in a nontraditional area; and at least 900 will receive vocational skill training in areas which will produce a wage 100% above the poverty level plus full benefits including health.

Objective A.19.

By June 1994, at least 750 single parents, displaced homemakers and single pregnant women will be placed in jobs.

Objective A.20.

By June 1994, the research center will complete the following studies and surveys: analysis and comparison of funded program statistics; prevalence of sexual harassment among those in nontraditional jobs as compared to those in traditional jobs; labor market update; statistical profile update; and motivation of students in nontraditional programs.

Objective A.21.

By June, 1994, the outreach center will produce two outreach products; produce a summary of funded programs; manage the resource center and toll free telephone line; coordinate the publicity for the annual equity awards; publicize vocational opportunities for single parents; and maintain the equity mailing list.

Objective A.22.

By June 1994, the training center will coordinate the ASETS training; conduct inservice and staff training for equity programs and other agencies in the state; coordinate monthly technical assistance and equity program staff meetings; publish the "Equity Exchange" newsletter; and develop presentations for equity coordinators at funded programs.

PLANNED FUNDS

Single Parents, Displaced Homemakers and Single Pregnant Women
FY 1992 - \$1,536,390 (Federal)
FY 1993 - \$1,536,390 (Federal)
FY 1994 - \$1,536,390 (Federal)

PLANNED OUTCOMES

FY 1993

1. Seventeen programs will be funded to: provide services to 1,800 economically-disadvantaged single parents, displaced homemaker, and single pregnant women; 400 will receive training in a nontraditional area and 600 will receive other marketable skills training; 450 will be placed in jobs.
2. A committee will be formed to coordinate county-wide funding to single parents, displaced homemaker, and single pregnant women.
3. The research center will produce the following reports:
 - (1) Analysis of program data.
 - (2) Survey of incidence of sexual harassment among single parents and those in nontraditional training.
 - (3) Labor market analysis.
 - (4) Survey of educator and employer perceptions/values toward single parents in nontraditional training.
 - (5) Survey of prevalence of math anxiety in single parents.
 - (6) Statistical Profile of Women in NJ.
4. The outreach center will conduct the following activities:
 - (1) Management of toll-free number and resource center.
 - (2) Equity Competencies for six nontraditional areas (one for each of 10 consumer and homemaking areas).
 - (3) Release of at least ten articles regarding single parent vocational opportunities.
 - (4) Annual Awards publicity.
 - (5) Summary of funded projects.
5. The training center will provide the following:
 - (1) Twelve sessions of ASETS training from 360 students.

- (2) Twenty one-day inservices.
- (3) Coordination of the following for equity program staff:
 - Turnkey Assertiveness Training
 - Goal Setting (Well-Formed Outcome Model)
 - Recruiting Women to Apprenticeships utilizing Sorting Patterns (motivation)
 - Rapport
 - Visual, Auditory, Kinesthetic Learning-Styles, Spelling and Math Strategy.
- (4) Coordination of all equity program meetings.
- (5) Six editions of the "Equity Exchange" newsletter.
- (6) Annual Awards.

FY 1993

- 1. Fourteen (14) programs will be funded to: provide services to 2,000 economically-disadvantaged single parents, displaced homemakers, and single pregnant women; provide nontraditional training to 500 and other marketable skills training to 700 single parents; and place 500 single parents in jobs.
- 2. The research center will produce the following reports:
 - (1) Analysis of program data with FY 1992 comparison.
 - (2) Update of labor market analysis.
 - (3) Update of Statistical Profile of Women in NJ.
 - (4) Evaluation of annual award candidates.
 - (5) Barriers to Male Enrollments in Consumer and Homemaking courses.
 - (6) Summary of Low-Wage Workers in NJ.
 - (7) Employer perceptions of single parents, displaced homemakers, and single pregnant women as employees.
 - (8) Increase of self-esteem and assertiveness as a result of single parent programs.
- 3. The outreach center will conduct the following activities:
 - (1) Produce a ten minute recruitment video for single parents.
 - (2) Create one outreach product.
 - (3) Manage resource center and toll-free telephone.

- (4) Coordinate annual awards.
 - (5) Release at least ten articles regarding single parent vocational opportunities.
 - (6) Summary of funded programs.
 - (7) Survey of program needs in outreach.
4. The training center will provide the following:
- (1) Twelve sessions of ASETS training for 360 students.
 - (2) Twenty one-day inservices.
 - (3) Coordination of the following staff training:
 - Math Anxiety
 - Sexual Harassment
 - Stress Management.
 - (4) Coordination of all equity program meetings.
 - (5) Six editions of the "Equity Exchange" newsletter.
 - (6) Production of Assertiveness Training Package including video (to be developed by sex equity coordinator).

FY 1994

- 1. Fifteen (15) programs will be funded to: provide services to 2,250 economically-disadvantaged single parents, displaced homemakers, and single pregnant women; train 600 single parents in a nontraditional area and 900 in other vocational skills areas; and place 750 in jobs.
- 2. The research center will produce the following reports:
 - (1) Analysis of program data with FY 92 and FY 93 comparisons.
 - (2) Update of labor market analysis.
 - (3) Update of Statistical Profile of Women in NJ.
 - (4) Evaluation of Annual Award candidates.
 - (5) Sexual Harassment of program graduates in nontraditional jobs as compared to those in traditional jobs.
 - (6) Motivation factors of students in nontraditional programs.
 - (7) Three year assessment of impact of ASETS training.

3. The outreach center will conduct the following activities:
 - (1) Management of toll-free number and resource center.
 - (2) Create three outreach products.
 - (3) Coordinate annual awards.
 - (4) Release at least ten articles regarding single parent vocational opportunities.
 - (5) Summary of funded projects.
4. The training center will provide the following:
 - (1) Twelve sessions of ASETS training for 360 students
 - (2) Twenty one-day inservices
 - (3) Coordination of staff training for equity programs
 - (4) Coordination of all equity program meetings
 - (5) Six editions of the "Equity Exchange" newsletter
 - (6) Production of six lecturettes with activities for presentations by equity program staff.

Section 113(b)(6)(A) LEA Program Quality Assurance on Single Parent Homemaker, Displaced Homemaker and Single Pregnant Women in approving applications of eligible recipients

Eligible Recipients: Community-Based Organizations, County Vocational Schools, Local Secondary Schools, Trade and state-of-the-art technology Postsecondary Institutions, and Community Colleges offering (or in cooperation with an institution offering) trade and state-of-the-art technology vocational education programs in the day time and evening.

Quality Assurances: As mandated by the legislation, all applications for funds will be competitive through a Request for Proposals.*

Section 113(b)(6)(B) Criteria for distribution of funds --- Spending Amounts Reserved

FY 1992 \$1,536,390 (Federal)

FY 1993 \$1,536,390 (Federal)

FY 1994 \$1,536,390 (Federal)

*All single parent funds have been committed through "Continuation Grants" until FY 1994.

B. Sex Equity Programs 113(b)12 (Section 222)

Title II, Section 222, Part B, Subpart 1(a) states that each state shall use the amount reserved under section 102(a)(2)(B) only for: programs, services, comprehensive career guidance and counseling and activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational

education; preparatory services and vocational education programs, services, and activities for girls and women, aged 14 through 25; and support services for individuals participating in vocational education programs.

IDENTIFIED NEED

Need 1. Programs to Recruit and Retain Students in Nontraditional Programs

The Division of Vocational Education Program Enrollments for School Year 1988-89 for Trade and Technical Programs (Tables 20 and 21, Section 116, page 49) indicate the following: 14.7% of secondary enrollments in Technical Education is female, 85.3% male; and 13.5% of Trade and Industrial secondary enrollments are female, 86.5% male; 36.0% of adult enrollments in Technical Education is female, 64.0% male; and 20.0% of adult Trade and Industrial enrollments is female, and 80.0% male.

According to the Bureau of Apprenticeship Training, in FY 1990 there were a total of 7,676 persons enrolled in apprenticeship training programs in New Jersey. Only 2% of the enrollees were female (Table 23, Section 116, page 50).

The Life Skills Center, a Perkins-funded project located at Montclair State College, surveyed completers in New Jersey nontraditional vocational education programs for FY 1990. The results demonstrate the great need for intensifying the efforts to overcome the barriers to the entry of women into nontraditional occupations.

The following are some highlights of the survey. Over 300 persons completed training programs in automotive body repair, an occupation with a stable outlook. Of these, only 2% were female. In cabinetmaking and furniture making, 4% of 303 completers were female. Corresponding figures for other areas are: carpentry, 3% of 892; drafting and design, 12% of 1,085; electrical and electronic technology, 7% of 372; electrical equipment repair, 3% of 156; electrician, 2% of 324; heating and cooling mechanics, 2% of 130; machinist, 4% of 260; plumbing, 2% of 130; and welding, 3% of 183.

Need 2. Basic Skills

The vast majority of women in need of training and support services, for instance, 85% of the AFDC population of 80,285 do not have a high school diploma or equivalent academic skills. To enter most training programs, a high school diploma and above average proficiency in math is an entry requirement. Of the females with a high school diploma, few have received any coursework in mechanical reasoning, spatial relations, or geometry. In addition, math and test anxiety threatens to bar their progress even if they have attained the basic requirements. Eligibility for JTPA training, union positions, apprenticeships, are based upon aptitude scores of tests such as the GATB (General Aptitude Test Battery). These females rarely score as high as their male counterparts.

Need 3. Role Models and Stereotypical Values

The findings of market research which form the basis of television and magazine advertising demonstrate that gender role stereotyping is as powerful

a social force as it has ever been. The result is that the majority of women, including women who teach and counsel women, persist in the belief that trade and technical careers are "unfeminine" or somehow "should" be reserved for men. Traditional values continue to reinforce biased and stereotypical behaviors toward women in nontraditional work. Sharing these values are the very same people -- educators, employers, union officials, job training agencies, parents, counselors, peers, and many of the women themselves -- whose active cooperation is necessary for women to break down the barriers to trade and technical careers.

Need 4. Dealing With Sexual Harassment

According to the research in the manual, Sending the Right Signals, part of a sexual harassment video program produced by Project TIDE, a Perkins technical assistance project at Trenton State College, sexual harassment is continually cited as a barrier to enrollment in nontraditional careers for both women and men. Throughout the United States, reported incidents of harassment are increasing. Many of these cases have involved violations of the rights of high school students and individuals in nontraditional careers. During the years 1981-1987, the federal Equal Economic Opportunities Commission received for filing 38,489 charges of sexual harassment.

Need 5. Assertive Behavior (Self Esteem)

Training for women must include changing the style of communication from passive to assertive. Passive behavior and communication patterns are the result of years of conditioning. Girls are rewarded for and "expected" to have compliant and passive behavior. These patterns of conditioning often result in low self-esteem, making difficult the recruitment and retention of women for jobs in the male domain. Failure to replace stereotypical behavior with appropriate assertiveness renders women incapable of successfully competing with men in the trade and technical job marketplace.

Need 6. Outreach and Information Dissemination

The population that needs to be served can be described in a number of striking ways. Looking at the working force itself, one finds that women are 99% of all secretaries; 99% of dental assistants; 96% of all daycare center workers; 94% of registered nurses; 90% of telephone operators; 88% of data-entry keyboard clerks; 87% of librarians; 85% of elementary school teachers; and 81% of waiters. On the other hand, women are 3.5% of fire fighters; 3.8% of airline pilots; 7.6% of engineers; 8.6% of dentists; 12.6% of police officers; 17% of all state legislators; 18% of physicians; 21% of architects; 22% of lawyers and judges; and 27% of all scientists. (Source)

In The Jobs Rated Almanac for 1988, among the income ranks listed were surgeon (5), airline pilot (7), federal judge (10), dentist (14), civil engineer (27), lawyer (29), industrial or mechanical engineer (30), physician (46), electrical engineer (106), police officer (107), fire fighter (118), registered nurse (122), teacher (124), librarian (145), secretary (186), dental hygienist (198), practical nurse (207), telephone operator (225), child care worker (244), waiter (245), and teacher's aide (247).

A comparison of the weekly earnings in the lowest paying male and female occupations also demonstrate the persistent inequities. While secretaries, nursing aides, child care workers, data entry keyers, and billing clerks take home \$327, \$239, \$179, \$300, and \$290, respectively, concrete finishers, janitors and cleaners, and garbage collectors make \$399, \$281, and \$291. The median weekly earnings of full-time and salary workers 25 years and over, according to July, 1990 Department of Labor figures, were \$368 for women and \$510 for men.

The gender disparities also appear within occupational categories. Some representative male/female comparisons are as follows: technicians and related support (\$561/426), sales (\$506/284), service occupations (\$317/231). However, in nontraditional fields, such as mechanics and repairers and construction trades, when women are able to obtain employment, they receive the same wages as men.

The description of the single parent and displaced homemaker populations, in Factor 11 of Section 116, demonstrates how critically that population needs to be prepared to overcome the barriers to nontraditional work.

Need 7. Program Services

A recent survey of sex equity project coordinators received strong opinions that the most effective way of achieving nontraditional enrollments was through county-wide recruitment programs offering the following services: recruitment activities for 7th, 8th, and 9th graders; inservices and resources for area educators and guidance counselors; support activities for nontraditional students; and peer leadership training.

Need 8. Research, Data Collection and Training

Section 111 (b.,f.,g., and h.) calls for the sex equity coordinator to gather, analyze, and disseminate data about funded programs; develop recommendations for programs of information and outreach to women; provide technical assistance and advice to local educational agencies; and assist administrators, instructors and counselors in implementing programs and activities to increase access. These needs have been met in the past through the sex equity coordinator and statewide resources centers. A recent survey of twenty-four program coordinators indicated a continued need for the services.

GOALS AND OBJECTIVES

Goal A: Promote the elimination of sex bias and stereotyping in vocational education and increase enrollments of nontraditional students.

OBJECTIVES

FY 1992, FY 1993, FY 1994

Objective A.1

In each year by the end of June, fund ten county-wide equity programs which will increase nontraditional secondary enrollments by 20% and adult enrollments by 10%.

Objective A.2

In each year by the end of June, identify all students in the county who are enrolled in public school nontraditional programs.

Objective A.3

In each year by the end of June, increase the current enrollment in nontraditional secondary programs by 20% and adult programs by 10%.

Objective A.4

In each year by the end of June, conduct at least 3-class periods of recruitment activities for at least 10,000 seventh, eighth, or ninth grade students who may enroll in nontraditional programs.

Objective A.5

In each year by the end of June, provide crisis counseling for nontraditional students as needed with at least two hours of counseling per semester for each enrolled nontraditional student.

Objective A.6

In each year by the end of June, establish and maintain an equity resource center for all schools within the 10 counties which includes print materials, videos, and a speakers bureau.

Objective A.7

In each year by the end of June, in coordination with the statewide training center, conduct a one-day inservice for ten counties' educators utilizing a nationally-known equity expert.

Objective A.8

In each year by the end of June, conduct a two-day ASETS (Achieving Sex Equity Through Students) workshop for at least 300 student leaders in ten counties.

Objective A.9

In each year by the end of June, conduct any of the following: career fairs, activities for parents, field trips, and support services as needed.

Objective A.10

In each year by the end of June, the research center will: (1) analyze data collected from vocational education and funded equity programs; (2) produce

an analysis of low wage workers in New Jersey; and (3) research the barriers to nontraditional enrollments -- math anxiety, attitudes of students; sexual harassment; education and employer expectations.

Objective A.11

In each year by the end of June, the outreach center will: (1) produce two outreach products; (2) maintain the resource center and disseminate information; (3) coordinate the publicity for the annual equity awards; and (4) publicize equity events; and (5) update of the role model book.

Objective A.12

In each year by the end of June, the training center will: (1) coordinate 12 sessions of ASETS training; (2) conduct ten one-day, county-wide inservices; (3) coordinate monthly technical assistance and equity program staff meetings; (4) publish six editions of the "Equity Exchange" newsletter; (5) coordinate staff training; and (6) provide technical assistance to funded projects and local education agencies.

Objective A.13

In each year by the end of June, the sex equity coordinator will chair the statewide Equity Advisory Committee which will oversee the implementation of the equity plan and give input about equity activities.

Objective A.14

In each year by the end of the June, the sex equity coordinator will review vocational education programs for sex bias and stereotyping, with particular attention to practices which tend to inhibit the entry of women in high technology occupations.

Objective A.15

In each year by the end of June, the sex equity coordinator will review and comment upon, and make recommendations concerning, the plans of local education agencies.

Objective A.16

In each year by the end of June, the sex equity coordinator will manage the distribution of funds, monitor and evaluate the effectiveness of programs and activities; and gather, analyze and disseminate data on the adequacy and effectiveness of vocational education programs in the State in meeting the needs of women, and on the status of men and women students and employees in such programs.

Objective A.17

In each year by the end of June, the sex equity coordinator will review proposed actions on grants, contracts, and the policies of the State board to ensure that the needs of women are addressed in the administration of this Act.

Objective A.18

In each year by the end of June, the sex equity coordinator will provide technical assistance and advice to local education agencies instructors, and counselors in implementing programs and activities to increase access for women to vocational education and to increase male and female students' enrollments in nontraditional programs.

Objective A.19

In each year by the end of June, the sex equity coordinator will attend all statewide and county-wide equity sponsored events; the annual Vocational Education Association of New Jersey Convention; the annual Counselor's Association Convention; the Region II and National Displaced Homemaker Convention; the annual ANJAC convention; the annual Leadership Development Conference for Sex Equity Administrators; the annual JTPA convention; the annual REACH convention; and the American Vocational Association Convention.

PLANNED FUNDS

FY 1992 - \$632,631	SEX EQUITY	(FEDERAL)
FY 1993 - \$632,631	SEX EQUITY	(FEDERAL)
FY 1994 - \$632,631	SEX EQUITY	(FEDERAL)

PLANNED OUTCOMES

FY92, FY93, FY94

1. In each of three years, ten county-wide equity centers will increase nontraditional secondary enrollments by 20% and adult enrollments by 10%.
2. In each of three years, all nontraditional students in each of ten counties will be identified and data collected regarding their status.
3. In each of three years, 10,000 students will receive three class-periods of information about nontraditional programs.
4. In each of three years, nontraditional students will have access to crisis counseling.
5. In each of three years, county educators will have local access to equity materials.
6. In each of three years, ten one-day inservices in ten counties will be conducted reaching 500 educators with information about sex bias and stereotyping.
7. In each of three years, ten two-day ASETS leadership training will be offered to 300 students leaders.
8. In each of three years, two statewide centers will offer training, produce materials, and coordinate statewide equity activities.

9. In each of three years, there will be increased awareness and interest in equity programs.
10. The following research reports will be produced:
 - (1) prevalence of sexual harassment in nontraditional training programs for secondary students.
 - (2) educator perceptions of nontraditional students.
 - (3) employer and union perceptions of nontraditional employees.
 - (4) low-wage workers in New Jersey.
 - (5) prevalence of math anxiety in female students.

Section 113(b)(6)(A) LEA Program Quality Assurance on Sex Equity Grants in approving applications of eligible recipients

Eligible Recipients: County vocational schools, community colleges, local secondary schools, and community based organizations offering equity programs (or in cooperation with a public institution which offers) trade and state-of-the-art technical vocational education programs to secondary and post-secondary students. Programs must be offered in the day time and evening hours.

for County-wide Equity programs

Eligible Recipients Institutions with five years experience in offering statewide equity programs. The technical assistance center must be located centrally in the state.

for Statewide Equity Programs:

Quality Assurances: As mandated by the legislation, all applications for funds will be competitive through a Request for Proposals.*

Section 113(b)(5)(B) Criteria for distribution of funds -- Spending Amounts Reserved

FY 1992	\$632,631
FY 1993	\$632,631
FY 1994	\$632,631

* All county-wide funds have been committed through "Continuation Grants" until FY 1994. All statewide center funds have been committed through "Continuation Grants" until FY 1993.

C. CORRECTIONS EDUCATION

Programs for Criminal Offenders (Subpart 2 - Section 225)

Identified Need

An advisory committee for criminal offenders in November 1989 stated that approximately 90 percent of the current incarcerated population will eventually be released from correctional institutions. It is extremely important to support vocational services and activities that will meet the needs of these inmates.

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990, assures that criminal offenders in need of training and retraining have access to quality vocational education programs.

There is a need to provide vocational staff development and training for teachers in the correctional institutions. There is a need for professional development to improve opportunities for certification and to update professional capabilities.

Finally there is a need to provide criminal offenders with opportunities and skills to enhance possibilities for job placement upon release.

The Department of Corrections has a need to update equipment in vocational programs.

Goals and Objectives

Goal A

By 1994 the criminal offenders program will provide a system to improve the criminal offenders' possibilities for employment by providing a uniform vocational assessment system, guidance counseling services, and internal job placement services program.

Objectives

FY 1992

Objective A.1 - By June 1992 provide \$194,357.00 for the criminal offenders program which will promote continued development and improvement for criminal offenders transition services and vocational programs for 1993 criminal offenders program.

Objective A.2 - By June 1992 expand the use of the transition services system throughout all fifteen major correctional institutions and all residential county centers.

Objective A.3 - By June 1992 initiate a process for program improvement in all correctional facilities under the jurisdiction of the New Jersey Department of Corrections.

Objective A.4 - By June 1992 to initiate a process which provides staff development and training for vocational teachers and for the teachers responsible for occupationally oriented skills.

Objective A.5 - By June 1992 initiate process and framework for the implementation of Job Placement Programs for criminal offenders as products of vocational education intervention.

FY 1993

Objective A.6 - By June 1993 continue and improve the staff development and training process for all vocational teachers.

Objective A.7 - By June 1993 access the results of the Criminal Offenders Transition Services Project and provide funding for FY 1994 criminal offenders program.

FY 1994

Objective A.8 - By June 1994 continue to provide technical assistance for improved staff training for all vocational teachers.

Objective A.9 - By June 1994 provide follow-up data to appropriate teachers and vocational education staff for job placement and program evaluation.

Objective A.10 - By June 1994 gather evaluation data of Transition Program and develop program evaluation report.

Goal B.

By June 1994 a statewide comprehensive transitional services system will be developed which will include, assessment, counseling, training, job placement and evaluation system for the criminal offender which will facilitate their transition into mainstream society.

Objectives

FY 1993

1. Objective B.6 - Provide funding for career counselors and placement coordinators to assist programs with vocational assessment, counseling, and job placement transition services.
2. Objective B.7 - Criminal offenders to be released in 1993 will be given special attention by the transition program. Emphasis will be given to job placement.

3. Objective B.8 - Job placement follow-up data will be compiled into a report as part of the program evaluation phase of the transition project.

FY 1994

1. Objective B.9 - Special attention will continue to be given to criminal offenders who will be released in 1994.
2. Objective B.10 - The Department of Corrections will develop and disseminate a four year report of the criminal offender program which will include all phases of the criminal offender transition program.

PLANNED FUNDS

FY 1992 -	\$193,074 (federal)
FY 1993 -	\$193,074 (federal)
FY 1994 -	\$193,074 (federal)

Planned Outcomes:

FY 1992

1. Increase the emphasis in vocational education in the 15 correctional institutions and the residential/community centers.
2. Current recidivism rates will be compared with those prior to the institution of the program.
3. Knowledge of how academic skills and vocational skills are interdependent as occupational competencies.
4. Better knowledge of what programs are helpful in providing the needs of criminal offenders and to develop economic self-sufficiency among this population when released from prison.

FY 1993

1. Transition services will be expanded in correctional institutions throughout New Jersey.
2. Criminal offenders participating in the transition program will be closely monitored and evaluated.
3. The criminal offender transition program will provide skills that are needed in the labor market based upon Department of Labor data analysis.

FY 1994

1. By 1994 the program will provide a system to improve correctional offenders possibilities for employment through a uniform vocational assessment system, guidance counseling services, internal job placement services.

2. A formalized staff development process will be provided to all correctional institution for appropriate vocational staff.
3. The transition services program will be in place in all correctional institutions, and a transferrable system will be completed for distribution.

NOTE: The funds for Criminal Offenders programs will be allocated to the New Jersey Department of Corrections. The New Jersey Department of Corrections must submit a three-year plan to the State Board on the uses of funds. Special consideration must be given to offenders being prepared for release, institutions that are not currently operating vocational programs, programs for incarcerated women and improving equipment. The plan should contain an assessment of the special populations within the incarcerated community.

SECTION IX
ADULT AND POST SECONDARY PROGRAMS
TITLE II - PART C

NEW JERSEY STATE LIBRARY

SECTION IX
TITLE II PART C
ADULT AND POSTSECONDARY PROGRAMS

SECTION 232

A. POST-SECONDARY COUNTY VOCATIONAL/TECHNICAL SCHOOLS

1. Overview

The county vocational school system in New Jersey is comprised of 21 county vocational/technical school districts. Integrated within each of these districts is a well-established post-secondary division. Historically, these public school, adult education training institutions have provided leadership in the development and implementation of a diverse number of occupational training opportunities. Post-secondary county vocational school programs are designed to provide the adult learner with occupational/technical skills relevant to New Jersey's employment needs.

The post-secondary county vocational/technical schools of the 90's have kept pace with the needs of industry, business, and the allied health fields. Specific training emphasizes related science and lab-concentrated learning experiences designed to provide entry level skills for the world of work. Most programs are developed to achieve these goals within a period of several months to a year, leading to a certificate or diploma. As public service institutions, these schools provide efficient, low cost instructional programs recognized for their affordability to the work force of New Jersey.

The county vocational schools contain well-equipped, learning labs that specialize in a "hands-on" learning approach necessary in reaching out to both the traditional and the non-traditional learner. The key to the success of these high-quality instructional labs is the on-going process of technological research, curriculum revision, and the upgrading of machinery, electronic equipment, and facilities. The implementation of co-op program opportunities, formal apprenticeship and job placement assistance provides the necessary follow-up services that guide the adult learner from the training lab to the work place.

Post-secondary county vocational/technical schools are experienced in determining the basic skills needs of the adult learner. These institutions provide remediation and referral services to ABE, GED, ESL, and Adult High School programs. The county vocational/technical school system is experienced in offering basic skills remediation to the adult learner without delaying the instruction of technical skills necessary for employment.

For almost thirty years, the county vocational school post-secondary divisions have assumed the major responsibility for the administration of formal apprenticeship in New Jersey. These programs have established direct linkage between the workers of New Jersey and the Federal Department of Labor, Bureau of Apprenticeship & Training. As a result,

the county vocational technical post-secondary divisions of this State have been instrumental in the development of formal apprenticeship registration and the administration of related science instruction in compliance with the requirements of the Federal Department of Labor. This ideal linkage combines the cooperation and the efforts of employers, employees, Department of Education certified apprentice coordinators, and the Federal Government.

County Vocational technical post-secondary training of the 90's will continue to target the unemployed, the under-employed, special populations, those seeking career changes, and those who require the upgrading of skills needed to maintain and secure their jobs in the rapidly changing technology of the work place. More specifically, these facilities seek to address the training needs of New Jersey's cities, the training of men and women in non-traditional occupations, and the need for a close linkage with industry for the purpose of job placement and training needs assessment.

2. Primary Objectives

Primary objectives of post-secondary county vocational/technical training include:

1. To provide training for transition to the work place for adults of any age regardless of educational and/or employment background. This training concept is dedicated but not limited to the following types of adult learners:
 - a. the traditional learner with a GED, or high school diploma;
 - b. the non-traditional learner requiring basic skills intervention and/or employment orientation skills;
 - c. the unemployed;
 - d. under-employed men and women who require training for upward mobility within the work force;
 - e. retraining the currently employed for the purpose of maintaining and securing existing jobs;
 - f. men and women seeking to enter non-traditional occupations;
 - g. men and women living in the cities of New Jersey;
 - h. men and women seeking apprenticeship through the Federal Department of Labor, Bureau of Apprenticeship & Training.
2. To conduct on-going occupational research for the purpose of developing part-time and full-time training programs relevant to the needs of New Jersey industry.

3. To develop and maintain job specific training labs designed to provide training opportunities using up-to-date technology, curriculum, machinery and electronic equipment.
4. To integrate computer lab training and computer-aided instruction where applicable to specific employment needs of industry.
5. To develop comprehensive career exploration programs for adults who require the formal assessment, evaluation and counseling needed to develop a wise career choice.
6. To develop linkage with higher education career training opportunities with community colleges.
7. To promote adult basic skills remediation and referral assistance programs.
8. To provide flexible program training schedules that allow the adult learner to pursue training without undue hardship.
9. To establish and maintain current advisory boards made up of members of industry, government, teachers and administrative personnel.
10. To provide customized training programs for New Jersey industry.
11. To develop and maintain linkages with the institutions and agencies of New Jersey. These include, but are not limited to the following:
 - a. New Jersey Department of Labor - Employment & Training;
 - b. JTPA;
 - c. REACH;
 - d. Private Industry Council;
 - e. County Board of Social Services;
 - f. Local Boards of Education;
 - g. Community Colleges and Four-year Colleges;
 - h. Federal Department of Labor - New Jersey Bureau of Apprenticeship & Training regional offices.
12. To further develop articulation with community colleges. The number of articulation agreements between the county vocational schools and the community colleges continue to grow. This articulation, in part, allows degrees of credit transfer to the community college upon completion of specific requirements at the county vocational school.

B. COUNTY COLLEGES

1. Overview

The county college sector in New Jersey is comprised of 19 institutions serving all 21 counties and approximately 118,000 credit students. Thousands of other New Jersey residents take part in non-credit training courses and programs at the colleges. These colleges offer more than 90% of New Jersey's collegiate vocational education programs, and are major providers of technical manpower in the State. By providing occupational and vocational programs, the community colleges increase employment opportunities of residents and contribute to the improvement of New Jersey's economy. A supply of well educated and competent technicians will aid industries currently located in New Jersey and will assist in attracting industry to our State.

In vocational education, the county colleges offer credit bearing courses leading to a certificate or an associate degree, non-credit career and career-related programs and activities through community service programs, as well as customized training and retraining programs for business, industry and other clients. In addition, the community colleges provide the lower division portion of the liberal arts curriculum through transfer AA and AS degree programs for students who might not otherwise be able to enroll in the senior colleges. The broad array of credit and non-credit courses and services are offered full-time as well as part-time, evening or weekend, and off-campus to accommodate the needs of non-traditional students including employed persons, women returning to work, the aged population, and persons incarcerated, institutionalized or disabled.

The community colleges continue to be low tuition, open access institutions to higher education with a particular obligation to people who are uncertain about their educational interests or abilities and who want to explore a variety of occupational and academic programs. They provide the communities they serve with various academic programs closely related to the needs of the local community, together with enriching the communities' cultural life through short courses, special programs, and a variety of formal and informal educational offerings.

Among the purposes and objectives of the community colleges are:

- a. To make education accessible to all high school graduates, those holding a GED certificate, or other persons 18 years of age and older in their service boundary areas, within the limits of available resources.
- b. To provide full-time and part-time students with diversified programs leading to appropriately varied educational and occupational goals, including transfer to other institutions and entry at various career levels of employment.

- c. To provide a diversified program of community services, in addition to regularly scheduled day and evening classes, designed to meet the educational, social, cultural and recreational needs of all residents of the county or service boundary area,
- d. To provide supplementary education and training for those in the work force who seek to upgrade their capabilities or to develop new skills.
- e. To provide general education to facilitate the development of the broadly educated person, one who is able to think effectively, communicate thoughts, make relevant judgments and distinguish among values.
- f. To provide opportunities for entering or continuing higher education for those with scholastic deficiencies who show promise of success.
- g. To provide counseling, guidance and academic advisement to assist students in self-appraisal and self-determination of goals and objectives.

New Jersey county colleges have responded to the issues of literacy and the additional levels of education required of the workforce. Prescribed remediation courses and support services are offered to students to alleviate any stumbling blocks that may cause them to fall short of their goal. The county colleges also have made efforts to better prepare all their students for the occupation skills and knowledge required in the work force. In some cases this has meant expanding the general knowledge and skills of students in narrow occupational fields to make them flexible and adaptable "lifetime learners"; in other cases it has meant providing more direct occupational experiences for those with liberal arts education. In responding to the changing employment outlook, the county colleges have placed a major emphasis on providing training, retraining, and technical support services both to students and to employers by enhancing or establishing a variety of programs.

In addition to focusing on the necessary educational requirements, the county colleges have also recognized the existence of special populations that are presently employed or will be a part of the future workforce. The workforce of the future will grow more slowly, become older, more female and more disadvantaged. Programs have been developed for the handicapped, disadvantaged, adult and limited English proficient students. Federal, state and local funding has been acquired and utilized for training or retraining, to provide access to programs and support services, to purchase state-of-the-art technological equipment, and to provide adaptive services and devices when necessary.

The end result of the colleges' efforts has been an increase in enrollments in credit courses and special programs. FTE is increased 14% between FY 88 and FY 90. In FY 91, credit enrollments increased by 6.2% (up 17.7% since FY 87) and non-credit fundable credit hour

enrollments (ESL, occupational skills and remediation/developmental skills) have increased 24%. From FY 88 to FY 90 credit hour enrollments in AAS, certificate and diploma programs have increased 4% and non-credit hour enrollments have increased 18%.

Of the county college enrollments, the majority enroll to either complete a one year certificate program, courses to transfer to a four year institution, or to take courses to improve their job skills. Approximately 60% of these students are enrolled in occupational/technical program areas equaling approximately 74,800 students.

Support services for the students have provided the necessary assistance for the transition to college and the help needed to obtain their desired vocational goals as evidenced by the degrees conferred. Between the years 1989 and 1990, there has been a 2.8% increase in Associate in Applied Science degrees conferred and a 3.5% increase in certificates awarded.

Higher education's substantial role in providing employment and training opportunities to New Jersey's citizens was recently noted by the Governor's Task Force on Employment Policy. Among the efforts cited (beyond the sector's core academic programming) were its precollege programs, basic skills remediation programs, credit and noncredit occupational offerings and vocational education degree programs for adults, with special services for the disadvantaged and other at-risk populations, cooperative education programs, support for hospital schools of nursing, and various student financial assistance programs. The Occupational Education Task Force, however, has indicated that despite the broad array of offerings, the system of occupational education programs and support systems is fragmented both at the state and local level. Individuals and employers in need of the training/retraining and support services are uninformed of services and programs available.

Recommendations: The Department of Higher Education will establish guidelines for increased coordination with other agencies within the employment and training system at both the local and state levels.

By maintaining and enhancing the Network for Occupational Training and Education, a statewide county college program, increase the coordinated market driven to business, industry, and agencies in the employment and training system.

2. Organization and Governance

The establishment and operation of community colleges in New Jersey is authorized principally by chapter 64A of the Education Law of New Jersey, and other relevant statutes of the Education Law to New Jersey (Title 18A). To establish a community college in New Jersey, an application must be filed by the county freeholders with the Chancellor of Higher Education. Once approval has been reached, licensure is granted for a two year period. Every institution in New Jersey must be

licensed by the Board of Higher Education (BHE) before offering credit-bearing work. Under a special cooperative arrangement, reviews for relicensure are closely coordinated with regular accreditation visits conducted by the Middle State Association of Colleges and Schools.

Upon establishment of a college, the role of the DHE is to act as a facilitator, advocate, and catalyst. The activities of DHE support the statutorily defined responsibilities of the BHE. Governance of community colleges is established through the regulations of the BHE. The BHE coordinates the activities of the individual institutions within the system of higher education and maintains general financial oversight of the community colleges in conformance with N.J.S.A. 18A:3-1 through 19.

The BHE does not govern or manage individual colleges. Local governance of a community college is vested in a board of trustees, appointed as required by law. The BHE does, however, appoint two trustees to each county community college governing board. The trustees must be representative of the community to be served. The board of trustees of each community college files with the Chancellor of Higher Education, and incorporates in the official college catalog, a statement of philosophy outlining the purposes and objectives of the community college and sets forth programs consistent with the definition and legal functions of the community college.

The procedures for review and approval of new academic programs include the employment, by the BHE, of an external, out-of-state consultant to evaluate the proposed program. The consultant, with the assistance of a local advisory committee comprised of individuals with a broad knowledge of the program area, uses a prescribed set of BHE guidelines to evaluate the program. Part of the process includes the institution providing an initial program plan documenting evidence of need for the program. The plan must demonstrate quantitatively the student interest/demand, market demand, and if a career program, the importance to the programmatic mission and direction of the institution. Following the consultant's and DHE review of the institutional plan, a representative of the DHE accompanies the consultant on an on-site visit to the college. Upon receipt of a written evaluation from the consultant, the Department provides the college with a report stating any concerns the consultant identified which need to be addressed. The college must then respond to the concerns and return a new plan to the Department. As the final step, the Department provides the appropriate local advisory committee and the Curriculum Coordinating Council with all final documents for review and recommendations to the Chancellor of Higher Education.

After program plans have been thoroughly reviewed by the Chancellor and his representatives, the BHE approves new academic degree programs. The Department's review ensures that a need for the program exists and that plans meet requisite standards of quality in such areas as faculty qualifications, curriculum, and facilities and equipment.

To maintain and improve the quality of existing academic degree programs, the BHE requires all credit programs be reviewed for need, academic quality, employee appropriateness, etc. by institutional evaluators at least once every five years. In the past 5 years, only 12 degree programs have been discontinued. Even though enrollments may be low, institutions appear to be reluctant to eliminate programs.

Recommendations: The Department of Higher Education will continue to encourage institutions to review their programs to assess any need to modify or eliminate programs.

3. Vocational Education Programs and Related Services

LITERACY/BASIC SKILLS

The shifting world economy is changing the meaning of literacy. A report "Literacy is Everybody's Business," points out that during World War II, entry-level jobs required a worker to read at a fourth-grade level and that, today, entry level jobs may require some college education. New Jersey has recognized that competing successfully in a world economy will require a world-class workforce of persons technically trained and thoroughly competent in the basic skills of reading, writing, and computation.

The New Jersey State Employment and Training Commission's Occupational Education Task Force articulated in a 1990 "Technical Paper" that:

"Today's labor market demands that workers must be literate in order to learn new jobs and skills. There are many recent reports that correlate basic literacy skills with economic success. Critical thinking and communication skills are among the requisite basic skills. No occupational education program can succeed in teaching advanced or job related specialties, if the participants lack fundamental literacy and basic skills."

The Task Force recommended a preliminary definition of occupational education which would recognize that basic educational preparation (developmental education, English as a Second Language, and general intellectual skills) is "occupational education in cases where the student or trainee requires such services." As New Jersey strengthens its occupational education system, it is clear that literacy training programs will be reviewed as a critical element of an improved system.

New Jersey's county colleges seek to provide basic skills to facilitate the development of the broadly educated person, one who is able to think effectively, communicate thoughts, and make relevant judgments based on a solid foundation of basic skills and technical skills. The pairing of basic skills and technical skill coursework gives students the capacity, the interest, and the will to pursue lifelong learning as job requirements change. It is the colleges' intent that specialized curricula should reflect the latest knowledge and technologies so that employers can be assured of graduates with up-to-date skills so that the state's economic growth can be helped to continue.

The county colleges at present offer literacy training (basic/developmental skills, ESL, GED) for targeted populations including, basic skills deficient students, high school dropouts, incarcerated/probationary adults and youths, workplace employees, and unemployed residents.

- a. **Basic Skills** - As previously stated, one of the objectives of the county colleges is to provide opportunities for entering or continuing higher education for those with scholastic deficiencies who show promise of success. All degree seeking students are tested using the New Jersey Basic Skills Testing Program to determine if they are adequately prepared to begin their chosen course of study. This testing program is designed to provide information to aid colleges in placing students in appropriate courses during the freshman year, and to report to the BHE of the status of basic skill preparedness of the entering freshman class. In addition to placement testing, the New Jersey Basic Skills Assessment Program evaluates the effectiveness of public college remedial and developmental programs.

"Basic Skills" refers to skills of thought and communication that an individual needs not only to take advantage of the opportunities offered by a college education but also to become a fully participating member of society. These are not the minimal "coping skills" or "life skills" which many consider essential to mere survival. Rather the "basic skills" of reading, writing, and mathematics are essential for thinking, learning, and succeeding within the context of a college curriculum, the workplace, and the community. As with the New Jersey Occupational Education Task Force, the Basic Skills Council, an advisory group of faculty and administrators from New Jersey colleges, believes these are fundamental building blocks which underlie all adult learning, and are required for full participation in our society. For those students who lack the required levels of proficiency, prescribed remediation and developmental courses are offered.

Of the 118,000 enrolled in New Jersey Community Colleges, approximately 25,000 students or more are enrolled in developmental reading, 25,000 in developmental writing and 27,000 in developmental math annually. Reports from the New Jersey Basic Skills Council on previous two-year analyses have indicated that those students who completed remediation across all skill areas exhibit retention rates similar to or higher than non-remedial students. In college level courses, students who completed their remediation studies demonstrated a passing rate similar to non-remedial students. In contrast, only one-third of the students who did not complete their remediation studies successfully passed their coursework.

The New Jersey Basic Skills Council compiles a statistic called the Successful Survival Rate (SSR) which combines persistence into the fourth semester with success in coursework (as measured by maintenance of a grade point average of 2.0 or better). This statistic is compiled both for students who enrolled in, and completed remedial coursework, and for students who were not required to enroll in remedial courses.

Among 2-year institutions, the SSR's for completers of writing remediation range from 25% to 53%. At five of the two year colleges, students who complete remediation in writing have a higher SSR than do non-remedial students. For example, one of the colleges indicated the SSR for completers of remediation is 31%, while the SSR for non-remedial students is 11%.

Recommendations: The Department of Higher Education will continue the Basic Skills Program to increase the literacy and basic skill competencies of students.

The assessment results of the Basic Skills Program will be reviewed to assure an increase in student retention and successful completion of occupational course work through the provision and completion of basic skills remediation assistance.

- b. Urban Academic Skills Centers** - Adult students who seek college training, but whose educational achievement levels are at the 8th grade level or below, and which are too low to profit from "regular" college remedial instruction, can receive basic skill instruction at one of three state-supported Urban Academic Skills Centers (UASC). The UASC's were developed to serve adult urban residents who have long histories of unemployment and who aspire to attend college. Through an intensive program of individualized, full-time, two tiered remedial instruction program, tutoring, and personnel career counseling, approximately 50% of the UASC participants have been able to complete the second academic level program and enter the traditional college remedial program or employment.

Recommendations: The Department of Higher Education will maintain the UASC's and promote their replication in other urban area communities.

- c. Services for Limited English Proficient Students-ESL** - ESL offerings are the most diversely targeted literacy skill programs. In addition to "whole language" programs, ESL offerings address individual needs for increased English language facility for occupations in allied health fields, engineering, and business, and for preparing for and enrolling in tradition college courses and past voc ed funds.

The New Jersey Grant Program for the Education of Minority Students and past federal vocational education funds have helped stimulate a variety of new programs to serve the academic and support needs of Hispanic and other students for whom English is a second language.

Some of the county colleges have initiated programs for Limited-English-proficient students, but an increased effort is needed. The number of ESL courses at the various colleges range from one to seventy-three, eight of the county colleges offer no credit for ESL courses, and many offer very limited tutoring hours for LEP students.

Recommendations: The Department of Higher Education will promote the delivery of ESL coursework appropriate and consistent to the needs of the local service area.

The Department of Higher Education will promote the replication of successful ESL offerings coordinated with the development of occupational skill competencies.

- d. GED - Twelve institutions are sites for GED instruction and testing.

Through contractual agreement with the Adult Education Division, New Jersey Department of Education there are approximately 12 county colleges which provide GED instruction and testing. These programs and services are both on campus and at off campus sites. Often these programs are offered in the same location as other student support and preparatory services, such as ESL instruction.

Recommendations: The Department of Higher Education will continue to encourage the county colleges to coordinate and provide GED instruction and testing services in cooperation with the Adult Education Division, New Jersey Department of Education.

The Department of Higher Education will work with the Adult Education Division, Department of Education to strengthen and forge additional partnerships for the delivery of GED instruction and services, as well as other adult education services.

4. Degree Programs

- a. Offerings - A culmination of the efforts of the colleges and students is the awarding of a degree, certificate or diploma. Each community college is authorized to award associate in arts degrees, associate in science degrees, associate in applied science degrees, certificates and diplomas to students who have satisfactorily completed approved programs. The associate in applied science (A.A.S.) degree is to be awarded to those who successfully complete programs which emphasize preparation at the semiprofessional level. Such programs are designed to prepare students for job entry at the completion of the two-year programs.

Each A.A.S. program provides for the following:

- The demonstration of the basic skills of communication and mathematics. Although basic skills competencies must be demonstrated by all students, basic skills courses are not used to satisfy the general education requirements.

- Electives which offer opportunities for enriched general education, pre-professional education and/or competence in an appropriate occupational field.

General education and other requirements for the associate degree include a broad distribution of courses which emphasize the acquisition of knowledge, comprehension and evaluation of ideas, the ability to think constructively and creatively, and the capacity to communicate effectively. For the A.A.S. degree programs, the general education requirements total not less than 20 semester credit hours, in representative courses from the communication category and at least one course in mathematics and sciences, social sciences, and humanities.

A certificate or diploma program is a course of study which, by virtue of educational content or duration, does not satisfy requirements for an associate degree program, but which is specifically designed to offer content and skill acquisition and other experience appropriate to the objectives of entry level employment. A certificate program is designed as a one year program of 30-36 semester credit hours of instruction and includes at least six, preferably nine semester credit hours of general education, with at least one communications course. A diploma program offers at least 30 semester credit hours, and includes at least 10 semester credit hours, or the equivalent of general education courses.

- b. **Program Degree Types** - The county colleges offer a broad array of degree offerings in 6 general categories. The Liberal Arts degrees are transfer degree programs including English, Mathematics, History, Social Sciences, Business Administration and Physical Education. These degree programs have options for a student to concentrate in a specialized area of the discipline, ie. Business Administration/Accounting.

Degrees are also offered in the categories of:

- Science, e.g. Biology, Chemistry, Physical Science, Physics, Astronomy, environmental Science
- Fine Arts, e.g. Dance, Music, Visual Arts, Theater
- Light Technologies, e.g. Office Automation, Secretarial Science, Drafting, Architecture, Surveying, Engineering Graphics, Communications Science
- High Technology, e.g. Computer Science, Data Processing, Electromechanical Technologies, Electronic Technology, CAD/CAM, Robotics, Laser Technology, Aviation Technology, Telecommunications
- Allied Health, e.g. Mortuary Science, Nursing, Medical Laboratory Technology, Respiratory Therapy, Culinary Arts

c. Review

- COEP - In June 1989, following the guidelines developed by the College Outcomes Evaluation Program Council, all colleges in the State of New Jersey began reporting on a variety of goals for their students in the area of general education. The initial step of articulating expectations for students has been crucial to the next phase; namely the identification of the method of assessment the colleges will use to assess whether their expectations/goals are being met by their students. The deadline for the identification of their method of assessment was scheduled for June 1990, and the anticipated results from each institution is scheduled for September 1991.

As with the general education requirements, the county colleges have also stipulated goals relating to the A.A.S degrees. Students should demonstrate knowledge and skills specifically related to their preparedness for employment in the field of the major program/study and possible transfer to four year institutions. Again, the colleges are in the process of identifying their method of assessment and results are anticipated in 1991. Once the results have been issued, the colleges will develop methods to use these results to improve teaching and learning.

Institutional guidelines have been established for awarding of degree credit for non-traditional experience. Institutional policies have been adopted to award credit for successful completion of advanced placement courses taken in high school, for successful completion of college-level examinations, or for successful performance on locally devised tests designed for this purpose. Such policies are described in each college's official catalog. Awarding credit for non-traditional experience offers flexibility and advanced placement for students who have acquired academic and occupational competencies outside of the college classroom.

- Local Advisory Committees - These are established locally for each program area proposed or offered by an institution. The local committees are comprised of representatives from area business and industry and educational institutions who are knowledgeable of the occupational trends and skills necessary for employment. The committees meet semi-annually to review the program and to provide recommendations to the institution to assist with program improvements, on-going program evaluation, and to assure that training is appropriate to the market place.
- Curriculum Coordinating Committee - This committee is appointed by the Council of County Colleges, and includes a representative designated by the Chancellor of Higher Education. The committee reviews all new or modified curriculum program proposals in New Jersey at or below the associate degree level. The BHE, when approving new programs,

significant program modifications, or approving discontinuance of existing programs, considers recommendations transmitted through the Chancellor of Higher Education from the Curriculum Coordinating Committee. No curricular programs are offered or modified without prior determination of need, established to the satisfaction of the Curriculum Coordinating Committee.

- Institutional and Middle States Reviews - As described previously, each community college files with the Chancellor of Higher Education a plan for a continuous evaluation of its program and services to assure their quality and relevance to students and the marketplace. In addition, each community college obtains institutional accreditation and reaccreditation by the Middle States Association of Colleges and Secondary Schools. Since the BHE has linked institutional relicensure with Middle States accreditation/reaccreditation, the Department works with the institutions to address the concerns and recommendations raised by Middle States review teams.

Recommendations: - The Department of Higher Education will review the results of the COEP assessments and work with institutions in determining the best courses of action for institutions whose programs do not meet the expectations of the institutions.

- The Department will follow through on the recommendations of the Curriculum Coordinating Committee, the Middle States Review Teams, and the local advisory committees.

- The Department of Higher Education will facilitate institutional efforts to provide state-of-the-art equipment for occupational education offerings.

5. Targeted Populations

County colleges offer accessible and affordable education to all high school graduates, those holding a GED certificate, or other persons 18 years of age and older in their service boundary areas, within the limits of available resources. The community colleges have pursued an "open door" policy to all motivated persons with the potential to benefit from them. Any New Jersey resident can turn to the community college for the opportunity to pursue college-level learning.

With New Jersey's commitment to ensuring its colleges and universities effectively serve all segments of the state's population, students who have experienced economic and educational disadvantages and other educational barriers, are actively recruited. Directly associated with the open access policy is the institutional responsibility to take measures which will facilitate these students' success once on campus.

- a. **Retention Initiative** - Minority and nontraditional students are often particularly vulnerable to the financial, academic and social pressures that can cause students to leave college prior to earning their degrees. As part of a larger Retention Initiative, the DHE had sponsored a competitive grant program to help institutions reshape and institutionalize the freshman year experience in order to reduce the high attrition rates that occur in the first year of college attendance. Projects give special attention to "at-risk" students, enable institutions to develop such supportive strategies as orientation and transition programs, freshman seminars, and drop-out prevention counseling services.

In addition, in the past, DHE has directed a substantial portion of the federal vocational education funds it administered to programs that improved the access of handicapped, disadvantaged and limited-English-proficient individuals to state-of-the-art and high-demand career education programs. Through a series of seminars, workshops and field trips, the projects familiarized students who had not selected a major with the field; motivated those who did select the major to persist in school; and provided students with the counsel of appropriate faculty and professional resource persons.

Each college provides students with a wide variety of counseling services and programs to assist with personal, career, health and academic concerns. Workshops are conducted to deal with topics such as stress management, acquiring or improving study skills, test taking techniques, motivation, resume writing, interviewing skills, peer pressure, drug and alcohol abuse, overcoming the fear of Math, etc. In addition, there are computerized programs, such as The System of Interactive Guidance and Information (SIGI plus), to assist students in career planning assessment and job placement.

- b. **Educational Opportunity Fund (EOF)** - New Jersey was one of the first states in the country to implement a major statewide initiative to increase educational opportunities for minorities and other disadvantaged students. For twenty years, The EOF has provided access to higher education for individuals with the potential to benefit who would otherwise be unlikely to participate due to backgrounds of historical poverty and educational deficiencies. Priority is given to students from the state's most distressed municipalities and lowest socio-economic school districts. The EOF program provides direct student financial aid, institutional recruitment and admissions guidelines and an extensive array of student support programs. Several colleges are establishing outreach centers to make their services more accessible in areas where there are high concentrations of under-represented populations. Once a student is part of the EOF program, support services such as freshman summer programs, skills assessment, remedial and developmental instruction, enrichment activities, counseling, tutoring and other on-campus services are provided.

The percentage of students who entered community colleges as EOF students (because of open enrollment, there are no "special admit" enrollees) range from 18% to 1%. For those students entering in the Fall 1989, the overall retention rate of EOF students for the county colleges is 52%. Again, this is representative of the national retention rate, but is still too low.

National studies indicate that the average retention rate for full-time, first-time students in two-year colleges is 55%. The majority of county colleges matched the national average for the 1987 entering class. Two-year follow-up data will hopefully become available in the near future. Despite the fact that our colleges generally compare quite favorably with the national averages for retention rates, they are still too low. Too many students continue to leave our institutions before graduation.

In May 1989, the COEP Council indicated that retention rates among Whites and Asians were higher than that of Black and Hispanic students. This data indicated that any gains made in providing access to minority students are lost due to the higher attrition rates for minorities. County colleges need to renew and strengthen their efforts with respect to the overall retention of students, especially minority students.

A ratio that compares the percentage of minorities who enroll at a college with the percentage of minorities in the college's Primary Service Area (PSA) is used here to provide a context for the data on minority access to institutions. The ratio is called the Minority Access Ratio. It is used to provide a rough estimate of the success of the institution in attracting, admitting, and enrolling minorities from the PSA. Numerous factors combine to account for this ratio, such as recruitment efforts, admissions procedures, and financial aid availability.

Among 2-year public institutions, 15 colleges have Minority Access Ratios that are greater than or equal to 1.00, while three colleges have ratios below 1.00. The ratios range from 3.13 as the highest, to .47 as the lowest. A ratio of 1.00 means that the college is enrolling minority students in percentages that match their percentages in the Primary Service Area. Ratios over 1.00 indicate success in attracting minorities, while ratios below 1.00 indicate less success.

Another method of examining minority access is the Equity Score for Enrollment. It is used as a measure of equitable access, or proportional enrollment. This score is a ratio of the percentage of minorities among all high school graduates in the state in which the institution is located. An equity score of 100 indicates that an institution has achieved a goal of proportional enrollment. This is achieved if the percentage of its minority students exceeds the percentage of minorities among high school graduates across the county. Among the county colleges, 7 institutions have a score of 100, 11 have a score between 60 and 99, and one has a score of below 60.

- c. Services for Students with Disabilities - It is increasingly clear that if New Jersey is to maintain its economic vitality its highly skilled labor supply cannot be restricted only to those who are "easy" to educate. Groups that present special difficulties must be served educationally and be given the opportunity to realize their full economic potential. New Jersey college's have successfully positioned themselves to be at the forefront in making that happen.

According to estimates based on national and state data, 11,000 of the more than 303,000 New Jersey college and county college students, about 3.6%, are individuals with sensory disorders--mobility impairments, visual impairments, auditory impairments or specific learning disabilities. Because learning is dependent in large measure on print and communication, sensory disorders can interfere seriously in learning and necessitate specialized accommodations and services to offset that interference.

To meet the educational support needs of these students, a three-stage plan of action was developed by the DHE. The plan called for preparation of the higher education community, program and service development, and program and service expansion. Faculty and staff at thirty-one of the state's colleges and universities gained greater understanding of disabilities and increased their ability to accommodate students with learning disabilities or other sensory disorders either through competitively awarded grants or through technical assistance provided by regional support centers.

Major projects have been initiated to disseminate information about programs for college students with learning disabilities to secondary school parents, students and personnel to assist in planning students' secondary school schedules and in preparation for college. Conferences were held in which secondary school guidance, special service and administrative personnel discussed the high school to college transition. The transition planning project initiated and developed cooperative relationships between colleges and area secondary schools, developed procedural safeguards for disabled students' medical/psychological and other records, and disseminated information to parents, schools, advocacy groups and the community. Also, a student/family resource program for families with learning disabled children was instituted and assisted in educational, personal and career planning.

1. Students with Learning Disabilities - A network of seven regional specialized learning disability support centers was established. The comprehensive support centers for learning disabled college students are located at Cumberland County College, Middlesex County College, Ocean County College and Fairleigh Dickinson University. The learning disability programs provide individual clinical diagnoses and evaluations, specialized orientation programs, instruction in compensatory learning strategies, academic and technological support, counseling for personal and social development, career planning and academic advisement. Cooperative agreements have been developed to refer services for students enrolled in other community colleges for services.
2. Students with Hearing Impairments - The New Jersey Centers for Collegiate Deaf Education were established at Bergen Community College, Camden County College and Gloucester County College. These centers offer general academic support provided by deaf education specialists in areas of pre-vocational training, life skills training and counseling, faculty development, and technological support equipment and aids.

3. General Services for Students with Disabilities - The impact of the centers' programs on the attendance, academic achievement, and retention of students with learning disabilities and hearing impairments has been dramatic. For example, the absence rate was only 2.3 absences of 45 sessions in both semesters. Retention rates for students with disabilities participating in the centers' programs exceed the overall rates for retention of students of the institutions. These rates, which were as high as 94%, were stable for the two years for which such data were available. The academic achievement of participating students with specific learning disabilities was outstanding. The majority of participants earned a minimum of a 2.0 or better.

Recommendations: The department will encourage the replication of successful programs tailor-made to the needs of specific populations which will increase services to and retention of minority and other target population students.

The department will increase the coordination between county colleges and other agencies and secondary schools to assure the smooth transition into campus life and college course work of minority and other target population students.

d. Secondary Partnerships

In addition to assisting the various adult populations, the county colleges have gone one step further, and initiated linkages with the secondary schools. Using funding from past grant programs, the county colleges have initiated early intervention programs for disadvantaged middle and high school students to encourage their enrollment in college, and in particular, technological disciplines.

The DHE has steadily expanded its support for precollege programs to increase the number of black, Hispanic and other students from urban disadvantaged backgrounds going on to college. The programs, which are aimed at 6th to 12th grade students, generally offer an intensive summer academic enrichment experience on a college campus, followed by Saturday and or evening programming (including counseling, tutoring, cultural activities, and field trips) during the school year. In addition to improving essential academic skills, particular efforts are made to encourage students to enroll in high school math and science courses and to consider careers in science and technology fields.

The Hudson County Four College Consortium - HC4CC, modeled after the Newark Consortium - has undertaken the challenge of making education more relevant to employment. This is accomplished through carefully designed programs among four post-secondary institutions that facilitate the school-to-work transition for

work-bound youth in the county. The programs offer applied learning experiences that attempt to correct the mismatch between workplace needs and workforce skills while focusing on the specific needs of the target populations.

The initiatives are based on the principle that occupational education provides the appropriate framework to develop the intellectual, personal, and job-related skills that will allow youth to live productive lives as citizens and workers.

The major objectives are: to develop basic literacy and communication skills in English, to nurture the ability to think critically and become independent decision makers in the workplace, to provide computer technology skills for entry and intermediate/senior labor market levels, to offer apprentice technology certification programs, to service non-traditional groups of citizens and integrate them into the county's workforce, and to offer appropriate support services such as day care, career counseling, image building, work ethics awareness, and monitoring of "on the job" performance.

The Newark and Hudson consortium models are anticipated for replication in the urban Bergen County Sector. Other forms of secondary and higher education partnerships include:

- Brookdale Community College's establishment of the state's first Advanced Technology High School--to be located on campus and jointly administered with the Vocational High School District--to facilitate secondary student entry into occupational programs in engineering and telecommunications.
- The Pre-College Consortium was developed to permit qualified high school students to take college-level courses with credits "banked" toward future college enrollment or transfer. This program also includes individual and group counseling and parent support group activities.
- Collaborative efforts between the community colleges and the County Area Vocational Technical School have developed 22 "two plus two" programs. After successful completion of a prescribed 2+2 curriculum, students are eligible to receive a certificate of achievement, a diploma, or an Associate of Applied Science degree.

Recommendations: The department will encourage at the state and local levels the replication of successful secondary and higher education articulation and pre-college programs.

6. Workforce Development - Business and Industry

County colleges also provide supplementary education and training for those in the work force who seek to upgrade their capabilities or to develop new skills.

In developing the various training programs, the colleges are particularly alert and responsive to the special economic circumstances of the communities including the business sector. The county colleges have formed local partnerships with business and industry to expand employee skills and retention.

The close relationship between community and college can be seen, for example in Atlantic County. Since the casino and tourist industries are critical components of the county's economic base, Atlantic Community College has developed the only licensed gaming school in the nation affiliated with a community college -- the Casino Career Institute. In addition, the college's Academy of Culinary Arts prepares students for careers in the food service and hospitality industry. Further, the college has established a Business and Human Resource Center in Atlantic City, to place its services within easy reach of both an urban population and its business clientele. The center offers customized training programs for business and industry, small business development seminars, training in computer software applications, and noncredit programs in office occupations and bartending.

To further increase interaction between the colleges and the business community, five (5) regional satellite small business development centers and 10 employer outreach and technical service support centers have been established. The addition, a designee at each institution is responsible for economic development and customized and contracted training and retraining.

The 1990 Occupational Education Task Force report indicates that work-based learning is an extremely promising strategy for improving the quality of the workforce and meeting the needs of the employer community. Work-based learning is defined by the Task Force as the array of strategies used to teach occupational and literacy skills to workers while they are employed. Funding has been acquired and utilized by the county colleges to "provide college in the workplace" opportunities to local businesses and agencies. In addition, the county colleges are a major resource for the state's Office of Customized Training to provide employer skill upgrading for local business and industry.

In the past, state and voc-ed grant funds have been used to administer a series of short-term, open entry/open exit job-training programs. These programs are linked to existing certificate and degree programs and use the DACUM approach to occupational analysis in which the business community directly participates in defining the skills needed. This successful approach has been utilized by three (3) county colleges.

In addition to being responsive to the economic needs of the employers, the colleges have responded to local and statewide needs with degree and certificate program development as well. Recommendations made by each program's Local Advisory Committee assist the colleges in creating or improving programs so that the students acquire the competencies necessary for today's workforce. Many of the colleges have developed competency-based curriculum. Any new program development would use the resource of the State Department competency identification effort, as well as national systems such as V-techs or DACUM.

County colleges have joined together to formulate the Computer Integrated Manufacturing (CIM) Consortium. CIM is the integration of data processing, digital communication, computer graphics, and the manufacturing processes. Two regional centers, one northern and one southern, have been established. Each provides a coordinated instructional program and factory-floor environment for manufacturing education. Students learn how to manage the entire manufacturing process -- from designing and ordering of materials, to inspection, packing and shipping, -- through computer integrated technologies in a "training factory of the future".

While developing the new programs the county colleges also realized that quality instruction depends on using advancing technology appropriate for today's business industry needs. The colleges have actively sought to acquire and adapt new technologies for instructional purposes. The county college sector has been recognized for its innovation in promoting the use of computers, telecommunications and networking technology in non-technical fields. Past state and voc ed grants have supported the instructional use of interactive videodiscs in health-related field, computers as a design tool in the fine arts, and the use of computer simulations and computer graphics in an assortment of disciplines. Others have led to the development of telecommunications links to enable students and faculty to share instructional materials across institutions, and to establish satellite downlink capacities. Past grants have also supported the incorporation of laser technology into undergraduate science courses and permitted the purchase of new computer graphics, robotics and Computer Assisted Design equipment.

Various county colleges, represented by the New Jersey County College Telecommunications Consortium, are among the institutions to offer fully accredited telecourses broadcast by local cable companies, thereby reaching out to those who might not otherwise have access to higher education.

The county colleges have attempted to address the issue of fragmented and local based services through a new coordinated statewide service called NOTE (Network for Occupational Training and Education). NOTE links the community colleges and other workforce development partners in the state e.g. JTPA, Small Business Administration, to allow them to offer a fully coordinated informational and programmatic network of training, retraining, and technical assistance services to employers locally and statewide. NOTE encourages the sharing of resources, talent and training opportunities statewide to address similar workforce development and retention issues in multiple locations.

Recommendations: The department will increase cooperative partnerships with other state level agencies involved in the employment and training system.

The department will assure that state and local level partnerships for program and information delivery and training/retraining appropriate to market-based needs are enhanced through the operation of the Network for Occupational Training and Education.

The - department and the county colleges will coordinate programs with business and industry and other state employment and training agencies to increase workbased learning opportunities.

The department will encourage the replication of the DACUM model for the development of occupational curriculum with the direct involvement of business and industry.

Through a Memorandum of Understanding with the New Jersey Department of Higher Education, funds have been allocated to support postsecondary vocational education programs (see Appendix).

For FY 1992, allocations have been expressed in dollar amounts; in future years they will be expressed as an equivalent proportion of funds in applicable categories that are allocated to the state.

7. Leadership Activities and Basic Programs

a. State Leadership Activities

A proportion of state leadership funds (for FY 1992, the equivalent of \$60,000) will be utilized by the New Jersey Department of Higher Education to support the activities of the Network for Occupational Training and Education (NOTE).

NOTE is a network of training and retraining programs and services of the 19 county community colleges in New Jersey that promotes cooperative and collaborative activities among business, industry, government agencies and educational institutions. The goals and objectives of NOTE are to:

- maximize services/programs vital to improve human resources productivity;
- design and/or revise curriculum and implement programs that are current and meet the needs of the labor market and labor force;
- view educational training and retraining as a lifelong process, vital to economic benefits and growth;
- examine occupational offerings and support services and modify them as the supply-demand of business, industry and workers change.

Leadership funds for NOTE will be administered and distributed by the Department of Higher Education through one or more subcontracts with NOTE and/or its member institutions. Technical assistance and coordination will be provided by the Department of Higher Education.

b. Basic Programs

To meet the requirements of Section 232, funds for postsecondary programs will be distributed as follows:

1. **Eligible Recipients Defined** - Eligible recipients for postsecondary formula allocations of basic grants will be licensed public institutions of higher education which offer programs of study for credit toward the associate degree, certificate or diploma. A degree or certificate program must have a minimum requirement equivalent to 24 semester hours and be at least one academic year in duration in order to make an institution eligible to receive funds.
2. **Distribution Formula** - Each eligible recipient shall receive an amount that bears the same relationship to the amount of funds allocated to eligible postsecondary recipients as the number of Pell grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in vocational education programs in the institution in the preceding fiscal year to the number of such recipients enrolled in such programs within the state in such year.

Because New Jersey institutions of higher education, including the county community colleges, are comprehensive institutions that offer both vocational education and the equivalent of the first two years of baccalaureate education that is not vocational education, a mechanism has been selected to identify Pell recipients in vocational education.

Course enrollments by full-time equivalent student are regularly collected by the Department of Higher Education for the county community colleges in six differential categories. The six categories are: General Liberal Arts courses; Liberal Arts and Science Laboratory courses, Light Technology courses, High Technology and Allied Health courses, non-credit courses, including Remedial and Developmental courses and English as a Second Language courses.

For the purposes of the distribution formula, the total number of Pell recipients at an institution will be multiplied by the institution's proportionate share of enrollments in Light Technology courses and High Technology and Allied Health courses in order to calculate the number of Pell grant recipients in vocational education. In the event there are other eligible recipients who do not already participate in the differential classification system, equivalent differential course enrollments will be calculated.

Unless and until regulations are issued by the U. S. Department of Education permitting consortial applications from institutions to meet the \$50,000 minimum allocation requirements, any institution that would have received less than \$50,000 in basic grants as a result of the formula will receive nothing.

See the appendix for the FY 1992 tentative distribution of basic grant funds among institutions and the calculation of those amounts.

c. Requirements and Criteria Used to Approve Local Applications

Eligible recipients will be notified of their tentative allocations for the fiscal year and be requested to submit an application for the use of funds.

Each application must:

- cover the three-year period of the State Plan;
- include information to satisfy the requirements of Section 240 of the Act;
- indicate the method used by the eligible recipient to give priority for assistance to sites or programs that serve the highest concentrations of individuals who are members of special populations;
- indicate how the plans of the recipient address the three major principles of the report and recommendations of the Occupational Education Task Force of the State Employment and Training Commission.

d. Evaluation Procedures

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

As part of the application and contract process, recipients will be required to comply with all evaluation and reporting requirements. Evaluation plans are required before execution of contracts. Interim program reports, also required by contract, will contain information on the progress the recipient has made in implementing the project. Each interim report is reviewed by the Department of Higher Education. Site visits are conducted for those recipients who have not indicated sufficient and appropriate progress in meeting the objectives of the project. Recipients are notified of the impending site visit, and provided with a series of questions or issues that will be discussed during the site visit. At the conclusion of the site visit, a report of findings will be

prepared, including any corrective actions that are being recommended. Recommendations are transmitted to the recipient, and appropriate follow-up is conducted to monitor the success of the implementation of the recommendations.

Final reports are required to be submitted within 30 days of completion for all projects. The requirements for evaluation reports include: that program objectives are measurable and describe the outcomes of the project; that the demographics of the student or target group for each project be described; and, that statistical results are provided for each program objective, where appropriate.

Any recipient that does not meet the performance standards that will be developed for postsecondary institutions will be required to develop and submit an improvement plan as specified in Section 117 of the Act. A procedure for the development and implementation of the plans will be developed concurrently with the development of the performance standards, and will include specific timelines for implementation as well as a procedure for appeals of decisions.

e. Standards and Measures of Performance

The State Employment and Training Commission's Occupational Education Task Force has made a series of recommendations designed to improve the occupational education system of the state. One of the major recommendations is the development of a system of accountability for all of the state's occupational education programs. A single set of performance measures and standards will be developed in New Jersey to evaluate all occupational education programs. The measures and standards will be outcome-oriented and labor-market based. The purpose of the accountability system is to enable state government to evaluate the effectiveness of planned intervention strategies designed to meet the needs of employers and workers in the labor market; to assess the ability of program graduates to compete in the workforce and maintain a high standard of living; and to evaluate the delivery of services to individuals who might not otherwise be able to achieve economic self-sufficiency.

The schedule for implementation of the accountability system calls for the development of appropriate performance measures by September of 1991, and development and operation of corresponding performance measures by July 1, 1993.

The Departments of Education and Higher Education will work with the State Employment and Training Commission (SETC) on the development of performance measures in consultation with higher education institutions, and through the SETC and with business and industry as well. In order to avoid the duplication of program measures for different purposes, the Department of Higher Education will make every effort to assure that the performance measures developed by the SETC meet the requirements of the Carl D. Perkins

Vocational and Applied Technology Education Act of 1990. In the unlikely event that the performance measures adopted by the SETC do not meet the requirements of the Act, the Department of Higher Education will implement independently the necessary performance measures for postsecondary programs to meet the requirements of the Act.

Since the schedule for development of performance standards by the SETC for all occupational programs does not meet the timelines requirements of the Act, (that is, by July 1, 1992), the Department of Higher Education, in consultation with institutions of higher education and in cooperation with the New Jersey Department of Education, through the Committee of Practitioners, will develop recommendations for adoption of performance standards for postsecondary occupational education. At the same time, the Department of Higher Education will make every effort to assure that the performance standards developed and adopted by the SETC meet the requirements of the Act.

f. Provisions for Accurate, Current and Complete Disclosure and Maintenance of Financial Records

All eligible recipients desiring to receive vocational education program funds must submit an application in compliance with the Perkins legislation and the procedural guidelines of the Department of Higher Education. The application will include a three year plan completed by the eligible recipient including a statement of assurances and compliance signed by the chief executive officer of the institution. In addition, a financial application describing the proposed use of formula funds will be required. Each eligible recipient will be required to enter into a contract with the Department of Higher Education that will cover the period of the grant and will include financial, expenditure, program, and compliance components.

Once the contract has been approved and executed, and the federal funds have been received by the state and the Department of Higher Education, grant recipients will receive two payment disbursements.

The first payment will consist of 85% of the grant award and will be made to those recipients with approved three year and financial applications and who have executed the contract with the Department of Higher Education.

Interim fiscal and programmatic reports are required of all recipients indicating the programmatic objectives that have been met and the expenditures that have been incurred in the first six months of the contract. Any budget modifications in excess of 10% of the grant award or \$5,000, whichever is less, must be approved by the Department of Higher Education, and become a modification of the project contract.

A final payment of 15% of the grant will be made upon receipt and approval by the Department of Higher Education of final expenditure and program reports which justify the payment of funds.

The annual project expenditure report will identify all expenditures incurred and an annual program evaluation report will identify the uses of the funds in compliance with the recipient's three year plan and project contract. The financial report includes an inventory, with inventory numbers, of all equipment purchased under the terms of the contract. The annual reports are certified by the chief executive officer of the institutions and must be submitted no later than 30 days after the end of the funded project. Funds allocated for a given fiscal year must be spent during the same fiscal year. Any funds not spent must be returned to the Department of Higher Education.

The rules for inventory retention and the disposal of equipment that apply to postsecondary institutions are identical to those described elsewhere in the State Plan. All requests for the disposal of equipment will be transmitted to the Department of Education, Division of Vocational Education for review and approval.

Recipients of funds are responsible for maintaining a full and complete record of expenditures of federal, state and local funds in connection with a project. Copies of primary source documents such as purchase orders, paid invoices, paid vouchers and related correspondence are to be on file with the eligible recipient and are to be available upon request for federal state audits in accordance with the record retention schedule outlined in United States Education Department General Administrative Regulations, 34 C.F.R., Section 74.20 and 75.734, Revised July 1, 1983.

C. STATE LEADERSHIP ACTIVITIES

1. Basic Programs

Identified Need:

Vocational education programs designed to serve adult and post-secondary students provide a variety of services and are delivered through various methods and eligible institutions.

There is a need to provide for short term skill training for un-employed, under-employed and other individuals planning to enter the labor market.

Goal:

To facilitate the accessibility of vocational courses and programs for adults in need of occupational skills to enter or re-enter the labor market, and to provide articulation between institutions and individuals that can benefit from the upgrading of vocational skills.

Planned Activities:

- a. Provide technical assistance to public vocational education institutions concerning labor market information and other vocational and technical education activities.
- b. Provide information and assistance in the development and procurement of vocational courses to be offered at local education agencies and county vocational schools. This will include development of curriculum content and appropriate approval.
- c. Provide information to interested individuals and to the State licensure authority concerning requirements for vocational teacher certification.

Planned Outcomes:

- a. Individuals who plan to return to the labor force may participate in occupationally specific skill training based on personal interest and abilities.
- b. The business and industrial sector will find facilities and vocational programs available for training of existing and potential workers.

2. APPRENTICE TRAINING:

Identified Need:

To provide a trained work-force, in the skilled trade areas, for American industries.

Goal:

To facilitate the responsibilities of the apprenticeship system in New Jersey that are vested in the Department of Education. This responsibility currently includes the delivery of the related education portion of apprentice training.

Planned Activities:

- a. Provide for the use of Carl Perkins funds to support certificated staff and activities, at the local level, for apprentice training in eligible educational institutions.
- b. Maintain active liaison with the United States Department of Labor, Bureau of Apprenticeship and Training, to maximize the effective delivery of apprenticeship.
- c. Maintain active liaison with the New Jersey Department of Labor, Division of Employment and Training, to maximize the effective delivery of apprenticeship.
- d. Maintain active liaison with the New Jersey Association of Apprenticeship Coordinators to maximize the effective delivery of apprenticeship.
- e. Provide technical assistance to deliverers and sponsors of apprentice training concerning course content, course approval, and other related education components.
- f. Maintain records on apprentices and sponsors of apprenticeships that document apprentice registrations, previous related education credit and apprenticeship completions.

Planned Outcomes:

- a. The development of a trained labor force.
- b. The opportunity for workers to enter organized training programs in the "skilled trades." This will provide workers with upward and horizontal mobility in their specific trade area.
- c. By providing upward mobility to existing workers, entry level jobs will "open up" for unemployed individuals.

3. TECH PREP

Identified Need:

To provide for an articulated transition from secondary technical education programs into two year college level programs.

Goal:

To provide an organized training program, for the technical fields, that require a higher level of training than a high school diploma and less education than a bachelor's degree program.

Planned Activities:

- a. Assist county vocational schools to develop articulation agreements with appropriate institutions of higher education.
- b. Coordinate with appropriate representatives of the New Jersey Department of Higher Education to initiate "2 + 2" programs.
- c. Cooperate with industry advisory groups and other interested groups or individuals to relate the tech-prep program expectations to the actual industrial needs in the "marketplace."
- d. Assist local educational agencies and county vocational schools to implement coordination activities with the local county colleges and the Service Delivery Areas under the Job Training Partnership Act.

Planned Outcomes:

- a. Provide access to programs in the highly technical fields for students who may benefit from such programs.
- b. Maximize the bridge between the secondary educational agencies and the higher education agencies to provide a wide variety of opportunities for students who complete secondary education and choose not to enter degree bearing programs.
- c. To provide a trained labor force in the technical fields.

SECTION X
TITLE III - SPECIAL PROGRAMS

SECTION X
TITLE III - SPECIAL PROGRAMS

PART A - COMMUNITY BASED ORGANIZATIONS (Sec. 301)(302)

Identified Need

The Carl D. Perkins Vocational and Applied Technology Education Act provides for the use of community-based organizations by local education agencies for vocational education program services and activities. The purpose of the Perkins Act is to assure that individuals in need of training and retraining have access to quality vocational education programs. Community-based organizations can be used to maximize the efforts of a local education agency to serve disadvantaged youth, ages 16-21, handicapped individuals, and adults.

The unfolding economic changes taking place and the changing nature of our workforce will require a concentrated effort by the total community to provide career opportunities for all segments of the population. It is only through a partnership between the public schools, business/industry and the community that we will meet the employment needs of the nation.

In a recent report by the National Alliance of Business (NAB), Employment Policies: Looking to the Year 2000 (1986), a call for partnerships was recommended. These partnerships should be a cooperative community effort. Business, government, and community organizations all have a part to play in this important movement.

The New Jersey Administrative Code for vocational education also requires local boards of education to plan and develop vocational programs for special needs students in cooperation with community-based organizations. In 6:43-5.1(e) the code reads:

Vocational education programs and services for academically or economically limited or handicapped pupils shall be planned, developed, established, and administered by the State Board of Education and district boards of education in cooperation with other public or private agencies, organizations, and institutions having responsibility for the education of academically or economically limited or handicapped persons in the area or community served by such programs or services. They may include community agencies, vocational rehabilitation agencies, special education divisions or offices of State agencies and district boards of education, and other agencies, organizations, and public or private institutions concerned with the problems of academically or economically limited or handicapped individuals.

The Carl D. Perkins Vocational and Applied Technology Education Act (P.L. 101-392) defines the term "community-based organization" (CBO) as "any organization of demonstrated effectiveness described in Section 4(5) of [JTPA]. "Section 4(5) of JTPA defines a CBO as: a private nonprofit organization of demonstrated effectiveness which is representative of

communities or significant segments of communities and which provide job training services (for example, Opportunities Industrialization Centers, the National Urban League, SER-Jobs for Progress, United Way of America, La Casade Don Pedro, Casa PRAC, the National Puerto Rico Forum, Puerto Rican Action Board, National Council of La Raza, 70.001, Jobs for Youth, C.A.T.A., organizations operating career intern programs, neighborhood groups and organizations, community action agencies, community development corporations, vocational rehabilitation organizations, rehabilitation facilities (as defined in Section 7(10) of the Rehabilitation Act of 1973), agencies serving youth, agencies serving the handicapped, agencies serving displaced homemakers, union-related organizations, and employer-related nonprofit organizations), and organizations serving nonreservation Indians (including the National Urban Indian Council), as well as tribal governments and Native Alaskan groups.

Funds to districts involving CBOs will be awarded on a competitive basis through a request for proposal (RFP) which will be issued annually by the Department of Education in accordance with department grants management procedures.

Goals and Objectives

Goal A.

To develop and implement vocational education services and activities for disadvantaged youth, ages 16-21, handicapped individuals and adults that lead to occupational placement by community-based organizations in cooperation with local education agencies.

Objectives

FY 1992

Since three CBO-LEA contracts have been awarded for the period March 1991 through June 1992, no new CBO-RFPs will be developed until FY 1993.

FY 1993

Objective A.1

By July 1992 a revised CBO-RFP will be developed and all secondary LEAs plus any additional CBOs that can be identified will receive a copy of the CBO-RFP.

Objective A.2

By September 1992 all CBO-RFP applications will be reviewed and evaluated and winners will be identified and funded.

Objective A.3

By June 1993 all funded CBO-LEA programs will be evaluated.

FY 1994

Objective A.4

By July 1993 a revised and updated CBO-RFP will be developed, and all secondary LEAs and CBOs will receive a copy of the RFP.

Objective A.5

By September 1993 all CBO-RFP applications will be reviewed and evaluated and winners will be identified and funded.

Objective A.6

By June 1994 all funded CBO-LEA programs will be evaluated.

Goal B

Monitoring and technical assistance (T.A.) to the winners of the CBO-RFP will be provided by Division staff.

Objectives

Objective B.1

FY 1992

By June 1992 the three currently funded contracts with LEAs and CBOs will be monitored both programatically and fiscally.

FY 1993

Objective B.2

By June 1993 all winners of the CBO-RFP plus the previous year's winners will receive a 6 month and 12 month monitoring visit plus any TA requested by the winners.

FY 1994

Objective B.3

By June 1994 all winners plus the previous years' winners of the CBO-RFP will receive a 6 month and 12 month monitoring visit plus any TA requested by the winners.

Planned Funds

FY 1992 - \$272,052

FY 1993 - \$272,052

FY 1994 - \$272,052

Planned Outcomes

FY 1992

1. The three originally funded projects will be monitored and the outcomes per contract will be accomplished.

FY 1993

2. A revised CBO-RFP will be developed.
3. CBO-LEA programs will be funded.
4. CBO-LEA programs will be monitored and receive T.A.
5. More disadvantaged and handicapped students will be served as a result of the CBO-LEA projects.

FY 1994

6. An updated and revised CBO-RFP will be developed based upon evaluations of previously funded CBO-LEA projects.
7. CBO-LEA programs will be monitored and receive T.A.
8. More disadvantaged and handicapped students will be served as a result of the CBO-LEA projects.

Part B - Consumer and Homemaking Education (Sections 311, 312 and 313)

Identified Need:

The need for statewide leadership and administration for consumer and homemaking education is clearly identified.

- Section 313 of the Carl D. Perkins Vocational and Applied Technology Education Act provides for state leadership and administration.
- Section 313 also requires administration by state administrators who are qualified by experience and education preparation in home economics education.
- State leadership activities and services are provided to approximately 1,200 home economics educators who are in need of direction, retraining and technical assistance.
- The Home Economics - Consumer and Homemaking programs serve approximately 181,000 students, at all educational levels, who participate in instructional programs which address one or more legislative mandates.
- All students and educators benefit directly or indirectly from categorical funds provided through Title III, Part B of the Carl D. Perkins Vocational and Applied Technology Act.

GOAL:

By June 1994 all home economics educators will have opportunity to acquire knowledge, skills or practices which will result in new, improved or expanded programs in the districts that offer home economics education.

Objectives:

- A1. By June 1994 the home economics - consumer and homemaking education program specialist administrators will provide the leadership and carry out the program administrative aspects of Title III, Part B, Sections 311, 312 and 313.
- A2. By June 1992, 1993 and 1994 provide technical assistance, upon request, to all local districts in the appropriate use of federal funding.
- A3. By June 1992, 1993 and 1994 twelve editions of UPDATE, a Department of Education memorandum to teachers which is designed to provide information, direction, and resources for the successful implementation of home economics and consumer education programs in New Jersey, will be printed and disseminated.
- A4. By June 1992, 1993 and 1994 a Fall and Spring inservice meeting will be conducted each year for all home economics teachers and administrators.
- A5. By June 1992 reprint and disseminate the Evaluation Handbook for Home Economics Education programs.
- A6. By June 1993 release a competitive RFP for the development of three (3) model/demonstration programs in New Jersey QEA special needs districts and the economically depressed areas in the state.

GOAL:

Through the competitive (RFP) process assist districts in conducting new, expanded and improved home economics - consumer and homemaking education elementary, middle/junior, secondary and/or adult courses/ programs.

Objectives:

- B1. By June 1992, 1993 and 1994 awards will be made to districts who will develop, expand or improve courses/programs which respond to identified current and future needs of individuals, families and communities in areas of managing individual and family resources, making consumer choices, balancing work and family, improving responses to individual and family crises, strengthening parenting skills, assist the aged and handicapped, including the homeless, child and family nutrition and wellness, resource conservation, etc.
- B2. By June 1992, 1993 and 1994 grant awards will be made to districts for projects which provide for the infusion and application of the impact of technology on life and work, consumer and homemaking skills to jobs and careers, academic skills (reading, writing, mathematics and science), critical thinking and problem solving, etc.

B3. By June 1992, 1993 and 1994 grant awards will be made to districts to provide for local inservice activities, curriculum and specific projects which address areas identified in objectives B1. and B2.

B4. By 1992, 1993 and 1994 grant awards will be made to districts which develop, adapt and/or expand courses/programs to address the needs of individuals with handicaps, those who are disadvantaged, those in economically depressed communities and other traditionally underserved populations.

GOAL:

Through the competitive (RFP) process provide for the continuation of three (3) programs, In-School Training for Effective Parenting (In-Step), which address the needs of pregnant and parenting adolescents to effectively carry out their combined roles of student and parent.

Objectives:

C1. By June 1992 three (3) pilot comprehensive secondary in-school programs for pregnant and parenting students will be implemented.

C2. By June 1993 the three (3) pilot programs will become model programs and serve as "showcase" programs.

C3. By June 1994 training for staff in other districts, the implementation handbook and other information will be provided to interested educators.

GOAL:

Through the competitive (RFP) process provide for a content and age appropriate competency based secondary home economics curriculum guide, grades 9-12, that helps to ensure the quality and effectiveness of home economics programs at the local level.

Objectives:

D1. By June 1992 a camera-ready copy of the competency based home economics-consumer and homemaking guide will be available for reproduction and field testing.

D2. By June 1993 the curriculum guide identified in D1. will be field tested and revised accordingly.

D3. By June 1994 the curriculum guide identified in D1. will be printed and disseminated.

D4. By June 1994 three (3) regional technical assistance and implementation workshops will be conducted.

GOAL:

Through the non-competitive continuation grant process provide for the field testing, revision, printing and dissemination of the middle school home economics curriculum.

Objectives:

- E1. By June 1992 the middle school home economics curriculum guide will be field tested and revised accordingly.
- E2. By June 1993 printed copies of the curriculum identified in E1. will be ready for dissemination.
- E3. By June 1993 a technical assistance and implementation workshop will be conducted for all middle school home economics educators.

GOAL:

By June 1994 informational materials and resources for integrating the vocational student organization - FHA/HERO-into each instructional level and content area of consumer and homemaking education and occupational home economics will be made available for use by all home economics educators in New Jersey.

Objectives:

FY 1992

- F1. By June 1992, develop informational materials and resources for integrating the vocational student organization into consumer and homemaking education at the middle/junior high school level (grades 6-9) in the content areas of food and nutrition, family living and parenthood education, child development and guidance, and individual and family health.
- F2. By June 1992, develop informational materials and resources for integrating the vocational student organization into consumer and homemaking education at the high school level (grades 10-12) in the content areas of food and nutrition, family living and parenthood education, child development and guidance, and individual and family health.

FY 1993

- F3. By June 1993, develop informational materials and resources for integrating the vocational student organization into consumer and homemaking education at the middle/junior high school level (grades 6-9) in the content areas of consumer education, housing, home management including resource management, and clothing and textiles.
- F4. By June 1993, develop informational materials and resources for integrating the vocational student organization into consumer and homemaking education at the high school level (grades 10-12) in the content areas of consumer education, housing, home management including resource management, and clothing and textiles.

GOAL:

By June 1994, inservice activities will be conducted to help home economics educators in the integration of the vocational student organization into the consumer and homemaking education curriculum.

Objectives:

FY 1993

- G1. By June 1993, conduct workshop(s) for home economics educators of middle/junior high school level (grades 6-9) for integrating the vocational student organization into the consumer and homemaking education content areas of food and nutrition, family living and parenthood education, child development and guidance, and individual and family health.
- G2. By June 1993, conduct workshop(s) for home economics educators of high school level (grades 10-12) for integrating the vocational student organization into the consumer and homemaking education content areas of food and nutrition, family living and parenthood education, child development and guidance, and individual and family health.

FY 1994

- G3. By June 1994, conduct workshop(s) for home economics educators of middle/junior high school level (grades 6-9) for integrating the vocational student organization into the consumer and homemaking content areas of consumer education, housing, home management including resource management, and clothing and textiles.
- G4. By June 1994, conduct workshop(s) for home economics educators of high school level (grades 10-12) for integrating the vocational student organization into the consumer and homemaking education content areas of consumer education, housing, home management including resource management, and clothing and textiles.

Goal:

To develop collaborative activities, between the home economics administrators and the sex equity coordinator, to address the issues related to the elimination of sex role stereotyping and sex bias.

Objectives:

FY 1992

- H1. In cooperation with the sex equity technical assistant centers (3) develop three sex equity competencies for each of the ten consumer and homemaking education content areas.

FY 1993

- H2. Further research and identify barriers to male participation in consumer and homemaking education courses/programs.
- H3. To provide ASETS training which addresses the identified barriers to all home economics educators.

FY 1994

- H4. To move from state level collaboration to local level collaboration in the implementation of single parent and sex equity programs.
- H5. To encourage local collaboration through the competitive grant RFP process which requires single parent/sex equity and consumer and homemaking education RFP's to provide for child care and parenting adolescent program coordination.

Planned Funds

By 1992 - \$823,796
1993 - \$823,796
1994 - \$823,796

Planned Outcomes

FYs 1992, 1993 and 1994

- 1. Home economics educators will be aware of funding resources and the criteria for accessing these funds.
- 2. All home economics teachers and administrators will have an opportunity to participate in workshops and meetings which assist them in developing and implementing courses/programs that address current and future needs of today's students.
- 3. A variety of courses/programs will be funded through the Carl D. Perkins Vocational and Applied Technology Act which are supportive to the legislative mandates.

FY 1992

- 4. Twenty (20) informational materials and resources related to the integration of the vocational student organization into the consumer and homemaking education content areas of food and nutrition, family living and parenthood education, child development and guidance, and individual and family health will be made available to middle/junior high school (grade 6-8) home economics educators.
- 5. Twenty (20) informational materials and resources related to the integration of the vocational student organization into the consumer and homemaking education content areas of food and nutrition, family living and parenthood education, child development and guidance, and individual and family health will be made available to high school (grades 10-12) home economics educators.

FY 1993

6. The middle school home economics education curriculum guide will be available to all schools.
7. Twenty (20) informational materials and resources related to the integration of the vocational student organization into the consumer and homemaking education content areas of consumer education, housing, home management including resource management, and clothing and textiles will be made available to middle/junior high school (grades 6-8) home economics educators.
8. Twenty (20) informational materials and resources related to the integration of the vocational student organization into the consumer and homemaking education content areas of consumer education, housing, home management including resource management and clothing and textiles will be made available to high school (grades 10-12) home economics educators.
9. Four (4) workshops related to integrating the vocational student organization in the consumer and homemaking education content areas of food and nutrition, family living and parenthood education, child development and guidance, and individual and family health will be conducted for 25 (twenty-five) middle/junior high school (grades 6-8) home economics educators.
10. Four (4) workshops related to integrating the vocational student organization into the consumer and homemaking education content areas of food and nutrition, family living and parenthood education, child development and guidance, and individual and family health will be conducted for 50 (fifty) high school (grades 10-12) home economics educators.

FY 1994

11. Three model programs - in-School Training for Effective Parenting will exist.
12. A competency based secondary home economics - consumer and homemaking curriculum guide will be available to all secondary home economics teachers.
13. Four (4) workshops related to integrating the vocational student organization into consumer and homemaking education content areas of consumer education, housing, home management including resource management, and clothing and textiles will be conducted for 25 (twenty-five) middle/junior high school (grades 6-8) home economics educators.
14. Four (4) workshops related to integrating the vocational student organization into consumer and homemaking education content areas of consumer education, housing, home management including resource management, and clothing and textiles will be conducted for 50 (fifty) high school (grades 10-12) home economics educators.

Part E - Tech-Prep Education/Articulation (Section 342)

IDENTIFIED NEED

The report and recommendations of the Occupational Education Task Force of the New Jersey State Employment and Training Commission includes a call to increase program accessibility to occupational education in the state. One of the Task Force's specific recommendations is to develop additional transitional programs which link school to college.

Tech-prep funds under the Act will be awarded on a competitive basis to consortia of secondary schools and colleges. Eligible colleges will be those which offer sub-baccalaureate occupational education degree programs resulting in an associate degree. Specific funding requests will be dependent upon the needs of the consortia as expressed in its proposal for the use of funds. The establishment of systematic technical education articulation agreements between secondary schools and postsecondary educational institutions is necessary for providing youths with skills in the liberal and practical arts and in basic academics, including literacy instruction in the English language, and with the intense technical preparation necessary for finding a position in a changing workplace.

Criteria for the approval of projects will include:

- meeting the requirements of the Act including the development of combined secondary and postsecondary programs which lead to an associate degree; providing technical preparation in at least one field of engineering technology, applied science, mechanical, industrial or practical art or trade, agriculture, health or business; building student competencies in mathematics, science, and communications through a sequential course of study; and placement in employment.
- the extent to which the proposed program reflects a need for trained persons in occupational areas in the state or region of the state; that is, the likelihood of future employment in the occupational area;
- the methods proposed to make the programs accessible to special populations;
- adherence to standards and regulations of the State of New Jersey for program development;
- the possibility of articulation with baccalaureate-level programs;
- efficient non-duplicative use of resources;
- the extent to which the proposed program reflects the principles and recommendations of the Occupational Education Task Force of the State Employment and Training Commission;

- the extent to which the proposed program will be developed with the participation and consultation of business and industry; and
- the extent to which the proposed program will make the existence of the program known to students, parents and to counselors, and will otherwise recruit and retain students in the program.
- the extent to which students are given advanced standing for their secondary educational experience in the attainment of an associate degree.
- the extent to which the proposed program will make the existence of the program known to students, parents and to counselors, and will otherwise recruit and retain students in the program.
- the extent to which the program includes training programs for counselors to assist them with the recruitment of appropriate students into the Tech Prep education program and to insure successful program completion and placement in employment.

Planned Funds:

FY'92 - Secondary - \$753,206

FY'92 - Post-Secondary - \$753,206

SECTION XI
STANDARDS AND MEASURES OF PERFORMANCE

SECTION XI
STANDARDS AND MEASURES OF PERFORMANCE
113(b)(8)(a)
(Section 115)

The State of New Jersey has taken the lead in establishing a statewide system of Standards and Measures of Performance through the development of a Job Placement Accountability system as well as an Occupational Competencies Project and Assessment Testing process. The Statewide Committee of practitioners will review, comment on and propose revisions to a draft state proposal which the State Board of Education will develop to meet the requirements of Section 115.

The following projects establish the foundation for the development of Core Standards and Measures of Performance.

Development of Performance Standards

Identified Need

The division's effort to develop a system of standards for performance began in November 1989. The project was initiated as a result of an April 1989 recommendation by the Panel on Secondary Vocational Education in New Jersey. The panel recommended that "core proficiencies or competency standards be developed for occupational areas by the Department of Education with the assistance of technicians in the field."

Goals and Objectives

The project staff began work by identifying 100 occupations to be studied. The occupations chosen were those with the highest anticipated annual job openings. During FY 1992, the project will continue the process of identifying and verifying competencies for these occupations. Three of the five groups of 20 occupations will see activity.

New Jersey's system of competency identification and verification is based on systems in use in a number of other states and the system used by states belonging to the Vocational-Technical Consortium of States (V-TECS). The steps in our process are as follows:

1. conduct research to identify existing resources in each occupational areas [s115 (b) (4)];
2. draft competency lists;
3. hold technical committee (workers and direct supervisors) meetings to verify duties/tasks;
4. hold educator panel (teachers from the occupational area) to verify duties and tasks and related academic skills;
5. conduct mail surveys of employers to verify duties/tasks and to identify entry-level tasks;
6. conduct mail surveys of educators to verify duties/tasks and related academic skills;

7. develop occupational cluster matrices from completed lists;
8. produce and disseminate final competency lists; and
9. provide implementation training.

Each list developed through this process will include related academic skills, both basic and advanced as well as entry-level and advanced job tasks [s115 (b) (1)].

Planned Activities

Fiscal year activities for each of the first three groups of occupations are described below:

Group 1

After consultation with the practitioners' committee [s115 (a)], final versions of the first 20 competency lists will be completed. The cluster matrices of the tasks contained in these lists will be developed. Dissemination of the final lists and implementation training will be completed.

Group 2

Technical committees and educator panels will meet on the second 20 occupations. The mail surveys will be conducted and production of the final lists will begin. Development of the cluster matrices and dissemination of the lists will then be initiated.

Group 3

Research for and production of drafts for the third group of 20 occupational competency lists will be completed. Technical committee and educator panel meetings will be held. Mail surveys will be undertaken.

Development of Measures of Performance

Identified Need

The competency lists (performance standards) generated by the activities described above will be the basis for measurement of performance. Tests will be identified or developed to determine the extent to which vocational programs are providing the necessary instruction and experiences to prepare individuals for employment. The tests will contain measures of learning and competency gains for both work skill attainment/enhancement and related academic skills [s114 (b) (1), s115 (B) (2) (B)].

The assessment will also include a review of placement into additional training or education, military service, or employment [s115 (b) (2) (D)].

The New Jersey Administrative Code (N.J.A.C.), Subchapter 7, adopted August 4, 1990, has provided direction to the Division of Vocational Educations' efforts to establish a job placement accountability system as

directed by the Carl D. Perkins Education and Applied Technology Act, P.L. 101-392.

N.J.A.C. 6:43-7.1, provides authority to the Commissioner of Education to establish annual minimum job placement standards by July 1, 1992 for district boards of education whose pupils are being trained for paid occupations. Prior to establishing minimum job placement standards, the Commissioner will seek job market placement data recommendations from the State Commissioner on Employment and Training. The Commissioner will notify district boards of education of annual minimum job placement standards. Beginning July 1, 1993, and annually thereafter, district boards of education shall report job placement rates to the Department of Education.

Also included in N.J.A.C. 6:43 are policies regarding acceptable and non-acceptable job placement categories; criteria and procedures for submission of program improvement plan reports by districts whose placement rates fall below established job placement rates; as well as, criteria for establishing a vocational education Program Review Panel (see N.J.A.C. 6:43-8.1). The Review Panel will screen district requests for approval or disapproval of programs not meeting minimum job placement standards. Additionally, the Review Panel will serve in an advisory capacity to the Assistant Commissioner for Vocational Education on statewide occupational supply and demand information.

The Division of Vocational Education is moving forward with its directive to develop a comprehensive method for assessing and reporting job placement effectiveness of vocational programs. The job placement accountability system will take into consideration the directives of the New Jersey Administrative Code, the New Jersey Quality Education Act of 1990, and the Carl D. Perkins Vocational Education and Applied Technology Act, P.L. 101-392 as well as the State Employment and Training Commission recommendations.

The purpose of New Jersey's system of measures of performance is program improvement, not gatekeeping for student advancement, completion or graduation. The measurement system will include incentives or adjustments that are designed to encourage service to targeted groups or special populations and that, for each student, are consistent with the individualized education program [Sec. 115 (b) (3)].

Planned Activities

A panel of 14 experts on assessment met for five days in July and August 1990 to meet the requirements of the N.J.A.C. 6:43-2.13. Their recommendations have been received by the division. A work group has been established to draft a response to the panel report and to begin to plan for the implementation of the system of standards and measures of performance.

Occupational competency tests will be administered by June 1, 1993 and annually thereafter according to a specific statewide testing schedule established by the Department. Tests will be required for all vocational pupils enrolled in secondary occupational programs. Occupational competency tests will require performance and/or written responses. Results of the program will enable greater responsiveness of vocational instructional programs to the competencies deemed essential by employers.

SECTION XII
EVALUATION PROCEDURES

SECTION XII
EVALUATION PROCEDURES

OVERVIEW OF PROCESS AND PROCEDURES

**Section 113 (b)(3)(c) 1. Evaluation procedures including: process; monitoring
(Sec. 117) timeline; monitoring instrument; site visit agenda;
and, follow-up improvement plan**

Evaluation procedures have been developed for use in assessing the overall quality and effectiveness of vocational programs. The overall purpose of the evaluation is to provide information on the overall program for program improvement and development as well as for program and fiscal accountability. These procedures are equally applicable to any vocational program whether it be locally, state or federally funded. Appendix H contains the monitoring and evaluation protocol and instruments.

A. Eligible recipient evaluation requirements

As part of the application process, applications must assure that they will comply with all evaluation and reporting requirements. Applicants must contain further assurances that evaluation, follow-up, and job placement strategies are identified and on file. All grant recipients must submit evaluation plans with their interim program reports. Evaluation reports must be submitted within 30 days of program completion for all funded programs. The requirements for the evaluation plans and evaluation reports are essentially the same for noncompetitive and competitive grants. In brief, they require: (a) that program objectives be measurable and describe the outcomes of instruction, as well as the process, even for grants of equipment purchases; (b) that the demographics of the student or target group be described; and, (c) that statistical results be provided for each program objective.

B. Division of Vocational Education evaluation responsibilities

All competitive grants will be monitored on-site annually. Division staff will also make site visits to other funded programs for purposes of program monitoring. Programs which have been funded will be evaluated to ensure conformity with the pre-approved three-year plan including delivery of programs and services of such size, scope and quality as to be effective in meeting the pre-identified needs of the program and the special audiences that program is to serve.

All evaluation reports submitted by grant recipients will be read by program staff and a sampling of the reports will be read by evaluation staff and the Sex Equity Coordinator of the Division of Vocational Education.

C. On-Site Evaluation Procedures

Presented below is a brief overview of the on-site evaluation procedures which will be used to review and evaluate vocational programs. The standard operating procedures as well as the evaluation protocol are located in the appendix of the State Plan.

OVERVIEW OF SITE VISITS

WHEN	Formative Visit	Formative Visit	Formative Visit	Summative Visit
WHY	Technical Assistance Process Evaluation (formative)	Technical Assistance Process Evaluation (formative)	Technical Assistance Process Evaluation (formative)	Judgment of Program Effective- ness Product Evaluation
	(summative)			
WHO	Program Manager or Designee	Program Manager or Designee Fiscal Manager Evaluation Staff (optional)	Program Manager or Designee Fiscal Manager (optional) Evaluation Staff (optional)	Evaluation Staff
HOW	Program Review	Fiscal Review Program Review	Fiscal Review Program Review	Instrumentation to be developed for each RFP by DVE Grant Evaluation Monitoring Task Force

ACTIVITIES

PRE-VISIT

1. Program manager or designee identifies and coordinates dates for on-site visits at least three weeks prior to visit by the DVE team.
2. Fiscal manager disseminates, for review, to each member of the team (fiscal manager, program manager and evaluation staff) all appropriate materials including:
 - contract or application;
 - proposal (if competitive);
 - interim report;
 - fiscal information; and
 - any other pertinent material on file.
3. Program manager or designee contacts the districts by phone.

4. Planning and Evaluation staff coordinates log.
5. Program manager or designee prepares letters 3 weeks prior Evaluation to visit, to notify project directors of the date of the on-site visit. Letters copied to:
 - appropriate bureau managers;
 - county superintendents and vocational specialists; and
 - compliance office (if a Level III District).
6. Program manager or designee obtains any pre-visit logistical information (directions, meeting time for on-site, name of key district contacts, etc.) and distributes to the team members.
7. Program manager or designee convenes a pre-visit team meeting to clarify roles of team members and focus on concerns of visit.
8. All team members review Code of Ethics and the Ethical Standards Vulnerability Follow-up memo.
9. Team identifies any questions/concerns to be addressed.
10. Program manager or designee reconfirms the on-site visit a few days prior to the actual date of team visit with key district contact and team members. If a problem exists, and the on-site visit must be postponed, the program manager or designee identifies a new date with the district, and coordinate with all team members and notifies all parties of new date and time.

ON-SITE VISIT

1. Team holds opening meeting with appropriate LEA staff (for final visit only, or as appropriate).
2. Team conducts the on-site visits:
 - fiscal manager completes the budget review;
 - program manager or designee completes the program review form; and
 - planning and evaluation staff also complete the program review form (optional at additional formative visits).
3. Team debriefs either directly after the on-site process at the district or within 1 week back in the division to:
 - review findings;
 - clarify questions;
 - discuss recommendations, including referrals to compliance when indicated (lead by Program Manager); and
 - technical assistance may be scheduled, as needed by Program Manager

POST-VISIT

1. Program manager or designee drafts report of findings and recommendations based on input from the entire team.
2. Program manager or designee reviews fiscal findings and directs those questions back to fiscal staff.
3. Program manager or designee prepares final draft of findings and recommendations for review by team and bureau manager.
4. Planning and evaluation staff reviews final draft (content will not be modified) and forwards.
5. Program manager indicates the need for evaluation staff input, as necessary for visits. A separate instrument will be used for evaluation purposes at the summative visit.
6. Assistant Commissioner submits findings and recommendations to the grantee within four weeks of time of completion of visit. Letters and reports copied to:
 - County Superintendent; and
 - Compliance office (if Level III district).
7. Planning and evaluation staff prepare recommendations for Management Team consideration to modify the on-site process based on the on-site visits and comments of the on-site teams.

D. Monitoring timelines and Schedule

A detailed monitoring schedule and timeline will be developed in conjunction with the overall state monitoring schedule and the special oversight which is currently being provided to New Jersey's 30 targeted urban-aid cities under the newly passed Quality Education Act.

E. Follow-up Improvement Plan

The improvement plan which is required through the newly passed federal legislation mirrors the requirement for the development of improvement plans for New Jersey School districts which fail to meet minimum job placement standards.

As per the Code, (N.J.A.C. 6:43-7.3) if:

- (a) district reports placement rates below the established job placement standards for two consecutive years, the district board of education is required to submit a two-year program improvement plan to overcome program deficiencies.
 1. Occupational competency assessment data shall be included in the development of the program improvement plan.

2. The program improvement plan shall be submitted within 90 days following written notification by the Commissioner that such a plan is required.
 3. Prior to the submission of the program improvement plan to the Commissioner, the plan shall be approved by the district board of education and submitted to the county superintendent for review and approval.
 4. The county superintendent shall periodically review the progress of the district in meeting the objectives and in implementing the program improvement plan.
 5. The district shall have two years following approval of the plan by the Commissioner to complete remediation and to overcome program deficiencies.
- (b) In preparing the program improvement plan, the district shall review its programs based upon factors including, but not limited to, vocational pupil mastery of occupational competencies, inappropriate or inadequate training, pupil recruitment, placement deficiencies, market sensitivity and program cost effectiveness. Other indicators which might influence job placement which could be cited might include but not be limited to, inadequate pay scales, economic trends and fluctuations, transportation difficulties, existing and anticipated local or regional occupational supply and demand.
- (c) If the district fails to implement the program improvement plan and/or fails to overcome program deficiencies for meeting minimum job placement standards, within two years of approval of the plan by the Commissioner, the county superintendent, in consultation with the Assistant Commissioner for Vocational Education and the Vocational Education Program Review Panel may recommend that the Commissioner issue an order requiring the district to show cause as to why the program should not be discontinued (see N.J.A.C. 6:24-3.1). However, the county superintendent, Assistant Commissioner for Vocational Education and the Vocational Education Program Review Panel shall also consider vocational pupil mastery of occupational competencies, pupil recruitment, placement deficiencies, market sensitivity, program cost effectiveness, inadequate pay scales, inappropriate/inadequate training, economic trends and fluctuations, transportation difficulties, existing local or regional demands and anticipated local or regional demands.
- (d) Any district board of education may appeal the decision of the Commissioner as set forth in N.J.A.C. 6:24, Controversies and Disputes.

Section 113 (b)(13) 2. Summary of results of evaluations and strategies used by recipients to promote program improvement.

A. Local Program Plans and Final Reports

To improve the quality of the final reports submitted by grant recipients, it is recommended that the requirements for the local program evaluation plans and or end of the year reports contain both fiscal data and programmatic information. It should be required (a) that program objectives be measurable and describe the outcomes of instruction as well as the process, even for grants for equipment purchases, (b) that the demographics of the student or target group be described, and (c) that statistical information of program results be provided relating to each program objective. Grant recipients should be required to submit any revisions to their evaluation plans along with their interim reports. This will enable staff to review them and recommend changes to ensure that evaluations are planned for maximum effectiveness. Also, recipients of noncompetitive grants are now notified in advance that evaluation reports must be submitted, not merely retained on site as in the past. The new evaluation requirements are described in Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991 and in all requests for proposals (RFPs) for competitive grants in fiscal year 1991.

B. Site Visits

Monitoring programs in local school districts is the responsibility of the Division of County and Regional Services, not the Division of Vocational Education. However, a policy clarification now enables the Division of Vocational Education to initiate site visits, provided these visits are coordinated with the Division of County and Regional Services.

C. Staff Support

Staff must be provided with more objective information, not only from program evaluation reports, but also summary data on enrollments, funding, and student follow-ups. This information must be provided to the staff on a regular on-going basis throughout the programmatic year to assist in providing proper and appropriate technical assistance on a timely basis to each grant recipient. It will also enable staff to make factually based recommendations for program improvement.

Section 113 (b)(9) Performance Report process to be used after 1991

Summary data on program enrollments, funding, and job placements from the annual follow-up survey will provide additional programmatic information for the annual Vocational Education Performance Report.

The FY 1990 Vocational Education Performance Report, The FY 1989 Vocational Education Performance Report, and the Evaluation Report of FY 1988 programs have been submitted to the United States Department of Education and provide programmatic evaluation of funded programs and enrollment data.

For the FY 1991 Vocational Education Performance Report, program specialists and other Division of Vocational Education staff responsible for the

administration of programs and grants in each of the areas will provide the required information.

Staff will be asked to write narratives for each program area based upon the following sources of information:

- Applications for grants in FY '91, which contained projected program enrollments, and applications for grants in FY '92, which contained actual enrollments in FY '91 for continuing programs.
- Final programmatic reports submitted by competitive grant recipients and a sample of program evaluation reports submitted by recipients of noncompetitive grants. Additional evaluation reports were reviewed by a few program specialists.
- Visits to vocational education sites and conversations with instructional and administrative staff.
- Other available programmatic or evaluative materials.

Instructions which staff will receive for writing the narratives are provided below. Special emphasis will be placed on item number 3, i.e., the educational and occupational outcomes or benefits of programs.

Instructions for Writing Narratives

- Briefly describe the vocational education programs funded under the Perkins legislation and summarize what was done in these programs. This deals with the educational process and should described successes and problems in implementing and completing Perkins programs in each program area.
- Discuss the significance of Perkins enrollments and expenditures in terms of Perkins objectives (e.g. serving special populations, program improvement vs. replacement of other funding) and program objectives. This discussion should address both accomplishments and problems.
- Briefly describe the effects of these programs on students in terms of educational and occupational outcomes. This discussion should include accomplishments and exemplary programs as well as problems. While the main source for these findings may be program evaluation reports, other sources of information (e.g. program site visits, conversations or correspondence with instructional and administrative personal) should be incorporated into the discussion.
- Briefly describe your recommendations for program improvements or improvements in the operations of DVE (Division of Vocational Education). This discussion should be clearly related to the findings described in each portion of the Performance Report. These recommendations may address problems or exemplary elements of programs that were noted.

The monitoring and evaluation protocol and instruments utilized by the Division of Vocational Education are included as an Addendum.

REFERENCES

- New Jersey Department of State. "New Jersey Administrative Code -- Title 6 -- Department of Education, Subtitle H, 6:43 Vocational and Technical Education Programs and Standards (expires, 1995); 6:46 Private Vocational Schools (expires, 1992); 6:53 Vocational Education Safety Standards (expires, 1992)." Trenton: Office of Administrative Law.
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***ADDENDUM**

- LEA 3 Year Plan and Application for Funds/Implementation Plan
(Sec. 240)
- Monitoring and Evaluation Protocol and Instruments

***Note:** The Appendices and Addendum are available upon request to the Division of Vocational Education, Planning and Evaluation Bureau.

APPENDIX A

SUMMARY OF TESTIMONY AT PUBLIC HEARING AND RESPONSES

**REPORT OF PUBLIC HEARINGS
STATE PLAN FOR VOCATIONAL EDUCATION, FY'92-FY'94**

Section 113.(a)(2)B of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, requires the State Board to conduct more than one public hearing after appropriate and sufficient notice defined as either:

- that period of time required under the State's rules and regulations; or
- if the State has no rules and regulations to cover this process, at least 30 days.

In order to provide the public with a reasonable opportunity to influence the State Plan, the State Board is strongly encouraged to schedule these hearings during the development of the Plan and prior to its adoption. The State Board is strongly encouraged to hold hearings in different parts of the State in order to assure maximum access to the public.

The State Board shall include a summary of the recommendations from the public hearing in the State Plan, along with responses.

- To meet this mandate four public hearings on the State Plan for Vocational Education FY 1992-94, were held on:

March 5, 1991 at Middlesex County Voc-Tech School
March 6, 1991 at Gloucester County Voc-Tech School
March 7, 1991 at Bergen County Voc-Tech School
March 27, 1991 at Trenton, Department of Education

- The hearings were open from 3:00 p.m. to 7:00 p.m. at all sites.
- The sites were selected based on geographic considerations in an effort to expedite public access to the hearings.
- Notices of the public hearings were sent to individuals, groups, organizations interested in vocational education and various publications.
- A total of 28 DVE staff attended one or more of the hearings.
- A total of 66 attendees were observers from the general public.
- Public testimony was provided by 27 individuals.
- A total of 94 people attended the hearings.
- Testimony topics largely consisted of funding questions - primarily relating to the county Voc-Tech Schools, direct funding of CBOs and other topics such as:

VSO/FFA/Agr. Ed. - 3
Limited English Proficiency - 3

Nontraditional careers - 2
Single Parents and Homemakers - 3
Special Needs - 4
Accountability/Needs Assessment/3 year plan - 2
Planning/Data - 5
Tech Prep - 3

- The following chart indicates the level of participation in the Public Hearings by site.

<u>Site</u>	<u>DVE Staff</u>	<u>Public Offering Testimony</u>	<u>Public Not Testifying</u>	<u>Total</u>
Middlesex	8	4	14	26
Gloucester (South)	6	3	13	22
Bergen	4	12	4	20
Trenton DOE	10	8	8	26
TOTAL	28	27	39	94

The matrix on the following pages summarizes the testimony provided along with responses prepared by staff of the Division of Vocational Education. The complete text of testimony presented in written format is available upon request to the Division of Vocational Education.

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Funding (County Vo-Tech)	Salem Co. Vo-Tech School Dr. Williams Adams, Superintendent	3/6 Gloucester	Flexibility, as the new federal legislation allows should be considered in devising the new funding formula. Consideration should also be given to the role of the county vo-tech schools (they provide high cost programs on a county or regional basis). Funding considerations be given to the high number of special population students served by the county vo-tech schools.	Within the confines of the legislation, available alternatives will be examined prior to the distribution of funds to address the issue of allocations to county vo-tech schools. The federal legislation requires a distribution of 75% of all funds to local recipients. Funds must be distributed based on the parameters outlined in Sections 231 and 232. Both formulas rely heavily on factors which are not prevalent at the county vo-tech schools. However, the DVE is concerned about the amount of funds allocated for county AVTSS. The problem is being addressed in two ways: • In the distribution of funds to secondary districts, the division

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				has requested data from secondary districts regarding special population students enrolled in occupational programs. This data will be used to address the issue of allocation to the county vocational schools. This is in accordance with the provision of Part L, Subpart 1, Sec. 231(d) or the new legislation. For postsecondary programs a waiver request has been submitted to the United States Department of Education seeking approval of an alternative formula for the distribution of funds to LEAs serving the adult population. We are proposing that the Pell Grant formula be retained for the community college programs and that

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				an alternative formula be used for the distribution of adult program monies to eligible recipients served by the state's comprehensive high schools and county vocational technical centers. This waiver request is necessary because the majority of the LEAs do not participate in the Title IV programs of the Higher Education Act. The formula for the distribution of funds to local educational agencies serving adults would be based on three factors. Fifty percent of the available funds would be allocated based on the relative number of adults enrolled in occupational programs in the local education agency, as compared to all such students enrolled in such programs in New Jersey.

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				Twenty-five percent of the available funds would be allocated based on number of unemployed individuals residing in the recipient local educational agency, as compared to all such individuals in New Jersey. Twenty-five percent of the available funds would be allocated based on the per-capita income in the respective municipality (local education agency). This method of allocation would establish a post-secondary/adult programs set aside within the secondary/postsecondary split under Title II, Part C - Secondary/Postsecondary and Adult Vocational Education Programs. The sole purpose of this waiver would be to provide a more equitable distribution of available funds among eligible applicants.

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Funding (County Vo-Tech)	New Jersey Council of County Vocational-Technical Schools Administrators Dr. William H. Adams	3/27 Trenton	It was strongly recommended that the Department of Education, Division of Vocational Education, utilize the latitude provided by Section 232 of the amended Perkins Act to insure that county vocational schools receive the funds to offer new and improved programs. It was suggested that the DVE apply the N.J.A.C. 6:43-3.3(c) T&I definition for all secondary vocational-technical programs. This would insure that only those programs that are of sufficient length and which lead to a certificate based on competencies would be eligible for Perkins funds.	The DVE is examining an alternative funding distribution formula. Programs eligible for Perkins funding must: (1) be of such size, scope and quality to be effective; (2) integrate academic and vocational education in order to lead to academic and occupational competencies; and (3) provide equitable participation of special populations.

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Funding (County Vo-Tech)	New Jersey Council of County Vocational-Technical Schools Administrators Dr. William H. Adams	3/27 Trenton	Under the Act county vocational school districts and constituent sending districts of the county should be designated as a consortium. It was suggested that county vocational technical school districts in the first year of the new legislation receive at least the same percentage of funding as in previous years. A 3-year average should be taken and a formula devised to establish a minimum level of funding. It is recommended that for the distribution of postsecondary funds, students who are eligible for JTPA programs be substituted for Pell grant recipients.	The Act provides opportunities for a wide configuration of consortia to address vocational education services. The DVE is examining alternative funding distribution formulae and options. A waiver request has been submitted to the United States Office of Education. See response on page 2.

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Funding (County Vo-Tech)	New Jersey Council of County Vocational-Technical Schools Administrators Dr. William H. Adams	3/27 Trenton	County vocational schools should receive a fair share of postsecondary funds for adult and postsecondary programs offered to residents of N.J. through county vocational school programs.	A waiver request has been submitted to the United States Office of Education. See response on page 2.
	Bergen Co. Vo-Tech Dr. John Grieco, Superintendent	3/7 Bergen	Betsy Brand, Asst. Sec. for Adult and Vocational Education indicated that states could mandate a consortium with county schools. She also indicates that it would be possible for states to raise the minimum funding level beyond \$15,000 possibly to \$40,000.	The State can exercise the option to raise the funding level above the \$15,000 floor.
			The proposed state plan sharply curtails funding available to support academic and technical training endeavors at county and vocational technical centers.	The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 requires a distribution of 75% of all funds to local recipients. These funds must be distributed based on the parameters outlined in Section 231,

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				(distribution of funds to secondary school program) and Section 232 (distribution of funds to postsecondary and adult programs). Within this framework funding for academic and technical training will be available to county vocational schools. Within the confines of the legislation available alternatives will be examined prior to the distribution of funds to address the issue of allocations to county vocational schools. It is clear that a major intent of this legislation is to provide access to quality vocational education programs for members of special populations. In as much as the county vocational schools play a vital role in the delivery of such services, the division will endeavor to accommodate an equitable distribution of funds within

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Funding (County Vo-Tech)	Bergen Co. Vo-Tech Dr. John Grieco, Superintendent (Provided by Brian McAndrews)	3/27 Trenton	This testimony endorses the position of the Council of County Vocational Technical School Administrators as articulated by Dr. Adams and stated previously in this summary.	the constraints of this legislation. Part C, section 231, (d) of P.L. 101-392 contains information about allocations to area vocational education schools. At this time the formula for distributing funds to area vocational schools is under development. Data on special populations is being compiled. This will be used to allocate funds to all districts providing services. See previous responses on the funding issue.
	Middlesex Co. Vo-Tech Dr. Anthony Novembre, School Business Administrator	3/27 Trenton	It was recommended that the DVE address adequate funding equity for apportioning the 10 million	See previous responses on the funding issue.

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Funding (County Vo-Tech)	Middlesex Co. Vo-Tech Dr. Anthony Novembre, School Business Administrator	3/27 Trenton	dollars under the Carl D. Perkins Act formula as well as restructure a distribution formula to insure that county vo-techs receive a fair share of Perkins funds. This testimony endorses the position of the Council of County Vocational Technical School Administrators as articulated by D. Adams and stated previously in this summary.	See previous responses on the funding issue.
	New Jersey Council of County Vocational-Technical School Administrators Brian D. McAndrew, Superintendent Monmouth County Vo-Tech	3/27 Trenton	At this time we strongly urge the DOE to explore the rationale and feasibility of excluding other delivers of adult and postsecondary vocational technical education from accessing some four million dollars being set aside for N.J. community colleges only.	Funds are distributed to the Department of Education through a negotiated inter-agency agreement (See Appendix F)

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	Gloucester County Vo-Tech Victor Morella, Superintendent	3/27 Trenton	Much of the funds in this plan are not directed toward quality vo-tech education as defined in the NJAC Chapter 43, Vocational Technical Education Standards, adopted September 17, 1990, sub-chapters 1-8.	Under the Perkins legislation, funds are to be made available to programs that: (1) are of such size, scope and <u>quality</u> as to be effective; (2) integrate academic and vocational education to achieve academic and occupational competencies; and (3) provide participation in such programs for special populations consistent with the intent of the legislation. The N.J. Administrative Code in essence has the same intent of the federal legislation.

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Funding (County Vo-Tech)	Gloucester County Vo-Tech Victor Morella, Superintendent	3/27 Trenton	The question was raised as to why four million dollars were dedicated to higher education by joint agreement. Additionally, it was asked if NJAC standards will apply to the use of this money at the community college level? The formula proposed by the plan reduces funding to the county vo-tech schools and spreads funding out to a number of different types of school districts. Will these school districts be held to the same standards under the newly adopted code? Will the state exercise its prerogative under section 232 of the amended Perkins Act which allows for alternative means to be considered to insure that county schools receive a fair share of federal vocational funding?	All eligible recipients receiving federal and/or state funds will be governed by all federal and state laws and regulations. A waiver request has been submitted to the U.S.O.E. for consideration. See response page 2.

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Funding (County Vo-Tech)	Gloucester County Vo-Tech Victor Morella, Superintendent	3/27 Trenton	Will the N.J. Division of Vocational Education be in a leadership role by providing funding to support quality vocational technical education, where clearly definable standards are in place at the county vocational technical schools? County vocational technical schools in N.J. are the best dollar value because they are already regionalized and provide services to an entire county population. The DVE should work towards delivering funds where accountability and standards are clearly defined.	The DVE will allocate funds consistent with the special goals articulated in the State Plan to eligible recipients which meet the funding criteria, submit approvable 3-year plans and submit an approvable application for funds. The DVE is bound by the funding parameters, target audiences and articulated goals of the newly authorized federal legislation.
Funding (County Vo-Tech)	Somerset County Vo-Tech Edmund Jones, Principal	3/27 Trenton	Concerns expressed in the testimony included: planned reduction of funds available for equipment needs of county vo-techs;	Since funding options for the county vocational schools are being studied, it would be premature to discuss how those schools would allocate those funds. However, it is clear that state-of-the-art equipment

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Funding (Training Vouchers)	State Council on Vocational Education R. Girandola, Executive Director	3/7 Gloucester	- parental decision-making regarding enrollment in vocational school's based upon quality state-of-the-art equipment; and - support for the consortium and funding recommendations made by Bill Adams. Consideration should be given to using a portion of the Perkins Act and JTPA funds to experiment with innovative funding mechanisms. For example, eligible adults or other out-of-school individuals could be provided with a training voucher that could be redeemed, not by the individual but by the individual's employer at the secondary or post-secondary institution whose training best met the employer's needs.	does enhance program viability especially for parents who are making decisions as to whether or not to enroll their children in a vocational school setting. The Carl D. Perkins Vocational and Applied Technology Act of 1990 does not provide the state with funds to support a training voucher system as is suggested by the Council. All program funds under Title II are distributed by formula to eligible recipients. The state does not have the resources or the mechanism to conduct such a program.

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Funding (CBOs)	La Casa De Don Pedro - Newark, NJ Ramon Rivera, Executive Director	3/7 Bergen	Community Based Organizations (CBOs) are not permitted to apply directly to the Department of Education for funds. This procedure thwarts the effective and efficient use of funds to serve special populations.	When funds become available, community based organizations may be direct eligible recipients.
	Women's Rights Information Center Phoebe Sehan	3/7 Bergen	CBOs should be permitted to receive funding directly and without the constraint to develop partnerships with county vo-tech schools.	The New Jersey State Plan's eligibility for funds in Single Parent and Homemaker and Sex Equity category lists community-based organizations as direct eligible recipients of funds. When funds become available community-based organizations will be notified.
	North Jersey Hispanic Women's Resource Center Talia E. Bernal	3/7 Bergen	To adequately and effectively address the needs of the Hispanic population, Request for Proposal (RFP) procedures should allow agencies to apply	When sex equity funds become available, community-based organizations will be direct eligible recipients. Currently, all sex equity funds

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Funding (CBOs)	Project Self-Sufficiency Deborah Berry Toon, Project Director	3/7 Bergen	directly for funds. It was recommended that the DVE: reconsider direct funding CBOs and in the absence of direct funding increase funding to county vocational schools that develop linkages to CBOs; and	in the exemplary equity and single parent category are committed for two more years through continuation funds. (See above response) All sex equity funds are geared to marketable skills training. Any recipient of funds must indicate the following regarding the training: type, length, labor market demand, potential wages, benefits and upward mobility. There is a requirement that at least one-third of the clients be placed in trade and technical training programs. The equity section (113(b))12-Section 221 and 222), of the law defines eligible recipients including direct community-based organizations, county vocational schools, two- and four-year postsecondary institutions. These eligible recipients may be funded

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			• have Single Parent and Homemaker (SPH) funding in the vocational school/CBO arena and not at the 2 or 4 year college level.	directly. The sex equity funds must, however, be used in cooperation with a vocational school or community college offering the full spectrum of vocational programs. However, the community based-organization may be the recipient of funds in this cooperative programming venture. Objective A.3 of the single parent and displaced homemaker portion of the equity section of the State Plan addresses trade and technical training. Since training at vocational schools is the most cost efficient and realistic for the population of economically-disadvantaged single parents and displaced homemakers, the Request for Proposals (RFPs) for all sex equity funds will mandate a linkage with training at a vocational school. The Request for Proposals (RFPs) will also require criteria for placement in training.

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				The Carl D. Perkins Vocational Education and Applied Technology Act requires accountability in outcomes. Process and outcome data and program statistics will be gathered for the following array of services: program enrollment, assessment, counseling, support services (including child care and transportation, life skills training, employability skills training, as well as job placement of those who complete training at the rate established by the Division of Vocational Education. Currently, single parent projects have two years to prepare clients for the transition to work. The job placement rate is fifty percent of program completers.

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Funding (Equity)	Bergen County Vo-Tech School Dr. Rena Grasso	3/7 Bergen	It was recommended that funding be made available to county vo-techs, specifically those that have successful programs. These comments were offered in the context of equity programs.	The New Jersey Sex Equity Advisory Committee will be asked to give input and provide feedback to the sex equity coordinator regarding the use of any funds which become available for FY 1992. Priority areas for use of funds are: replication of technical training programs for women; trade preparation (pre-apprenticeship) programs; and technical training programs for single parents and displaced homemakers with limited English proficiency. The sex equity coordinator has been appointed as an active-observer to the Committee of Practitioners. She has been involved in the development of the Special Populations Section (118) of the State Plan and the Three-Year Plan for Local Applications. Districts must infuse equity outcomes which are measurable into the

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Funding (Single Parents and Homemakers)	Bergen County Vo-Tech School Diane Scarangelo	3/7 Bergen	Monies and policies for Single Parent Homemakers programs should be increased.	following areas: all vocational programs, apprenticeship, cooperative education, and comprehensive career guidance and counseling. In addition, the outreach technical assistance center will produce equity competencies for six occupational program areas. The competencies will be field tested by the training technical assistance center. The competencies will then become infused into the curriculum for these program areas. All eligible recipients can apply for appropriate funds if all funding criteria are met. In FY 1991, the largest portion of the single parent and displaced homemaker funds were committed for three years in continuation grants. One million dollars was committed

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Funding (Special Needs)	Bergen County Vo-Tech Glenn Clark	3/7 Bergen	It was recommended that goals be added in the State Plan to meet the needs of severely handicapped students including necessary funds to support the goals.	to four institutions serving urban and minority women. Three of these centers had little or no experience in delivering services to the target population. The projects were selected by a panel of readers who approved objectives which did not match the intent or the minimum criteria called for in the Request for Proposals (RFPs). Should these projects not succeed in accomplishing the goals and objectives established in the Request for Proposals (RFP), the funds will be redistributed by competitive RFP in FY 1992. The Division of Vocational Education concurs with the testimony and will insure that steps are taken to provide the special needs population with the vocational support services mandated by the Carl D. Perkins Vocational and Applied

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				Technology Education Act. Specifically the following vocational services and activities will be funded through the Request for Proposal (RFP) process to community based organizations/ local education agencies to provide: • outreach programs to facilitate the entrance of youth into a program of transitional services and subsequent entrance into vocational education, employment or other education and training; • transitional services such as attitudinal and motivational prevocational training programs; and • guidance and counseling to assist students with occupational choices and

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Funding (General)	N.J. Vocational Agricultural Teachers Association Linda Whitcroft	3/6 Gloucester	It is recommended that: • 5% be set aside for the severely handicapped to assist in meeting their exceptional vocational education needs; and • a percentage of funds be targeted for severely emotionally handicapped students. The allocation of monies favor urban areas. Rural and suburban areas must be not be neglected.	with the selection of a vocational education program. At present, no funding set aside has been made. The Division of Vocational Education is supportive of the planning of the New Jersey Agricultural Education Advisory Council. The Strategic Plan for Agricultural Education developed by the national and state agricultural education profession is a model for positive program change. Its

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				mission and the seven key goals are a part of this New Jersey State Plan for Vocational Education. The Division of Vocational Education will provide leadership for New Jersey Agricultural Education including FFA. The formulae used for local programs funding are established by the Perkins Act. An exception can not be made for agricultural education. The Division will work to develop more agricultural education programs in urban areas receiving more federal vocational education funds. Agricultural science programs should have a great appeal for all students. Agricultural education leadership and service for rural and suburban districts will not be neglected. Maintenance of existing programs is not an objective of the Perkins legislation.

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Funding (Non-traditional Programs)	Bergen County Voc-Tech Jan Fasulo, Student	3/7 Bergen	Testimony was provided about the importance of funding non traditional Education for Women.	The total equity section of the state plan reflects the priority of nontraditional training for single parents. Programs such as Women Working Technical (WWT) will be showcased and used as a model for other programs. As soon as funds become available, replication of technical training programs such as WWT will occur in other areas of New Jersey.
Funding (Apprenticeship)	Burlington County Vo-Tech John Karashka, Apprenticeship Coordinator	3/27 Trenton	The DVE should continue to fund vocational education apprenticeship programs. Funding of apprenticeship coordinators enable districts to conduct on-site visitations, and industrial liaisons for 7,844 registered apprentices.	The DVE concurs with the testimony about the importance of apprenticeship programs. The DVE will be guided by the recommendations of the State Employment and Training Council (SETC) and will share responsibilities for the apprentice program with the N.J. Department of Labor as recommended by the SETC.

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Apprenticeship	Mercer County Vo-Tech Joseph Borgio, Apprenticeship Coordinator	3/27 Trenton	The testimony called for support of apprenticeship programs by reaffirming that the: • mission must remain an education initiative with the DVE in partnership with the Bureau of Apprenticeship and training; • current structure should be retained; and • funding should be continued at present levels.	See previous comments.
Apprenticeship	Salem County Vo-Tech Dr. William Adams	3/6 Gloucester	Concern was expressed that the transfer of apprenticeship training programs to the Department of Labor will also lead to the transfer of cooperative education programs. The primary concerns are with the certification of teachers and the protection of young students.	See previous comments.

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Tech Prep	Salem County Vo-Tech Dr. William Adams, Superintendent	3/6 Gloucester	When the Tech-Prep education articulation model agreements are developed by the State consideration should be given to receive input from local districts.	Tech prep funds will be made available on a competitive basis to consortia of secondary schools and colleges.
	State Employment and Training Commission William A. Tracy, Executive Director	3/5 Middlesex	The development of models for tech-prep programs, as stated in the plan, is necessary. However, the plan is not clear on how the budgeted \$1.5 million will be used to demonstrate and develop these programs.	Tech prep programs are authorized under Title III of the Perkins legislation and funds available will be completed on a Request for Proposal (RFP) basis. The RFP specifications will detail program parameters.
Tech Prep	County Vocational Technical School Administrators Brian McAndrew, Superintendent, Trenton Monmouth Co. Vo-Tech	3/27 Trenton	It appears that tech-prep funds designated for N.J. will bypass the County Vo-Tech schools. (Section X; Title III - Special Programs; Part E - <u>Tech-Prep Educational/Articulation</u> (Sec. 342) pp. 212-213.)	Tech-prep funds under the Act will be awarded on a competitive basis to consortia of secondary schools and colleges. Vocational schools could form consotia with colleges to compete for tech-prep funds.

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Tech Prep	Teterboro Airport Philip Engle, Manager (Delivered by James Vavynak of the Statewide Aviation Education Council)	3/27 Trenton	Once again the term consortium appears in text without a clear definition. Can a County Vocational-Technical School District be interpreted as a consortium? Several County Vocational-Technical Districts have already begun tech-prep initiatives with the community colleges.	Consortium refers to local educational agencies (LEAs) which join together for the purpose of providing services under the provisions of P.L. 101-392. By definition a consortium involves more than one LEA. A county vocational technical school is only one LEA.
			Support was offered for the concept of tech-prep programs as the ideal delivery system for aviation maintenance technician training within the secondary and postsecondary schools in N.J. The State plan should address job training needs for aviation labor markets and extends the current partnership between the aviation industry, education and government.	The Statewide Aviation Education Council is encouraged to pursue tech-prep funds in collaboration with a consortium of secondary schools and colleges.

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VSO/FFA/AGRI	N.J. FAA Foundation, Inc. Dr. John Cummings, Chairperson	3/5 Middlesex	A recommendation was made that funding be continued to support Vocational Student Organizations.	The DVE has and will continue to provide support for FFA and the other six VSOs. Current funding guidelines indicate that a FFA chapter will be required part of AE. The DVE supports the N.J. Agricultural Education Council and the Strategic Plan for Agricultural Education. Quality instructional programs is a prime objective of the new federal legislation.
VSO/FFA/AGRI	Future Farmers of America (FFA) Elizabeth Jost, State FFA President	3/5 Middlesex	It was recommended to the DVE that: • VSO activities be supported; • VSOs remain a requirement of all funded Agricultural education programs; • quality and up-to-date	The DVE supports vocational student organizations especially with respect to efforts to increase minority participation in such organizations.

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TOPIC	NAME AND ORGANIZATION OF INDIVIDUAL OFFERING TESTIMONY	DATE AND SITE	COMMENTS	RESPONSE
Agriculture	N.J. Vocational Agriculture Teachers Association Linda Whitcroft	3/6 Gloucester	instruction be provided in Agricultural Education; and the Department of Education provides a leadership role in AE in N.J. and the nation. It is recommended that the DVE and Cook College implement a coordinated effort to strengthen agricultural education, and that technical assistance for agricultural education be provided at the state level.	Leadership for vocational agriculture programs is addressed in the state plan.
Standards/Success Criteria/Assessment/ Planning/Data	Salem County Vo-Tech Dr. William Adams	3/6 Gloucester	For the next cycle the state needs assessment should be developed so that more direct field input is utilized.	Plans are underway for a field-based needs assessment.

SUMMARY OF COMMENTS
AND RESPONSES TO TESTIMONY
OFFERED AT VOCATIONAL
STATE PLAN HEARINGS

TOPIC	NAME AND ORGANIZATION OF INDIVIDUAL OFFERING TESTIMONY	DATE AND SITE	COMMENTS	RESPONSE
Standards/Success Criteria/Assessment/ Planning/Data	Project Self Sufficiency Deborah Berry Toon	3/7 Bergen	It was suggested that success criteria focus totally on job placement.	Job placement will be one criterion of program success.
	State Council on Vocational Education Rudolph Girandola	3/6 Gloucester	There should be a planning body in each local planning area to review data to determine if the needs of the local labor market are being met. The Departments of Labor, Education, Higher Education need to reach a formal agreement as to who will do the state level occupational supply-demand planning.	A local committee of practitioners must be established at the local level to assist in the development of the 3-year LEA plan. At present the DVE relies on SOICC data for state supply and demand information.
	N.J. Vocational Agricultural Teachers Association Linda Whitcroft	3/6 Gloucester	Three year plans must address every vocational program and maintain program standards as a basis for development.	The 3-year plan will address an LEAs overall vocational program.
Clarification of the roles of various agencies and the SETC	State Council on Vocational Education Rudolph Girandola	3/6 Gloucester	Clarification of the role of the SETC relative to SCOVE, State Board of Education,	The New Jersey Commission on Employment and Training was established by P.L. 1989

SUMMARY OF COMMENTS
AND RESPONSES TO TESTIMONY
OFFERED AT VOCATIONAL
STATE PLAN HEARINGS

TOPIC	NAME AND ORGANIZATION OF INDIVIDUAL OFFERING TESTIMONY	DATE AND SITE	COMMENTS	RESPONSE
			Higher Education and other state level advisory boards is sought. One of these bodies should be charged with review goals and objectives of vocational education and the funding mechanism.	Chapter 293. This law clearly defines the purpose and role of the "State Commission on Employment and Training to create a coherent, integrated system of employment and training programs and services which in concert with the effort of the private sector, will provide each citizen of the state equal access to the learning opportunities needed to attain and maintain high levels of productivity and earning power. The state's vocational education program clearly must be a part of this coherent and integrated system. As a participant in the development of a quality vocational education program the SCET, has a clearly identified role in the N.J.A.C. 6:43-7 which describes the development and implementation of job placement standards.

SUMMARY OF COMMENTS
AND RESPONSES TO TESTIMONY
OFFERED AT VOCATIONAL
STATE PLAN HEARINGS

TOPIC	NAME AND ORGANIZATION OF INDIVIDUAL OFFERING TESTIMONY	DATE AND SITE	COMMENTS	RESPONSE
Support for SPH/NT Programs	Bergen County Vo-Tech Laura Frazer	3/7 Bergen	The testimony profiles success stories in the Women Working Technical (WWT) program. There is a need to support more programs like WWT.	When funding becomes available programs like WWT will be replicated.
Support for SPH/NT Programs	Bergen County Vo-Tech Jan Fasulo, Student	3/7 Bergen	Priority should be given to programs that emphasize nontraditional training.	Priority is given to the nontraditional programs for single parents in the equity section of the State Plan.
Support for SPH/NT Programs	Displaced Homemaker Network of N.J., Inc. Barbara Weinheimer	3/27 Trenton	Areas which do not have programs should be encouraged to establish Displaced Homemaker services. The availability of programs in each county encourages client participation. Therefore, funding needs to be distributed to more programs and the expansion of existing Displaced Homemaker programs would serve as a cost effective mechanism to providing services.	The sex equity coordinator is aware of the articulated need and will develop programs in response to need based on available resources.

SUMMARY OF COMMENTS
AND RESPONSES TO TESTIMONY
OFFERED AT VOCATIONAL
STATE PLAN HEARINGS

TOPIC	NAME AND ORGANIZATION OF INDIVIDUAL OFFERING TESTIMONY	DATE AND SITE	COMMENTS	RESPONSE
Limited English Population/Bilingual Education	Hispanic Affairs and Resource Center of Monmouth County Iris Gonzalez, Program Director	3/5 Middlesex	Concerns were raised in terms of how is the State Board is going to address the special needs of the limited English population?	All eligible recipients for federal funds must ensure that the students with limited English proficiency have been identified and that the needs of such students for participation in vocational education programs are being met as outlined in their plan.
Accountability Coordination with other training programs Integrating Academic and Vocational Skills Training	State Employment and Training Commission William A. Tracy, Executive Director	3/5 Middlesex	Provisions within the Perkins legislation such as improving vocational training opportunities for special needs populations, accountability, coordination with other training programs, integrating academic and vocational skills training and the tech-prep initiative, along with the federal resources to find them can assist the state in its efforts to create an effective delivery system of occupational and education training programs.	The State Board of Education concurs with the State Employment and Training Commission's testimony. The Department of Education appreciates the need to coordinate resources and provide programs and services as described by the presenter. The DVE looks forward to the development of goals and objectives for the statewide workforce development plan and working with other departments of state government to meet them. The State Plan for Vocational Education serves as the general framework to

SUMMARY OF COMMENTS
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STATE PLAN HEARINGS

TOPIC	NAME AND ORGANIZATION OF INDIVIDUAL OFFERING TESTIMONY	DATE AND SITE	COMMENTS	RESPONSE
				deliver vocational education. It can and will be amended to concur with future <u>statewide</u> goals as they are developed. Guidelines for local educational agencies and eligible recipients of the Carl D. Perkins, Vocational and Applied Technology Education Act of 1990 funds are being developed with the opportunity for input from the workforce development community. These guidelines will also be subject to the amendment process in order to conform to the goals and objectives of a single unified state plan for workforce readiness. Coordination between the N.J. State Department of Education, Division of Vocational Education, and the N.J. Department of Labor, is provided by a number of joint initiatives. The DVE agrees that the plan should assist in strengthening the local planning design and provide a

SUMMARY OF COMMENTS
AND RESPONSES TO TESTIMONY
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STATE PLAN HEARINGS

TOPIC	NAME AND ORGANIZATION OF INDIVIDUAL OFFERING TESTIMONY	DATE AND SITE	COMMENTS	RESPONSE
				more organized system based upon the new Perkins Legislation. Specifically the following vocational services will be provided: • The Improved Career Decision Making (ICDM) Program trains counselors so that they can help individuals use labor market information in making decisions about occupations and careers. State Occupational Information Coordinating Committee (SOICC), with assistance from vocational division staff members provide the training. • The Career Information Delivery System (CIDS) is designed to provide support for labor market, occupational, and career information to individuals via computer and/or other media to assist in career

SUMMARY OF COMMENTS
AND RESPONSES TO TESTIMONY
OFFERED AT VOCATIONAL
STATE PLAN HEARINGS

TOPIC	NAME AND ORGANIZATION OF INDIVIDUAL OFFERING TESTIMONY	DATE AND SITE	COMMENTS	RESPONSE
			Once the goals and objectives of the single unified state plan have been agreed upon by the participating state departments, the SETC would	decision making. The major purpose of CIDS is to store, retrieve, and deliver current, accurate, and if possible local labor market information. • Supply and demand data is being provided to County Planning Councils on an annual basis through the cooperation of the Division of Vocational Education and the N.J. Occupational Information Coordinating Committee (NJOICC). This supply and demand analysis is designed to provide employment information and educational trends in New Jersey. The DVE is committed to implementing the agreed upon state goals and objectives articulated by SETC in conjunction with other branches

SUMMARY OF COMMENTS
AND RESPONSES TO TESTIMONY
OFFERED AT VOCATIONAL
STATE PLAN HEARINGS

TOPIC	NAME AND ORGANIZATION OF INDIVIDUAL OFFERING TESTIMONY	DATE AND SITE	COMMENTS	RESPONSE
Standards	State Employment and Training Commission William A. Tracy	3/5 Middlesex	expect that the vocational state reflect those goals and objectives. The performance measures and standards that are adopted by the department should be outcome oriented as well as indicative of the extent to which services are provided to those who are most in need of assistance. Equally important, the measures should be compatible with the statewide accountability system which will be jointly developed by the commission and the State Departments. I recommend that the competencies be jointly developed and shared with the state's other employment and training programs.	of state government. The performance standards which will be developed will be reflective of the intention of law and code and will have input of the committee of practitioners and the SETC.
Multi	State Employment and Training Commission William A. Tracy	3/5 Middlesex	Both the Departments of Education and Labor should take advantage of Perkins provisions for joint funding (JTPA) to	Yes, a reoccurring theme in the new legislation is cooperative planning.

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TOPIC	NAME AND ORGANIZATION OF INDIVIDUAL OFFERING TESTIMONY	DATE AND SITE	COMMENTS	RESPONSE
Sex Equity	State Employment and Training Commission William A. Tracy	3/5 Middlesex	coordinate activities and enhance occupational opportunities of individuals being trained. This cooperation would extend to the development of local planning models or guidance material. Local level plans (3 yr. plan) should be coordinated with JPTA/PIC plans for the same time period. The assessment section of the State Plan is not clear on how: • the Department will stimulate services; or • local programs will direct resources under Title II, Part C, to targeted groups of individuals or their dependents.	Plans are being developed to coordinate all planning timeframes. A field-based needs assessment instrument will be developed.

SUMMARY OF COMMENTS
AND RESPONSES TO TESTIMONY
OFFERED AT VOCATIONAL
STATE PLAN HEARINGS

TOPIC	NAME AND ORGANIZATION OF INDIVIDUAL OFFERING TESTIMONY	DATE AND SITE	COMMENTS	RESPONSE
Partnerships	State Employment and Training Commission William A. Tracy	3/5 Middlesex	Immediate collaborative efforts with the Departments of Human Services and Labor could provide strategies that would benefit this group. It was recommended that local applicants be prompted to develop partnerships with the private sector which will result in such activities as internships, job shadowing, site visits, employer presentations, and mentoring.	The Department of Education will foster collaborative planning and joint funding ventures with other branches of state government. Interface with the private sector will enhance locally developed partnerships.

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APPENDIX B

STATE EMPLOYMENT AND TRAINING COMMISSION:

CORRESPONDENCE, RECOMMENDATIONS

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COMMENTS ON
WORKING DRAFT
OF THE
STATE PLAN FOR VOCATIONAL EDUCATION

BY
WILLIAM A. TRACY
EXECUTIVE DIRECTOR
STATE EMPLOYMENT AND TRAINING COMMISSION

Comments prepared for a Public
Hearing on a working draft of the
State Plan for Vocational Education

held at

Middlesex County Vocational-
Technical School

March 5, 1991

I COMMEND THE NEW JERSEY DEPARTMENT OF EDUCATION FOR ITS EFFORTS TO DEVELOP THIS WORKING DRAFT OF A STATE PLAN FOR VOCATIONAL EDUCATION WITHIN THE SHORT TIME FRAMES PROVIDED BY THE NEWLY ENACTED CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990. THE COMMITTEE OF PRACTITIONERS AND THE GROUP OF CONSULTANTS ESTABLISHED BY THE DEPARTMENT, ALONG WITH THIS SERIES OF PUBLIC HEARINGS, WILL PROVIDE A GOOD BASE FROM WHICH TO DEVELOP A VIABLE STATE PLAN FOR VOCATIONAL EDUCATION.

I WELCOME THIS OPPORTUNITY TO PUBLICLY ACKNOWLEDGE THE DEPARTMENT'S EFFORTS THUS FAR AND TO PROVIDE INPUT INTO THIS IMPORTANT PROCESS WHICH WILL ENABLE THE STATE TO ACCESS CONSIDERABLE FEDERAL RESOURCES FOR VOCATIONAL TRAINING.

THE DEVELOPMENT OF NEW JERSEY'S WORKFORCE HAS RECEIVED CONSIDERABLE ATTENTION OVER THE PAST MONTHS. THERE IS NO DOUBT THAT THE WELL-BEING OF THE STATE AND ITS CITIZENS DEPENDS ON AN ADEQUATELY PREPARED WORKFORCE. THROUGH A SERIES OF PUBLIC HEARINGS AND MEETINGS SPONSORED BY THE NEW JERSEY STATE EMPLOYMENT AND TRAINING COMMISSION, I HAVE FOUND THERE IS AGREEMENT AMONG THE PUBLIC AND PRIVATE SECTOR THAT WE MUST IMPROVE THE EDUCATION AND TRAINING OF THOSE INDIVIDUALS WHO ARE CURRENTLY IN THE WORKFORCE OR ARE ABOUT TO ENTER IT.

PROVIDING YOUTH WITH HIGH LEVELS OF ACADEMIC SKILLS IS OF PRIME IMPORTANCE AND THEREFORE MUST BE A HIGH PRIORITY. HOWEVER, WE MUST

NOT IGNORE THE POSITIVE IMPACT THAT VOCATIONAL EDUCATION CAN HAVE ON PROVIDING YOUTH AND ADULTS WITH MARKETABLE JOB SKILLS AND, ALSO, AFFORD A MEANS FOR MOTIVATING AND ENABLING INDIVIDUALS TO ACHIEVE GREATER BASIC SKILL LEVELS.

PROVISIONS WITHIN THE PERKINS LEGISLATION SUCH AS IMPROVING VOCATIONAL TRAINING OPPORTUNITIES FOR SPECIAL NEEDS POPULATIONS, ACCOUNTABILITY, COORDINATION WITH OTHER TRAINING PROGRAMS, INTEGRATING ACADEMIC AND VOCATIONAL SKILLS TRAINING AND THE TECH-PREP INITIATIVE, ALONG WITH THE FEDERAL RESOURCES TO FUND THEM, CAN ASSIST THIS STATE IN ITS EFFORTS TO CREATE AN EFFECTIVE DELIVERY SYSTEM OF OCCUPATIONAL AND EDUCATION TRAINING PROGRAMS. WHAT WE MUST KEEP IN MIND, HOWEVER, IS THAT VOCATIONAL TRAINING IS ONLY ONE PART IN A MULTIFACETED DELIVERY SYSTEM OF PROGRAMS AND INITIATIVES TO PREPARE THE STATE'S WORKFORCE.

THE MANDATE OF THE NEW JERSEY STATE EMPLOYMENT AND TRAINING COMMISSION IS TO CREATE A COHERENT, INTEGRATED SYSTEM OF EMPLOYMENT AND TRAINING PROGRAMS AND SERVICES WHICH IN CONCERT WITH THE EFFORTS OF THE PRIVATE SECTOR, WILL PROVIDE EACH CITIZEN OF THE STATE EQUAL ACCESS TO THE LEARNING OPPORTUNITIES NEEDED TO ATTAIN AND MAINTAIN HIGH LEVELS OF PRODUCTIVITY AND EARNING POWER. IT IS WITHIN THIS CONTEXT THAT I OFFER THESE COMMENTS TO THE DRAFT PLAN FOR VOCATIONAL EDUCATION. MY COMMENTS ARE GENERATED FROM COMMISSION RECOMMENDATIONS IN THE GOVERNOR'S COORDINATION AND SPECIAL SERVICES PLAN, THE OCCUPATIONAL EDUCATION TASK FORCE REPORT, THE WORK FORCE

READINESS SYSTEM AND PUBLIC LAW 1989, CHAPTER 295.

COMMENTS

THE COMMISSION HAS INITIATED AN INTERDEPARTMENTAL PROCESS TO DEVELOP A SINGLE UNIFIED STATE PLAN FOR WORKFORCE READINESS. THE PLAN WILL ENCOMPASS ALL STATE-LEVEL EMPLOYMENT, TRAINING, AND RELATED EDUCATION PROGRAMS IN NEW JERSEY. VOCATIONAL TRAINING WILL, OF COURSE, BE AN INTEGRAL PART OF THE PLAN. IT IS ENVISIONED THAT THIS PLAN WILL BE THE FOUNDATION ON WHICH OTHER TYPES OF PLANS, SUCH AS THE STATE PLAN FOR VOCATIONAL EDUCATION WHICH IS A REQUIREMENT FOR RECEIVING FEDERAL FUNDS UNDER THE PERKINS LEGISLATION , WILL BE BASED. ONCE THE GOALS AND OBJECTIVES OF THE SINGLE STATE PLAN HAVE BEEN AGREED UPON BY THE PARTICIPATING STATE DEPARTMENTS, THE COMMISSION WOULD EXPECT THAT THE STATE PLAN FOR VOCATIONAL EDUCATION WOULD REFLECT THE STATE'S GOALS AND OBJECTIVES WITH RESPECT TO WORKFORCE PREPARATION. THE DEPARTMENT OF EDUCATION, AS WELL AS THE OTHER APPROPRIATE STATE DEPARTMENTS, HAS AGREED TO BECOME A PART OF THE PROCESS TO DEVELOP A SINGLE UNIFIED STATE PLAN AND I LOOK FORWARD TO WORKING WITH THE DEPARTMENT TO INTEGRATE THE STATE'S RESOURCES FOR WORKFORCE READINESS.

THE DEPARTMENT OF EDUCATION HAS ALREADY TAKEN THE FIRST STEP TO IMPLEMENTING AN ACCOUNTABILITY SYSTEM FOR THE SECONDARY VOCATIONAL EDUCATION SYSTEM. IN THE NEAR FUTURE, THE COMMISSION WILL BEGIN TO

DEVELOP STATEWIDE ACCOUNTABILITY MEASURES, BASED IN PART ON WAGES EARNED AND DURATION OF EMPLOYMENT, TO EVALUATE THE OCCUPATIONAL EDUCATION SYSTEM. I AM PLEASED TO SEE THAT ONCE AGAIN NEW JERSEY IS IN THE FOREFRONT OF PREPARING THE WORKFORCE. THE PERFORMANCE MEASURES AND STANDARDS THAT ARE ADOPTED BY THE DEPARTMENT SHOULD BE OUTCOME ORIENTED AS WELL AS INDICATIVE OF THE EXTENT TO WHICH SERVICES ARE PROVIDED TO THOSE WHO ARE MOST IN NEED OF ASSISTANCE. EQUALLY IMPORTANT, THE MEASURES SHOULD BE COMPATIBLE WITH THE STATEWIDE ACCOUNTABILITY SYSTEM WHICH WILL BE JOINTLY DEVELOPED BY THE COMMISSION AND THE STATE DEPARTMENTS. THE STATEMENTS IN THE PLAN DENOTING THE DEPARTMENT'S WILLINGNESS TO COLLABORATE WITH THE COMMISSION ON THE ACCOUNTABILITY SYSTEM ARE MOST WELCOME.

THE DEVELOPMENT OF OCCUPATIONAL COMPETENCIES FOR SECONDARY SCHOOLS OFFERING VOCATIONAL EDUCATION IS A NOTEWORTHY PROJECT. I RECOMMEND THAT THE COMPETENCIES BE JOINTLY DEVELOPED AND SHARED WITH THE STATE'S OTHER EMPLOYMENT AND TRAINING PROGRAMS. I UNDERSTAND THAT EFFORTS ARE CURRENTLY UNDER WAY TO DEVELOP COMPETENCIES WHICH CAN BE UTILIZED BY THE LOCAL PRIVATE INDUSTRY COUNCILS. I WOULD ENCOURAGE THE CONTINUATION OF THIS EFFORT AS WELL AS THE INCLUSION OF THE HIGHER EDUCATION COMMUNITY IN THE PROJECT. WHAT BETTER WAY COULD THE OCCUPATIONAL EDUCATION SYSTEM HAVE OF ASSESSING AND ADDING TO THE SKILL LEVELS OF INDIVIDUALS WHO MAY BE ENTERING TRAINING FROM A VARIETY OF INSTITUTIONS DURING DIFFERENT TIMES IN THEIR CAREERS? COMPETENCY STANDARDS WILL PROVIDE THE BASIS FOR A LOGICAL CONTINUUM OF SERVICES. AT THE SAME TIME, OCCUPATIONAL

EDUCATION PROGRAMS AND THEIR GRADUATES WOULD HAVE A CLEAR AND CONSISTENT WAY OF COMMUNICATING THEIR SKILL LEVELS TO EMPLOYERS.

THE PERKINS LEGISLATION PROVIDES SPECIAL PROVISIONS FOR JOINT FUNDING WITH PROGRAMS FUNDED UNDER THE JOB TRAINING PARTNERSHIP ACT. BOTH THE DEPARTMENTS OF EDUCATION AND LABOR SHOULD TAKE ADVANTAGE OF THIS OPPORTUNITY TO COORDINATE ACTIVITIES AND ENHANCE THE OCCUPATIONAL OPPORTUNITIES OF INDIVIDUALS BEING TRAINED BY THE TWO SYSTEMS. CLEARLY, BOTH SYSTEMS MUST BE ABLE TO IDENTIFY AND UTILIZE, IN A COMPLEMENTARY MANNER, THE SPECIAL ASSETS THAT THEY BRING TO THE COMMON EFFORT OF PROVIDING TRAINING TO THEIR CONSTITUENTS. THE COMMISSION WILL PROVIDE ASSISTANCE TO FACILITATE JOINT PLANNING BETWEEN THE TWO DEPARTMENTS.

SIMILARLY, THE REQUIREMENT FOR A LOCAL JOB TRAINING PLAN BY APPLICANTS FOR PERKINS FUNDS PROVIDES ADDED INDUCEMENTS FOR COORDINATION AT THE LOCAL LEVEL. THE JOB TRAINING PARTNERSHIP ACT REQUIRES LOCAL PRIVATE INDUSTRY COUNCILS TO DEVELOP JOB TRAINING PLANS FOR THE SAME TIME PERIOD. AGAIN, THESE LEGISLATIVE PROVISIONS PROVIDE AN EXTRAORDINARY OPPORTUNITY FOR STATE DEPARTMENTS WORKING TOGETHER TO INFLUENCE COORDINATION AND COLLABORATIVE EFFORTS AT THE LOCAL LEVEL.

I STRONGLY URGE THE DEPARTMENTS OF EDUCATION AND LABOR TO TAKE ADVANTAGE OF THIS OPPORTUNITY TO DEVELOP LOCAL PLANNING

INSTRUCTIONS OR GUIDANCE MATERIAL THAT WILL INSURE SUCH THINGS AS COMMON LABOR MARKET ASSESSMENTS, SHARING OF CLIENT INFORMATION, DELIVERY OF SUPPORTIVE SERVICES, PART TIME AND SUMMER JOB OPPORTUNITIES FOR STUDENTS, UNIFIED APPROACHES TO THE PRIVATE SECTOR, AND SCHOOL-TO-WORK TRANSITION PROGRAMS. THE PERKINS LEGISLATION'S ENHANCED EMPHASIS ON SERVICING SPECIAL NEEDS POPULATIONS SHOULD PROVIDE AMPLE INCENTIVES FOR JOINTLY PLANNED PROGRAMS FOR ECONOMICALLY DISADVANTAGED INDIVIDUALS AND WELFARE RECIPIENTS.

THE SPECIAL NEEDS GROUPS IDENTIFIED FOR SERVICES IN THE STATE PLAN FOR VOCATIONAL EDUCATION USUALLY HAVE A HOST OF PERSONAL AND FAMILY PROBLEMS WHICH COULD INHIBIT THEIR PROGRESS IN SCHOOL. THESE PROBLEMS MUST BE ADDRESSED BY THE SCHOOL OR OUTSIDE SUPPORT GROUPS, WHICH ARE EQUIPPED TO PROVIDE THE COUNSELING AND SERVICES, SO THAT YOUTH CAN GET DOWN TO THE BUSINESS OF LEARNING. ONE SUCH PROGRAM, ADMINISTERED BY THE DEPARTMENT OF HUMAN SERVICES AND LOCALLY OPERATED, IS THE SCHOOL BASED YOUTH SERVICES PROGRAM. OTHER OPTIONS INCLUDE THE USE OF COMMUNITY BASED ORGANIZATIONS, ALTERNATIVE SCHOOLS AND THE CITIES IN SCHOOLS MODEL. THESE KINDS OF PROGRAM LINKAGES SHOULD BE CITED AND EXPLICITLY ENCOURAGED IN THE STATE PLAN.

THE ASSESSMENT SECTION OF THE STATE PLAN FOR VOCATIONAL EDUCATION CLEARLY INDICATES THE EDUCATIONAL DEFICIENCY OF FEMALE ADULT AFDC RECIPIENTS. AND YET, THE PLAN IS NOT CLEAR ON HOW:

- 1) THE DEPARTMENT WILL STIMULATE SERVICES OR
- 2) LOCAL PROGRAMS CAN DIRECT RESOURCES, UNDER TITLE II PART C, TO THIS GROUP OF INDIVIDUALS OR THEIR DEPENDENTS.

IMMEDIATE COLLABORATIVE EFFORTS WITH THE DEPARTMENTS OF HUMAN SERVICES AND LABOR COULD PROVIDE STRATEGIES THAT WOULD BENEFIT THIS GROUP.

THE PROVISIONS IN THE PERKINS LEGISLATION FOR TECH-PREP INITIATIVES IS ENCOURAGING. THE WORKFORCE REQUIREMENTS OF THE FUTURE WILL DEMAND HIGH LEVELS OF TECHNOLOGICAL SKILLS OF INDIVIDUALS ENTERING THE LABOR MARKET. THE ARTICULATION OF SECONDARY VOCATIONAL EDUCATION PROGRAMS WITH COMMUNITY COLLEGES COULD FULFILL THESE LABOR MARKET NEEDS BY PROVIDING A CONTINUUM OF NONDUPLICATIVE TRAINING FROM THE SECONDARY TO THE POSTSECONDARY LEVEL.

THE DEVELOPMENT OF MODELS FOR TECH-PREP PROGRAMS, AS STATED IN THE PLAN, IS NECESSARY. HOWEVER, THE PLAN IS NOT CLEAR ON HOW THE BUDGETED \$1.5 MILLION WILL BE USED IN THE UPCOMING FISCAL YEAR TO DEMONSTRATE AND DEVELOP THESE PROGRAMS AT THE LOCAL LEVEL.

OVER THE PAST SEVERAL MONTHS, THE COMMISSION HAS HELD A SERIES OF PUBLIC HEARINGS ON A NUMBER OF WORKFORCE RELATED ISSUES. THE RESPONSE FROM THE COMMUNITY HAS SHOWN AN INTEREST AND A CONCERN ABOUT THE EDUCATION OF THE YOUNG PEOPLE IN THE STATE. THE RESPONSE OF THE PRIVATE SECTOR HAS BEEN CLEAR. EMPLOYERS AND ORGANIZED LABOR ARE CONCERNED ABOUT THE QUALITY OF GRADUATES BEING TURNED OUT BY

OUR SCHOOL SYSTEMS. MORE IMPORTANT, THEY ARE EXPRESSING A DESIRE TO HELP.

UNFORTUNATELY, AS INDICATED BY THE PLAN, CONGRESS HAS NOT APPROPRIATED FUNDS UNDER PART D--BUSINESS-LABOR-EDUCATION PARTNERSHIP FOR TRAINING. THIS SHOULD NOT PRECLUDE STATE AND LOCAL EFFORTS TO GARNER THE SUPPORT AND POSSIBLE RESOURCES THAT ARE BEING OFFERED BY THE PRIVATE SECTOR TO IMPROVE THE QUALITY OF EDUCATION IN THIS STATE. I RECOMMEND THAT, AT A MINIMUM, LOCAL APPLICANTS FOR PERKINS' FUNDS BE PROMPTED TO DEVELOP PARTNERSHIPS WITH THE PRIVATE SECTOR WHICH WILL RESULT IN SUCH ACTIVITIES AS INTERNSHIPS, JOB SHADOWING, SITE VISITS, EMPLOYER PRESENTATIONS, AND MENTORING.

IN CONCLUSION, THE TASK OF EDUCATING AND TRAINING THE PEOPLE OF THIS STATE IS ENORMOUS. THE SOLUTION IS CLEAR--WE MUST INTEGRATE OUR AVAILABLE RESOURCES, PUBLIC AND PRIVATE, INTO A COHERENT AND EFFICIENT SERVICE DELIVERY SYSTEM WHICH ADDRESSES THE WIDE VARIETY OF NEEDS OF OUR YOUTH AND WORKERS. TO DO THIS, WE MUST ACT AS LEADERS AND EDUCATE EVERYONE OF THE ABSOLUTE NECESSITY FOR UPGRADING THE QUALITY OF OUR HUMAN RESOURCES. THE ELEMENTS ARE IN PLACE. WHAT WE NEED NOW IS THE VISION AND THE WILL TO MAKE THE SYSTEM WORK.



Memorandum

To: Michael G. Curran
Acting Assistant Commissioner Date: 12/17/90

From: William A. Tracy
Executive Director *WAT*

Subject: Carl D. Perkins Vocational and
Applied Technology Education Act of 1990

In response to your letter dated October 10, 1990 let me apologize for the delay in my response. As you are aware the Commission has been extremely active with occupational education and consolidation issues.

Be assured that the Commission intends to play a role in interagency coordination with respect to activities funded under the September 25th Perkins amendments. Staff is currently reviewing the amendments with respect to the recommendations of the Occupational Education Task Force. We are looking forward to receiving the USDOE regulations which are due in January.

I have reviewed the Commission's Planning Committee recommendations with regard to the current State Plan for Vocational Education (FY 1991-92) and find them still appropriate. I was pleased to see that you had incorporated many of the recommendations in the final plan. At this time, I do not think it would be useful for Commission members to review the plan a second time nor to receive a list of funded programs.

As I stated in our meeting in August, an initial area of interest to the Commission is the interagency agreement between the Departments of Education and Higher Education. I believe that this agreement can be strengthened to adequately reflect the needs of the State's workforce system and to insure an integrated use of Perkins funds. The Commission is eager to play an active role in this specific area of planning.

I look forward to working with you on the Perkins legislation as well as other workforce issues.

cc: J. Ellis
E. Goldberg
C. Van Horn

APPENDIX C

**STATE COUNCIL ON
VOCATIONAL EDUCATION:**

CORRESPONDENCE, RECOMMENDATIONS



New Jersey State Employment & Training Commission

Jim Florio
Governor

John J. Heldrich, Chairman
Johnson & Johnson

April 26, 1991

John Ellis, Commissioner
Department of Education
225 West State Street
CN 500
Trenton, New Jersey 08625

Dear Commissioner Ellis:

The newly reconstituted State Council on Vocational Education (SCOVE) had its meeting on April 19, 1991 and had the opportunity to provide input and comment on the State Plan for Vocational Education. Assistant Commissioner Thomas Henry provided the Council with a briefing on the state plan and the former SCOVE's participation in the development of the state plan. A number of issues regarding the future of vocational education in New Jersey were discussed. Maud Dahme from the State Board of Education attended the meeting also.

The Department of Education and the State Board of Education is to be commended for the work they have done on the state plan within the time frames presented under the amendments to the Perkins legislation. At this time the Council would like to recommend a change to Section VI Planned Use of Funds - General Criteria (p. 106) of the state plan. We recommend that the first paragraph under Section 231. Distribution of Funds to Secondary School Programs be replaced with following statement.

The formula for distribution of secondary funds will be developed in accordance with the provisions of P.L. 101 - 392 and the regulations for implementation thereof. Such funds shall be distributed to fund programs to meet labor market needs and to address the goals established for vocational technical education by the State Board of Education.

In our view, the original language suggests state endorsement of statutory formulae which may require modification. Our proposed language leaves open a possibility of modifying those formulae.

Thank you for the Department's cooperation in this matter and I look forward to a successful and mutually beneficial working relationship between this Council, your Department and the State Board of Education.

Sincerely,

A handwritten signature in dark ink, appearing to read "David L. Crawford", written in a cursive style.

David L. Crawford, Chairperson
State Council on Vocational
Education



New Jersey State Employment & Training Commission

Jim Florio
Governor

John J. Heldrich, Chairman
Johnson & Johnson

March 28, 1991

Winifred I. Warnat, Director
Division of Vocational-Technical Education
400 Maryland Avenue, Southwest
Switzer Building - Room 4326
Washington, D.C. 20202

Dear Director Warnat:

The attached certification of the establishment and membership of the FY 1992 New Jersey State Council on Vocational Education is being sent to you in accordance with the instructions provided by you in your February 6, 1991 memo on this subject.

If any additional information is required, I am available at (609) 777-0231.

Sincerely,

A handwritten signature in black ink, appearing to read 'William A. Tracy'.

William A. Tracy
Executive Director

Attachment

cc: Thomas A. Henry, Ed.D.
Assistant Commissioner
Division of Vocational Education
Department of Education
225 West State Street - CN 500
Trenton, New Jersey 08625

CN 940, Trenton, New Jersey 08625 (609) 633 0605

**CERTIFICATION OF APPOINTMENT OF
STATE COUNCIL ON VOCATIONAL EDUCATION**

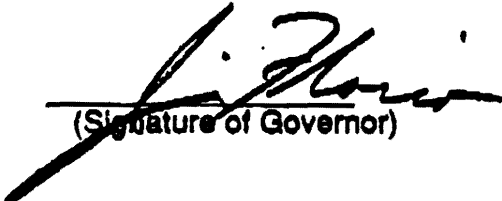
I, Jim Florio, Governor of the State of New Jersey,

hereby certify to the United States Secretary of Education the establishment of a State
Council on Vocational Education, to be known as The State Council on
Vocational Education
(official name of Council)

for the purpose of Section 112 of the Carl D. Perkins Vocational Education Act of 1984.
State Council on
The Vocational Education meets all the requirements of the Carl D.
(official name of Council)

Perkins Vocational Education Act and implementing regulation, including the membership
requirements.

March 28, 1991
(Date of Certification)


(Signature of Governor)

CHAIR: The Council shall elect a Chair who shall be a member representing the private sector.

SALARY/COMPENSATION: Members will serve without compensation but are reimbursed for necessary expenses incurred in the performance of their official duties.

PROPOSED MEMBERSHIP:

Business/Industry/Agriculture (7)

Aven Kerr	R	Business	03/21/94	Morris
Patrick Santangelo	ND	Lincoln Tech. Inst.	03/21/92	Bergen
David Crawford	ND	Small Business	06/28/92	Burlington
Kathy Spivey	ND	Business	06/28/92	Essex
Robert Bildner	D	Business	06/28/91	Essex
Edward Pulver	D	Labor	06/28/93	Hudson
Thomas Canto	D	Labor	03/21/92	Mercer

Vocational Education (6)

Flora Edwards	D	M'sax Comm. Coll.	03/21/94	Middlesex
Sanders Haldeman	ND	Cty. Vo-Tech Admins.	03/21/94	Gloucester
Yvonne Rappaport	D	Essex County E & T	03/21/94	Essex
William Adams	D	Salem Co. Vo-Tech.	03/21/93	Gloucester
John Grieco	ND	Bergen Co. Vo. Sch.	03/21/93	Bergen
Walter Howard	ND	Assoc. of Rehab. Fac.	03/21/92	Hunterdon

APPENDIX D

INTRA-AGENCY JOINT COORDINATION:

CORRESPONDENCE

October 19, 1990

TO: Edward Jay Doolan
Manager
Bilingual Education Programs

FROM: Hector Ramon Villafane
Manager, Planning and Evaluation
Division of Vocational Education

SUBJECT: Interagency Coordination and Joint Planning

Howard Shelton has asked me to contact you in regard to coordinating funded programs administered by the Division of Vocational Education with bilingual education programs.

Federal law requires that we conduct joint planning and coordinate programs funded under the Carl D. Perkins Vocational and Applied Technology Education Act and Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965. To accomplish this, the Commission on Employment and Training, which oversees the coordination of employment and training programs in New Jersey, has endorsed our plan to obtain comment and recommendations for joint planning and interagency coordination from other departments and divisions that administer employment and training programs.

The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990, signed into law September 25, require us to submit a three-year state plan by May 1, 1991. Therefore, because our planning cycle is drastically compressed, we need your initial comment by October 30, 1990.

Enclosed are a copy of the State Plan for Vocational Education FY 1991-92, an update of the budget on pages 66-69, and a printout listing all of the programs to date approved for funding in fiscal 1991 through the Division of Vocational Education. Almost all of these programs receive federal funds or state matching funds under the current Perkins Vocational Education Act. Of course, the list of funded programs changes year to year, and the new law can be expected to increase the number of changes. For example, in its current version, the reenactment would require us to base 70 percent of a school district's funding on the number of disadvantaged students eligible for Chapter 1 services. This would increase Perkins funding to less affluent districts, some of which have also been targeted for increased assistance under the Quality Education Act. Detailed projections of what programs will be funded in FY '92 cannot be made at this time. However, the list of FY '91 programs does provide the most detailed, albeit changing, account of the kinds of activities that are funded.

Edward Jay Doolan
Page 2
October 19, 1990

Joint planning and interagency coordination are required to avoid duplication and maximize the efficient utilization of resources. Therefore, I am asking that your comments address the four issues identified below.

1. Do activities funded through the Division of Vocational Education unnecessarily duplicate services provided by your programs?
2. Can the services provided by the Division of Vocational Education be more fully utilized by the clients of your programs?
3. Are there specific opportunities for pooling resources and for collaboration between the Division of Vocational Education and your programs?
4. Is interaction between the Division of Vocational Education and your division sufficient to merit an interagency agreement in connection with bilingual programs and what areas should that agreement cover? (Interagency coordination is described on pages 13-16 and in Appendix E of the State Plan.)

If I can provide you with additional information or if you feel that a meeting would be helpful, please let me know.

Thank you very much for your cooperation.

HRV/JEG/lg:11/8990N
Enclosures



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
CN 800
TRENTON, N.J. 08623-0500

February 26, 1991

JOHN ELLIS, COMMISSIONER

TO: Hector Ramon Villafane, Manager
Planning and Evaluation
Division of Vocational Education

FROM: Jay Doonan, Manager
Office of Bilingual Education
Division of General Academic Education

SUBJECT: Linkage Between Bilingual and Vocational Education

I am pleased to respond to your request for a statement about the interest of this office to coordinate and plan with the Division of Vocational Education regarding services to limited English proficient (LEP) students. The following is a summary of the points we covered recently in response to the four questions you raised:

1. Do activities funded through the Division of Vocational Education unnecessarily duplicate services provided by your program?

No. There is no unnecessary duplication of services provided, since the goals and activities of the two divisions concentrate on implementing different program services.

2. Can the services provided by the Division of Vocational Education be more fully utilized by the clients of your program?

Yes. Limited English proficient students are underserved in vocational programs throughout the state. There is a critical need for both divisions to work cooperatively to ensure that more language minority students participate in these programs.

3. Are there specific opportunities for pooling resources and for collaboration between the Division of Vocational Education and your programs?

Yes. There are many opportunities for collaboration. This office could assist in:

- Reviewing policies and procedures, such as recruitment, which might impact on the availability of services to LEP students;

- Coordinating training activities for vocational educators, including such topics as: sensitivity to language minority students and needs; bilingual and ESL program models in the vocational setting;
 - Including vocational educators in the Bilingual Education Training Institute;
 - Determining needs for federal and state funding and in developing Request for Proposals;
 - Identifying areas where there are high concentrations of LEP students for targeting of bilingual/ESL vocational services;
 - Reviewing that section of the state plan that focusses on services to LEP students;
 - Determining outreach opportunities for both bilingual/ESL and vocational educators; and
 - Including vocational educators in Title VII workshops.
4. Is interaction between the Division of Vocational Education and your division sufficient to merit an interagency agreement in connection with bilingual programs and what areas should that agreement cover?

Yes, an interagency agreement between the two divisions is merited. This agreement could cover the areas mentioned above and other areas to be determined after more discussion between the two units.

I hope this response will be the beginning of future coordination between our two divisions. We should plan to meet to work on implementing the activities.

JD/va

c: Luis Salgado
Thomas Henry



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
CN 500
TRENTON, N.J. 08625-0500

JOHN ELLIS, COMMISSIONER

April 25, 1991

TO: Hector Ramon Villafane
Planning and Evaluation Bureau

FROM: Jay Poolan, Manager
Office of Bilingual Education
Division of General Academic Education

SUBJECT: State Plan for Vocational Education

Thank you for giving me the opportunity to review the State Plan for Vocational Education, FY 1992-94 and provide input. It is an impressive document and you and the division are to be commended for putting together a plan of such detail.

I was particularly interested in the plan's response to the needs of limited English proficient students, a group critically underserved in vocational programs in our state. Though the plan does mention the need to serve special populations, there is little specific information about how this will include limited English proficient students. I am concerned that there is not sufficient attention given to this increasing student population.

I would be willing to provide assistance to you in formulating a more comprehensive response.

JD/va

c: L. Salgado
T. Henry



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
CN 300
TRENTON, N.J. 08625-0300

DIVISION OF SPECIAL EDUCATION
JEFFREY V. OSOWSKI, Ph. D., DIRECTOR

JOHN ELLIS, COMMISSIONER

October 9, 1990

To: Hector Ramon Villafane
Manager, Planning and Evaluation
Division of Vocational Education

From: Jeffrey V. Osowski
Director, Division of Special Education

Subject: Interagency Coordination and Joint Planning

This memorandum is intended to confirm the results of your meeting on September 19, 1990 with Gene Goldman and Erin Leff of this division and James Garner of your office which occurred as a result of your September 7, 1990 memorandum to me.

During the meeting the four questions posed on the second page of your memorandum were discussed. It was agreed that the activities funded by the Division of Vocational Education are not unnecessarily duplicative of the services provided by the Division of Special Education. It was further agreed that this division is interested in collaborating with the Division of Vocational Education in order to assure that students with impairments have access to the full range of vocational programs available in this state.

In order to implement these cooperative efforts, it was agreed that the above named representatives of our divisions would continue to meet and that the focus of these meetings would be the following:

- 1) A review of the Division of Vocational Education's State Plan with a focus on local planning needs in relation to students with impairments, e.g. the role of 504 officers in vocational schools;
- 2) The development of evaluative strategies to assure and monitor the access of students with impairments to vocational programs;
- 3) The development of an in-service training on the laws affecting students with impairment and their rights to access vocational programs;
- 4) The development of cooperative state-wide training programs; and
- 5) The development of a Memorandum of Agreement between our divisions to implement these agreements.

I have attached the documents you requested be forwarded to help you gain an understanding of the rights of students with impairments.

c. James Garner
Gene Goldman
Erin Leff ✓

JVO/ehl
Attachments



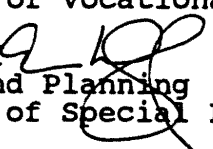
STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
CN 800
TRENTON, N.J. 08625-0500

DIVISION OF SPECIAL EDUCATION
JEFFREY V. OSOWSKI, Ph. D., DIRECTOR

JOHN ELLIS, COMMISSIONER

April 11, 1991

TO: Hector Ramon Villafane
Planning and Evaluation Bureau
Division of Vocational Education

FROM: Erin Leff 
Policy and Planning
Division of Special Education

SUBJECT: State Plan for Vocational Education

Thank you for the opportunity to comment on the above-referenced document.

It appears to address the vocational education needs of students with disabilities. There are, however, some concerns which I would like to raise.

Throughout the document students with disabilities are referred to as handicapped pupils. The use of the word handicapped is now considered condescending by those with disabilities. The preference is to use "people first" terminology and to use impairment or disability rather than handicap. Thus, "handicapped pupil" would become "pupil with a disability." I realize that it might be difficult to edit the entire document to reflect this change, but, if possible, it would be desirable.

On page 29 there is a paragraph under the heading "The Education of the Handicapped Act." Under the latest reauthorization, that act is now called the "Individuals with Disabilities Education Act." I have attached a copy of these amendments for your interest.

The plan to broaden the scope and range of programs for

students with disabilities and the focus on transition services will help alleviate the serious un- and under-employment problems those with disabilities encounter when leaving secondary education programs. I have some concern, however, that the efforts to create programs to meet the needs of those with disabilities will result in their exclusion from regular vocational programs. It is important to ensure that students with disabilities have available to them the full range of programs available to those without disabilities.

I hope you find these comments helpful. If you would like to discuss them further please let me know.

C. G. Goldman



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
CN 500
TRENTON, N.J. 08625-0500

JOHN ELLIS, COMMISSIONER

September 19, 1990

To: Héctor Ramón Villafañe
Manager, Planning and Evaluation
Division of Vocational Education
H.J.S.
From: Howard J. Shelton, Acting Director
Division of Compensatory/Bilingual Education
Subject: Interagency Coordination and Joint Planning

This memorandum is written in response to your memorandum of September 7, 1990 regarding the joint planning and coordination of programs funded under the Carl D. Perkins Vocational and Applied Technology Education Act and the federal Chapter 1 Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297.

The Division currently allocates \$2,550,571 in FY 1991 Chapter 1 funds to fourteen full-time vocational schools based on a Chapter 1 low-income formula using AFDC data. The program objectives are to expand and improve educational programs to meet the needs of educationally disadvantaged children that reside in low-income areas. Vocational schools may use these funds to provide preventive and remedial instructional activities and related supportive services for participating students enrolled in the full-time facilities.

The following responses are submitted to address each issue reported in your memorandum:

QUESTION:

Do activities funded through the Division of Vocational Education unnecessarily duplicate services provided by your division?

RESPONSE:

No. Chapter 1 funds are used to provide services that are over and above the regular program of instruction and therefore supplements the vocational curriculum for each participating student in specific skill areas. However, there should be on-going coordination between the regular program of instruction and the Chapter 1 supplemental services provided.

QUESTION:

Can the services provided by the Division of Vocational Education be more fully utilized by the clients of your division?

RESPONSE:

Yes. There is a need for staff of the Division of Vocational Education to visit the Chapter 1 programs operating at the fourteen sites to observe the size and scope of programs and review the curriculum and instructional strategies provided for the identified Chapter 1 participants.

QUESTION:

Are there specific opportunities for pooling resources and for collaboration between the Division of Vocational Education and your division?

RESPONSE:

Yes. Collaboration should occur in the areas of staff development, training, In-service workshops, conferences, monitoring for compliance, on-site technical assistance and programs implemented by each division in the full-time vocational schools. Collaboration should also be conducted in the area of bilingual programs for LEP vocational students.

QUESTION:

Is interaction between the Division of Vocational Education and your division sufficient to merit an interagency agreement and what areas should that agreement cover?

RESPONSE:

Yes. An agreement between both divisions for the identified students is needed. However, the agreement should be informal and of a collaborative nature. The purpose should be to enhance educational opportunities for students attending the vocational schools. Collaboration could be conducted between divisions in the following areas:

- o On-going communication between divisions on legislative changes affecting students;
- o Sharing of information and products on vocational and Chapter 1 programs;
- o Conduct on-site visitations by staff of both divisions.
- o Cooperative planning and implementation of staff development workshops and in-service training.

We are very pleased to work with you in a joint venture to better coordinate services to the Vocational schools and students. We will be analyzing the FY 1989-1990 evaluation results of student achievement for the Chapter 1 program in Vocational schools and will make the data available to you. Also, I would recommend that you schedule a meeting with Mr. Jay Doolan, Manager, Office of Bilingual Education to fully implement the joint effort for both divisions. I thank you very much for your attention to this matter.

lew

c. J. Doolan
J. Piatt

NEW JERSEY STATE LIBRARY



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
CN 500
TRENTON, N.J. 08625-0500

JOHN ELLIS, COMMISSIONER

April 24, 1991

TO: Hector Ramon Villafane, Manager
Planning and Evaluation Bureau
Division of Vocational Education
HJS,
FROM: Howard J. Shelton, Manager
Office of Compensatory Education
Division of General Academic Education
SUBJECT: State Plan for Vocational Education

Attached is the requested response to the State Plan for Vocational Education.

HJS:hc

Attachment



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
CN 500
TRENTON, N.J. 08625-0500

JOHN ELLIS, COMMISSIONER

April 24, 1991

TO: Howard Shelton
FROM: Irene Willis *hw*
SUBJECT: State Plan for Vocational Education

I have reviewed the State Plan for Vocational Education, per your request, and have the following comments and suggestions:

1. The Data and Information Section for each factor should be revisited to ensure that this material adequately supports the Needs Statements that follow and that the needs identified are most relevant. For example, if "lack of awareness of career options" (page 53) is a "pressing problem," then a corresponding need should be listed. Need #3 does not address this, since it appears to be targeted to students. I suggest adding, "career awareness" to Need statement #1.

Other examples follow.

On page 56, I would suggest amending #4, as follows:

There is a need to provide teacher in-service to maintain and upgrade knowledge and skills in technical areas and to raise teachers' expectations for students.

Page 56: Need #7. This is stated much too baldly. Is the need simply better money management, or is it something having to do with developing the creative capacity to find appropriate ways to use funds to meet student needs? For example, a parent involvement need statement could be added here.

Page 56: I strongly recommend adding the following:

There is a need to ensure appropriate transitional bilingual programs (bilingual/ESL and ESL-only, where applicable) for identified limited English proficient (LEP) students.

Page 61: Emphasize generic needs, skills, attitudes, habits, and knowledge applicable to more than one occupation. Also, what about the fact that the definition of career today is broader than mere occupation? What about education for citizenship, for effective use of leisure time, for esthetic understanding and appreciation? These areas are especially important for students for whom high school may be their last formal educational experience.

Page 63: School-age parents, whether married or unmarried, female or male, are not specifically mentioned here. This population has enormous need for quality education of all types, including vocational education, if they are not to become part of a permanent underclass. Consider targeting them specifically.

Page 66: Need #2. Consider including parenting/child development training, with emphasis on child-rearing and home management strategies for working single parents, both male and female. There are many fathers raising children alone today.

Page 66: Need #5. Another barrier, less generally recognized, is sex-role anxiety (fear of loss of femininity). This underlies all the other anxieties mentioned and should be addressed directly. Religious and cultural factors should also be considered in providing training dealing with this sensitive area.

Page 69: Follow standard outline form. The barriers listed are subsets of Item C: Barriers; therefore, they should be numbered or bulleted. Barrier E is exceptionally well stated.

Additional Recommendations:

Pages 44 - 45 are so important that the needs statement perhaps should be expanded.

Pages 51 - 52. The rationale for including vocational student organization activities as an integral part of the instructional program seems inappropriate, e.g., "Competitive events content greatly influences changes in the instructional program . . ." Shouldn't it be the other way around? In no other area of curriculum would we permit an outside competitive event to shape course objectives. I suggest strengthening the rationale.

Page 109: Needs #1 - 3. Do they mean to increase by any specific percentage, or just to increase?

Page 109: Need #2. Minority and female?

Page 109: Need #4. What about male and female school-age parents?



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
CN 500
TRENTON, N.J. 08625-0500

ROBERT R. SIMONS, DIRECTOR
DIVISION OF ADULT EDUCATION

JOHN ELLIS, COMMISSIONER

October 30, 1990

TO: Hector Ramon Villafane, Manager
Planning & Evaluation, Div. of Vocational Education

FROM: Robert R. Simons, *RS* Director
Division of Adult Education

SUBJECT: Interagency Coordination and Joint Planning

The purpose of this memorandum is to respond to your request for comments addressing joint planning and interagency coordination between our respective divisions. My comments addressing the four specific issues identified in your September 7, 1990 memorandum are listed below.

1. Activities funded by the Division of Vocational Education do not duplicate services provided by the Division of Adult Education. Funding received by vocational schools in New Jersey from the Division of Adult Education is used to provide adult basic education, GED, and ESL classes.
2. I believe that the services provided by the Division of Vocational Education can be more fully utilized by adult education clients. I believe that adult education programs should be and easily can be direct feeders into vocational education programs. The basic skills learned in adult education classes can be applied to specific occupational training programs offered by vocational education.
3. The Serving of Dropouts through an Interagency RFP, developed by Maury James which, to my knowledge, is either dead or in limbo at this time represented an excellent opportunity for the pooling of resources and for collaboration between our divisions. There may be opportunities for collaboration between our divisions in areas under the Sex Equity and Single Displaced Homemaker and Veterans programs. An opportunity for collaboration may also exist regarding the linking of our urban dropout programs with apprenticeship training.
4. Before deciding whether an interagency agreement should be developed, areas such as the ones I have described above warrant further exploration in order to justify such an agreement.

If you have any questions or concerns about this memorandum, please contact me at 7-0577 #6.

RS:ab:8/1.95



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
CN 500
TRENTON, N.J. 08625-0500

JOHN ELLIS, COMMISSIONER

April 24, 1991

TO: Mr. Hector Ramon Villafane, Manager
Planning and Evaluation, Division of Vocational Education

FROM: Harry Van Houten, Acting Director *HVH*
Division of Adult Education

SUBJECT: Comments on Proposed State Plan

After a review of the proposed State Plan for Vocational Education, the Division of Adult Education submits the following comments for consideration:

1. Post-secondary vocational grants should not be limited to higher education institutions. Others who should be considered for eligibility to receive funds are county adult vocational schools and school district adult education programs, including adult high schools.
2. The stated intention to encourage higher education institutions to expand efforts to provide literacy and GED program services should not be done in isolation. Coordination of this effort with the Division of Adult Education's existing efforts will eliminate possible duplication of services and result in a more effective use of adult and vocational monies.
3. To ensure that those New Jersey residents with the greatest need for vocational skill development receive these services while obtaining required academic credentials such as a high school diploma, the Divisions of Adult and Vocational Education should plan to issue complementary or joint RFP's. Joint RFP development would provide the logical continuum of services to those enrolled in adult programs such as New Jersey Youth Corps, adult high schools and workplace literacy programs. Those participating in these programs are usually unskilled and/or unemployed. Joint programming efforts will result in the development of a better educated, more skilled work force.
4. The Division of Vocational Education is in the process of identifying the competencies/skills which persons completing vocational courses need to develop. This effort will also include identification of those basic literacy skills needed to achieve higher levels of vocational skills. As the Division of Adult Education's preliminary purpose and function relate to the development of basic literacy skills, pre-employment skills, and secondary completion, it would be helpful for staff from the Division of Adult Education to participate in the Division of Vocational Education's process.

5. The services provided by the Divisions of Adult and Vocational Education to adults can only be enhanced and improved through better coordination of services between the divisions. A formal system of communication should be established and information shared on a regular basis to ensure the adult residents of New Jersey are receiving comprehensive program services of the highest quality.

HVH:JB:ab



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
CN 500
TRENTON, N.J. 08625-0500

JOHN ELLIS, COMMISSIONER

February 4, 1991

Mr. Robert A. Guadagnino, Director
Division of Employment and Training
New Jersey Department of Labor
CN 505
Trenton, NJ 08625-0058

Dear Mr. Guadagnino:

As you may know the Division of Vocational Education is currently preparing the State Plan for Vocational Education pursuant to the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (P.L. 101-392). We are most interested in involving the Department of Labor in the early stages of plan development. To facilitate your participation and to ensure timely input to the state plan we invite you to participate, as an active observer, in the meetings of the State-wide Committee of Practitioners.

By law, the mission of the Committee of Practitioners includes the following:

- review of any state rule or regulation proposed pursuant to Perkins before such rule or regulation is published;
- review of any state rule or regulation issued pursuant to Perkins on an emergency basis as soon as possible and before it is issued in final form; and
- consultation on a regular basis in the development of a state proposal for a system of core standards and performance measures for vocational education.

The Committee of Practitioners also form the core of an advisory group that will assist in the development of the State Plan for Vocational Education.

Committee members will receive drafts of the state plan for input during each stage of development. We hope you or your designee will attend the February 19, 1991 meeting of the committee. Attached for your reference are the meeting notice and tentative agenda.

Mr. Robert A. Gudagnino, Director

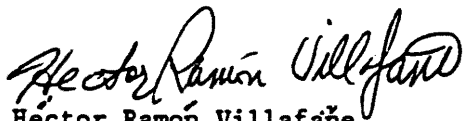
Page 2

February 4, 1991

In the near future we are looking forward to meeting with you to discuss strategies for overall coordination between the division of Vocational Education and the Department of Labor.

Please call me at (609) 292-5822 to confirm your participation in the Committee of Practitioners or if you have any questions. Thank you for your cooperation.

Sincerely,

A handwritten signature in cursive script, reading "Hector Ramon Villafañe".

Hector Ramon Villafañe
Manager, Planning and Evaluation Bureau
Division of Vocational Education

HRV/cj:11/0804M

c: Maury James

Homer Bruno

APPENDIX E

STATEWIDE COMMITTEE OF PRACTITIONERS:

LIST OF MEMBERS; PROTOCOL; MEETING NOTES

NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
Bureau of Planning and Evaluation

Statewide Committee of Practitioners

Chairperson

Dr. William H. Adams, Superintendent
Salem County Vocational-Technical School District
P.O. Box 350
Woodstown, NJ 08098
Phone # (609) 769-0101

Nominating Agency: New Jersey Association of School Administrator
Representing: School Administrators

Ms. Saundra De Geneste, Commercial Art Teacher
Linden School District
Linden Vocational-Technical Building
128 West St. Georges Avenue
Linden, NJ 07036
Phone # (201) 486-0609

Nominating Agency: Local Area Vocational School Directors Association
Representing: Local Education Agencies

Mr. Sanders Haldeman, President
New Jersey Council of County Vocational
Technical School Administrators
Camden County Vocational-Technical School District
343 Cross Keys Road
Sicklerville, NJ 08081-0566
Phone # (609) 767-7000

Nominating Agency: New Jersey Council of County Vocational-Technical
School Administrators
Representing: Local Education Agencies

Ms. Stephanie Hoeflich, Student
Cinnaminson High School
Riverton Road

Cinnaminson, NJ 08077
Phone # (609) 829-7770

Nominating Agency: New Jersey Association of Marketing Education
Teacher-Coordinators

Representing: Students

Mr. Norman Zimmerman, Principal
Cape May County Vocational-Technical School District
Crest Haven Road
Cape May Court House, NJ 08210
Phone # (609) 465-3064

Nominating Agency: New Jersey Principals and Supervisors Association
Representing: Local Education Agencies

Ms. Arlene Morris, Teacher/Coordinator Cooperative Health Occupations
Willingboro High School
67 Courtland Lane
Willingboro, NJ 08046
Phone # (609) 871-9020 (school)
(609) 877-7282 (home)

Nominating Agency: New Jersey Education Association
Representing: Teachers

Mr. Warren Downey, Director
Center for Occupational Education
Jersey City State College
357 S. Union Avenue
Cranford, NJ 07016
Phone # (201) 547-3306

Nominating Agency: New Jersey State Colleges Governing Board
Representing: Institutions of Higher Education

Ms. Emmy Hunter, First Vice-President
New Jersey Parent Teacher Association
224 East Linden Avenue
Collingswood, NJ 08106
Phone # (609) 854-2716
Nominating Agency: New Jersey Parent Teachers Association
Representing: Parents

Mr. Anthony Mennuti, Assistant Dean for Institutional Advancement
Mercer County Community College
CN 542
Trenton, NJ 08625
(609) 586-4800 Ext. 605
Nominating Agency: New Jersey Department of Higher Education
Representing: Institutions of Higher Education

Mr. Tom Hudak, Director of Vocational Education
Morris Hills Regional School District
Morris Hills High School
48 Knoll Drive
Rockaway, NJ 07866
Phone # (201) 989-2802
Nominating Agency: Local Area Vocational School Directors Association
Representing: Local Education Agencies

Ms. Anna Rodriguez, Industrial Education Teacher
Elizabeth School District
Elizabeth High School
27 Martin Luther King Plaza
Elizabeth, NJ 07201
Phone # (201) 558-3200
Nominating Agency: Local Area Vocational School Directors Association
Representing: Local Education Agencies

Mr. Edmund Jones, Principal
Somerset County Vocational-Technical School District
P.O. Box 6350
North Bridge Street and Vogt Drive
Bridgewater, NJ 08807-0350
Phone # (201) 526-8900
Nominating Agency: New Jersey Council of County Vocational-Technical
School Administrators
Representing: Local Education Agencies

Dr. Robert C. Newman, Superintendent
Ocean County Vocational-Technical School District
137 Bey Lea Road
Toms River, NJ 08753
Phone # (201) 240-6414
Nominating Agency: New Jersey Association of School Administrators
Representing: Local Education Agencies

Mr. James Beach, President
New Jersey Local Area Vocational School Districts Association
Blackhorse Pike Regional School District
Highland High School
Erial Road
Blackwood, NJ 08012
Phone # (609) 227-4100
Nominating Agency: Local Area Vocational School Directors Association
Representing: Local Education Agencies

Ms. Roberta Kaar, Supervisor of Vocational Education
Spotswood Public School District
Spotswood High School
105 Briar Way Branchburg
Nechanic, NJ 08853
Phone # (201) 251-6800 Ext. 301
Nominating Agency: Vocational Education Association of New Jersey
Representing: Local Education Agencies

Dr. T. Josiha Haig, Superintendent of Schools
East Orange School District
715 Park Avenue
East Orange, NJ 07017-1004
Phone # (201) 266-5760
Nominating Agency: Urban 30 Superintendent Association
Representing: Local Education Agencies

Mr. Evern Ford
RR 2, Box 375
Woodstown, NJ 08098
Phone # (609) 540-2136
Nominating Agency: New Jersey School Boards Association
Representing: Local School Boards

Ms. Ellen Smith
830 Shirley Parkway
Piscataway, NJ 08856
Phone # (201) 885-1753
Nominating Agency: New Jersey School Board Association

Overall Advisor

Ms. Patricia Mitchell
Sex Equity Coordinator
New Jersey Department of Education
Division of Vocational Education
240 West State Street
Trenton, NJ 08625
Phone # (609) 292-6580

Observers to the Statewide Committee of Practitioners

Ms. Maud Dahme, Board Member
New Jersey State Board of Education
New Jersey Department of Education
225 West State Street
Trenton, NJ 08625
Phone # (609) 292-0739

Mr. Paul Kaleda, Project Leader
New Jersey Commission on Employment and Training
New Jersey Department of Labor
CN 940
Trenton, NJ 08625
Phone # (609) 984-3534

Ms. Marguerite A. Beardsley, Acting Director
New Jersey Department of Higher Education
20 West State Street
CN 542
Trenton, NJ 08625
Phone # (609) 984-2680

Mr. Robert A. Guadagnino, Director
New Jersey Department of Labor
New Jersey Division of Employment and Training
CN 505
Trenton, NJ 08625
Phone # (609) 292-9316

Mr. Rudolph J. Girandola, Executive Director
New Jersey Council on Vocational Education
2000 Hamilton Avenue
Trenton, NJ 08619
Phone # (609) 588-3170

Sub-Committee

Members

State Facilitator

State Plan

Josiha Haig
Emmy Hunter
Robert Newman
Sanders Haldeman
Ellen Smith

Hector Ramon Villafane

Statewide Assessment

Warren Downey
Thomas Hudak
Emmy Hunter
Anna Rodriguez

Claudia Merkel-Keller

3-Year LEA/Plan Approval

Saundra DeGeneste
Arlene Morris
Roberta Kaar
Evern Ford

Gregory Schuler

Funding Guidelines/
Formulas

Saundra DeGeneste
Thomas Hudak
Edmund Jones
Roberta Kaar
Evern Ford
Norman Zimmerman

Gregory Schuler

Administrative Code

William Adams
James Beach
Stephanie Hoeflich
Arlene Morris

Sandra Streeter

Core Standards

James Beach
Edmund Jones
Norman Zimmerman
Robert Newman

Martha Pocsi

FC/jm:11/9544N



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
CN 500
TRENTON, N.J. 08625-0500

JOHN ELLIS, COMMISSIONER

Agenda

COMMITTEE OF PRACTITIONERS
CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT
AMENDMENTS OF 1990 (P.L. 101-392)

December 19, 1990
9:00 a.m. to 12:00 Noon
15th Floor Conference Room

8:30	Registration	
9:00-9:15	Welcome and Introductions	Michael Curran
9:15-9:25	Overview of the Division's organizational structure	Joan Birchenall
9:25-9:40	Overview of the newly authorized legislation	Brian Boyle
9:40-9:55	Roles and Responsibilities of the Committee of Practitioners	Hector Villafane
9:55-10:30	Presentations	
	• Rules, Regulations and Distribution of funds	Gregory Schuler, Sandra Streeter
	• State Plan	Hector Villafane
	• State Assessment	Claudia Merkel-Keller
	• Occupational Competency and Assessment Projects	Martha Pocsi, John Grover
10:30-10:40	Coffee Break	
10:40-11:45	Organizing Session	William Adams
11:45-12:00	Questions and Answers Closing Comments	Michael Curran



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
CN 500
TRENTON, N.J. 08625-0500

JOHN ELLIS, COMMISSIONER

STATEWIDE COMMITTEE OF PRACTITIONERS
CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT
AMENDMENTS OF 1990 (P.L. 101-392)

Tuesday, February 19, 1991
9:00 a.m. to 12:00 Noon
State of New Jersey Department of Education
State Board Room - 5th Floor
225 West State Street
Trenton, New Jersey 08625

TENTATIVE AGENDA

1. Welcome - Dr. Thomas A. Henry
Assistant Commissioner
Division of Vocational Education
2. Approval of Minutes
3. Review of Committee Charge, Schedule of Activities and Timelines
4. Committee Structure and Organization
 - a. Chairperson
 - b. Sub-committees
 - c. Interface with Committee of Consultants
 - d. Input/Comment process
5. State Plan
6. Statewide Assessment
7. 3 Year L.E.A. Plan and Application
8. Funding Guidelines/Formulas
9. Administrative Code
10. New Business

STATEWIDE COMMITTEE OF PRACTITIONERS
FOR IMPLEMENTATION OF THE CARL D. PERKINS
VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION
AMENDMENTS OF 1990

TO: All Members of the Statewide Committee of Practitioners
FROM: Bill Adams
DATE: March 19, 1991
RE: Tentative Agenda for the Next Committee of Practitioners Meeting

Just a reminder that the next meeting of the Committee of Practitioners is scheduled for Wednesday, March 27, 1991 at 9:00 a.m. in the 4th Floor Conference Room of the main building of the Department of Education at 225 West State Street, Trenton, New Jersey. Parking arrangements have been made for committee members to utilize the 240 West State Street garage on a first come basis or until spaces are exhausted. The tentative agenda is as follows:

1. Introduction and agenda additions - Bill Adams
2. Report on the public hearings for the state plan - Fred Cappello
 - A. Level of participation
 - B. Types of comments and questions received
 - C. Follow-up
3. Inter-agency agreement for distribution of postsecondary funds under the act between the Departments of Education and Higher Education - Gregory Schuler
 - A. Contents of the agreement
 - B. What does it mean
 - C. What is next
4. Formula allocations - Gregory Schuler
 - A. Initial computer runs
 - B. Options and alternatives
 - C. Input from the Committee of Practitioners

5. Date for subcommittees to meet - Prior to subcommittee reports being presented, approximately one-half hour will be allotted for each committee to meet. To date, all committees, except the state plan committee, have met. Prior to the committee reports being presented, state facilitators are requested to update their subcommittees and to receive additional input from subcommittee members. When the actual reports are presented, state facilitators will present the report; however, each subcommittee member is encouraged to contribute to the report and to provide additional comments.
6. Committee Reports
 - A. Statewide assessment - Claudia Merkel-Keller
 - B. Administrative code - Sandra Streeter
 - C. Core standards - Martha Pocsi
 - D. Three year LEA/plan approval - Gregory Schuler
 - E. Funding guidelines/formulas - Gregory Schuler
 - F. State Plan - Hector Villafane (Although this committee has not met, an update will be provided along with a possible finalized draft copy of the plan)
7. Unscheduled items
8. Questions, answers and speak out
9. Report and update on the National Assessment on Vocational Education - Bill Adams
10. Adjournment

Committee members are reminded that a final hearing on the State Plan will be held from 3 to 7 p.m. on Wednesday, March 27, 1991 in the 4th Floor Board Conference Room. This will be the last opportunity for public comment. You may wish to take advantage of this final opportunity to express your point of view as an individual.

WHA:en

Enc.

APPENDIX F

MEMORANDUM OF UNDERSTANDING BETWEEN THE DEPARTMENTS OF EDUCATION AND HIGHER EDUCATION

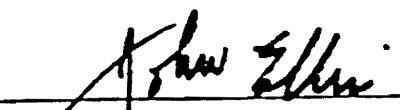
An
Interagency Agreement
Between the
New Jersey Department of Education
and
New Jersey Department of Higher Education
for the
Carl D. Perkins Vocational and Applied
Technology Education Act of 1990

The following tentative agreement has been reached for the allocation of funds to the Department of Higher Education. These funds are for distribution to institutions of higher education and department administrative expenses under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. This tentative agreement was reached following negotiation between the Department of Education, Vocational Education Division, and the Department of Higher Education, Office of Community Colleges, with a review and agreement by the Interagency Planning Committee. Until the federal regulations are issued, and the State Plan is adopted by the State Board of Education the details of responsibilities and operations of the Interagency Agreement cannot be finalized.

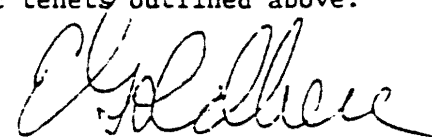
1. DHE Administration: \$90,000
2. Leadership (NOTE): \$60,000
3. Local grants for community colleges: \$4,000,000
4. Single Parent grants: - community colleges eligible when new Requests for Proposals are issued
5. Community-based grants: - community colleges eligible when new Requests for Proposals are issued
6. Tech Prep grants: - joint department Requests for Proposals will be issued for secondary/higher education consortium programs detailing funding limits and use; local applicants will determine how funds will be distributed among consortium participants in each program application.

The tentative allocations above are for a three-year agreement which will coincide with the three-year state plan. The first year of the agreement is expressed in dollar amounts; each succeeding year's allocation will be calculated as a percentage of each category to account for any increases or decreases in the federal allocation to the State of New Jersey.

I have reviewed the above allocations to the New Jersey Department of Higher Education under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 and agree to the tentative allocations and basic tenets outlined above.



John Ellis, Commissioner
New Jersey Department of Education



Edward D. Goldberg, Chancellor
New Jersey Department of Higher Education

APPENDIX G

CERTIFICATION OF DISTRIBUTION AND ACKNOWLEDGEMENT OF RECEIPT OF APPLICATION REVIEW PACKAGE

CERTIFICATION OF DISTRIBUTION OF APPLICATION REVIEW PACKAGE

Pursuant to the intergovernmental review requirements of the State Review Process, the attached APPLICATION REVIEW PACKAGE is submitted for your review pursuant to the rules of the New Jersey State Review Process (NJAC 5:38).

Applicant/Name: New Jersey Department of Education
Organizational Unit: Division of Vocational Education
Address: 225 West State Street
CN 500
Trenton, New Jersey 08625-500

Contact Person: Héctor Ramón Villafañe, Manager, Bureau of Planning and Evaluation
Telephone Number: (609) 292-5822

Catalog of Federal Domestic Assistance (CFDA) Number: (1) 84.048 (2) 84.049 (3) 84.174
(4) 84.243

Federal Program Name: (1) Vocational Education-Basic Grants to States (2) Vocational Education-Consumer and Homemaking Education (3) Vocational Education-Community Based
Project Name: Organizations (4) Vocational Education Tech-Prep

State Plan for Vocational Education FY 92-94

Complete Address of the Federal Funding Agency: Division of Vocational-Technical Education
Office of Vocational and Adult Education
400 Maryland Avenue S.W.
Switzer Building, Room 4321
Washington, DC 20202-7323

Federal Funds Requested: \$ 22,037,924 in FY 92, 22,611,840 in FY 93, 23,199,747 in FY 94

REVIEWING AGENCIES

The APPLICATION REVIEW PACKAGE has been sent to the Reviewing Agencies checked below:

/ XXX / (1) The INTERGOVERNMENTAL REVIEW AND ASSISTANCE UNIT acting for the Single Point of Contact (SPOC).

(2) COUNTY REVIEWING AGENCIES:

/ <u> </u> / ATLANTIC	/ <u> </u> / ESSEX	/ <u>XXX</u> / MIDDLESEX	/ <u> </u> / SALEM
/ <u> </u> / BERGEN	/ <u>XXX</u> / GLOUCESTER	/ <u> </u> / MONMOUTH	/ <u> </u> / SOMERSET
/ <u> </u> / CAMDEN	/ <u> </u> / HUDSON	/ <u> </u> / MORRIS	/ <u> </u> / SUSSEX
/ <u> </u> / CAPE MAY	/ <u>XXX</u> / HUNTERDON	/ <u> </u> / OCEAN	/ <u> </u> / UNION
/ <u> </u> / CUMBERLAND	/ <u> </u> / MERCER	/ <u> </u> / PASSAIC	/ <u>XXX</u> / WARREN

/ / ALL COUNTIES / / NO APPLICABLE COUNTY REVIEWING AGENCIES

S U P E R S E D E S A L L P R E V I O U S V E R S I O N S

< C O N T I N U E D >

(3) STATE REVIEWING AGENCIES:

☐ / AGRICULTURE ☐ / ENVIRONMENTAL PROTECTION ☒ / LAW AND PUBLIC SAFETY
☐ / COMMERCE AND ECONOMIC DEVELOPMENT ☐ / HEALTH ☐ / PUBLIC ADVOCATE
☒ / COMMUNITY AFFAIRS ☐ / HIGHER EDUCATION ☐ / TRANSPORTATION
☒ / CORRECTIONS ☐ / HUMAN SERVICES
☐ / EDUCATION ☒ / LABOR
☐ / NO APPLICABLE STATE REVIEWING AGENCIES

(4) AREAWIDE REVIEWING AGENCIES:

☐ / HACKENSACK MEADOWLANDS DEVELOPMENT COMMISSION
☐ / PINELANDS COMMISSION
☐ / WILMINGTON METROPOLITAN AREA PLANNING COMMISSION

The undersigned certifies that an APPLICATION REVIEW PACKAGE consisting of the items checked below has been sent to the appropriate Reviewing Agencies for review pursuant to the rules of the New Jersey State Review Process (NJAC 5:38).

- (1) ☒ / FEDERAL FORM 424 (BOX 16a MUST BE COMPLETED)
(2) ☒ / PROJECT SUMMARY DESCRIBING PROPOSED ACTIVITIES
(3) ☒ / CERTIFICATION OF DISTRIBUTION OF APPLICATION REVIEW PACKAGE
(4) ☐ / SITE LOCATION MAP [CONSTRUCTION PROJECTS ONLY]
(5) ☐ / PROJECT INFORMATION FORM [FOR CONSTRUCTION PROJECTS ONLY]

=====

THIS APPLICATION REVIEW PACKAGE WILL NOT BE PROCESSED UNLESS
THIS FORM IS SIGNED AND DATED BELOW.

=====

4/15/91

Date Signed

Thomas A. Henry
Signature

Thomas A. Henry, Ed.D.
Assistant Commissioner of Vocational Education

Title

NEW JERSEY STATE PLAN FOR VOCATIONAL EDUCATION
FY 92 - 94

APPLICATION SUMMARY

The State Plan for Vocational Education FY 92-94 constitutes the state's application for funds under the Carl D. Perkins Vocational and Applied Technology Education Act P.L. 101-392. The plan contains:

- the interagency agreement between the Department of Education and the Department of Higher Education describing the distribution of responsibility for administering funds between the two agencies;
- the method that will be used to administer federal and state vocational education funds;
- the procedures for statewide and local planning and coordination with other employment and training programs;
- a description of policies and procedures for awarding grants to local educational agencies, colleges, community-based organizations, and other eligible recipients;
- a description of the purpose areas eligible for funding, which include: programs for the handicapped, disadvantaged, special populations, single parents and homemakers, criminal offenders; community based organizations, Tech-Prep; programs to address sex bias stereotyping; vocational program development in occupational education, transition to the world of work, career exploration and statewide leadership;
- a summary of comments received in four public hearings on the plan and comments from the New Jersey Council on Vocational Education and the New Jersey Employment and Training Commission.

The plan has been discussed by the State Board of Education at their April 3, 1991 meeting and will be submitted to the United States Department of Education by May 1, 1991.



State of New Jersey

FLORIO
VERNON

DEPARTMENT OF COMMUNITY AFFAIRS

MELVIN R PRIMAS JR
COMMISSIONER

LOCATION:

LIAM ASHEY COMMUNITY AFFAIRS BUILDING
SOUTH BROAD STREET
TRENTON, NEW JERSEY

MAILING ADDRESS:

CN 500
TRENTON, N. J. 08625-0500

April 18, 1991

ACKNOWLEDGEMENT OF RECEIPT OF APPLICATION REVIEW PACKAGE

The New Jersey State Review Process for the intergovernmental review of applications for Federal financial assistance acknowledges the receipt of the Application Review Package identified below.

1. STATE APPLICATION IDENTIFIER (SAI):
NJ 91-1184

2. APPLICANT:

NJ Dept of Education
Div of Vocational Education
CN 500 225 W State St
Trenton NJ 08625-0500

CONTACT PERSON:

Hector Ramon Villafane
(609) 292 - 5822 EXT.

5. A COPY OF THIS ACKNOWLEDGEMENT
OF RECEIPT OF ARP HAS BEEN SENT
TO THESE REVIEWING AGENCIES:

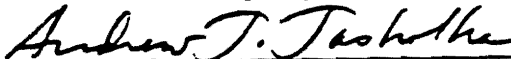
County of Gloucester
County of Hunterdon
County of Middlesex
County of Warren
NJ Dept of Community Affairs
NJ Dept of Corrections
NJ Dept of Labor
NJ Dept of Law

3. PROJECT INFORMATION: CFDA Number: 84.049

- Federal Program Name -
Vocational Education - Consumer and
Homemaking Education

- Project Name -
State Plan for Vocational Education
FY 92-94 Consumer & Homemaking Education

4. REVIEW COMMENT DEADLINE: 05/07/91 : Any review comments must be received by the Applicant and the Intergovernmental Review and Assistance Unit on or before this deadline and shall be transmitted on the enclosed Review Agency Comment Letter.



Andrew J. Jaskolka
Administrator
Intergovernmental Review Unit
for the Single Point of Contact
NEW JERSEY STATE REVIEW PROCESS

91-1184-0101-2900





State of New Jersey

JIM FLORIO
GOVERNOR

DEPARTMENT OF COMMUNITY AFFAIRS

MELVIN R. PRIMAS, JR.
COMMISSIONER

LOCATION:

WILLIAM ASHEY COMMUNITY AFFAIRS BUILDING
101 SOUTH BROAD STREET
TRENTON, NEW JERSEY

MAILING ADDRESS:

CN 800
TRENTON, N. J. 08625-0800

April 18, 1991

ACKNOWLEDGEMENT OF RECEIPT OF APPLICATION REVIEW PACKAGE

The New Jersey State Review Process for the intergovernmental review of applications for Federal financial assistance acknowledges the receipt of the Application Review Package identified below.

1. STATE APPLICATION IDENTIFIER (SAI):
NJ 91-1186
2. APPLICANT:

NJ Dept of Education
Div of Vocational Education
CN 500 225 W State St
Trenton NJ 08625-0500

CONTACT PERSON:

Hector Ramon Villafane
(609) 292 - 5822 EXT.
3. PROJECT INFORMATION: CFDA Number: 84.243

- Federal Program Name -
Vocational Education Tech-Prep Grants to States

- Project Name -
State Plan for Vocational Education
FY 92-94 Tech-Prep Grant to State
4. REVIEW COMMENT DEADLINE: 05/07/91 : Any review comments must be received by the Applicant and the Intergovernmental Review and Assistance Unit on or before this deadline and shall be transmitted on the enclosed Review Agency Comment Letter.
5. A COPY OF THIS ACKNOWLEDGEMENT OF RECEIPT OF ARP HAS BEEN SENT TO THESE REVIEWING AGENCIES:

County of Gloucester
County of Hunterdon
County of Middlesex
County of Warren
NJ Dept of Community Affairs
NJ Dept of Corrections
NJ Dept of Labor
NJ Dept of Law

Andrew J. Jaskolka
Administrator
Intergovernmental Review Unit
for the Single Point of Contact
NEW JERSEY STATE REVIEW PROCESS

91-1186-0101-2900





State of New Jersey

JIM FLORIO
GOVERNOR

DEPARTMENT OF COMMUNITY AFFAIRS

MELVIN R. PRIMAS, JR.
COMMISSIONER

LOCATION:

WILLIAM ASHBY COMMUNITY AFFAIRS BUILDING
101 SOUTH BROAD STREET
TRENTON, NEW JERSEY

MAILING ADDRESS:

CN 800
TRENTON, N. J. 08625-0800

April 18, 1991

ACKNOWLEDGEMENT OF RECEIPT OF APPLICATION REVIEW PACKAGE

The New Jersey State Review Process for the intergovernmental review of applications for Federal financial assistance acknowledges the receipt of the Application Review Package identified below.

1. STATE APPLICATION IDENTIFIER (SAI):
NJ 91-1183

2. APPLICANT:

NJ Dept of Education
Div of Vocational Education
CN 500 225 W State St
Trenton NJ 08625-0500

CONTACT PERSON:

Hector Ramon Villafane
(609) 292 - 5822 EXT.

5. A COPY OF THIS ACKNOWLEDGEMENT
OF RECEIPT OF ARP HAS BEEN SENT
TO THESE REVIEWING AGENCIES:

County of Gloucester
County of Hunterdon
County of Middlesex
County of Warren
NJ Dept of Community Affairs
NJ Dept of Corrections
NJ Dept of Labor
NJ Dept of Law

3. PROJECT INFORMATION: CFDA Number: 84.048

- Federal Program Name -
Vocational Education - Basic Grants to
States

- Project Name -
State Plan for Vocational Education
FY 92-94 Basic Grants to States

4. REVIEW COMMENT DEADLINE: 05/07/91 : Any review comments must be received by the Applicant and the Intergovernmental Review and Assistance Unit on or before this deadline and shall be transmitted on the enclosed Review Agency Comment Letter.

Andrew J. Jaskolka
Administrator
Intergovernmental Review Unit
for the Single Point of Contact
NEW JERSEY STATE REVIEW PROCESS



NEW JERSEY IS AN EQUAL OPPORTUNITY EMPLOYER

91-1183-0101-2900

NEW JERSEY STATE LIBRARY



State of New Jersey

DEPARTMENT OF COMMUNITY AFFAIRS

FLORIO
GOVERNOR

MELVIN R. PRIMAS, JR.
COMMISSIONER

LOCATION:

LIAM ASHBY COMMUNITY AFFAIRS BUILDING
SOUTH BROAD STREET
TRENTON, NEW JERSEY

MAILING ADDRESS:

CN 800
TRENTON, N. J. 08625-0800

April 18, 1991

ACKNOWLEDGEMENT OF RECEIPT OF APPLICATION REVIEW PACKAGE

The New Jersey State Review Process for the intergovernmental review of applications for Federal financial assistance acknowledges the receipt of the Application Review Package identified below.

1. STATE APPLICATION IDENTIFIER (SAI):
NJ 91-1185

5. A COPY OF THIS ACKNOWLEDGEMENT
OF RECEIPT OF ARP HAS BEEN SENT
TO THESE REVIEWING AGENCIES:

2. APPLICANT:

NJ Dept of Education
Div of Vocational Education
CN 500 225 W State St
Trenton NJ 08625-0500

County of Gloucester
County of Hunterdon
County of Middlesex
County of Warren
NJ Dept of Community Affairs
NJ Dept of Corrections
NJ Dept of Labor
NJ Dept of Law

CONTACT PERSON:

Hector Ramon Villafane
(609) 292 - 5822 EXT.

3. PROJECT INFORMATION: CFDA Number: 84.174

- Federal Program Name -
Vocational Education - Community Based
Organizations

- Project Name -
State Plan for Vocational Education
FY 92-94 Community Based Organizations

4. REVIEW COMMENT DEADLINE: 05/07/91 : Any review comments must be received by the Applicant and the Intergovernmental Review and Assistance Unit on or before this deadline and shall be transmitted on the enclosed Review Agency Comment Letter.


Andrew J. Jaskolka
Administrator
Intergovernmental Review Unit
for the Single Point of Contact
NEW JERSEY STATE REVIEW PROCESS

91-1185-0101-2900



APPENDIX H
STATE PROFILE INFORMATION

APPENDIX H
NEW JERSEY
STATE PROFILE INFORMATION

School District Type Data	Secondary	Vo-Tech Area	2-year Schools	4-year Schools
# school districts in state with high schools	291	20		
# school districts offering vo-tech programs	240	20		
JOB TRAINING 1989-90 school year				
# students in job training programs	29,915	12,407		
# male students in job training programs	14,493	7,501		
# female students in job training programs	15,422	4,906		
# handicapped students in job training programs	3,281	3,891		
# disadvantaged students in job training programs	7,078	2,677		
ETHNIC: On Enrollments 1989-90				
# Black students in job training programs	5,608	2,283		
# Hispanic students in job training programs	2,561	1,381		
# Asian students in job training programs	520	49		
# Native Amer. students in job training programs	34	21		
# White students in job training programs	20,796	8,133		
Follow-up				
# students completing job training programs	15,522	4,134		
# students entering labor force	9,369	2,884		
# students unemployed	668	257		

School District Type	Secondary	Vo-Tech Area	2-year Schools	4-year Schools
----------------------	-----------	--------------	----------------	----------------

# Black	Follow-up is done on an aggregate basis by C.I.P. Code. Racial information is not available			
# Hispanic				
# Asian				
# Native American				
# White				
# Other				
# students employed unrelated	3,128	794		
# Black	Follow-up is done on an aggregate basis by C.I.P. code. Racial information is not available.			
# Hispanic				
# Asian				
# Native American				
# White				
# Other				
students pursuing further education	4,975	831		
# student entering the military	510	162		

EXPENDITURES

Amount spent on vo-tech education annually

Projected 1991

federal funds	<u>20,648,349</u>
state funds	<u>18,847,671</u>

Discretionary grant program awarded by OVAE

1. Single Parent/Homemaker
2. Sex Bias/Sterotyping
3. Corrections
4. Diesel Engine
5. MITT
6. Supermarket Project
7. Guidance & Counseling-NOICC
8. Technology Education
9. Community Based Organizations

VSO's: New Jersey 1989-90
Active VSO's/# members

a. DECA/5,476	f. TSA/943
b. FBLA/6,797	g. VICA/5,128
c. FHA/1,198	h. /
d. FFA/1,425	i. /
e. HOSA/1,463	j. /

	School District Type	Secondary	Vo-Tech Area	2-year Schools	4-year Schools
--	----------------------	-----------	-----------------	-------------------	-------------------

Data

Other:

Linkage programs

- | | |
|--------------------------------------|-------------------------|
| 1. Tech prep. 2 + 2 (X) | Customized training () |
| 2. Cooperative ed. (X) | Incubator programs () |
| 3. Apprenticeship (X) | JTPA (X) |
| 4. JOBS () | |
| 5. Other types of partnerships _____ | |

VOCATIONAL ADMINISTRATOR PREPARATION PROGRAMS (UNIVERSITY AND STAFF DEVELOPMENT)

Specific Objectives for Training Activities are:

- To provide vocational educators and administrators with current and state-of-the-art information to upgrade teaching methodology.
- To provide appropriate information to those individuals responsible for vocational education at the local level which will enable them to work more effectively within the confines of state and federal regulations.
- To develop and disseminate information regarding state of the art programs for use in local inservice training.
- To continue to provide training in the use of the occupational competencies which will lead to the adoption of the competencies by local districts.
- To provide vocational educators with information and methods to enhance coordination efforts between secondary and post-secondary institutions.

TEACHER AND COUNSELOR EDUCATION PROGRAMS (DATA AND DESCRIPTION)

Specific Objectives for Training Activities are:

- To identify and continue the training activities already being implemented where a continued need is indicated.
- To provide current and state of the art information to upgrade teaching methodology and information about their occupational area.
- To determine the specific needs for training opportunities of those vocational educators who serve special populations, including those serving urban students.
- To identify and conduct professional development activities related to the integration of vocational and academic curriculum.
- To provide other training opportunities which focus on areas which cross programmatic lines as needed.

APPENDIX I
STATE LEGISLATURE
RECEIPT OF FILING



NEW JERSEY LEGISLATURE
OFFICE OF LEGISLATIVE SERVICES

RECEIPT OF FILING

In accordance with the joint directive of the President of the Senate and the Speaker of the General Assembly, receipt of the following is acknowledged on behalf of the Legislature:

Agency: Supt. of Education

Description: State Plan for Vocational Education
FY 1992-94 (DRAFT)

Date: 4/23/91 1 copy

Time: 9:30 a.m.

Received by: Peter Maggi

APPENDIX J

FY'92 VOCATIONAL ENTITLEMENTS

APPENDIX J (1)

FY92 VOCATIONAL ENTITLEMENTS #
FINAL ENTITLEMENTS

10:23 THURSDAY, JULY 11, 1991 76

----- CO=01 CONAME=ATLANTIC -----

DIST	DISTNAME	ENTITLE
0110	ATLANTIC CITY	60,191
0120	ATLANTIC CTY VOC	123,223
0125	ATLANTIC CTY SPEC SERV	11,407
0590	BUENA REGIONAL	21,307
1310	EGG HARBOR TWP	15,303
1790	GREATER EGG HARBOR REG H	39,563
1960	HAMMONTON TOWN	10,319
2910	MAINLAND REG H	17,990
4190	PLEASANTVILLE CITY	8,185
-----		-----
CONAME		307,488
CO		307,488

§ FY92 VOCATIONAL ENTITLEMENTS §
 FINAL ENTITLEMENTS

10:24 THURSDAY, JULY 11, 1991 77

----- C0=03 CONAME=BERGEN -----

DIST	DISTNAME	ENTITLE
0285	BERGEN COUNTY SPEC SVCS	22,851
0290	BERGEN COUNTY VOC	146,301
0300	BERGENFIELD BORO	9,177
0440	BOGOTA BORO	6,280
0745	CARLSTADT EAST RUTHERFORD	4,415
0890	CLIFFSIDE PARK BORO	12,347
0990	CRESSKILL BORO	1,383
1130	DUMONT BORO	3,939
1345	ELMWOOD PARK	6,553
1360	EMERSON BORO	3,259
1370	ENGLEWOOD CITY	10,862
1450	FAIR LAWN BORO	12,570
1550	FORT LEE BORO	7,165
1700	GARFIELD CITY	10,351
1760	GLEN ROCK BORO	5,464
1860	HACKENSACK CITY	29,851
2080	HASBROUCK HEIGHTS BORO	3,347
2620	LEONIA BORO	10,914
2740	LODI BOROUGH	4,286
2860	LYNDHURST TWP	6,470
2900	MAHWAH TWP	4,510
3170	MIDLAND PARK BORO	4,099
3550	NEW MILFORD BORO	5,735
3600	NORTH ARLINGTON BORO	4,473
3700	NORTHERN HIGHLANDS REG H	5,811
3710	NORTHERN VALLEY REG	9,176
3910	PALISADES PARK	4,100
3930	PARAMUS BORO	11,491
3940	PARK RIDGE BORO	3,741
3960	PASCACK VALLEY REG DIST	15,154
4300	RAMAPO IND HILL REG DIST	16,155
4310	RAMSEY BORO	8,612
4370	RIDGEFIELD BORO	7,836
4390	RIDGEFIELD PARK TWP	7,056
4390	RIDGEWOOD VILLAGE	9,174
4405	RIVER DELL REG.	7,657
4600	RUTHERFORD BORO	7,694
4610	SADDLE BROOK TWP	2,652
5150	TEANECK TWP	6,204
5160	TENAFLY BORO	4,329
5410	WALDWICK BORO	4,517
5430	WALLINGTON BORO	6,467
5755	WESTWOOD REG SCHOOL DIST	6,997
5830	WOOD RIDGE BORO	5,844
-----		-----
CONAME		487,269
CO		487,269

APPENDIX J (3)

* FY92 VOCATIONAL ENTITLEMENTS *
* FINAL ENTITLEMENTS *

10:24 THURSDAY, JULY 11, 1991 78

----- CO=05 CONAME=BURLINGTON -----

DIST	DISTNAME	ENTITLE
0475	BORDENTOWN REG DIST	11,203
0600	BURLINGTON CITY	19,046
0605	BURLINGTON CO SPEC SERV	31,014
0610	BURLINGTON CTY VOC	149,162
0620	BURLINGTON TWP	3,914
0840	CINNAMINSON TWP	5,844
1060	DELRAN TWP	13,748
1520	FLORENCE TWP	7,723
2610	LENAPE REG HIGH	44,476
3010	MAPLE SHADE TWP	14,611
3360	MOORESTOWN TWP	6,354
3690	NTHN BURLINGTON REG	16,965
3920	PALMYRA BORO	7,688
4050	PEMBERTON TWP	35,849
4320	RANOCAS VALLEY REG	20,589
4450	RIVERSIDE TWP	2,016
5905	WILLINGBORO TWP	29,412
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CONAME		419,614
CO		419,614

* FY92 VOCATIONAL ENTITLEMENTS *
* FINAL ENTITLEMENTS *

10:24 THURSDAY, JULY 11, 1991 79

----- CO=07 CONAME=CAMDEN -----

DIST	DISTNAME	ENTITLE
0150	AUDUBON BORO	9,705
0390	BLACK HORSE PIKE REG	49,524
0680	CAMDEN CITY	111,371
0700	CAMDEN COUNTY VOC	472,181
0800	CHERRY HILL TWP	44,772
0940	COLLINGSWOOD BORO	18,719
1255	EASTERN CAMDEN COUNTY REG	14,394
1770	GLOUCESTER CITY	19,005
1890	HADDON HEIGHTS BORO	4,920
1890	HADDON TWP	11,306
1900	HADDONFIELD BORO	7,465
2810	LOWER CAMDEN COUNTY REG	54,657
4060	PENNSAUKEN TWP	18,231
5035	STERLING H SCHOOL DIST	13,526
-----		-----
CONAME		849,776
CO		849,776

APPENDIX J (5)

* FY92 VOCATIONAL ENTITLEMENTS *
* FINAL ENTITLEMENTS *

10:24 THURSDAY, JULY 11, 1991 80

----- CO=09 CONAME=CAPE MAY -----

DIST	DISTNAME	ENTITLE
0715	CAPE MAY CO SPEC SER DIST	7,884
0720	CAPE MAY CO VOC	49,846
2820	LOWER CAPE MAY REG	19,075
3130	MIDDLE TWP	3,860
3780	OCEAN CITY	11,901
5790	WILLOWOOD CITY	2,663
-----		-----
CONAME		95,229
CO		95,229

APPENDIX J (6)

* FY92 VOCATIONAL ENTITLEMENTS *
* FINAL ENTITLEMENTS *

10:24 THURSDAY, JULY 11, 1991 81

----- CO=11 CONAME=CUMBERLAND -----

DIST	DISTNAME	ENTITLE
0540	BRIDGETON CITY	77,099
0995	CUMBERLAND CO VOC TECH	27,211
0997	CUMBERLAND REG	38,897
3230	MILLVILLE CITY	47,530
5390	VINELAND CITY	110,247
-----		-----
CONAME		300,984
CO		300,984

APPENDIX J (7)

* FY92 VOCATIONAL ENTITLEMENTS *
* FINAL ENTITLEMENTS *

10:24 THURSDAY, JULY 11, 1991 82

----- CO=13 CONAME=ESSEX -----

DIST	DISTNAME	ENTITLE
0250	BELLEVILLE TOWN	27,218
0410	BLOOMFIELD TWP	18,197
0660	CALDWELL-WEST CALDWELL	5,047
0760	CEDAR GROVE TWP	5,442
1210	EAST ORANGE	169,882
1390	ESSEX CTY VOC	668,247
1750	GLEN RIDGE BORO	812
2330	IRVINGTON TOWNSHIP	76,714
2730	LIVINGSTON TWP	14,934
3190	MILLBURN TWP	6,197
3310	MONTCLAIR TOWN	27,790
3570	NEWARK CITY	822,654
3750	NUTLEY TOWN	10,829
3880	CITY OF ORANGE TWP	39,353
4900	SO ORANGE AND MAPLEWOOD	11,241
5370	VERONA BORO	3,946
5630	WEST ESSEX REG	8,984
5680	WEST ORANGE TOWN	19,861
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CONAME		1,937,348
CO		1,937,348

APPENDIX J (8)

* FY92 VOCATIONAL ENTITLEMENTS *
* FINAL ENTITLEMENTS *

10:24 THURSDAY, JULY 11, 1991 83

----- CO=15 CONAME=GLOUCESTER -----

DIST	DISTNAME	ENTITLE
0860	CLAYTON BORO	12,471
0870	CLEARVIEW REG	9,034
1100	DEPTFORD TWP	23,011
1715	GATEWAY REG H S DIST	6,312
1730	GLASSBORO	23,754
1773	GLOUCESTER CO ED SER COMM	837
1775	GLOUCESTER CO VOC SCH	90,532
2440	KINGSWAY REG H S DIST	4,212
3280	MONROE TWP	34,316
4020	PAULSBORO BORO	18,588
4140	PITMAN BORO	6,126
4940	SO. GLOUC. CTY. REG.	21,232
5500	WASHINGTON TWP	20,803
5620	WEST DEPTFORD TWP	3,406
5850	WOODBURY CITY	3,805
-----		-----
CONAME		278,439
CO		278,439

APPENDIX J (9)

§ FY92 VOCATIONAL ENTITLEMENTS §
 § FINAL ENTITLEMENTS §

10:24 THURSDAY, JULY 11, 1991 84

----- CO=17 CONAME=HJDSON -----

DIST	DISTNAME	ENTITLE
0220	BAYONNE CITY	70,175
2060	HARRISON TOWN	6,613
2210	HOBOKEN CITY	99,770
2295	HUDSON CTY VOC-TECH	222,769
2390	JERSEY CITY	544,261
2410	KEARNY TOWN	23,244
3610	NORTH BERGEN TWP	11,595
4730	SECAUCUS TOWN	6,975
5240	UNION CITY	97,853
5580	WEHAWKEN TWP	602
5670	WEST NEW YORK TOWN	55,969
-----		-----
CONAME		1,139,826
CO		1,139,826

FY92 VOCATIONAL ENTITLEMENTS

10:24 THURSDAY, JULY 11, 1991 85

----- CO=19 CONAME=HUNTERDON -----

DIST	DISTNAME	ENTITLE
1050	DELAWARE VALLEY REG H	8,936
2300	HUNTERDON CENTRAL REG H	20,652
3660	NORTH HUNTERDON REG H	23,407
4890	SOUTH HUNTERDON REG H	8,227
-----		-----
CONAME		61,222
CO		61,222

APPENDIX J (11)

* FY92 VOCATIONAL ENTITLEMENTS *
* FINAL ENTITLEMENTS *

10:24 THURSDAY, JULY 11, 1991 86

----- CO=21 CONAME=MERCER -----

DIST	DISTNAME	ENTITLE
1245	EAST WINDSOR REGIONAL	12,436
1430	EWING TWP	11,603
1950	HAMILTON TWP	3,400
2280	HOPEWELL VALLEY REG	1,873
2580	LAWRENCE TWP	939
3103	MERCER CO SPEC SER SCH DI	16,400
3105	MERCER CTY VOC SCHOOLS	126,436
4255	PRINCETON REG	2,539
5210	TRENTON CITY	223,601
5715	W WINDSOR-PLAINSBORO REG	1,011
-----		-----
CONAME		400,238
CO		400,238

APPENDIX J (12)

* FY92 VOCATIONAL ENTITLEMENTS *
 * FINAL ENTITLEMENTS *

10:24 THURSDAY, JULY 11, 1991 87

----- CO=23 CONAME=MIDDLESEX -----

DIST	DISTNAME	ENTITLE
0750	CARTERET BORO	7,304
1140	DUNELLEN BORO	6,234
1170	EAST BRUNSWICK TWP	16,474
1290	EDISON TWP	20,524
2150	HIGHLAND PARK BORO	5,495
3120	METUCHEN BORO	1,682
3140	MIDDLESEX BORO	6,683
3145	MIDDLESEX CO ED SER COMM	93
3150	MIDDLESEX CTY VOC	300,936
3290	MONROE TWP	3,514
3530	NEW BRUNSWICK CITY	30,476
3620	NORTH BRUNSWICK TWP	10,620
3845	OLD BRIDGE TWP	24,449
4090	PERTH AMBOY CITY	41,064
4130	PISCATAWAY TWP	22,349
4660	SAYREVILLE BORO	4,662
4830	SOUTH AMBOY CITY	3,454
4860	SOUTH BRUNSWICK TWP	9,181
4910	SOUTH PLAINFIELD BORO	8,126
4920	SOUTH RIVER BORO	7,224
4970	SPOTSWOOD BORO	6,600
5850	WOODBRIIDGE TWP	22,992
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CONAME		560,136
CO		560,136

APPENDIX J (13)

* FY92 VOCATIONAL ENTITLEMENTS *
* FINAL ENTITLEMENTS *

10:24 THURSDAY, JULY 11, 1991 88

----- CO=25 CONAME=MONMOUTH -----

DIST	DISTNAME	ENTITLE
0100	ASBURY PARK CITY	50,367
1650	FREEHOLD REG H	70,136
2105	HAZLET TWP	4,718
2120	HENRY HUDSON REG	5,006
2230	HOLMDEL TWP	3,768
2400	KEANSBURG BORO	11,948
2430	KEYPORT BORO	12,014
2770	LONG BRANCH CITY	80,773
2930	MANASQUAN BORO	11,429
3040	MATAWAN-ARERDEEN REG	22,568
3160	MIDDLETOWN TWP	13,276
3255	MONMOUTH CO ED SER COMM	467
3260	MONMOUTH CTY VOC	167,980
3270	MONMOUTH REG H	21,084
3510	NEPTUNE TWP	21,714
3810	OCEAN TWP	15,768
4365	RED BANK REG H S DIST	29,790
4580	RUMSON FAIR HAVEN REG H	5,638
4760	SHOPE REG H	1,629
5310	UPPER FREEHOLD REG	2,117
5420	WALL TWP	7,672
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CONAME		559,862
CO		559,862

APPENDIX J (14)

§ FY92 VOCATIONAL ENTITLEMENTS §
 § FINAL ENTITLEMENTS §

10:24 THURSDAY, JULY 11, 1991 89

----- CO=27 CONAME=MORRIS -----

DIST	DISTNAME	ENTITLE
0450	BOONTON TOWN	13,311
0630	BUTLER BORO	6,915
0795	SCH DIST OF THE CHATHAMS	6,386
1110	DOVER TOWN	10,910
1990	HANOVER PARK REG H	8,306
2380	JEFFERSON TWP	5,212
2460	KINNELON BORO	4,313
2870	MADISON BORO	7,025
3340	MONTVILLE TWP	5,232
3364	MORRIS CO EDUC SER COMM	47
3365	MORRIS COUNTY VOC SCHOOLS	62,989
3370	MORRIS HILLS REG H	15,564
3395	MORRIS SCHOOL DISTRICT	33,270
3450	MOUNT OLIVE TWP	14,136
3460	MOUNTAIN LAKES BORO	6,573
3950	PARSIPPANY-TROY HILLS TWP	21,262
4080	PEQUANNOCK TWP	7,435
4330	RANDOLPH TWP	10,296
4560	ROXBURY TWP	11,281
5660	WEST MORRIS REG H	10,969
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CONAME		261,432
CO		261,432

APPENDIX J (15)

* FY92 VOCATIONAL ENTITLEMENTS *
* FINAL ENTITLEMENTS *

10:24 THURSDAY, JULY 11, 1991 90

----- CO=29 CONAME=OCEAN -----

DIST	DISTNAME	ENTITLE
0530	BRICK TWP	31,589
0770	CENTRAL REGIONAL H	23,789
2360	JACKSON TWP	1,154
2480	LACEY TWP	5,186
2520	LAKEWOOD TWP	58,230
2940	MANCHESTER TWP	4,596
3790	OCEAN COUNTY VOC	208,212
4105	PINELANDS REG	5,072
4210	POINT PLEASANT BORO	2,417
4220	POINT PLEASANT BEACH BORO	3,870
4950	SOUTHERN REGIONAL	19,459
5190	TOMS RIVER REGIONAL	55,341
-----		-----
CONAME		418,915
CO		418,915

* FY92 VOCATIONAL ENTITLEMENTS *

10:24 THURSDAY, JULY 11, 1991 91

----- CO=31 CONAME=PASSAIC -----

DIST	DISTNAME	ENTITLE
0900	CLIFTON CITY	11,066
2100	HAWTHORNE BORO	3,908
2510	LAKE LAND REG H	18,010
3970	PASSAIC CITY	147,559
3980	PASSAIC CO MANCHESTER REG	7,135
3990	PASSAIC CO REG H S DIST 1	15,242
3995	PASSAIC CO TECH VOC	328,363
4010	PATERSON CITY	171,061
4230	POMPTON LAKES BORO	4,957
5570	WAYNE TWP	23,492
5550	WEST MILFORD TWP	13,731
-----		-----
CONAME		744,524
CO		744,524

APPENDIX J (17)

FY92 VOCATIONAL ENTITLEMENTS
FINAL ENTITLEMENTS

10:24 THURSDAY, JULY 11, 1991 92

----- CO=33 CONAME=SALEM -----

DIST	DISTNAME	ENTITLE
4070	PENNS GRV-CARNEY'S PT REG	10,560
4075	PENNSVILLE	1,239
4150	PITTSBGROVE TWP	12,883
4630	SALEM CITY	15,762
4635	SALEM CO SPEC SERV DIST	765
4640	SALEM CO VOCATIONAL	63,663
5910	WOODSTOWN PILESGROVE REG	9,060
-----		-----
CONAME		113,932
CO		113,932

§ FY92 VOCATIONAL ENTITLEMENTS §

10:24 THURSDAY, JULY 11, 1991 93

----- CO=35 CONAME=SOMERSET -----

DIST	DISTNAME	ENTITLE
0350	BERNARDS TWP	6,716
0360	BERNARDSVILLE BORO	2,933
0490	BOUND BROOK BORO	7,552
0555	BRIDGEWATER-RARITAN REG	9,850
1610	FRANKLIN TWP	12,699
1810	GREEN BROOK TWP	1,803
2170	HILLSBOROUGH TWP	6,015
3000	MANVILLE BORO	278
3320	MONTGOMERY TWP	3,070
3670	NORTH PLAINFIELD BORO	4,373
4805	SOMERSET CO ED SERV COMM	14
4810	SOMERSET COUNTY VOC	45,274
4820	SOMERVILLE BORO	11,338
5550	WATCHUNG HILLS REG H	8,287
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CONAME		120,202
CO		120,202

APPENDIX J (19)

FY92 VOCATIONAL ENTITLEMENTS
FINAL ENTITLEMENTS

10:24 THURSDAY, JULY 11, 1991 94

----- CO=37 CONAME=SJSSEX -----

DIST	DISTNAME	ENTITLE
0090	ANDOVER REG	4,136
2165	HIGH POINT REGIONAL H S	12,549
2240	HOPATCONG	7,072
2465	KITTATINNY REG HIGH	5,046
2615	LENAPE VALLEY REG HS DIST	10,151
3590	NEWTON TOWN	8,136
4960	SPARTA TWP	5,555
5105	SUSSEX CO ED SERV COMM	75
5110	SUSSEX CTY VOC-TECH	55,574
5360	VERNON TWP	1,059
5435	WALLKILL VALLEY REG	6,650
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CONAME		116,003
CO		116,003

APPENDIX J (20)

FY92 VOCATIONAL ENTITLEMENTS #
FINAL ENTITLEMENTS

10:24 THURSDAY, JULY 11, 1991 95

----- CO=39 CONAME=UNION -----

DIST	DISTNAME	ENTITLE
0980	CRANFORD TWP	9,794
1320	ELIZABETH CITY	210,099
2190	HILLSIDE TWP	19,998
2660	LINDEN CITY	34,625
3395	MORRIS-UNION JOINTURE COM	146
3560	NEW PROVIDENCE BORO	569
4160	PLAINFIELD CITY	77,245
4290	RAHWAY CITY	7,054
4540	ROSELLE BORO	21,438
4550	ROSELLE PARK BORO	2,959
4670	SCOTCH PLAINS FANWOOD REG	17,537
5090	SUMMIT CITY	3,289
5245	UNION CO EDUCATIONAL SER	3,209
5250	UNION COUNTY REG H	21,087
5260	UNION COUNTY VOCATIONAL	66,244
5290	UNION TWP	23,368
5730	WESTFIELD TOWN	10,649
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CONAME		529,310
CO		529,310

APPENDIX J (21)

⌘ FY92 VOCATIONAL ENTITLEMENTS ⌘
FINAL ENTITLEMENTS

10:24 THURSDAY, JULY 11, 1991 96

----- CO=41 CONAME=WARREN -----

DIST	DISTNAME	ENTITLE
0280	BELVIDERE TOWN	9,489
1870	HACKETTSTOWN TOWN	9,771
3675	N WARREN REG SCHOOL DIST	5,983
4100	PHILLIPSBURG TOWN	22,154
5450	WARREN CO SPEC SER SCH DI	802
5460	WARREN COUNTY VOCATIONAL	28,341
5465	WARREN HILLS REGIONAL	14,049
-----		-----
CONAME		90,589
CO		90,589
		=====
		9,792,338

APPENDIX K

PELL 2 - DISTRIBUTION OF FUNDS CRITERIA

APPENDIX K (1)

PELL 2

15:08 THURSDAY, SEPTEMBER 5,

CO	CONAME	DIST	DISTNAME	PUPIL	PERPUPB	MONEYB
01	ATLANTIC	0120	ATLANTIC CTY VOC	24	2514.14	60,339
03	BERGEN	0290	BERGEN COUNTY VOC	60	2514.14	150,849
11	CUMBERLAND	0995	CUMBERLAND CO VOC TECH	38	2514.14	95,537
15	GLOUCESTER	1775	GLOUCESTER CO VOC SCH	40	2514.14	100,566
23	MIDDLESEX	3150	MIDDLESEX CTY VOC	30	2514.14	75,424
29	OCEAN	3770	OCEAN COUNTY VOC	39	2514.14	98,052
35	SOMERSET	4810	SOMERSET COUNTY VOC	32	2514.14	80,453
39	UNION	5260	UNION COUNTY VOCATIONAL	49	2514.14	123,193
45		6001	ATLANTIC CO COM COLL	93	2514.14	233,815
45		6003	BERGEN COMMUNITY COLLEGE	95	2514.14	238,843
45		6005	BURLINGTON CO COLL	67	2514.14	168,448
45		6007	CAMDEN CO COMM COLL	109	2514.14	274,041
45		6011	CUMBERLAND CO COLL	74	2514.14	186,046
45		6013	ESSEX COUNTY COLLEGE	160	2514.14	402,263
45		6015	GLOUCESTER CO COLL	77	2514.14	193,589
45		6017	HUDSON CO COMM COLL	191	2514.14	480,201
45		6021	MERCER CTY COMM COLL	103	2514.14	258,957
45		6023	MIDDLESEX CO COLL	97	2514.14	243,872
45		6025	BROOKDALE COMMNTY COLLEGE	66	2514.14	165,933
45		6027	CTY COLLEGE OF MORRIS	39	2514.14	98,052
45		6029	OCEAN COUNTY COLLEGE	48	2514.14	120,679
45		6031	PASSAIC CO COM COLL	150	2514.14	377,121
45		6033	SALEM CO COMM COLL	64	2514.14	160,905
45		6035	SOMERSET COUNTY COLL	30	2514.14	75,424
45		6039	UNION COLLEGE	128	2514.14	321,810
				=====		=====
				1,903		4,784,412

APPENDIX L

WORKFORCE PREPARATION COORDINATING COMMITTEE MISSION STATEMENT

MISSION STATEMENT

The mission of the Workforce Preparation Coordinating Committee is to serve as a forum for the exchange of information and ideas among appropriate state and local workforce preparation delivery systems. The collective perspectives, viewpoints and philosophies of the membership will foster continuous, coordinated, and collaborative efforts between governmental agencies, educators, the business community, and any other interested parties. These efforts will result in recommendations of practical solutions to workforce preparation issues.

Participating membership of the committee is to be comprised of one representative from each of the following entities:

Local Level

- the Private Industry Council Directors;
- the Garden State Employment and Training Association;
- Service Delivery Area Staff;
- Adult Education Programs;
- Collegiate Programs;
- Vocational Technical Education Programs;
- Comprehensive High School Programs;
- Local Area Vocational School District Programs; and
- Realizing Economic Achievement (REACH) Programs

State Level

- the New Jersey Department of Labor, Division of Employment and Training;
- the New Jersey Department of Education, Division of Vocational Education and the Division of Adult Education;
- the Commission on Employment and Training Staff;
- the New Jersey Department of Higher Education, Office of Community Colleges; and
- the New Jersey Department of Human Services, Division of Economic Assistance.

Additional agency and/or program representation will be sought on recommendation by the membership on an as needed basis.

APPENDIX M

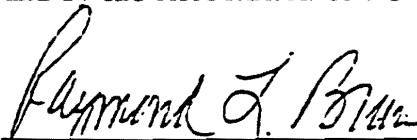
INTERAGENCY AGREEMENT FOR THE DELIVERY OF APPRENTICESHIP TRAINING PROGRAMS

FC/cb:1/65741, 65961 & 66001

v 1

**INITIAL AGREEMENT BETWEEN THE NEW JERSEY DEPARTMENT
OF LABOR AND THE NEW JERSEY DEPARTMENT OF EDUCATION
FOR THE STATE ADMINISTRATION OF APPRENTICESHIP TRAINING**

1. Beginning on or before July 1, 1992, copies of all new apprentice registrations will be forwarded by the Division of Vocational Education to the New Jersey Department of Labor. County Coordinators will continue to send new registrations to the federal Bureau of Apprenticeship and Training and BAT will then forward the registration to the Division of Vocational Education.
2. Beginning on or before July 1, 1992, copies of all notices of cancellations of apprentice programs will be forwarded by the County Coordinators to the Department of Labor, as well as the Division of Vocational Education and the federal Bureau of Apprenticeship and Training.
3. Beginning on or before July 1, 1992, the Commissioner of Labor will be a signatory on the Apprenticeship Graduation Certificate, along with the Commissioner of Education. The federal Bureau of Apprenticeship and Training will continue to issue its diploma.
4. The New Jersey Department of Labor will be responsible for State administration and direction of the apprenticeship programs consistent with 29 CFR, Part 29 and Part 30. The Apprenticeship Training Program will be located in a program unit in a division under the supervision of the Office of the Assistant Commissioner of Labor.
5. The Division of Vocational Education will have primary responsibility for the review, revision and approval of all training materials and curriculum. Also, the Division of Vocational Education will have primary responsibility for the review and approval of credit for previous related training defined as part of the apprentice registration process.
6. The duties and responsibilities of the Apprenticeship Coordinator will remain as described in the "New Jersey Apprenticeship Program: Coordinator's Manual".
7. County Apprenticeship coordinators will continue to function within the County Vocational School System.
8. The New Jersey Departments of Labor and Education will be host agencies and prime sponsors for two annual seminars. These seminars will be used as forums to examine policy and promote new initiatives on work-based learning and apprenticeship. The seminars will be co-sponsored by the federal Bureau of Apprenticeship and Training and by the Association of New Jersey Apprenticeship Coordinators.



Raymond L. Bramucci
Commissioner of Labor



John Ellis
Commissioner of Education

NEW JERSEY
STATE PLAN
FOR
VOCATIONAL EDUCATION, FY'92-FY'94

**CARL D. PERKINS VOCATIONAL AND
APPLIED TECHNOLOGY EDUCATION ACT
OF 1990 (P.L. 101-392)**

ADDENDUM

- **LEA 3-YEAR PLAN AND
APPLICATION FOR FUNDS/
IMPLEMENTATION PLAN
(SECTION 240)**
- **MONITORING AND EVALUATION
PROTOCOL AND INSTRUMENTS**

**VOCATIONAL EDUCATION THREE-YEAR PLANNING GUIDE
FISCAL YEARS 1992-1994**

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VOCATIONAL EDUCATION THREE-YEAR PLANNING GUIDE
TIMELINES

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VOCATIONAL EDUCATION THREE (3) YEAR PLANNING GUIDE

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A. OVERVIEW OF THREE-YEAR COMPREHENSIVE VOCATIONAL EDUCATION PLAN AND APPLICATION PROCESS

Background

Funds for vocational education programs and services will be available to New Jersey applicants through state appropriations as well as through the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392).

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 provides secondary, postsecondary and adult vocational education programs with federal assistance for another five years, from July 1, 1991 - June 30, 1996.

This new legislation greatly expands the federal government's job-related education efforts. It emphasizes service to "special populations," including the poor, the handicapped, the economically disadvantaged, disabled, foster children, those not properly served because of sex bias and those with limited English proficiency. The method by which grants will be allocated has changed significantly. Each eligible recipient is required to submit a Three-Year Vocational Education Plan as part of their local application. The new legislation eliminates many of the fiscal constraints found in the former act, including set-asides, matching of program costs and excess costs for the handicapped and disadvantaged.

The format of the legislation remains basically the same with all major provisions contained in five titles as follows: Title I describes state administrative provisions; Title II sets forth the guidelines for state and local programs; Title III describes the Special Programs funded under the act; Title IV describes the National Programs; and, Title V includes general provisions. Title VI deals with revisions to other legislative acts.

The following synopsis provides a brief overview of Titles I, II and III.

Title I - Vocational Education Assistance to the States

The act authorizes 2.5 percent of appropriations to be set aside for national programs. The balance of funds will go directly to the states through basic state grants and special programs.

Seventy-five percent of the basic grant must be allocated to local education agencies (LEAs), area vocational-technical schools and postsecondary institutions. Appropriate state officials will be required to review each state's plan with regard to its proposed strategies for serving the special populations targeted in the legislation.

Equity programs will receive 10.5 percent of a state's basic grant. No less than 7 percent of these funds are to be used for programs serving single parents, displaced homemakers and single pregnant women, and no less than 3 percent of these funds are to be used for sex equity programs. A .5 percent float will be allowed between the two categories. The responsibilities of the sex equity coordinator are outlined in the Act.

The act authorizes each state to use 8.5 percent of its Basic State Grant for state programs. No more than 5 percent may be used for administrative activities. Administrative costs must be matched by the state on a dollar-for-dollar basis. The remaining 1 percent must be used for vocational programs in correctional institutions.

The state councils will retain the duties they have in the current law but will be given some new responsibilities in the area of state planning.

States must develop an initial three-year state plan followed by a two-year plan for the remaining years covered by the legislation. Each state must assess the quality of its vocational education programs before it develops the state plan. This assessment must be completed within six months of the date of enactment of the legislation. The first state plans must be submitted by May 1, 1991.

The new act requires each state receiving assistance under this act to establish a Committee of Practitioners within 30 days of the enactment of this legislation. This body will develop and implement a statewide system of core standards and measures of performance for secondary, postsecondary and adult vocational education programs. The approved standards and measures must be implemented in the states within two years of the date the law is enacted. Annually each recipient must evaluate the effectiveness of the programs conducted with Perkins funds, based on the core standards and measures of performance.

Title II - Basic State Grants for Vocational Education

Title II provides detailed information on basic state grant requirements. States may use 8.5 percent of the funds they receive under the basic state grant for state programs and state leadership. Activities which may be funded under this provision include professional development, curriculum development and dissemination and assessment of programs receiving federal assistance. States may, but are not required to, provide support for promotion of business partnerships, tech-prep, vocational student organizations, state leadership and data collection out of these funds.

Title II outlines criteria for receiving grants for programs for single parents, displaced homemakers, single pregnant women and sex equity.

The formula for allocating funds to secondary school programs will be as follows: 70 percent of the allocation will be based on Chapter I funds the LEA received, 20 percent will be based on the number of students with handicaps who have individualized education programs and 10 percent will be based on the number of students enrolled in school and adults enrolled in training programs.

Area vocational schools are eligible to receive funds directly from the state if the school enters into a cooperative relationship with its component local districts. The area school must serve proportionately at least as many poor

and handicapped students as the component school districts. The state must establish an appeal system so that if either the LEA or the area vocational school is dissatisfied, appropriate action can be taken.

Postsecondary and adult education programs will be funded based on the proportion of Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled at each institution compared to the total number of recipients in the state. This formula can be waived if the state submits to the Secretary an alternative method that ensures a more equitable distribution of funds.

Eligible recipients may only use funds for program improvement, with the full participation of special populations. Priority must be given to sites that serve the highest concentrations of special populations.

Title III - Special Programs

Support is provided for nine special programs under this title including: Community-based Organizations, Consumer and Homemaking Education, Career Guidance and Counseling, Business-Labor-Education Partnerships, Tech-Prep Education, Facilities Improvement and Equipment Acquisition, Community Education Employment Centers, Lighthouse Schools and Tribally Controlled Postsecondary Vocational Institutions.

Provisions for Community-based Organizations remain relatively unchanged in the new act. One new component allows funds to be used for model programs for school dropouts.

The language concerning Consumer and Homemaking Education is similar to current law. Any sex bias program supported with these funds must be administered in cooperation with the state's Sex Equity Program.

The new act makes few changes in the provisions for Guidance and Counseling. These funds may be used to develop a Career Information Delivery System (CIDS). No funds were appropriated for this program in Fiscal Year 1992.

Business-Labor-Education Partnerships may be funded for apprenticeships, new equipment, cash contributions to programs, teacher internships and training. Such funding may be used to bring representatives of business and organized labor into the classroom. Priority must be given to partnerships providing job training in areas of significant labor shortages. The Secretary of Education is required to provide a policy manual describing the policies and offering examples of allowable expenses under this program. No funds were appropriated for this program in Fiscal Year 1992.

A new Tech-Prep Education Program is funded under Title III. This program provides planning and demonstration grants to consortia of LEA and postsecondary institutions for developing and operating four-year programs designed to provide a tech-prep education program leading to a two-year associate degree or a two-year certificate. Emphasis is placed on providing equal access to special populations, including offering preparatory programs as needed.

Facilities Improvement and Equipment Acquisition is a new funding program designed to enable LEAs in economically depressed areas to improve facilities and acquire or lease equipment. The funds will be distributed as grants to states and LEAs according to section 1006 of the Elementary and Secondary Education Act of 1965. No funds were appropriated for this program in Fiscal Year 1992.

A new demonstration program called Community Education Employment Centers is created to establish and evaluate model high school community education employment centers. These centers will address the education needs of low income urban and rural youth, including providing support services and enrichment to ensure graduation from secondary school, and successful transition from secondary schools to postsecondary education or employment, including military service. No funds were appropriated for this program in Fiscal Year 1992.

Funding for this program is combined with the Lighthouse School project which supports grants to secondary and area vocational schools to establish and operate model programs.

Support for Tribally Controlled Postsecondary Vocational Institutions is targeted for assisting in the operation and improvement of these institutions and for expanding education opportunities for Indian students.

Three-Year Plan Requirement

All districts that intend to apply for either state or federal noncompetitive and Tech-Prep competitive funds must submit and have a three-year plan approved. Failure to submit and obtain approval of a three-year plan will preclude an applicant from being considered an eligible recipient within the three-year funding cycle which is coterminous with the three-year State Plan for Vocational Education, FY 1992 - FY 1994. Districts not submitting a three-year plan to become eligible for noncompetitive allocations may do so when submitting an application in answer to a Tech-Prep Request for Proposals (RFP).

The comprehensive vocational education plan required by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 is designed to provide a projection of what is to be accomplished in order for the local educational agency to achieve its vocational goals. The accomplishment of these goals will support the overall purpose of the legislation which is to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population.

The comprehensive plan covers the entire breadth of vocational educational programs funded through local, state and federal sources for the FY 1992 through FY 1994.

Data and information from the district's Long-Range five year Schedule for Evaluation and Improvement of Curriculum and Educational Services (N.J.A.C. 6:8-4.3(a) 1 iii), county/regional employment and training data contained in the county/regional plan for vocational education, as well as the Five-Year Facilities Plan submitted in July of 1990 may be of help in developing a 3-year comprehensive vocational education plan.

In order to include the broad aspects of the vocational training agenda, the vocational education plan must be developed cooperatively with other groups having an interest in vocational education including parent groups, business and industry leaders, community-based organizations, and representatives from special populations.

Noncompetitive Funding

LEAs may apply for grants under P.L. 101-392 when the amount allocated to them is \$15,000 or more. A yearly Application for Funds/ Implementation Plan is contained in the Noncompetitive Funding Guidelines - Fiscal Year 1992.

An LEA receiving an allocation of less than \$15,000 may join with other LEAs in a consortium to meet the minimum \$15,000 grant requirement. Such LEAs shall join for the purpose of developing a consolidated project beneficial to all participating LEAs. LEAs receiving allocations of less than \$15,000 must contribute all of their allocation to the consortium project.

Any LEA receiving an allocation which is not sufficient to conduct a program may enter into a cooperative agreement with a county vocational school for program services which are accessible to economically disadvantaged and/or handicapped students served by the recipient LEA.

Any LEA receiving an allocation may transfer such allocation to the county vocational school.

LEAs receiving allocations of \$15,000 or more may join in a consortium with other LEAs to provide a consolidated project and may contribute all or part of their entitlement to the consolidated project. LEAs receiving allocations of \$15,000 or more who contribute part of that entitlement to a consolidated project must still meet the \$15,000 minimum requirement to directly submit a district application for funds.

LEAs that join in consortia must designate one of the consortium members to act as the fiscal agent. The LEA designated as applicant for the consortium project will be responsible submitting a Three-Year plan, and for the accounting of all funds received by the project and all records and reports that are required. Consortium participants must submit the Certificate of Agreement for Consortium with their application. This certificate is contained in the Vocational Education Non-competitive Funding Guidelines.

Competitive Funding

Competitive funds will be awarded through a Request for Proposals (RFP) procedure. RFPs will be developed to reflect the intent of the Act. As available, notification of RFP's will be sent to eligible recipients.

Amendments to the Plan

When changes in program conditions, labor market conditions, funding or other factors require substantial amendments to the approved Three-Year plan, the local board of education, in consultation with its local committee of practitioners may submit amendments to its Three-Year plan. These must be

submitted to the assistant commissioner of vocational education prior to the next funding cycle.

Plans submitted to the New Jersey Department of Education, Division of Vocational Education must comply with the prescribed format and must contain the specific elements required for plan approval.

All information must be submitted on forms contained in the forms packet.

The original and three copies of the Three-Year plan must be submitted to the New Jersey Department of Education by June 28, 1991, 4 p.m. to:

New Jersey Department of Education
Division of Vocational Education
225 West State Street
CN 500
Trenton, New Jersey 08625

B. THREE-YEAR PLAN COMPONENTS

SECTION 1: Local Education Agency (LEA) Descriptive Information

Introduction:

The following pages provide a description and explanation of the forms to be included in the district's Three-Year Plan. The forms can be found in the Three-Year Plan Forms Packet. Have those forms available when reviewing the directions contained in this guide.

1.1 Three-Year Plan Cover Page (See Form 1.1)

Each LEA submitting a Three-Year Vocational Education Plan must complete the Three-Year Plan Cover Page. Include all requested information and place this page as the first page of the LEA's Three Year Plan.

1.2 Statement of Assurances (See Form 1.2)

P.L. 101-392 requires eligible recipients to provide services and activities consistent with those sections of the Act specified with each assurance. A signed Statement of Assurances is required from all eligible recipients. Each recipient must be aware of and agree to adhere to all assurance statements. Compliance with these assurances is subject to on-site monitoring by division staff.

SECTION 2: Interagency Coordination and Cooperative Planning

2.1 Overview

Under the Perkins Act, recipients of funds must coordinate services and programs with other agencies. They must also plan and develop programs in cooperation and consultation with students who are members of special populations, and their parents.

2.2 JTPA Coordination (See Form 2.2)

Describe methods to be used to coordinate vocational education services with relevant programs conducted under the Job Training Partnership Act (JTPA). (P.L. 101-392, Sec. 240(7))

Any eligible recipient desiring financial assistance under the Carl D. Perkins Vocational and Applied Technology Education Act shall describe the methods to be used to coordinate vocational education services with relevant programs conducted under the Job Training Partnership Act (JTPA). This coordination must include arrangements with private industry councils (PICs) established under section 102(a) of JTPA. Coordination is sought in order to avoid duplication and expand the range of and accessibility to vocational education services for at risk students.

Therefore, LEAs must provide to appropriate JTPA service delivery area (SDA), administrators program descriptions of all vocational courses, programs or services offered. Descriptions may be in the form of a course offering handbook, a course catalog, individual course abstracts or matrixes of vocational programs. Those courses and services that are specifically designed to meet the occupational training needs of special populations including youth and/or adults must be highlighted or listed separately. The highlighted courses should include transitional services that assist individuals who are not currently enrolled in vocational education programs to select and prepare for participation in an appropriate vocational or training program. Transitional services, programs, or activities may include:

- outreach to or recruitment of potential vocational education students;
- career counseling and personal counseling;
- vocational assessment and testing; and
- other appropriate services, programs, or activities.

The coordination effort will include a commitment from the service delivery area to participate in regional vocational education funding workshops to provide specific labor market area data and information such as plant closing or specific local employer or employee training needs. This information must be used by the eligible recipient when developing applications for federal vocational education funds. Depending on the needs of the service delivery area and the eligible recipient, joint agency meetings may be held during the preparation of each application.

The description of the vocational education programs for which funding is requested must clearly describe the commitments and responsibilities of each agency to the program. Each applicant will be required to assure that the SDA has received all appropriate program descriptions and has participated

with the LEA in application planning. The intent of these requirements is to develop a strong positive relationship between the LEA and SDA. Evidence of this relationship will be sought by state department staff during project monitoring.

Any eligible recipient seeking to establish new vocational courses or programs must follow the program and course approval process described in N.J.A.C. 6:43-8.2. The LEA must:

- Specify steps taken to avoid duplication of services and programs.
- Specify cooperative activities to be conducted to expand services, for each fiscal year (FY 92, 93, 94) of this plan. Include arrangements with Private Industry Councils (PICs).
- Describe how each of these cooperative activities will increase access to vocational services.

2.3 Community-based Organization Coordination (See Form 2.3)

Describe coordination efforts with Community-based Organizations. (P.L. 101-392, Sec. 240(9)).

- Specify activities planned for each fiscal year (FY 92, 93, 94) of this plan and the source of funds (local, state, federal).

Working with CBOs, local districts can provide access to vocational education programs and services for an entire population which is not presently being served.

Examples of coordination activities are:

- having the CBO serve as a liaison between the local district and JTPA;
- coordinating with the CBO to recruit participants for occupational training programs; and
- providing career orientation programs for CBO clients.

2.4 Parent and Student Involvement (See Form 2.4)

Describe the methods to be used to involve parents and students of special populations in the development of vocational education programs that will meet their needs (P.L. 101-392, Sec. 240(B)).

In order to expand access to vocational programs for special populations it is necessary to involve parents and students in the process. This will assist vocational staff to make needed modifications to best serve special populations.

Examples of methods which may be used are:

- setting up planning meetings with vocational staff, child study team representatives and special population students and their parents to discuss needs;
- establishing a special needs facilitator (vocational/special educators) to provide program assistance to special education students and their parents as well as the students' vocational instructors.

2.5 Local Committee of Practitioners (See Form 2.5)

In order to meet the "local application" requirements specified in the Act (P.L. 101-392, Sec. 240), in addition to other coordination strategies identified by the LEA, a Local Committee of Practitioners must be established. The committee must include representatives of the following groups, as well as others who the LEA elects to include (N.J.A.C. 6:51-3.1(b)vii). At a minimum, members must include:

- students from each special population;
- parents of students from each special population;
- representative(s) of a community based organization;
- representative(s) of major employers in the area;
- representative(s) of organized labor;
- representative(s) of the guidance department;
- the LEA sex equity program coordinator, if the district has one;
- the affirmative action officer; and
- representative(s) from the special education staff.

A preliminary list of names and applications must be submitted with the plan. The finalized list must be submitted by fall of FY 1992. The committee must be functional by this time.

SECTION 3: Overall Vocational Program

3.1 Introduction

P.L. 101-392 defines vocational education as "organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include competency-based applied learning which contributes to an individual's academic knowledge, higher-order reasoning, and problem-solving skills, work attitudes, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. The term vocational education also includes applied technology education."

This part of the 3-year plan contains subsections that require the LEA to:

- 1) provide an overview of its vocational education philosophy and program,
- 2) present a comprehensive description of the sequence of courses which comprise the various occupational education programs, including career orientation, transition to the world of work purposes (see Section 3.3) and related academic courses.

3.2 Comprehensive Overview (See Form 3.2)

Provide a comprehensive overview of the district's current vocational education delivery system. Include Occupational Education, Transitions to the World of Work and Career Orientation purposes. (See Section 3.3, below)

3.3 Matrix of Occupational Education Scope and Sequence (See Form 3.3)

P.L. 101-392 defines vocational education as "organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include competency-based applied learning which contributes to an individual's academic knowledge, higher-order reasoning, and problem-solving skills, work attitudes, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. The term vocational education also includes applied technology education."

The State Plan for Vocational Education in New Jersey defines three purpose areas for funding vocational education. These include the following:

1. OCCUPATIONAL EDUCATION

Occupational education is any organized program of study, whether intellectual, technical or skill-based, directly related to the preparation of individuals for employment, or for skills enrichment or retraining for individuals already in the workforce. Occupational education programs can be offered at all educational levels and can be credit or non-credit programs. Occupational education programs must provide individuals with the skills and abilities necessary for them to become and remain viable, flexible and mobile in the workplace, as well as participate in further training or education as necessary or desirable.

Such programs or activities may include the areas of agriculture and agribusiness; apprenticeship; business education; health occupations education; home economics and consumer education; marketing education, technical education, trade and industrial education, and vocational student organizations.

2. TRANSITION TO THE WORLD OF WORK:

Transition to the World of Work refers to those programs, activities and/or services which help students overcome barriers to employment. These include transition from career orientation programs to occupational training programs and transition from occupational training programs to employment. Examples of fundable programs, activities and services are: transportation and child care services; job placement; job coaching and follow-up services; shadowing programs; orientation of employers to the needs of special populations; job development activities involving school, employers and organized labor; activities which coordinate JTPA and other state services such as Division of Vocational Rehabilitation Services; supplementary services to enhance effective and efficient transition from school to work; equipment, services or other activities to address the needs of special populations; and other services.

3. CAREER ORIENTATION

Career Orientation refers to programs that help students clarify their career goals, including self-awareness (interest, aptitudes and abilities), explore career possibilities, develop employability skills and obtain skills necessary to function in a technological society.

Emphasis is placed on development of problem-solving and decision-making skills necessary to make and implement informed educational and occupational choices. These may include enrollment in appropriate occupational education programs that meet current and emerging employment needs. Examples of fundable programs are: Employment Orientation, Introduction to Vocations, School Year Work Study, Technology Education/Industrial Arts, Vocational Career Guidance and Counseling, Work Experience Career Exploration Programs, and other programs that meet the objectives listed above.

To address the federal definition as well as the three purpose areas described above, on Form 3.5 list the current sequence of courses for a specific occupational cluster within an Occupational Education Program area (e.g. T&I - Automotive Cluster). Use Appendix B for occupational titles and Classification of Instructional Programs (C.I.P.) codes. Include Career Orientation, Transitions to the World of Work purposes and related academic courses within the sequence.

3.4 District Demographics and Facilities (See Form 3.4)

Describe the following:

- the demographics (race, economic status of community, business and industry profile, etc.) of your educational agency, including the students served; and,

- the nature (age of shops, kinds of labs and shops, state-of-the-art equipment, etc.) of the facilities and equipment used to deliver vocational education.

3.5 Integration of Basic and Academic Skills (See Form 3.5)

Describe how your LEA will provide a vocational education program that integrates academic and occupational disciplines so that students participating in the program are able to achieve both academic and occupational competence. (P.L. 101-392, Sec. 240(11)). Include such things as: HSPT skills, academic core proficiencies, and higher level thinking skills.

SECTION 4: Needs Assessment of Special Populations

4.1 Overview

P.L. 101-392, Section 240 (2-6, and 12) calls for a thorough assessment of the needs of special populations. Section 118(2) requires members of special populations to have access to:

- the full range of vocational programs including occupationally specific courses of study;
- cooperative education;
- apprenticeship programs; and
- comprehensive career guidance and counseling services.

In this section of the 3-year plan, the district must tell how it will, or has, assessed the vocational education needs of its special populations and how it will ensure access to programs as required by law.

It may be helpful to use the 5-year facilities plan, the long-range educational plan as well as any planning you may have undertaken for the Quality Education Act in preparing the needs assessment section narrative (4.2) and matrix (4.3).

4.2 Retention, Recruitment and Placement Strategies for Special Populations

4.2.1 Population: Females and Males Entering Nontraditional Programs (See Form 4.2.1)

- Describe your current recruitment activities for the full range of vocational programs, cooperative education and apprenticeship.
- Describe your current retention and support services for the full range of vocational programs, cooperative education, and apprenticeship.
- Describe your current efforts to place students in jobs upon completion of training. Include criteria for successful placement and placement roles.

4.2.2 Population: Disadvantaged Students (See Form 4.2.2)

- Describe your current recruitment activities that ensure access to the full range of vocational programs, cooperative education, and apprenticeship in the most integrated setting possible.
- Describe your current retention and support services that ensure continued participation in the full range of vocational programs, cooperative education, and apprenticeship in the most integrated setting possible.
- Describe your current efforts to ensure that students have access to and are placed in jobs upon completion of training. Include criteria for successful placement and placement roles.

4.2.3 Population: Handicapped Students (See Form 4.2.3)

- Describe your current recruitment activities that ensure access to the full range of vocational programs, cooperative education, and apprenticeship.
- Describe your current retention and support services that ensure continued participation in the full range of vocational programs, cooperative education, and apprenticeship.
- Describe your current efforts to place students in jobs upon completion of training. Include criteria for successful placement and placement roles.
- Describe your current practice for providing vocational education programs and activities for individuals with handicaps in the least restrictive environment in accordance with section 612(5)(B) of the Education of the Handicapped Act (P.L. 94-142). Describe, wherever appropriate, how vocational education programs and activities will be included as a component of the individualized education program (IEP) developed under section 614(a)(5) of this Act.
- Describe your current practices which ensure that students with handicaps who have IEPs developed under section 614(a)(5) of P.L. 94-142 and are enrolled in vocational programs, are afforded rights and protections guaranteed under sections 612, 614, and 615 of this Act.
- Describe how the provision of vocational education to each student with handicaps is monitored to determine if such education is consistent with the IEP developed under section 614(a)(5) of P.L. 94-142 Act.
- With respect to vocational education programs, describe your current practices to ensure that students with handicaps who do not have IEPs, or who are not eligible to have such programs, are afforded the rights and protections guaranteed under section 504 of the Rehabilitation Act of 1973. For the purpose of this Act, such rights and protections shall include making vocational education programs readily accessible to eligible individuals with disabilities through the provision of services described in subsection (c)(3).
- Describe how your current vocational education planning procedures for individuals with handicaps are coordinated between appropriate representatives of vocational education, special education, and state vocational rehabilitation agencies.

4.2.4 Population: Limited English Proficient Students (See Form 4.2.4)

- Describe your current recruitment activities for the full range of vocational programs; cooperative education, and apprenticeship..

- Describe your current retention and support services for the full range of vocational programs; cooperative education, and apprenticeship.
- Describe your current practices to ensure that students of limited English proficiency have access to the full range of vocational programs, cooperative education, and apprenticeship in the most integrated setting possible.
- Describe your current efforts to place students in jobs upon completion of training. Include criteria for successful placement and placement roles.

**4.2.5 Population: Students in Correctional Institutions (if applicable)
(See Form 4.2.5)**

- Describe your current recruitment activities for the full range of vocational programs.
- Describe your current retention and support services for the full range of vocational programs.
- Describe your current practices to ensure that students of students in correctional institutions have access to the full range of vocational programs in the most integrated setting possible.
- Describe your current practices to ensure that students of limited English proficiency have access to the full range of vocational programs.
- Describe your current efforts to place students in jobs upon completion of training. Include criteria for successful placement and placement roles.

4.3 Needs Assessment by Special Populations Matrix (See Form 4.3)

Perkins (P.L. 101-392), Section 240 (2) requires that a report on the number of individuals in each of the special populations be included in the local application. This report will provide base line information on the current special population enrollment for the entire school district. Those data will not be used to compute funding formulas. They should provide a current assessment of the special populations in the district and the extent of services needed. Students may be counted in several categories.

Section 240 Local Application of the Perkins Legislation requires each LEA to report special needs student enrollment for the entire district.

4.4 Needs Statements (see Form 4.4)

When developing needs statements, districts must demonstrate a need for specific occupational training using supply and demand data available from the New Jersey Occupational Information Coordinating Committee (NOICC) or other definitive regional data.

Using this information and information from Sections 4.2.1 to 4.2.6, Recruitment, Retention and Placement Strategies for Special Populations, and Section 4.3, Special Populations Matrix, list in priority order the need statements for each special population. If possible, cross-reference need statements with Form 3.3. Categorize the statements as to one or more of the purpose areas: Occupational Education, Transitions to the World of Work, and Career Orientation.

EXAMPLE:

Occupational Education Need Statement

Population: Females and Males Entering Nontraditional Programs

- 4.2.1 There is a need to balance enrollments in the electronics program by increasing female participation.

Career Orientation Need Statement

- 4.2.1 There is a need for individuals entering the seventh, eighth and ninth grades to receive career information about nontraditional opportunities in order to increase enrollments in nontraditional programs.

Transitions to the World of Work Need Statement

- 4.2.1 There is a need to increase the number of females enrolled in apprenticeship programs.

SECTION 5: PLANNED USE OF FUNDS IN RESPONSE TO IDENTIFIED NEED

5.1 Overview

When planning the use of funds for meeting identified needs, the requirements of Section 235, (Uses of Funds) of the Perkins Act must be followed.

Each eligible recipient that receives a grant under P.L. 101-392 shall use funds provided under such grant to improve vocational education programs, with the full participation of individuals who are members of special populations, at a limited number of sites or with respect to a limited number of program areas (P.L. 101-392, Sec. 235).

5.2 Priority

Each eligible recipient that receives a grant under P.L. 101-392 shall give priority for assistance to sites or programs that serve the highest concentrations of individuals who are members of special populations (P.L. 101-392, Sec. 235).

Each eligible recipient of funds for Occupational Education Programs must assure a current and projected need for trained individuals. An annual occupational supply and demand report will be produced by the New Jersey Occupational Information Coordinating Committee (NOICC) (Appendix C). Districts must demonstrate a need for specific occupational training utilizing the supply and demand report, or other definitive regional data.

This information must be provided as part of the Application for Funds/Implementation Plan FY'92.

The State Plan for Vocational Education in New Jersey defines the three vocational purpose areas as Occupational Education, Career Orientation, and Transitions to the World of Work.

Each of these purpose areas is an integral part of an effective vocational education delivery system. The Division is recommending that each purpose area be addressed in your district's three (3) year plan. It is also recommended that districts allocate twenty-five percent of the noncompetitive allocation to the Career Orientation and Transitions to the World of Work areas and fifty-percent to Occupational programs.

5.3 Requirements for Uses of Funds (P.L. 101-392, Sec. 235)

P.L. 101-392 funds may only be used to serve students in grades 7-12 and adults enrolled in training programs.

Funds made available under a grant shall be used to provide vocational education in programs that:

- (1) are of such size, scope, and quality as to be effective;
- (2) integrate academic and vocational education in such programs through coherent sequences of courses so that students achieve both academic and occupational competencies; and

- (3) provide equitable participation in such programs for the special populations.

In carrying out the provisions of the requirements for uses of funds, grant funds may be used for planned grant activities such as:

- (A) upgrading of curriculum;
- (B) purchase of equipment, including instructional aids;
- (C) inservice training of both vocational instructors and academic instructors working with vocational education students for integrating academic and vocational education;
- (D) guidance and counseling;
- (E) remedial courses;
- (F) adaptation of equipment;
- (G) tech-prep education programs;
- (H) supplementary services designed to meet the needs of special populations;
- (I) a special populations coordinator paid in whole or in part from such funds who shall be a qualified counselor or teacher to ensure that individuals who are members of special populations are receiving adequate services and job skill training;
- (J) apprenticeship programs;
- (K) programs that are strongly tied to economic development efforts in the state;
- (L) programs which train adults and students for all aspects of the occupation, in which job openings are projected or available;
- (M) comprehensive mentor programs in institutions of higher education offering comprehensive programs in teacher preparation, which seek to fully use the skills and work experience of individuals currently or formerly employed in business and industry who are interested in becoming classroom instructors and to meet the need of vocational educators who wish to upgrade their teaching competencies;
- (N) provision of education and training through arrangements with private vocational training institutions, private postsecondary educational institutions, employers, labor organizations, and joint labor-management apprenticeship programs whenever such institutions, employers, labor organizations, or programs can make a significant contribution to obtaining the objectives of the State plan and can provide substantially equivalent training at a lesser cost, or can provide equipment or services not available in public institutions.

5.4 Administrative Costs

Each eligible recipient receiving funds shall use no more than 5 percent of the total LEA allocation for administrative costs. (P.L. 101-392, Sec. 235).

5.5 Planned Uses of Funds Form (See Form 5.5)

P.L. 101-392 states that each eligible recipient shall give priority for assistance to sites or programs that serve the highest concentration of individuals who are members of special populations (P.L. 101-392, Sec. 230).

The Planned Use of Funds form (5.5) should show the priority to sites or programs that serve the highest concentration of individuals who are members of special populations. Enter the fiscal year, county code, and LEA code. Write the identified need (from Form 4.4) in the space provided. List the site(s) of the planned programs/activities. Project the number of special population students to be served as a result of the planned use of funds.

In the space provided, specify the objectives/outcomes, activities/staff/timelines and evaluation planned to address the identified need. For each activity/staff/timelines enter the appropriate purpose and CIP codes.

OBJECTIVES/OUTCOMES: The objectives/outcomes section must show measurable outcomes after implementation of the planned activity. The measurable outcomes of a new curriculum, remedial course, or purchase of a piece of equipment should ultimately be reflected in improved vocational education programs with full participation of special populations. An increase must be stated in this section.

EXAMPLE

Objectives/Outcomes:

Nontraditional enrollments will increase by 10% (10 students) by September 1992.

PLANNED ACTIVITIES/STAFF/TIMELINES: In general, the allowable activities are listed in Section 5.3, page 19 of this Guide. Form 5.5 requires more detailed activities/staff/timelines to address the identified need.

EXAMPLE

Planned Activities/Staff/Timelines:

1. Hiring of equity special needs coordinator/counselor/Superintendent/ August 1991.
2. Assessment of 2,000 county 7th, 8th, and 9th grade students using the COPS II Career Assessment/Special Needs coordinator/counselor/ October 1991.

EVALUATION: This section should give evidence that the activity occurred and how it accomplished the expected objective/outcome. Attendance sheets, activity logs, standard test scores, and other instruments are acceptable for evaluation.

EXAMPLE

Evaluation:

Attendance lists at planned activities. Increased enrollments in specific nontraditional programs.

5.6 Monitoring of Provisions (See Form 5.6)

P.L. 101-392 - Section 240 (14) requires the eligible recipient to describe how the provision of vocational education to individuals who are members of special populations will be monitored. When completing form 5.6, review the assurances listed in the Criteria for Services and Activities for Individuals Who Are Members of Special Populations contained in the Vocational Education Noncompetitive Funding Guidelines. Be sure to include how the district will monitor and ensure increased access by special populations to quality vocational programs.

APPENDICES

- A. GLOSSARY OF TERMS**
- B. OCCUPATIONAL C.I.P. CODES**
- C. SUPPLY AND DEMAND DATA**

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**Appendix A
GLOSSARY OF TERMS**

The following definitions from the Carl D. Perkins Vocational and Technical Education Act Amendments of 1990, P.L. 101-392 and from the New Jersey Administrative Code, 6:43-1.2 are provided. Selected definitions have also been provided from the Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991, the Occupational Competencies Project Glossary, the United States Education Department General Administrative Regulations (EDGAR) as well as from the Vocational Enrollment Completer Survey Glossary of Terms.

1. **Academically or economically limited pupil** - a pupil (other than a handicapped pupil) who, because of economic or academic reasons, requires temporary special services and assistance in order to succeed in vocational education programs, including:
 1. Pupils who are members of economically limited families;
 2. Migrants;
 3. Pupils who have limited English proficiency; and
 4. Pupils who are dropouts from, or who are identified as potential dropouts from, secondary school (N.J.A.C. 6:43-1.2).
2. **Act** - the Carl D. Perkins Vocational and Applied Technology Education Act, P.L. 101-392 (N.J.A.C. 6:43-1.2).
3. **Administration** - activities of a State necessary for the proper and efficient performance of its duties under this Act, including supervision, but does not include curriculum development activities, personnel development, or research activities (P.L. 101-392, Sec. 521).
4. **Adult vocational course/program** - a course/program for adults who have completed or left high school and are preparing to enter or have entered the labor market (Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991).
5. **Agriculture/Agribusiness Education** - a program of instruction that provides pupils with the skills and knowledge for entry level employment in horticulture, production agriculture, agribusiness, agricultural processing, agricultural mechanics, natural resources and small animal care occupations (N.J.A.C. 6:43-1.2).
6. **All aspects of the industry** - strong experience in, and understanding of, all aspects of the industry the students are preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor issues, and health and safety (P.L. 101-392, Sec. 521).
7. **Alternate plan** - an educational plan prepared by the district board of education responsible for the pupil, and shall include educational activities in replacement of the on-the-job training portion of cooperative vocational education during a temporary period of unemployment (N.J.A.C. 6:43-1.2).

8. Apprentice - an employee of legal working age who meets the qualifications established by the apprentice sponsor and who is employed under a written agreement which provides that related training and on-the-job experience received be in accordance with approved standards of apprenticeship (N.J.A.C. 6:43-1.2).
9. Apprenticeship training program - a program registered with the Department of Labor or the State apprenticeship agency in accordance with the Act of August 16, 1937, commonly known as the National Apprenticeship Act, which is conducted or sponsored by an employer, a group of employers, or a joint apprenticeship committee representing both employers and a union, and which contains all terms and conditions for the qualification, recruitment, selection, employment, and training of apprentices (P.L. 101-392, Sec. 521).
10. Area vocational education school -
 - (A) a specialized high school used exclusively or principally for the provision of vocational education to individuals who are available for study in preparation for entering the labor market;
 - (B) the department of high school exclusively or principally used for providing vocational education in not less than 5 different occupational fields to individuals who are available for study in preparation for entering the labor market;
 - (C) a technical institute or vocational school used exclusively or principally for the provision of vocational education to individuals who have completed or left high school and who are available for study in preparation for entering the labor market; or
 - (D) the department or division of a junior college, community college or university operating under the policies of the State board and which provides vocational education in not less than 5 different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if, in the case of a school, department, or division described in subparagraph (C) or this subparagraph, it admits as regular students both individuals who have completed high school and individuals who have left high school (P.L. 101-392, Sec. 521).
11. Business Education - a program of instruction that provides pupils with the skills and knowledge needed for entry level employment in a business career and the basic business skills and knowledge needed by all individuals in order to function effectively in society (N.J.A.C. 6:43-1.2).
12. Career Guidance and Counseling - programs:
 - (A) which pertain to the body of subject matter and related techniques and methods organized for the development in individuals or career awareness, career planning, career decisionmaking, placement skills, and knowledge and understanding of local, State, and national occupational, educational, and labor market needs, trends, and opportunities; and

(B) which assist such individuals in making and implementing informed educational and occupational choices (P.L. 101-392, Sec. 521).

13. Career Orientation Education - The Career Orientation category refers to programs which assist students to clarify career goals, including self-awareness (interest, aptitudes and abilities), explore career possibilities, develop employability skills and obtain skills necessary to function in a technological society.

Emphasis is placed on development of problem-solving and decision-making skills necessary to make and implement informed educational and occupational choices including in appropriate occupational education programs to meet current and emerging enrollment employment needs. Examples of fundable programs are: Employment Orientation, Introduction to Vocations, School Year Work Study, Technology Education/Industrial Arts, Vocational Career Guidance and Counseling, Work Experience Career Exploration Programs, and other programs that meet the objectives listed above.

14. CBVE (Competency-based vocational education) - a methodology of instruction that (a) identifies the abilities and skills needed for on-the-job performance; (b) informs students and teachers of the precise and detailed learning objectives required to achieve these competencies; (c) emphasizes performance standards in testing, course requirements, and/or graduation; and (d) facilitates learning by letting the student master each task prior to advancing to another (Occupational Competencies Project Glossary).
15. Chief school administrator - that individual authorized by the governing body of the institution to file an application (Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991).
16. Commissioner - the Commissioner, New Jersey State Department of Education (N.J.A.C. 6:43-1.2).
17. Community-based organization - any such organization of demonstrated effectiveness described in section 4(5) of the Job Training Partnership Act (P.L. 101-392, Sec. 521).
18. Competency - the ability (including psychomotor, cognitive and affective skills) to perform a specific task or duty successfully to meet a specified standard (Occupational Competencies Project Glossary).
19. Competency List - a list of tasks (including the cognitive and affective skills) required by a specific occupation (Occupational Competencies Project Glossary).
20. Consortium - refers to local educational agencies LEAs that join together for the purpose of providing services under the provisions of the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990. (P.L. 101-392, Sec. 231(b)(1)).

21. Construction - includes construction of new buildings and acquisition, and expansion, remodeling, and alteration of existing buildings, and includes site grading and improvement and architect fees (P.L. 101-392, Sec. 521).
22. Cooperative education - a method of instruction of vocational education for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field. Such alternation shall be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program (P.L. 101-392, Sec. 521).
23. Cooperative vocational education program - a method of instruction by which pupils, through a written training agreement between the school and employers, receive on-the-job training and related vocational instruction, by the alternation of related classroom instruction with regularly scheduled part-time paid employment in an approved occupational field (N.J.A.C. 6:43-1.2).
24. Correctional institution - any:
 - (A) prison,
 - (B) jail,
 - (C) reformatory,
 - (D) work farm,
 - (E) detention center, or
 - (F) halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders (P.L. 101-392, Sec. 521).
25. Council - the National Council on Vocational Education (P.L. 101-392, Sec. 521).
26. Course - an organization of subject matter and related learning experiences designed to meet a vocational objective provided for the instruction of pupils on a systematic basis, usually for a predetermined period of time (N.J.A.C. 6:43-1.2).
27. Criminal offender - any individual who is charged with or convicted of any criminal offense, including a youth offender or a juvenile offender (P.L. 101-392, Sec. 521).
28. Curriculum Development - refers to the process of developing written plans and/or supportive materials for delivery of training. This process must be based on a clearly identified need and may include: philosophy, policies, course objectives, major heading and subheadings, safety instruction, up-to-date subject matters, student activities, instructional strategies, evaluation methods, vocational student organization activities, methods used to eliminate sex bias and sex-role stereotyping and resources to meet educational objectives (Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991).

29. Curriculum materials - instructional and related or supportive material, including materials using advanced learning technology, in any occupational field which is designed to strengthen the academic foundation and prepare individuals for employment at the entry level or to upgrade occupational competencies of those previously or presently employed in any occupational field, and appropriate counseling and guidance material (P.L. 101-392, Sec. 521).
30. DACUM (Developing a Curriculum) - a method of determining occupational competencies based on the principle that skilled workers are best able to describe their occupations. The workers, led by a facilitator, identify job tasks and duties through a modified brainstorming technique (Occupational Competencies Project Glossary).
31. Disadvantaged - (Economically or Academically) individuals (other than individuals with handicaps) who have economic or academic disadvantages and who require special services and assistance in order to enable such individuals to succeed in vocational education programs. Such term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school. At the secondary level, economic disadvantaged can be determined if the student is in a free or reduced lunch program, and AFDC (Aid to Families of Dependent Children) program, or work study program. Academic disadvantage can be determined by reporting students enrolled in remedial programs, or performing below grade level on standardized tests or failing a grade. (P.L. 101-392, Sec. 521 and Vocational Enrollment Completion Survey Glossary of Terms).
32. Displaced homemaker - an individual who:
- (A) is an adult; and
 - (B) (i) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills;
 - (ii) has been dependent on public assistance or on the income of a relative but is no longer supported by such income;
 - (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under the program for aid to families with dependent children under part A of title IV of the Social Security Act within 2 years of the parent's application for assistance under this Act; or
 - (iv) is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate, or
 - (C) is described in subparagraph (A) or (B) and is a criminal offender. The Secretary may not prescribe the manner in which the States will comply with the application of the definition contained in this paragraph (P.L. 101-392, Sec. 521).

33. **Duty** - a major segment of the work involved in an occupation; composed of a group of tasks that are related to each other by the nature of the work to be performed (**Occupational Competencies Project Glossary**).
34. **Economically disadvantaged family** - such families or individuals who are determined by the Secretary to be low-income according to the latest available data from the Department of Commerce (P.L. 101-392, Sec. 521).
35. **Eligible recipient** - a local educational agency, an area vocational education school, an intermediate educational agency, a postsecondary educational institution, a State corrections educational agency, or an eligible institution (as such term is defined in section 232(d)(1)), except as otherwise provided (P.L. 101-392, Sec. 521).
36. **Employment Orientation** - for grades 7-10, programs that help special needs students develop sound work habits, attitudes, basic skills and interpersonal skills. Employment orientation programs consist of vocational evaluation activities, vocational instruction and simulated work experiences. Employment orientation is the major link between career awareness activities and vocational training for handicapped or disadvantaged students and may lead to entry level employment in the occupational areas for which students are being prepared.
37. **Entrepreneurship Education** - programs that prepare individuals to form and operate small business as a means for providing career alternatives. It may be delivered through infusion into existing courses and programs (**Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991**).
38. **Entry-Level Skills** - the set of competencies required of a beginning worker for immediate productivity in an occupation (**Occupational Competencies Project Glossary**).
39. **Equipment** - tangible personal property (property of any kind except real estate) having a useful life of more than one year and an acquisition cost of \$300 or more per unit except that organizations subject to Cost Accounting Standards Board (CASB) regulations may use the CASB standard of \$500 or more per unit and useful life of two years. An organization may use its own definition of equipment provided, that such definition would at least include all tangible personal property as defined herein (**U.S. Education Department General Administrative Regulations, (EDGAR) Sec. 74.132**).
40. **Evaluation** - process of gathering data and information on costs and benefits of an activity or program (**Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991**).
41. **Final evaluation report** - the completion of data necessary to evaluate each course/program (**Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991**).
42. **Final expenditure report** - summarizes the complete year's financial and programmatic activities of funded courses/programs (**Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991**).

43. General occupational skills - experience in and understanding of all aspects of the industry the student is preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, and health, safety, and environmental issues (P.L. 101-392, Sec. 521).
44. Handicapped individual - a pupil who requires special education and related services and who cannot succeed in the regular vocational education programs without special educational assistance (N.J.A.C. 6:43-1.2).
45. Health occupations education - a program of instruction that provides pupils with the skills and knowledge needed for entry level employment in the health care industry, including skill development in direct patient care, health maintenance and supportive service occupations (N.J.A.C. 6:43-1.2).
46. High technology - state-of-the-art computer, microelectronic, hydraulic, pneumatic, laser, nuclear, chemical, telecommunication, and other technologies being used to enhance productivity in manufacturing, communication, transportation, agriculture, mining, energy, commercial, and similar economic activity, and to improve the provision of health care (P.L. 101-392, Sec. 521).
47. Consumer and Homemaking Education - instructional programs, services and activities that prepare youth and adults for the occupation of homemaking. Emphasis is placed on the acquisition of knowledge and the development of an understanding of attitudes, standards, values and skills which are relevant to individuals and family life. Instructional areas which develop essential homemaking skills include, but are not limited to: family living and parenthood education, child growth and development; housing and home furnishings; home management, including resource management; nutrition and food preparation; consumer education; and clothing and textiles.
48. Home Economics Occupations - instructional programs, services and activities that prepare youth and adults for paid employment in home economics related occupations in the following areas: child care and guidance management and service occupations; clothing, apparel and textiles management, production and services; food management, production and services; home furnishings and equipment management, production and services; institutional, home management and supportive services.
49. Incumbent worker - an individual who is currently employed in an occupation (Occupational Competencies Project Glossary).
50. Indirect costs - costs incurred for a common purpose which benefit more than one course/program/project and are not readily assignable to a specific objective (Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991).
51. Individual with handicaps - any individual who is an individual with any disability (as defined in section 3(2) of the Americans With Disabilities Act of 1990) (P.L. 101-392, Sec. 521).

52. Industrial Arts - see Technology Education.
53. Introduction to Vocations - a program that provides students with information and experiences that will motivate and prepare them to gather career information and identify future careers and their corresponding educational requirements.
54. In-service - activities that are those designed to increase the knowledge and competency of vocational education teachers, counselors and administrators in order to provide quality vocational programs (Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991).
55. Interim expenditure report - summarizes the up-to-date financial and programmatic activities or funded courses/programs (Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991).
56. Interim management report - describes the districts' programmatic achievements, modifications and concerns for funded courses/programs (Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991).
57. Intermediate educational agency - a combination of school districts or counties (as defined in section 1471(5) of the Elementary and Secondary Education Act of 1965) as are recognized in a State as an administrative agency for such State's vocational or technical education schools or for vocational programs within its public elementary or secondary schools. Such term includes any other public institution or agency having administrative control and direction over a public elementary or secondary school (P.L. 101-392, Sec. 521).
58. Job Training Partnership Act/JTPA - a federal act to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to economically disadvantaged individuals and other individuals facing serious barriers to employment, who are in special need of such training to obtain productive employment.
- Funds may be used for services and activities for (1) additional training under Title III of the Job Training Partnership Act; (2) vocational education programs for training or retraining adults, including programs for older individuals and displaced homemakers; (3) the costs of serving adults in other vocational education programs, including paying the costs of instruction or the costs of keeping school facilities open longer; (4) individuals who have completed or left high school and who are enrolled in organized programs of study for which credit is given toward an associate or other degree (except baccalaureate or higher degree programs); and (5) individuals who have already entered the labor market, or have completed or left high school, and who are not enrolled in organized programs of study (Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991).
59. Limited English proficiency - has the meaning given such term in section 703(a)(1) of the Elementary and Secondary Education Act of 1965 and identifies those pupils whose native language is other than English and who have sufficient difficulty speaking, reading, writing or

understanding the English language as measured by an English language proficiency test so as to be denied the opportunity to learn successfully in the classrooms where the language of instruction is English. This term means the same as limited English speaking ability, the term used in N.J.S.A. 18A:35-15 to 26 (P.L. 101-392, Sec. 521 and N.J.A.C. 6:31-1.1)).

60. Local Committee of Practitioners - a local education agency advisory group established to provide guidance to the district's vocational education staff regarding the needs of special populations (see definition) in order to increase access of these populations to quality vocational education programs, services and activities.
61. Local Educational Agency - a board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a State, or any other public educational institution or agency having administrative control and direction of a vocational education program. For the purposes of sections 114, 115, 116, 117, and 240, such term shall include a state corrections educational agency (P.L. 101-392, Sec. 521).
62. Marketing Education - a program of instruction that provides pupils with the skills and knowledge needed for entry level employment in management, merchandising and marketing of goods and services (N.J.A.C. 6:43-1.2).
63. Nontraditional program - a program is nontraditional for one sex if it is occupied by 75% or more of the other sex (state enrollment figures should be used for determination).
64. Occupation - a specific position requiring the performance of specific tasks; the composite of regularly performed duties and tasks in a trade or profession. Essentially, the same tasks are performed by all workers having the same title (Job) (Occupational Competencies Project Glossary).
65. Occupational competencies - the essential elements of vocational programs, the knowledge and skills pupils must master for specific entry level jobs in the fields of their choice (N.J.A.C. 6:43-1.2).
66. Occupational Education - any organized program of study, whether intellectual, technical or skill-based, directly related to the preparation of individuals for employment, or to skills enrichment or retraining for individuals already in the workforce. Occupational education programs can be offered at all educational levels and can be credit or non-credit programs. Occupational education programs must provide individuals with the skills and abilities necessary for them to become and remain viable, flexible and mobile in the workplace, and to participate in further training or education as necessary or desirable.

67. Placement services - vocational education services and activities that may include placement services for students who have successfully completed vocational education programs (Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991).
68. Postsecondary educational institution - an institution legally authorized to provide postsecondary education within a State, a Bureau of Indian Affairs controlled postsecondary institution, or any postsecondary educational institution operated by or on behalf of any Indian tribe which is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination Act or under the Act of April 16, 1934 (P.L. 101-392, Sec. 521).
69. Postsecondary educational institution - an institution legally authorized to provide postsecondary education within the State (N.J.A.C. 6:43-1.2).
70. Preparatory services - services, programs, or activities designed to assist individuals who are not enrolled in vocational education programs in the selection of, or preparation for participation in, an appropriate vocational education or training program, such as --
- (A) services, programs, or activities related to outreach to or recruitment of potential vocational education students;
 - (B) career counseling and personal counseling;
 - (C) vocational assessment and testing; and
 - (D) other appropriate services, programs, or activities (P.L. 101-393, Sec. 521).
71. Private industry council - the council established under the Job Training Partnership Act (P.L. 97-300) to provide policy guidance for, and exercise oversight with respect to, all employment and training programs within its labor market area in partnership with units of local government. The private industry council includes representatives of private sector businesses, educational agencies, organized labor, rehabilitation agencies, community-based organizations, economic development agencies and the public employment service (N.J.A.C. 6:43-1.2).
72. Private vocational training institution - a business or trade school, or technical institution or other technical or vocational school, in any State, which:
- (A) admits as regular students only person who have completed or left elementary or secondary school and who have the ability to benefit from the training offered by such institution;
 - (B) is legally authorized to provide, and provides within that State, a program of postsecondary vocational or technical education designed to fit individuals for useful employment in recognized occupations;

(C) has been in existence for 2 years or has been specially accredited by the Secretary as an institution meeting the other requirements of this subsection; and

(D) is accredited --

(i) by a nationally recognized accrediting agency or association listed by the Secretary pursuant to this clause;

(ii) if the Secretary determines that there is no nationally recognized accrediting agency or association qualified to accredit schools of a particular category, by a State agency listed by the Secretary pursuant to this clause; or

(iii) if the Secretary determines that there is no nationally recognized or State agency or association qualified to accredit schools of a particular category, by an advisory committee appointed by the Secretary and composed of persons specially qualified to evaluate training provided by schools of that category, which committee shall prescribe the standards of content, scope, and quality which must be met by those schools and shall also determine whether particular schools meet those standards. For the purposes of this paragraph, the Secretary shall publish a list of nationally recognized accrediting agencies or associations and State agencies which the Secretary determines to be reliable authority as to the quality of education or training afforded (P.L. 101-392, Section 521).

73. Private vocational school - a business enterprise operated either for profit or not-for-profit which maintains a place of business within the State of New Jersey and which:

1. Solicits pupils from the general public;
2. Charges tuition and/or other fees;
3. Offers instruction to a group or groups of four or more pupils at one time; and
4. Offers preparatory instruction to pupils for entry level employment or for upgrading in a specific occupational field. The occupational fields include those list in the Classification of Instructional Programs (C.I.P.) requiring less than a baccalaureate degree. This document is available from the United States Department of Education, Office of Educational Research and Improvement, Center for Educational Statistics, 400 Maryland Avenue, S.W., Washington, D.C. 20202 (N.J.A.C. 6:43-1.2).

74. Program improvement plan - a written document covering a two-year period describing how the district will mobilize resources and act to overcome program deficiencies which have resulted in below minimum job placement rates (N.J.A.C. 6:43-1.2).

75. Racial/ethnic category - five categories including:

1. White, Not Hispanic - persons having origins in any of the original peoples in Europe, North Africa, or the Middle East.
2. Black, Not Hispanic - persons having origins in any of the Black racial groups of Africa.
3. Hispanic - persons of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.
4. Asian American Pacific Islander - persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Phillippine Islands and Samoa.
5. American Indian/Alaskan Native - persons having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition.

(Vocational Enrollment Completer Survey Glossary of Terms.)

76. Related instruction - one or more courses in a school in which the cooperative vocational education pupil acquires concepts, competencies, understanding, and attitudes appropriate to training station assignments, occupational program areas and career objectives (N.J.A.C. 6:43-1.2).
77. Review panel - the Vocational Education Program Review Panel established by the Commissioner of Education to assess the State's needs for new programs based upon labor market demand, advise on the continuation of programs, review job placement standards, and provide recommendations for the State Plan (N.J.A.C. 6:43-1.2).
78. School facilities - classrooms and related facilities (including initial equipment and interest in lands on which such facilities are constructed. Such term shall not include any facility intended primarily for events for which admission is to be charged to the general public (P.L. 101-392, Sec. 521).
79. School Year Work Study - The school year vocational work study program provides wages for financially handicapped/disadvantaged vocational students between the ages of 15 and 20 who work outside of school hours for public agencies. Students are encouraged to remain in school. No educational credits are awarded for participation in this program. A student must have been accepted for enrollment or is already enrolled in a vocational education program that meets the standards prescribed by the State Board of Education and the district board of education (N.J.A.C. 6:43-3.10).
80. Secretary - the Secretary of Education (P.L. 101-392, Sec. 521).

81. Sequential course of study - an integrated series of courses which are directly related to the educational occupational skills preparation of individuals for jobs, or preparation for postsecondary education (P.L. 101-392, Sec. 521).
82. Single parent - an individual who:
 - (A) is unmarried or legally separated from a spouse; and
 - (B) (i) has a minor child or children for which the parent has either custody or joint custody; or
(ii) is pregnant (P.L. 101-392, Sec. 521).
83. Small business - for-profit enterprises employing 500 or fewer employees. (P.L. 101-392, Sec. 521).
84. Special populations - includes individuals with handicaps, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions (P.L. 101-392, Sec. 521).
85. Specific job training - training and education for skills required by the employer that provides the individual student with the ability to obtain employment and to adapt to the changing demands of the workplace (P.L. 101-392, Sec. 521).
86. State - includes, in addition to the several States, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, and Palau (until the Compact of Free Association with Palau takes effect pursuant to section 101(a) of Public Law 99-658) (P.L. 101-392, Sec. 521).
87. State board - a State board designated or created by State law as the sole State agency responsible for the administration of vocational education, or for supervision of the administration of vocational education in the State (P.L. 101-392, Sec. 521).
88. State Employment and Training Commission - the State commission established under P.L. 1989 c.295 to develop and assist in the implementation of a State employment and training policy with the goal of creating a coherent, integrated system of employment and training programs and services which, in concert with the efforts of the private sector, will provide each citizen of the State with equal access to the learning opportunities needed to attain and maintain high levels of productivity and earning power (N.J.A.C. 6:43-1.2).
89. State corrections educational agency - the State agency or agencies responsible for carrying out corrections education programs in the State (P.L. 101-392, Sec. 521).
90. State Council - the State council on vocational education established in accordance with Section 112 (P.L. 101-392, Sec. 521).

91. State Plan - the State Plan for Vocational Education (N.J.A.C. 6:43-1.2).
92. State educational agency - the State board of education or other agency or officer primarily responsible for the State supervision of public elementary or secondary schools, or, if there is no such officer or agency, an officer or agency designated by the Governor or by State law (P.L. 101-392, Sec. 521).
93. Supplementary services - curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices (P.L. 101-392, Sec. 521).
94. Supplies - all tangible personal property other than equipment (U.S. Education Department General Administrative Regulations (EDGAR) Sec. 74).
95. Target Populations - each state is required to provide funds for vocational education services and activities designed to meet the special needs of and to enhance the participation of:
 - (1) handicapped individuals;
 - (2) disadvantaged individuals;
 - (3) adults who are in need of training and retraining;
 - (4) single parents or homemakers;
 - (5) individuals who participate in programs designed to eliminate sex bias and stereotyping in vocational education; and
 - (6) criminal offenders serving in a correctional institution (Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991).
96. Task - a unit of work, with a definite beginning and ending, which is measurable and observable. A task consists of two or more steps and leads to a product, service or a decision (Occupational Competencies Project Glossary).
97. Technical Education - a program of instruction that provides pupils with the skills and knowledge needed for entry level employment and/or entry into post-high school education programs which require relatively complex and detailed information, considerable proficiency in college preparatory mathematics and the extensive application of laboratory physical science (N.J.A.C. 6:43-1.2).
98. Technology Education/Industrial Arts - programs are comprehensive action-based educational programs concerned with the evolution, utilization and significance of technology and its impact on industry, including its organization, personnel, systems, techniques, resources, products and sociocultural aspects. It primarily serves students in grades 7-12. TEIA can build upon Elementary Technology Education Programs and may coordinate with Introduction to Vocations and Vocational/Career Guidance and Counseling programs. The major focus of TEIA is to enable students to: 1) understand various aspects of industry and technology; 2) make informed and meaningful occupational choices, or 3) prepare for entry into educational programs in

industrial/technical trades. TEIA provides experiences in design, experimentation design and problem solving, construction and evaluation. A variety of tools, machines, materials and processes will be utilized to provide the above experiences.

99. Temporary period of unemployment - a period of time that will not exceed 20 school days (N.J.A.C. 6:43-1.2).
100. Trade and Industrial Education - a program of instruction that provides pupils with the skills and knowledge needed for entry level employment in a specific trade or service occupation (N.J.A.C. 6:43-1.2).
101. Transitions to the World of Work - means those activities and/or services which assist in overcoming barriers to employment including transition from career orientation programs to occupational education programs and transition from occupational education programs to employment. Such activities may include: transportation and child care services; job placement, job coaching and follow-up services; shadowing programs; orientation of employers to the needs of special populations; job development activities involving school, employers and organized labor; activities which coordinate JTPA and other state services; supplementary services to enhance effective and efficient transition from school to work; equipment and services or activities to address the needs of special populations; and other services which assist students to overcome some barriers to employment.
102. Tribally controlled community college - an institution which receives assistance under the Tribally Controlled Community College Assistance Act of 1976 or the Navajo Community College Act (P.L. 101-392, Sec. 521).
103. Verification - the process of assuring that a competency list includes all of the skills, knowledge, and attitudes required by an occupation. Verification is usually accomplished through group process or by survey (validation) (Occupational Competencies Project Glossary).
104. Unemployed individual - a vocational pupil who is not working (N.J.A.C. 6:43-1.2).
105. Vocational/Career Guidance and Counseling - those programs which pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision making, placement skills, and knowledge and understanding of local, State and national occupational, educational, and labor market needs, trends, and opportunities which assist them in making and implementing informed educational and occupational choices (N.J.A.C. 6:43-1.2).
106. Vocational Education - organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current (agriculture/agribusiness, business occupations, health occupations, home economics, marketing occupations, technical occupations, and trade and industrial) occupations or emerging occupations requiring other than a baccalaureate

or advanced degree. Such programs shall include vocational student organization activities integral to the program, competency-based applied learning which contributes to an individual's academic knowledge, higher-order reasoning, and problem-solving skills, work attitudes, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. Such term also includes applied technology education (P.L. 101-392, Sec. 521, and N.J.A.C. 6:43-1.2).

107. Vocational pupil - that pupil enrolled in a sequence of vocational education courses leading to certification of competencies for occupational placement (N.J.A.C. 6:43-1.2).
108. Vocational student organizations VSO) - those organizations for individuals enrolled in vocational education programs which engage in activities as an integral part of the instructional program. Such organizations may have State and national units which aggregate the work and purposes of instruction in vocational education at the local level and (P.L. 101-392 and N.J.A.C. 6:43-1.2).
109. Work Experience - Career Exploration Program (WECEP) - the Work Experience Career Exploration Program (WECEP) is a cooperative vocational education program designed for 14 and 15 year-old disadvantaged/handicapped and/or "at risk" youth. This program encourages students to explore career possibilities and to accumulate graduation credit through a combination of regularly scheduled part-time paid employment and related classroom instruction.
110. Work-site Programs - vocational education services and activities shall, to the extent practicable, include work-site programs such as cooperative vocational education, work-study, and apprenticeship programs (Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991).
111. Work Study - a non-credit program providing financial support for students ages 15 through 20 enrolled in approved vocational programs (Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991).

APPENDIX B

CIP CODE/OCCUPATIONAL/DOT LISTING

PROGRAM AREA: AG - AGRICULTURE/AGRIBUSINESS/NATURAL RESOURCES EDUCATION

PROG CIP NUMBER	COURSE/PROGRAM NAME	OCC COMP PROJ NO.	OCCUPATIONAL COMPETENCY PROJECT NAME	DOT#
010101	Agricultural Business & Management General			
010104	Farm & Ranch Management			
010201	Agricultural Mechanics, General			
010302	Animal Production	74	Animal Caretaker	159.224-010
010304	Crop Production	69	Farmer, Field Crop	404.161-010
010305	Game Farm Management	73	Horticulture Speciality Grower - Field	405.161-014
010401	Agricultural Production & Process General			
010504	Animal Grooming	71	Stable Attendent	410.674-022
010602	Arboriculture			
010603	Floriculture			
010604	Greenhouse Operation & Management			
010605	Landscaping	18	Landscape Gardener	408.161-010
010606	Nursery Operation & Management	76	Horticultural Worker (Acetage, Nursery, Grnh)	405.684-014
010607	Turf Management	78	Greenskeeper	406.137-010
020203	Animal Health			

PROGRAM AREA: AG - AGRICULTURE/AGRIBUSINESS/NATURAL RESOURCES EDUCATION

PROG CIP NUMBER	COURSE/PROGRAM NAME	OCC COMP PROJ NO.	OCCUPATIONAL COMPETENCY PROJECT NAME	DOT#
020401	Plant Science, General			
020408	Plant Protection (Pest Management)			
030101	Renewable Natural Resources, General			
030601	Wildlife Management			
040801	Land Use Management and Reclamation			

PROGRAM AREA: BE - BUSINESS EDUCATION

PROG CIP NUMBER	COURSE/PROGRAM NAME	OCC COMP PROJ NO.	OCCUPATIONAL COMPETENCY PROJECT NAME	DOT#
070102	Accounting & Computing	2	Accounting Clerk/Bookkeeper	216.482-010
070103	Bookkeeping			
070104	Machine Billing, Bookkeeping & Computing	36	Billing Clerk	214.367-010
070201	Banking & Related Financial Program General	41	Securities Clerk (FIN)	210.382-062
070301	Business Data Process & Relate Prog, General			
070302	Business Computer & Console Operation	39	Computer Operator	213.362-010
070303	Business Data Entry Equipment Operation			
070305	Business Data Programming			
070501	Office Supervision & Management			
070503	Personnel & Training Programs, General			
070503	Personnel Assisting	42	Personnel Clerk	209.362-026

PROGRAM AREA: BE - BUSINESS EDUCATION

PROG CIP NUMBER	COURSE/PROGRAM NAME	OCC COMP PROJ NO.	OCCUPATIONAL COMPETENCY PROJECT NAME	DOT#
070601	Secretarial & Related Programs, General			
070602	Court Reporting			
070603	Executive Secretarial			
070604	Legal Secretarial	24	Legal Secretary	201.362-010
070605	Medical Secretarial	49	Medical Secretary	215.362-014
070606	Secretarial	3	Secretary	201.362-030
070607	Stenographic			
070701	Typing, General Office & Related Prog, Gen			
070702	Clerk-Typing			
070705	General Office Clerk	01	Clerk General Office	209.562-010
		58	File Clerk	206.362-010
070706	Mail & Order Clerks	38	Order Clerk	249.367-054
070707	Receptionist & Comm Systems Operator	21	Receptionist	237.367-038
		37	Switchboard Operator	235.662-022
070710	Typing	25	Typist	203.582-066
070801	Word Processing	48	Word Processor	201.137-010 (Supervisor)
079999	Business & Office Other			

PROGRAM AREA: HEO - HOME ECONOMICS RELATED OCCUPATIONS EDUCATION

PROG CIP NUMBER	COURSE/PROGRAM NAME	OCC COMP PROJ NO.	OCCUPATIONAL COMPETENCY PROJECT NAME	DOT#
040501	Interior Design			
200101	Comprehensive Consumer & Homemaking Home Ec			
200102	Child Development, Care & Guidance			
200103	Clothing & Textiles			
200104	Consumer Education			
200107	Family Living & Parenthood			
200202	Child Care Aid/Assisting	10	Child Care Attendant	355.674-010
200205	Teacher Aide	55	Teacher Aide	099.327-010
200301	Cloth & Textiles Management, Prod, Serv, Gen			
200302	Clothing Maintenance Aide			
200303	Commercial Garment & Apparel Construction	44	Sewing Machine Operator	787.682-074
200304	Custom Apparel/Garment Seamstress			
200305	Custom Tailoring & Alteration			
200306	Fashion/Fabric Coordination			
200308	Wedding/Specialty Consulting			
200404	Dietetic Aide/Assisting			

PROGRAM AREA: HEO - HOME ECONOMICS RELATED OCCUPATIONS EDUCATION

PROG CIP NUMBER	COURSE/PROGRAM NAME	OCC COMP PROJ NO.	OCCUPATIONAL COMPETENCY PROJECT NAME	DOT#
200405	Food Catering			
200406	Food Service	81	Fast Foods Worker	319.467-010
200408	School Food Service			
200501	Home Furnishing & Equipment Mgmt, Prod, Serv			
200503	Custom Slipcovering & Upholstering			
200504	Floral Design	90	Floral Designer	142.081-010
200505	Home Decorating			
200506	Home Furnishing Aide			
200507	Home Service Assisting			
200601	Inst/Home Management, & Supporting Serv, Gen			
200602	Companion to the Ages			
200603	Consumer Aide/Assisting			
200604	Custodial Services			
200605	Executive Housekeeping	67	Housekeeper (Hotel & Restrnt)	321.137-010
200606	Homemaking Aide	34	Housekeeper, Home	301.137-010
209999	Vocational Home Economics, Other			

PROGRAM AREA: HOE - HEALTH OCCUPATIONS EDUCATION

PROG CIP NUMBER	COURSE/PROGRAM NAME	OCC COMP PROJ NO.	OCCUPATIONAL COMPETENCY PROJECT NAME	DOT#
170101	Dental Assisting	19	Dental Assistant	079.371-010
170103	Dental Laboratory Technology			
170202	Dialysis Technology			
170203	Electroncardiograph Technology			
170205	Emergency Medical Technology-Ambulance			
170206	Emergency Medical Technology-Paramedic			
170309	Medical Laboratory Technology			
170404	Home Health Aide	23	Home Health Techniciann	354.377-014
170405	Mental Health/Human Services Assisting			
170502	Central Supply Technology			
170503	Medical Assisting	64	Medical Assistant	079.367-010
170505	Medical Office Management			
170506	Medical Records Technology	75	Medical Records Clerk	079.367-014
170511	Veterinarian Aide			
170513	Health Unit Coordinator			
170601	Geriatric Aide			
170602	Nursing Assisting	17	Nursing Assistant	354.377-014

PROGRAM AREA: HOE - HEALTH OCCUPATIONS EDUCATION

PROG CIP NUMBER	COURSE/PROGRAM NAME	OCC COMP PROJ NO.	OCCUPATIONAL COMPETENCY PROJECT NAME	DOT#
170605	Practical Nursing	7	Licensed Practical Nurse	079.374-014
170814	Physical Therapy Aide			

PROGRAM AREA: ME - MARKETING AND DISTRIBUTIVE EDUCATION

PROG CIP NUMBER	COURSE/PROGRAM NAME	OCC COMP PROJ NO.	OCCUPATIONAL COMPETENCY PROJECT NAME	DOT#
060701	Hotel/Motel Management			
060702	Recreational Enterprises Management			
060703	Resort Management			
060704	Restaurant Management			
060705	Transportation Management			
061401	Marketing Management			
061402	Marketing Research			
061701	Real Estate, General			
061802	Small Business Ownership/Management			
070202	Credit Collection Clerk	52	Collection Clerk	214.362-014
070203	Insurance Clerk	32	Insurance Checker	219.482-014
		50	Adjustment Clerk	241.217-101
070204	Loan Clerk			

PROGRAM AREA: ME - MARKETING AND DISTRIBUTIVE EDUCATION

PROG CIP NUMBER	COURSE/PROGRAM NAME	OCC COMP PROJ NO.	OCCUPATIONAL COMPETENCY PROJECT NAME	DOT#
070205	Teller	59	Teller	211.462-034
		8	Cashier	211.462-010
070708	Shipping, Receiving, and Stock Clerk	16	Stock Clerk	222.387-058
		47	Order Filler	222.487-014
070709	Traffic, Rate, and Transportation Clerk	4	Traffic Clerk	214.587-014
080101	Apparel & Accessories Marketing, Gen	40	Salesperson, Apparel	261.357-010
080102	Fashion Merchandising			
080201	Business & Personal Serv Mktg, Gen			
080202	Display			
080301	Entrepreneurship, General			
080401	Financial Services Marketing, General			
080501	Floristry, Farm & Garden Supp, Mktg, Ten	77	Salesperson, Horticultural & Nursery Products	272.357-022
080601	Food Marketing, General			
080702	Industrial Sales	45	Sales Agent, Business Svcs	251.357-010
080703	International Marketing			
080704	Purchasing Agent	46	Purchasing Agent	162.157-018
080705	Retailing	6	Salesperson, Gen Merchandise	290.477-014
		35	Buyer	162.157-018

PROGRAM AREA: ME - MARKETING AND DISTRIBUTIVE EDUCATION

PROG CIP NUMBER	COURSE/PROGRAM NAME	OCC COMP PROJ NO.	OCCUPATIONAL COMPETENCY PROJECT NAME	DOT#
080706	Sales	12	Sales Representative	213.057-010
080707	Wholesaling			
080801	Home & Office Products Marketing, Gen			
080901	Hospitality & Recreation Marketing, Gen	43	Host/Hostess, Restaurant	238.622-010
080902	Marketing of Hotel/Motel Services			
080903	Marketing of Recreational Services	70	Hotel Clerk	238.362-010
080905	Waiter/Waitress & Related Services	9	Waiter/Waitress	311.677-030
		28	Dining Room/Cafeteria Attendant	311.677-018
081101	Transportation & Travel Marketing, General			
081105	Travel Services Marketing	72	Travel/Clerk	233.167-010
081201	Vehicles & Petroleum Marketing, General			
090201	Advertising			

PROGRAM AREA: TE - TECHNICAL EDUCATION

PROG CIP NUMBER	COURSE/PROGRAM NAME	OCC COMP PROJ NO.	OCCUPATIONAL COMPETENCY PROJECT NAME	DOT#
100103	Photographic Technology			
100104	Radio & TV Prod & Broadcast Tech			
110201	Computer Programming Technology			

PROGRAM AREA: TE - TECHNICAL EDUCATION

PROG CIP NUMBER	COURSE/PROGRAM NAME	OCC COMP PROJ NO.	OCCUPATIONAL COMPETENCY PROJECT NAME	DOT#
150101	Architectural Design/Const Tech			
150201	Civil Technology	96	Engineering Technician, Civil	005.261-014
150202	Drafting and Design Technology			
150301	Computer Technology	26	Computer Systems Technician	019.161.014
150302	Electrical Technology	95	Engineering Tech, Electrical	003.161-101
150303	Electronic Technology	33	Electronics Technician	003.161.014
150304	Laser Electro-Optic Technology			
150401	Biomedical Equipment Technology			
150402	Computer Servicing Technology			
150403	Electromechanical Technology			
150404	Instrumentation Technology			
150501	Air Cond, Heating, Refrig Technology			
150502	Air Pollution Control Technology			
150505	Solar Heating and Cooling Technology			
150506	Water and Waste Water Technology	91	Waste Water Treatment Tech	184.164-246
150603	Industrial Technology			
150607	Plastic Technology			
150610	Welding Technology			

PROGRAM AREA: TE - TECHNICAL EDUCATION

PROG CIP NUMBER	COURSE/PROGRAM NAME	OCC COMP PROJ NO.	OCCUPATIONAL COMPETENCY PROJECT NAME	DOT#
150801	Aeronautical Technology			
150803	Automotive Technology			
150805	Mechanical Design Technology	94	Engineering Tech, Mech	007.161-021
159999	Engineering and Engng Rel Tech, Other			

PROGRAM AREA: TI - TRADE AND INDUSTRIAL

PROG CIP NUMBER	COURSE/PROGRAM NAME	OCC COMP PROJ NO.	OCCUPATIONAL COMPETENCY PROJECT NAME	DOT#
120101	Drycleaning and Laundering Svcs, Gen			
120403	Cosmetology	5	Cosmetologist	332.271-010
200402	Baking	79	Baker	313.381-010
200403	Chef/Cook	15	Cook/Chef	313.361-014
		31	Cook, Specialty/Fast Food	313.361-022
200604	Custodial Services	22	Janitor	382.664-010
460102	Brick, Block, and Stonemasonry	87	Brick, Block Masonry & Cement Finisher	861.381-026
460201	Carpentry	11	Carpenter	860.664-010
460301	Electrical & Power Transmsn Install, Gen			
460302	Electrician	13	Electrician	824.261-010
460303	Lineworker			

PROGRAM AREA: TI - TRADE AND INDUSTRIAL

PROG CIP NUMBER	COURSE/PROGRAM NAME	OCC COMP PROJ NO.	OCCUPATIONAL COMPETENCY PROJECT NAME	DOT#
460401	Building Maintenance	66	Building Maintenance Techn	899.381-010
460404	Drywall Installation			
460405	Floor Covering Installation			
460406	Glazing			
460407	Insulation Installation			
460408	Painting & Decorating	56	Painter	841.381-010
		57	Paperhanger	841.381-010
460410	Roofing			
460501	Plumbing, Pipefitting & Steamfitting, Gen	20	Plumber, Pipefitter	862.261-010
470101	Electrical & Electronics Equip Repr, Gen			
470102	Business Machine Repair	27	Machine Repairer	633.281-018
470103	Communications Electronics	85	Appliance Repairer, Elect	828.281-010
470104	Computer Electronics			
470105	Industrial Electronics			
470106	Major Appliance Repair	84	Appliance Repairer, Major	827.261-010
470107	Motor Repair			
470108	Small Appliance Repair			
470109	Vending & Recreational Machine Repair	93	Vending Machine Repair	729.381-014

PROGRAM AREA: TI - TRADE AND INDUSTRIAL

PROG CIP NUMBER	COURSE/PROGRAM NAME	OCC COMP PROJ NO.	OCCUPATIONAL COMPETENCY PROJECT NAME	DOT#
470202	Cooling & Refrigeration			
470203	Heating & Air Conditioning	54	AC-Refrig Mechanic	620.281-010
470301	Industrial Equip Maint & Repair, Gen		Heating Mechanic	637.664-010
470302	Heavy Equipment Maint & Repair			
470303	Industrial Machinery Maint & Repair			
470401	Electromechanical/Hydrlic Inst Repair			
470403	Locksmithing and Safe Repair			
470404	Musical Instrument Repair			
470407	Sporting Goods Equipment Repair			
470408	Watch Repair			
470501	Stationary Energy Sources, Gen			
470502	Conventional Electric Power Generation	80a	Stationary Engineer	950.382-026
470601	Vehicle & Mobile Equip Repair, Gen			
470603	Automotive Body Repair	68	Automobile Body Repairer	807.381-010
470604	Automotive Mechanics	14	Automotive Technician	620.261-010
470605	Diesel Engine Mechanics	51	Diesel Engine Mechanic	625.281-010
470606	Small Engine Repair	92	Small Engine Repairer	625.281-018

PROGRAM AREA: TI - TRADE AND INDUSTRIAL

PROG CIP NUMBER	COURSE/PROGRAM NAME	OCC COMP PROJ NO.	OCCUPATIONAL COMPETENCY PROJECT NAME	DOT#
470607	Aircraft Mechanics, Airframe	98	Airframe & Power Plant Mech	621.281-014
470699	Vehicle & Mobile Equip Mechanics	89	Recreational Veh & Marine Mechanic	600.280-010
480101	Drafting, General			
480102	Architectural Drafting	60	Drafter, Architectural	001.261-010
480103	Civil/Structural Drafting	63	Drafter, Civil	005.281-010
480104	Electrical/Electronics Drafting	61	Drafter, Electronic	003.281-010
480105	Mechanical Drafting	62	Drafter, Mechanical	007.281-010
480201	Graphic & Printing Communication, Gen			
480202	Bookbinding			
480203	Commercial Art	53	Commercial Artist/Graphic Designer	141.061-018
480204	Commercial Photography			
480205	Composition, Make-up, and Typesetting	80	Compositer	973.381-010
480206	Lithography, Photography, and Platemaking			
480208	Printing Press Operations	65	Offset-Press Operator	651.482-010
480209	Silk Screen Making & Printing			
480301	Leathermaking & Upholstering, General			
480303	Upholstering	88	Upholsterer	780.687-054

PROGRAM AREA: TI - TRADE AND INDUSTRIAL

PROG CIP NUMBER	COURSE/PROGRAM NAME	OCC COMP PROJ NO.	OCCUPATIONAL COMPETENCY PROJECT NAME	DOT#
480401	Restaurant Chef			
480402	Meatcutting			
480403	Slaughtering & Butchering			
480502	Foundry Work			
480503	Machine Tool Operation/Machine Shop	29	Machinist	600.280-022
480504	Metal Fabrication			
480505	Metal Patternmaking			
480506	Sheet Metal Worker	86	Sheet Metal Worker	804.281-010
480507	Tool & Die Making	30	Tool Maker	601.280-042
480508	Welding, Brazing, & Soldering	83	Welder	819.685-010
480601	Industrial Ceramics Manufacturing			
480602	Jewelry Design, Fabrication & Repair			
480603	Optical Goods Work			
480604	Plastics			
480703	Millwork & Cabinet Making	82	Cabinetmaker	660.280-010
490203	Material Handling			
490306	Marine Maintenance	97	Marine Body Repairer	860.131-010

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*** Labor Demand Occupations**

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Advertising and Public Relations
Agricultural Services
Aircraft Mechanics
Animal Science
Apparel Marketing
Architecture and Urban Design
Athletics and Physical Fitness
Audio-Visual Specialist
Automobile and Petroleum Marketing
Automotive Body Repair
Automotive Mechanics
Aviation
Bank Clerk
Biological Laboratory Technology
Biomedical Equipment Technology
Bookbinding
Bookkeeping and accounting
Building construction
Building Maintenance
Business Administration
Business Service Marketing
Butcher
Cabinetmaking and Furniture Making
Carpentry
Chemical Technology
Chemistry
Child Care Worker
Civil Engineering Technology
Clothing Manufacturing
Commercial Art
Communications Equipment Operators
Communications Equipment Repair
Computer Programming
Conservation
Construction Equipment Operation
Cosmetology
Data Entry Keyer
Dental Assisting
Dental Hygiene
Dental Laboratory Technology
Dentistry
Dietician
Dispatchers and Radio Operators
Drafting and Design
Driving
Drycleaning and Laundering
Educational Administration
Electrical Equipment Repair
Electrician
Electromechanical Technology
Emergency Medical Technology

Labor Demand Occupations

Page 2

Engineering
Engineering Technology
Environmental Control Technology
Financial Services
Fine Arts
Fire Fighting
Flight Attendant
Florist
Food Marketing
Food Service
Foundry Work
Funeral Director
Gaming
Graphic Art
Health Aide
Health Care Administration
Health Practitioners, Other
Heating and Cooling Mechanics
Horticulture
Human Service/Mental Health Tech
Industrial Equipment Maintenance
Industrial Supervision
Information Sciences and Systems
Insurance Clerks and Examiners
Insurance Sales
Interior Decorating
Janitors, Cleaners & Housekeepers
Jeweler
Journalism
Law
Law Enforcement
Legal Assisting
Librarian
Licensed Practical Nurse
Machine Operators, Setters & Tenders
Machinist
Manufacturing
Manufacturing Technology
Marine Operations
Masonry
Material Handling
Mathematics
Medical Assisting
Medical Laboratory Technology
Medical Radiation Technology
Medical Technology
Metal Work
Mining
Nuclear Operations
Occupational & Recreational Therapy
Office Occupations
Office Supervision
Optical Technology

Labor Demand Occupations

Page 3

Painting, Coating & Decorating, Machine
Performing Arts
Personnel Clerk
Petroleum & Gas Plant Operations
Pharmacy
Pharmacy Assistant
Photography
Physical Sciences
Physical Therapy
Physicians and Surgeons
Plumbing
Postal Workers
Power Plant Operator
Professional Workers, Other
Railroad Operations
Real Estate
Recreational Services
Registered Nurse
Religion and Philosophy
Respiratory Therapy
Sales and Purchasing, General
Shipping and Receiving Clerk
Shoe Repair and Leatherwork
Skilled & Semiskilled Workers, Other
Small Engine Repair
Small Equipment Repair
Social Welfare Aide
Speech Pathology/Audiology
Surgical Technology
Tailoring
Teacher Aide
Teaching
Transportation Services
Travel Services
Unskilled Labor
Upholstering
Waiter/Waitress
Welding
Writing

Comments on some occupations not designated:

1. Data Entry Keyer should not be trained for unless these skills are taught as a part of a larger keyboarding training program.
2. Electronic Maintenance is not designated except for specialized training in computer electronics.
3. Post-secondary programs in Life Sciences, Psychology and Social Work, and Social Sciences are not designated. However, those individuals seeking graduate level training in these areas may be considered for training.

* Note - A comprehensive list will be available during the technical assistance workshops.

**VOCATIONAL EDUCATION THREE-YEAR PLAN
FISCAL YEARS 1992-1994
FORMS PACKET**

**John Ellis
Commissioner of Education**

**New Jersey State Department of Education
Division of Vocational Education
225 West State Street
CN 500
Trenton, New Jersey 08625**

**Thomas A. Henry, Ed.D.
Assistant Commissioner of Education**

**April 1991
PTM No. 1033.00**

INTRODUCTION

This packet contains the necessary forms for completing the (3) Year Vocational Education Plan. Please make copies of the forms prior to completion.

Remember to complete the county code and LEA code on each page. To complete this plan you will need to reference the Three-Year Planning Guide for directions as well as the Vocational Education Noncompetitive Funding Guidelines.

If you need assistance, please call Hector Ramon Villafane, Manager, Bureau of Planning and Evaluation, Division of Vocational Education at 609-292-5822.

FORMS PACKET

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- 3.2 Comprehensive Overview
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- 3.4 District Demographics and Facilities
- 3.5 Integration of Basic and Academic Skills
- 4.2 Retention, Recruitment and Placement Strategies
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- 4.3 Needs Assessment by Special Populations Matrix
- 4.4 Needs Statements
- 5.5 Planned Use of Funds
- 5.6 Monitoring of Provisions

**DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION**

Three-Year Plan Cover Page

This section must contain the following information and will be the first page of the plan.

COUNTY CODE _____ COUNTY NAME _____

LEA CODE _____ LEA NAME _____

Superintendent's Name _____ Phone Number () _____

Vocational Director's Name _____ Phone Number () _____

For State Use Only:

Reviewed and Approved _____	Sex Equity Coordinator	_____
		Date

Reviewed and Approved _____	Program Specialist	_____
		Date

Reviewed and Approved _____	Limited English Proficiency	_____
		Date

Reviewed and Approved _____	Chapter One	_____
		Date

Reviewed and Approved _____	Special Education	_____
		Date

County Code _____
LEA Code _____

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
P.L. 101-392

Statement of Assurances

THE APPLICANT HEREBY ASSURES THE COMMISSIONER OF EDUCATION OF THE STATE OF NEW JERSEY THAT:

- A. At the discretion of the New Jersey Department of Education, the applicant agrees, that prior to receiving an award, a pre-award survey may be conducted by the Division of Compliance. This pre-award survey applies to applicants who have not received a grant from the New Jersey Department of Education within the last two years of submission of this document. (DOE Policy)
- B. All courses/programs/projects are conducted in accordance with N.J.S.A. 18A:26 and N.J.A.C. 6:41-6:53, Subtitle H and the Division of Vocational Education Non-Competitive Funding Guidelines. (DOE Policy)
- C. Where the application is based on the objective(s) to deliver services, provide supplies or purchase equipment for student use, the students will receive the proposed benefits within the fiscal year in which the funds are awarded. All funds awarded for a given fiscal year will be expended in accordance with the approved purposes and budget. (DVE Policy)
- D. The funds awarded will be used to supplement, and in no case supplant, state or local funds budgeted for programs or services of the same type. No support from any other funding will duplicate P.L. 101-392 funds. (P.L. 101-392 Sec. 516)
- E. The proposed programs, services and activities will be coordinated, as specified in the Vocational Education Three-Year Plan, where appropriate with Job Training Partnership Act (JTPA) services and activities. (P.L. 101-392 Sec. 240(7))
- F. All financial and programmatic records, supporting documents, statistical records and other records of recipients and of contractors and subcontractors under grants received for vocational education activities will be maintained and available for periodic review. The records shall be retained for five years after the completion of the activity for which grant funds were used (Education Department General Administrative Regulations, 34 C.F.R. Sec. 74.20 and 75.734).
- G. The funds awarded will be used to (P.L. 101-392 Sec. 118(c)(1-5)):
 - (1) assist students who are members of special populations to enter vocational education programs, apprenticeship, cooperative education and comprehensive career guidance and counseling services and, with respect to students with handicaps, assist in fulfilling the transitional service requirements of section 626 of the Education of the Handicapped Act;

County Code _____
LEA Code _____

- (2) assess the special needs of students participating in programs receiving assistance under Title II with respect to their successful completion of the vocational education program in the most integrated setting possible;
 - (3) provide supplementary services to students who are members of special populations, including, with respect to individuals with handicaps -
 - (A) curriculum modification;
 - (B) equipment modification;
 - (C) classroom modification;
 - (D) supportive personnel; and
 - (E) instructional aids and devices;
 - (4) provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provision of such special services; and
 - (5) provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.
- H. The programs funded shall be carried out according to the criteria for programs for each special population. (P.L. 101-392 Sec. 118)
- I. The LEA will provide vocational programs that (P.L. 101-392 Sec. 240(12)(A-D)):
- (1) encourage students through counseling to pursue such coherent sequences of courses;
 - (2) assist students who are economically disadvantaged, students of limited English proficiency, and students with handicaps to succeed through supportive services such as counseling, English-language instruction, child care, and special aids;
 - (3) are of such size, scope, and quality as to bring about improvement in the quality of education offered by the school; and
 - (4) seek to cooperate with the sex equity program carried out under sections 111, 118 and 222;
- J. The LEA will provide sufficient information to the state to enable the State to comply with the provisions of section 231(d). (P.L. 101-392 Sec. 240(13))

County Code _____
LEA Code _____

- K. This plan has been developed in consultation with the Local Committee of Practitioners and will be made available for review and comment by interested parties, including appropriate representatives of the Job Training Partnership Act. (P.L. 101-392 Sec. 240(7))
- L. When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with federal money, all grantees receiving federal funds, including but not limited to state and local governments, shall clearly state the percentage of the total cost of the program or project which will be financed with federal money. (Stevens Amendment to the Department of Defense's Appropriations Act (Section 8136)).

COUNTY CODE _____ LEA CODE _____ LEGAL LEA NAME _____

Date: _____ By: _____
(Signature of Chief School Administrator)

County Code _____
LEA Code _____

JTPA Coordination

Describe methods to be used to coordinate vocational education services with relevant programs conducted under the Job Training Partnership Act (JTPA).
(P.L. 101-392, Sec. 240(7))

(Use one page only.)

Form 2.3

County Code _____

LEA Code _____

Community-based Organization Coordination

Describe coordination efforts with community-based organizations. (P.L. 101-392, Sec. 240(9)).

(Use one page only.)

County Code _____
LEA Code _____

Parent and Student Involvement

Describe the methods to be used to involve parents and students of special populations (see glossary) in the development of vocational education programs that will meet their needs. (P.L. 101-392, Sec. 240(B))

(Use one page only.)

NEW JERSEY STATE LIBRARY

County Code _____

LOCAL COMMITTEE OF PRACTITIONERS

LEA Name _____

List below those individuals who have been appointed to serve on the Local Committee of Practitioners. Provide the name, address, and specific group represented for each individual.

(Use one page only.)

County Code _____
LEA Code _____

Comprehensive Overview

Provide a comprehensive overview of the current vocational education delivery system. Include:

- Occupational Education
- Transitions to the World of Work
- Career Orientation

(Use one additional page if necessary. Number 3.2.1.)

County Code _____
LEA Code _____

MATRIX OF OCCUPATIONAL EDUCATION SCOPE AND SEQUENCE

Directions: List the current sequence of courses/activities for each specific occupational cluster within an occupational education program area offered by the district. Use Appendix B for occupational titles and CIP codes. Include Career Orientation, Transition to the World of Work purposes and related academic courses within the sequence.

(LEA may attach a comprehensive listing of offerings in place of form)

[illegible]

(Use additional pages as necessary. Numbers 3.3.1, 3.3.2, etc.)

County Code _____
LEA Code _____

District Demographics and Facilities

Briefly describe the following:

- the demographics (race, economic status of community, business and industry profile, etc.) of your educational agency, including the students served; and,
- the nature (age of shops, kinds of labs and shops, state-of-the-art equipment, etc.) of the facilities and equipment used to deliver vocational education.

(Use one additional page if necessary. Number 3.4.1.)

County Code _____
LEA Code _____

Integration of Basic and Academic Skills

Describe how the LEA provides or will provide a vocational education program that integrates academic and occupational disciplines so that students participating in the program are able to achieve both academic and occupational competence. (P.L. 101-392, Sec. 240(11))

Population: Females and Males Entering Nontraditional Programs

- Describe your current recruitment activities for the full range of vocational programs, cooperative education and apprenticeship.
- Describe your current retention and support services for the full range of vocational programs, cooperative education, and apprenticeship.
- Describe your current efforts to place students in jobs upon completion of training. Include criteria for successful placement and placement roles.

(Use one page only.)

- Describe your current recruitment activities that ensure access to the full range of vocational programs, cooperative education, and apprenticeship in the most integrated setting possible.

- Describe your current retention and support services that ensure continued participation in the full range of vocational programs, cooperative education, and apprenticeship in the most integrated setting possible.

County Code _____
LEA Code _____

- Describe your current efforts to ensure that students have access to and are placed in jobs upon completion of training. Include criteria for successful placement and placement roles.

- Describe your current recruitment activities that ensure access to the full range of vocational programs, cooperative education, and apprenticeship in the most integrated setting possible.

- (Use one page only.)

- (Use one additional page if necessary. Number 4.2.3.1.)

County Code _____
LEA Code _____

- Describe your current practices which ensure that students with handicaps who have IEPs developed under section 614(a)(5) of P.L. 94-142 and are enrolled in vocational programs, are afforded rights and protections guaranteed under sections 612, 614, and 615 of this Act.
- Describe how the provision of vocational education to each student with handicaps is monitored to determine if such education is consistent with the IEP developed under section 614(a)(5) of P.L. 94-142.

(Use one additional page if necessary. Number 4.2.3.1.)

County Code _____
LEA Code _____

- With respect to vocational education programs, describe your current practices to ensure that students with handicaps who do not have IEPs or who are not eligible to have such programs are afforded the rights and protections guaranteed under section 504 of the Rehabilitation Act of 1973. For the purpose of this Act, such rights and protections shall include making vocational education programs readily accessible to eligible individuals with disabilities through the provision of services described in subsection (c)(3).
- Describe how your current vocational education planning procedures for individuals with handicaps are coordinated between appropriate representatives of vocational education, special education, and state vocational rehabilitation agencies.

(Use one additional page if necessary. Number 4.2.3.1.)

County Code _____
LEA Code _____

Population: Limited English Proficient Students

- Describe your current recruitment activities that ensure access to the full range of vocational programs, cooperative education, and apprenticeship.
- Describe your current retention and support services that ensure continued participation in the full range of vocational programs, cooperative education, and apprenticeship.

(Use one page only.)

County Code _____
LEA Code _____

- Describe your current practices to ensure that students of limited English proficiency have access to the full range of vocational programs, cooperative education and apprenticeship in the most integrated setting possible.
- Describe your current efforts to place students in jobs upon completion of training. Include criteria for successful placement and placement roles.

(Use one page only.)

County Code _____
LEA Code _____

Population: Students in Correctional Institutions (if applicable)

- Describe your current recruitment activities for the full range of vocational programs.

- Describe your current retention and support services for the full range of vocational programs.

(Use one page only.)

- (Use one page only.)

SPECIAL POPULATIONS MATRIX FOR 3 YEAR PLAN

ENTIRE FORM MUST BE
TYPED
DO NOT FOLD OR STAPLE
DO NOT WRITE ON FORM
TYPING INSTRUCTIONS

Insert in typewriter - align
both horizontal and vertical
typewriter carriage guides
on the cross lines below.
Type at 1 1/2 spaces.
Type only between blue
lines.

County Code		County Name	
District Code		District Name	

DOEOCR

DO NOT PHOTOCOPY - For additional forms call 609-292-5822

Sec. 240. Local Application (2) of the Perkins Legislation requires each Local Education Agency (LEA) to report special needs student enrollment for the entire LEA. Use the key below to interpret abbreviations. For definitions refer to the Glossary of Terms.

GRADES K - 6	MALE		FEMALE	
	Min	Non-Min	Min	Non-Min
Total				
Dis Acad				
Dis Econ				
LEP				
Handicap				
Non-Trad				

GRADES 9 - 10	MALE		FEMALE	
	Min	Non-Min	Min	Non-Min
Total				
Dis Acad				
Dis Econ				
LEP				
Handicap				
Non-Trad				

USE OPTICAL CHARACTER
RECOGNITION (OCR) FORMS
IN PACKET

GRADES 7 - 8	MALE		FEMALE	
	Min	Non-Min	Min	Non-Min
Total				
Dis Acad				
Dis Econ				
LEP				
Handicap				
Non-Trad				

GRADES 11 - 12	MALE		FEMALE	
	Min	Non-Min	Min	Non-Min
Total				
Dis Acad				
Dis Econ				
LEP				
Handicap				
Non-Trad				

KEY

Min = Minority
Non-Min = Non-minority
Dis Acad = Disadvantaged Academic

Dis Econ = Disadvantaged Economic
LEP = Limited English Proficiency
Non-Trad = Non-Traditional enrollments

DOEOCR

1

ENTIRE FORM MUST BE
TYPED

DO NOT FOLD OR STAPLE

DO NOT WRITE ON FORM

DOEOCR

TYPING INSTRUCTIONS

Insert in typewriter - align
both horizontal and vertical
typewriter carriage guides
on the cross lines below.
Type at 1 1/2 spaces.
Type only between blue
lines.

Country Code		Country Name	
District Code		District Name	

DO NOT PHOTOCOPY - For additional forms call 509-292-5822

Sec. 240. Local Application (2) of the Perkins Legislation requires each Local Education Agency (LEA) to report special needs student enrollment for the entire LEA. Use the key below to interpret abbreviations. For definitions refer to the Glossary of Terms.

UNGRADED	MALE		FEMALE	
	Min	Non-Min	Min	Non-Min
Total				
Dis Acad				
Dis Econ				
LEP				
Handicap				
Non-Trad				

APPRENTICE	MALE		FEMALE	
	Min	Non-Min	Min	Non-Min
Total				
Dis Econ				
LEP				
Handicap				
Non-Trad				

USE OPTICAL CHARACTER
RECOGNITION (OCR) FORMS
IN PACKET

CORRECTIONAL FACILITY	MALE		FEMALE	
	Min	Non-Min	Min	Non-Min
Total				
Dis Acad				
Dis Econ				
LEP				
Handicap				
Non-Trad				

ADULT	MALE		FEMALE	
	Min	Non-Min	Min	Non-Min
Total				
Dis Econ				
LEP				
Handicap				
Non-Trad				

KEY

Min = Minority
Non-Min = Non-minority
Dis Acad = Disadvantaged Academic

Dis Econ = Disadvantaged Economic
LEP = Limited English Proficiency
Non-Trad = Non-Traditional enrollments

DOEOCR

County Code _____
LEA Code _____**Needs Statements**

Based on your needs assessment and supply and demand, list in priority order and sequentially number the LEA's needs statements to be addressed over the next three years. Use the information from Sections 4.2.1 through 4.2.6 and the needs matrix Form 4.3. Categorize each statement as to one or more of the following purpose areas:

- Occupational Education (OE)
- Transitions to the World of Work (TW)
- Career Orientation (CO)

(Use two pages if necessary. Number 4.4.1, 4.4.2.)

(DUPLICATE AS NEEDED)

FORM 5.5

COUNTY CODE _____

LEA CODE: _____

PLANNED USE OF FUNDS BY FISCAL YEAR

FISCAL YEAR _____

SITE(S) NAME(S)

ANTICIPATED NUMBER OF STUDENTS TO BE SERVED

A. Disadvantaged _____

C. Limited English
Proficiency _____

B. Handicapped _____

D. Sex Bias Program
Participants _____

NEED:

OBJECTIVES/OUTCOMES:

PURPOSE
CODE

CIP
CODE

ACTIVITIES/STAFF/TIMELINES:

EVALUATION:

Complete a form for each identified need for each fiscal year 1992-1994. This information will be used for completing your FY '92 application for funds/implementation plan.

*Occupational CIP Codes must reflect the use of supply and demand data. Use additional sheets if necessary.

PURPOSE CODE - CO = Career Orientation, TW = Transitions to the World of Work, OE = Occupational Education

RS/1g:11/1942M

County Code _____
LEA Code _____

Monitoring of Provisions

Describe how the LEA will monitor the provision of vocational education to individuals who are members of special populations. (P.L. 101-392 Sec. 240 (14))

(Do not use additional pages)

RS/mh:1/68881

**VOCATIONAL EDUCATION
NONCOMPETITIVE
FUNDING GUIDELINES, APPLICATION FOR FUNDS
AND IMPLEMENTATION PLAN
FISCAL YEAR 1992**

**CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY ACT
(P.L. 101-392)**

**John Ellis
Commissioner of Education**

**Thomas A. Henry
Assistant Commissioner
Division of Vocational Education**

**NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
225 WEST STATE STREET
CN 500
TRENTON, N.J. 08625-0500**

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Ex-Officio

DUE DATE

FY 1992

SCHOOL YEAR 1991-1992

APPLICATION SUBMISSION DEADLINE

TO THE DIVISION OF VOCATIONAL EDUCATION

JULY 12, 1991

FY 1992 NON-COMPETITIVE APPLICATION SCHEDULE OF EVENTS

<u>EVENT</u>	<u>DATE</u>
Application Due Date to Division	July 12, 1991
Department of Education Review Begins Begins	July 12, 1991
Notifications of approval/revisions of applications	July 12 - August 23, 1991
Last Day for Application Revisions	October 15, 1991
*Last day for equipment modification requests	November 29, 1991
Mailing of interim reports to the districts	November 29, 1991
All Equipment in place and operational	January 15, 1992
*All interim reports due	January 31, 1992
*Last day for line item changes (except equipment) requests	March 2, 1992
*Information must be sent into Bureau of Vocational Grants Management, Division of Vocational Education.	

**P.L. 101-392
Guidelines - FY '92**

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**P.L. 101-392
Guidelines - FY '92**

PART I

Introduction

The passage of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392) provides secondary, postsecondary and adult vocational education programs with federal financial assistance from July 1, 1991 - June 30, 1996.

This new legislation greatly expands the federal government's job-related education efforts. It emphasizes service to "special populations," including the poor, the handicapped, the economically disadvantaged, disabled, single parents, foster children, those not properly served because of sex bias and those with limited English proficiency. The method by which grants will be allocated has changed significantly. The new legislation eliminates many of the fiscal constraints found in the former act, including set-asides, matching of program costs and excess costs for the handicapped and disadvantaged.

The new legislation also changes the distribution of funds among eligible applicants. The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 requires allocations to all districts serving secondary students based on the following formula: 70 percent of the allocation will be based on Chapter I funds the local educational agency received, 20 percent is based on the number of students with handicaps who have individualized education programs (IEPs), and 10 percent is based on the number of students enrolled in school and adults enrolled in training programs. Postsecondary/adult funds are distributed to eligible recipients based on the number of DECC grants and other factors.

These allocations are to be made to all LEAs. However, allocations to LEAs serving only elementary students are to be distributed to the local or regional education agency serving the secondary students from those LEAs. The new legislation also provides for funding of area vocational education schools.

While all secondary districts will receive allocations, only those districts receiving at least \$15,000 may submit a district applications for funds. Districts receiving allocations of less than \$15,000 may join with other eligible applicants in consortia to meet the \$15,000 minimum. To be eligible to submit an application, a district must first submit a three year plan describing the programs which will be funded and the relationship of those programs to the required local needs assessment.

All districts that anticipate becoming eligible recipients for either state or federal noncompetitive and/or Tech-Prep competitive funds must submit and have approved a three-year plan. Failure to submit and obtain approval of a three-year plan will preclude an applicant from being considered an eligible recipient within the three-year funding cycle which is coterminous with the three-year State Plan for Vocational Education, FY 1992 -- FY 1994. Districts not submitting a three-year plan to become eligible for noncompetitive allocations may do so when submitting an application in response to a Tech-Prep Request for Proposals (RFP).

The district three-year plan and subsequent application for funds and implementation plan must address programs to be offered in three major purpose areas. Those areas are:

Career Orientation

Grades 7-12

Career Orientation programs help students clarify their career goals, including self-awareness (interest, aptitudes and abilities), explore career possibilities, develop employability skills and obtain skills necessary to function in a technological society.

Emphasis is placed on the development of problem-solving and decision-making skills necessary to make and implement informed educational and occupational choices, including enrollment in appropriate occupational education programs to meet current and emerging employment needs. Examples of fundable programs are: Employment Orientation, Introduction to Vocations, School Year Work Study, Technology Education/Industrial Arts, Vocational Career Guidance and Counseling, Work Experience Career Exploration Programs, and other programs that meet the objectives listed above.

Transitions to the World of Work

Special Populations (Grades 7-12, Adults)

Transitions of the World of Work refers to those programs, activities and services that help students overcome barriers to employment, including transition from career orientation programs to occupational education programs and transition from occupational education programs to employment. Examples of fundable programs, activities and services are: transportation and child care services; job placement; job coaching and follow-up services; shadowing programs; orientation of employers to the needs of special populations; job development activities involving school, employers and organized labor; activities which coordinate JTPA and other state services such as Division of Vocational Rehabilitation Services; supplementary services to enhance effective and efficient transition from school to work; equipment, services or other activities to address the needs of special populations; and other services which assist students to overcome barriers to employment.

Occupational Education

Grades 9-12, Adults

Occupational education refers to any organized program of study, whether intellectual, technical or skill-based, directly related to preparing individuals for employment, or to skills enrichment or retraining for individuals already in the workforce. Occupational education programs can be offered at all educational levels and can be credit or non-credit programs. Occupational education programs must provide individuals with the skills and abilities necessary for them to become and remain viable, flexible and mobile in the workplace, and to participate in further training or education as necessary or desirable.

Such programs or activities may include the areas of agriculture and agribusiness; apprenticeship; business education; health occupations education; home economics and consumer education; marketing education, technical education, and trade and industrial education.

Each of these purpose areas is an integral part of an effective vocational education delivery system. The division recommends that each purpose area be addressed in your district's three-year plan. The division also recommends that the district allocate twenty-five percent of their noncompetitive allocation to the Career Orientation, twenty-five percent to Transitions to the World of Work areas and fifty percent to Occupational Education Programs.

**P.L. 101-392
Guidelines - FY '92**

PART II

FEDERAL PROVISIONS

A. COORDINATION OF VOCATIONAL EDUCATION SERVICES AND RELEVANT JOB TRAINING PARTNERSHIP ACT (JTPA) ASSISTED PROGRAMS

Any eligible recipient desiring financial assistance under the Carl D. Perkins Vocational and Applied Technology Education Act shall describe the methods to be used to coordinate vocational education services with relevant programs conducted under the Job Training Partnership Act (JTPA). The methods of coordination must include arrangements with private industry councils established under section 102(a) of JTPA. Coordination is sought in order to avoid duplication and expand the range of and accessibility to vocational education services.

Therefore, LEAs must provide to appropriate JTPA service delivery area (SDA), administrators program descriptions of all vocational courses, programs or services offered. Descriptions may be in the form of a course offering handbook, a course catalog, individual course abstracts or matrixes of vocational programs. Those courses and services that are specifically designed to meet the occupational training needs of special populations including young and/or adults must be highlighted or listed separately. The highlighted courses should include transitional services that assist individuals who are not currently enrolled in vocational education programs to select and prepare for participation in an appropriate vocational or training program. Transitional services, programs, or activities may include:

- outreach to or recruitment of potential vocational education students;
- career counseling and personal counseling;
- vocational assessment and testing; and
- other appropriate services, programs, or activities.

The coordination effort will include a commitment from the service delivery area to participate in regional vocational education funding workshops to provide specific labor market area data and information such as plant closings or specific local employer or employee training needs. This information must be used by the eligible recipient when developing applications for federal vocational education funds. Depending on the needs of the service delivery area and the eligible recipient, joint agency meetings may be held during the preparation of each application.

The description of the vocational education programs for which funding is requested must clearly describe the commitments and responsibilities of each agency to the program. Each applicant will be required to assure that the SDA has received all appropriate descriptions and has participated with the LEA in application planning. The intent of these requirements is to develop a strong positive relationship between the LEA and SDA. Evidence of this relationship will be sought by state department staff during project monitoring.

Any eligible recipient seeking to establish new vocational courses or programs, the program and course approval process described in Chapter 6:43-8.2 of the New Jersey Administrative Code must be followed.

B. Criteria for Services and Activities for Individuals Who Are Members of Special Population (P.L. 101-392 Part B, Sec. 118)

The term "special populations" includes individuals with handicaps, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions.

Assurances

Each eligible recipient receiving assistance under title II of P.L. 101-392 shall provide assurances that such eligible recipient shall:

- (1) assist students who are members of special populations to enter vocational education programs, and, with respect to students with handicaps, assist in fulfilling the transitional service requirements of section 626 of the Education of the Handicapped Act;
- (2) assess the special needs of students participating in programs receiving assistance under Title II with respect to their successful completion of the vocational education program in the most integrated setting possible;
- (3) provide supplementary services to students who are members of special populations, including, with respect to individuals with handicaps:
 - a) curriculum modification;
 - b) equipment modification;
 - c) classroom modification;
 - d) supportive personnel; and
 - e) instructional aids and devices.
- (4) provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provisions of such special services; and
- (5) provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.

Provision of Information

- (1) Each local educational agency (LEA) shall provide to students who are members of special populations and parents of such students at least one year before the students enter or are of an appropriate age for the grade level in which vocational education programs are first generally available in the state, but in no event later than the beginning of the ninth grade, information concerning:

- a) the opportunities available in vocational education;
 - b) the requirements for eligibility for enrollment in such vocational education programs;
 - c) specific courses that are available;
 - d) special services that are available;
 - e) employment opportunities; and
 - f) placement.
- (2) Each LEA that receives assistance shall provide the information described in paragraph (1) to each individual who requests information concerning, or seeks admission to, vocational education programs offered by the institution, and, when appropriate, assist in the preparation of applications relating to such admission.
- (3) The information provided shall, to the extent practicable, be in a language and form that the parents and students understand.

C. Distribution of Funds (Part C, Sec. 231)

The Department of Education, Division of Vocational Education shall distribute funds to secondary districts as prescribed in Title II, Part C, section 231.

- (1) From 70 percent of such funds, each local educational agency shall be allocated an amount that bears the same relationship to such 70 percent as the amount such local educational agency was allocated under section 1005 of the Elementary and Secondary Education Act of 1965 in the preceding fiscal year bears to the total amount received under such section by local educational agencies in the State in such year.
- (2) From 20 percent of such funds, each local educational agency shall be allocated an amount that bears the same relationship to such 20 percent as the number of students with handicaps who have individualized education programs under section 614(a)(5) of the Education of the Handicapped Act served by such local educational agency in the preceding fiscal year bears to the total number of such students served by local educational agencies in the State in such year.
- (3) From 10 percent of such funds, each local educational agency shall be allocated an amount that bears the same relationship to such 10 percent as the number of students enrolled in school and adults enrolled in training programs under the jurisdiction of such local educational agency in the preceding fiscal year bears to the number of students enrolled in schools and adults enrolled in training programs under the jurisdiction of all local educational agencies in the State in such year.

D. Use of Funds (Part C, Sec. 235)

Each eligible recipient that receives a grant under P.L. 101-392 shall use funds provided under such grant to improve vocational education programs, with the full participation of individuals who are members of special populations, at a limited number of sites or with respect to a limited number of program areas.

Priority

Each eligible recipient that receives a grant under P.L. 101-392 shall give priority for assistance to sites or programs that serve the highest concentrations of individuals who are members of special populations.

Requirements for Uses of Funds

P.L. 101-392 funds may only be used to serve students in grades 7-12 and adults enrolled in training programs.

Funds made available under a grant shall be used to provide vocational education in programs that:

- (1) are of such size, scope, and quality as to be effective;
- (2) integrate academic and vocational education in such programs through coherent sequences of courses so that students achieve both academic and occupational competencies; and
- (3) provide equitable participation in such programs for the special populations.

The district's three-year plan for vocational education must address these three criteria.

In carrying out the provisions of the requirements for uses of funds, grant funds may be used for activities such as:

- (1) upgrading curriculum;
- (2) purchasing equipment, including instructional aids;
- (3) inservice training of both vocational instructors and academic instructors working with vocational education students for integrating academic and vocational education;
- (4) guidance and counseling;
- (5) remedial courses;
- (6) adaptation of equipment;
- (7) tech-prep education programs;
- (8) supplementary services designed to meet the needs of special populations;
- (9) a special populations coordinator paid in whole or in part from such funds who shall be a qualified counselor or teacher to ensure that individuals who are members of special populations are receiving adequate services and job skill training;
- (10) apprenticeship programs;

- (11) programs that are strongly tied to economic development efforts in the State;
- (12) programs which train adults and students for all aspects of the occupation, in which job openings are projected or available;
- (13) comprehensive mentor programs in institutions of higher education offering comprehensive programs in teacher preparation, which seek to fully use the skills and work experience of individuals currently or formerly employed in business and industry who are interested in becoming classroom instructors and to meet the need of vocational educators who wish to upgrade their teaching competencies;
- (14) provision of education and training through arrangements with private vocational training institutions, private postsecondary educational institutions, employers, labor organizations, and joint labor-management apprenticeship programs whenever such institutions, employers, labor organizations, or programs can make a significant contribution to obtaining the objectives of the State Plan and can provide substantially equivalent training at a lesser cost, or can provide equipment or services not available in public institutions.

Administrative Costs (See Glossary for definition)

Each eligible recipient receiving funds shall use no more than 5 percent of such funds for administrative costs.

E. Funding Policies

I. Vocational Student Organization Activities (N.J.A.C. 6:43-3.17)

- (a) The program of instruction may include activities of vocational education student organizations which are an integral part of the vocational instruction offered and which are supervised by persons who are qualified as vocational education teachers or supervisors in the state.
- (b) Payment of state and national dues shall be a requirement for membership in a New Jersey or national vocational student organization.
- (c) Membership in the appropriate vocational student organization and adherence to published deadlines shall be requirements for participation at State and national vocational student organization competitive events. The Commissioner shall publish deadlines by September 1 of each school year in accordance with planned State and national activities.
- (d) The operation of a vocational student organization shall be in accordance with the organization's state and national constitution, bylaws, published rules and regulations.

- (e) The local chapter advisor shall be responsible for the operation of local chapter activities and for meeting membership and other eligibility requirements for state and national vocational student organization activities.

The following VSO costs are not eligible for funding:

- (1) lodging, feeding;
- (2) purchase of supplies, jackets and other effects for students' personal ownership;
- (3) cost of non-instructional activities such as athletic, social or recreational events;
- (4) payment of substitute teachers' salaries;
- (5) purchase of awards for recognition of students, advisors and other individuals; or
- (6) payment of membership dues.

Transportation to IN-STATE ACTIVITIES related to instructional purposes is fundable.

II. Indirect Costs

Indirect costs for such things as heating, lighting, janitorial services or other overhead expenses are not eligible for funding.

III. Budget Categories - Direct Costs (EDGAR Part 80, OMB Circular A-87)

A. Personnel

a. Salaries

- (1) Salaries for a special populations coordinator paid in full or part who shall be a qualified counselor or teacher to ensure that members of special populations are receiving adequate services and job skill training. (Time and activity records must be maintained)
- (2) Teacher salaries for new courses only, (up to 2 years), may be requested based upon the percentage of time on the Perkins funded program and school year salary. (Time and activity records must be maintained.)

b. Fringe Benefits

- (1) The fringe benefits package offered to all employees of the district may be included based on percentage of time on the Perkins funded programs and school year salary.

B. Consultant Services (See Glossary for definition)

Requests for consultant services must be supported by a list which includes County, LEA, Program Code, Course Number, and Course Name; the name of each consultant, each position for which funding is requested, the requested dollar amounts and the respective responsibilities of the consultants. This information must be reported to the Bureau of Grants Management, Division of Vocational Education upon completion of the bidding or quotation process, if required, and prior to January 31, 1992.

For each individual or entity who will receive nonemployee compensation from a grant, the grant recipient agency must complete a Nonemployee Compensation form. This form is available from the Division of Vocational Education and must be returned within 30 days of the execution of a formal contract with the individual or entity receiving payment.

C. Travel

1. Staff Travel

- a. Costs (including transportation, lodging and meals) for workshops sponsored by the Department of Education or in-state industry-sponsored workshops/ conferences are eligible for funding. Activities must be directly related to the planned outcomes and justified in the Implementation Plan.
- b. Costs for cooperative education teacher-coordinator's travel directly related to the acquisition of new training stations and/or student supervision are eligible for funding.
- c. For all travel, a record listing the destination, purpose, mileage, fares and related travel expenses must be kept on file at the district.

2. Student Field Trips

Costs for student field trips that are integral parts of the course/program are eligible for funding. Student travel is not fundable for cooperative education programs.

D. Supplies (See Glossary for definition)

Supplies that meet the need identified in the three year vocational education plan are eligible for funding.

E. Equipment (See Glossary for definition)

1. Equipment that meets the needs identified in the three year plan is eligible for funding.

2. Equipment costs, including installation and delivery, are eligible for funding.
3. (P.L. 101-392, Part C, Sec. 235) Equipment, when not being used to carry out the provisions of the grant, may be used for other instruction purposes if:
 - (a) the acquisition of the equipment was reasonable and necessary for the purpose of conducting a properly designed funded project or activity;
 - (b) is used after regular school hours or on weekends; and
 - (c) such other use is:
 1. incidental to the use of that equipment;
 2. does not interfere with the use of that equipment; and
 3. does not add to the cost of using that equipment.
4. Computer equipment and accompanying software costs requested solely for computer literacy objectives are not eligible for funding.
5. Software that meets the definition of equipment must be itemized as equipment.
6. Classroom furniture is eligible for funding when it is specific to a method of instruction (e.g. a model office/simulation course) or program.
7. Equipment purchased with federal funds must be housed in the classroom/laboratory/shop/school store/model office, etc. in which the funded course/program is conducted. Equipment shall be used for instructional purposes only. Each piece of equipment purchased with state or federal funds must visibly show a permanently numbered identification tag (limited to six digits) that corresponds to the official inventory list submitted with the Interim Report.
8. Equipment and associated computer software purchased with federal and/or state funds remain the property of the State Department of Education, Division of Vocational Education per Education Department General Administrative Regulations (EDGAR) Guidelines.
9. Applicants requesting equipment must complete the Program Equipment Request form as part of the application packet.
10. Any equipment modifications must be requested on or before November 30, 1991. All equipment must be purchased, in place and operational by January 15, 1992.

F. Sub Contracts (See Glossary for definition)

When the LEA turns over management responsibility for part or all of the services covered by the application, Sub-Contract monies may be requested. (Grant Management Procedures Manual).

G. Other Direct Costs (See Glossary for definition)

Items necessary to meet course/program objectives, may be eligible for funding and should be clearly listed on the application.

**P.L. 101-392
Guidelines - FY '92**

PART III

General Provisions

A. Minimum Grant Amount (P.L. 101-392 Part C, Sec. 231)

No local educational agency (LEA) shall be eligible for a grant under P.L. 101-392 unless the amount allocated to such agency is \$15,000 or more. A local educational agency may enter into a consortium with other local educational agencies for purposes of meeting the minimum grant requirement.

Consortium Applications may be submitted by LEAs. The LEA designated as applicant for the consortium project will be responsible to account for all funds received by the project and to maintain all records and reports that are required. Consortium participants must submit the Certificate of Agreement for Consortium with their application.

The following guidelines apply to consortia:

- (1) LEAs receiving allocations of less than \$15,000 may join together with other LEAs to meet the minimum \$15,000 grant requirement. Such LEAs shall join together for the purpose of developing a consolidated project beneficial to all participating LEAs. LEAs receiving allocations of less than \$15,000 must contribute all of their allocations to the consortium project.
- (2) Any LEA receiving an allocation which is not sufficient to conduct a program may enter into a cooperative agreement with a county vocational school for program services which are accessible to economically disadvantaged students and students with handicaps served by the recipient LEA.
- (3) Any LEA receiving an allocation may transfer such allocation to the county vocational school.
- (4) An LEA who joins in consortia must identify one of the consortium members to act as fiscal agent and to submit the annual application for funds and the three year plan describing the uses of funds and all reports in accordance with all requirements.
- (5) An LEA receiving an allocation of \$15,000 or more who joins in a consortium with other LEAs to provide a consolidated project may contribute all or part of their entitlement to the consolidated project.
- (6) LEAs their receiving allocations of \$15,000 or more who contribute part of their entitlement to a consolidated project must still meet the \$15,000 minimum requirements to submit a district application for funds.

B. Application Amount

One district application is required which includes **Career Orientation, Transitions to the World of Work, and Occupational Education Purpose Areas**. The total application amount must be \$15,000 or more.

Each of those purpose areas is an integral part of an effective vocational education delivery system. The division is recommending that each purpose area be addressed in your district's three-year plan. The division also recommends that the district allocate twenty-five percent of their noncompetitive allocation to the Career Orientation and Transitions to the World of Work areas each and fifty-percent to Occupational Training Programs.

Occupational Education Program requests must include a budget detail by occupational area.

General Policies

The funding of an application is contingent upon the availability of federal funds and the approval of a 3-year Vocational Education Plan.

The Division of Vocational Education may limit consideration of, or exclude items from applications even though such items may be classified as being eligible for funding.

Where the application is based on an objective to deliver services to students, they must receive the proposed services in the fiscal year in which funds are awarded.

Contracts with other Deliverers (N.J.A.C.)

Boards of Education may enter into contractual arrangements with eligible private vocational schools, private postsecondary educational institutions, and employers when courses/programs cannot be provided by county vocational schools or other school districts or when a private vocational school, private postsecondary educational institution or employer can provide substantially equivalent training at a lesser cost. Compliance with appropriate regulations contained in N.J.A.C. 6:46-6 must be maintained.

Incomplete Applications

Applicants must submit all applicable items on the Application Checklist to be considered for funding. Only complete applications will be considered for funding. Incomplete noncompetitive applications will be returned to local educational agencies for corrections. A specific period of time will be allowed for the corrections to be made. The time period will be established by the Division of Vocational Education in keeping with division policy.

C. EDGAR Requirements (34 CFR Parts 74 et. al.)

1. Records:

A recipient of funds is responsible for maintaining a complete record of expenditures of federal, state and local funds and other information as required in the application and guidelines for each program/activity. Copies of primary source documents such as purchase orders, paid invoices, paid vouchers and related correspondence are to be on file with the eligible recipient and must be made available upon request for state and federal audits in accordance with the record retention schedule outlined in the federal Education Department General Administrative Regulations, 34 C.F.R. Sec. 74.20 and 75.734, revised July 1, 1990.

2. Equipment: (EDGAR 80.32)

Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part with grant funds, until disposition takes place will, as a minimum, meet the following requirements:

- (1) Property records must be maintained that include a description of the property, who holds title, the acquisition date, and cost of the property percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.
- (2) A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
- (3) A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft shall be investigated by the recipient agency.
- (4) Adequate maintenance procedures must be developed to keep the property in good condition.
- (5) If the grantee is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

Replacement of Equipment (74.138)

- (1) Equipment may be exchanged for replacement equipment if needed. The replacement may take place either through trade-in or through sale and application of the proceeds to the acquisition cost of the replacement equipment. In either case, the transaction must be one which a prudent person would make in like circumstances.

- (2) If an additional outlay to acquire the replacement equipment is charged as a direct cost to either federal funds or required cost-sharing or matching under a federal award, the replacement equipment shall be subject to whatever property requirements or exemptions are applicable to that award. If the award is a grant, the full acquisition cost of the replacement equipment shall determine which provisions of this subpart apply.
- (3) For any replacement equipment not covered by paragraph (2) of this section, the provisions of this subpart applicable to the equipment replaced shall carry over to the replacement equipment. However, none of the provisions of this subpart shall carry over if (1) the federal share of the equipment replaced was 10 percent or less or (2) the product of that share, times the amount received for trade-in or sale is \$100 or less.

Disposition of Equipment (74.139)

The division will assist LEAs in the transfer and/or disposal of equipment. When original or replacement equipment acquired under a grant is no longer to be used for the original project or program or for other activities currently or previously supported by a federal agency, disposition of the equipment will be made as follows:

- (1) Equipment with a unit acquisition cost of less than \$1,000 and equipment with no further use value may be retained, sold, or otherwise disposed of, with no further obligation to the federal government.
- (2) All other equipment.
 - (1) The equipment may be retained or sold, and the Federal Government shall have a right to an amount calculated by multiplying the current market value or the proceeds from sale by the federal share of the equipment (see Sec. 74.142). If part of the federal share in the equipment came from an award under which the exemptions in Sec. 74.135 were applicable, the amount due shall be reduced pro rata. In any case, if the equipment is sold, \$100 or 10 percent of the total sales proceeds, whichever is greater, may be deducted and retained from the amount otherwise due for selling and handling expenses.
 - (2) If the grantee's project or program for which or under which the equipment was acquired is still receiving grant support from the same federal program and if the division approves, the net amount due may be used for allowable costs of that project or program. Otherwise, the net amount must be remitted to the granting agency by check.

- (3) In all cases the Division of Vocational Education must be provided inventory information so as to delete the disposed equipment from the Federal inventory.

Responsibility for Inspection and Verification

The Department of Education has the responsibility to make on-site visits as necessary to observe the use of the equipment, to verify the inventory records of eligible recipients and to offer technical assistance.

3. Budget Revision and Modification (EDGAR Part 74)

1. This Section sets forth criteria and procedures to be followed by the recipient in reporting deviations from the approved budget and in requesting approvals for budget revisions and modification. Budget category variances in excess of five thousand dollars (\$5,000) or 10 percent of the total application, whichever is lower, shall require approval of the Division of Vocational Education in writing.
2. The LEA superintendent shall request, in writing, to the Assistant Commissioner of Vocational Education for approval when there is reason to believe a revision or modification will be necessary for the following reasons:
 - (A) Changes in the scope, objective, or timing of the project or program.
 - (B) LEA plans to transfer funds allotted for training allowances (direct payments to trainees) to other categories of expense.
 - (C) For costs identified in the Cost Principles section of the Administration of Grants (34 CFR, Part 74), Subpart Q E.D.G.A.R. regulation that require prior approval.
 - (D) Transfer of funds from one approved program to another approved program.
 - (E) Any changes to the approved equipment.
3. The division may also, at its option, restrict transfers of funds among direct cost categories for grants which exceed \$100,000 when the cumulative amount of such transfers exceeds or is expected to exceed five percent of the total budget.
4. All other changes to budgets, except as described in paragraphs 1 and 2 do not require approval. However, a memorandum of record must be sent to the Bureau of Vocational Grants Management.

5. When requesting approval for budget revisions, the LEA shall clearly show the change in cost categories.
6. The division may request changes in the scope of the services of the LEA to be performed. Such changes, including any increase or decrease in the amount of the LEA's compensation, which are mutually agreed upon by and between the division and the LEA must be incorporated in written amendments to the application.
7. If the LEA is making program expenditures or providing services at a rate which, in the judgment of the division will result in substantial failure to expend the grant amount or provide services, the division may so notify the LEA. If, after consultation, the LEA is unable to develop, to the satisfaction of the division, a plan to rectify its low level of program expenditures or services, the division may, upon thirty (30) days notice to the LEA, reduce the amount by a sum so that the revised amount fairly projects program expenditures over the grant period. This reduction shall take into account the LEA fixed costs and shall establish the committed level of services for each program element of services at the reduced application amount.

D. Disbursement of Funds

For noncompetitive grants, 100 percent of the approved equipment amount plus 50 percent of the approved remaining budget will be disbursed following the State's receipt of the governing body's resolution accepting the funds and upon the State's receipt of funds from the Federal government. An interim payment of 25 percent will be disbursed following receipt and approval of the Interim Reports. The balance of funds will be disbursed, based upon receipt and approval of the Final Reports.

All funds awarded to eligible recipients must be spent during the fiscal year in which they are awarded (July 1 - June 30). Unexpended funds must be returned to the Division of Vocational Education. Checks should be made payable to Treasurer, State of New Jersey. (EDGAR 80.23)

Governing Body Approval

The filing of the application for vocational funding must be authorized by the governing body of the sponsoring institution. A copy of the submission resolution approving such action must be submitted to the Bureau of Vocational Grants Management, Division of Vocational Education. Notification of funding cannot be sent to the districts without a valid submission resolution. A second board resolution accepting or rejecting the funds must also be submitted.

E. Appeals

Any eligible recipient dissatisfied with the final action on any application for vocational education funds may appeal the decision. The appeal procedure is described in the State Plan for Vocational Education.

If it is necessary to appeal a funding decision, a letter addressed to the Assistant Commissioner of Vocational Education from the Chief School Administrator must be received within 15 working days from the date on the final rejection letter.

A separate letter of appeal for each funding application must:

- identify the name of the LEA; program area; course number; program code and name of course; and
- explain the specific nature of the appeal relative to the rejections stated on the evaluation worksheet.

For More Information

Should more information be needed, contact the appropriate person listed in the partial directory of state personnel, Part IX.

**P.L. 101-392
Guidelines - FY '92**

PART IV

NONCOMPETITIVE PURPOSE AREA DESCRIPTIONS

AREA: Career Orientation

TARGET POPULATION: Grades 7-12

DESCRIPTION:

Career Orientation programs help students clarify their career goals, including self-awareness (interest, aptitudes and abilities), explore career possibilities, develop employability skills and obtain skills necessary to function in a technological society.

Emphasis is placed on development of problem-solving and decision-making skills necessary to make and implement informed educational and occupational choices including enrollment in appropriate occupational education programs to meet current and emerging employment needs. Examples of fundable programs are: Employment Orientation, Introduction to Vocations, School Year Work Study, Technology Education/Industrial Arts, Vocational Career Guidance and Counseling, Work Experience Career Exploration Programs, and other programs that meet the objectives listed above.

AREA: Transitions to the World of Work

TARGET POPULATION: Special Populations (Grades 7-12, Adults)

DESCRIPTION:

Transitions to the World of Work refers to those programs, activities and/or services that help students overcome barriers to employment including transition from career orientation programs to occupational education programs and transition from occupational education programs to employment. Examples of fundable programs, activities and services are: transportation and child care services; job placement; job coaching and follow-up services; shadowing programs; orientation of employers to the needs of special populations; job development activities involving school, employers and organized labor; activities which coordinate JTPA and other state services such as Division of Vocational Rehabilitation Services; supplementary services to enhance effective and efficient transition from school to work; equipment, services or other activities to address the needs of special populations; and other services which assist students to overcome barriers to employment.

AREA: Occupational Education

TARGET POPULATION: Grades 9-12, Adults

DESCRIPTION:

Occupational education is any organized program of study, whether intellectual, technical or skill-based, directly related to the preparation of individuals for employment, or to skills enrichment or retraining for individuals already in the workforce. Occupational education programs can be offered at all educational levels and can be credit or non-credit programs. Occupational education programs must provide individuals with the skills and abilities necessary for them to become and remain viable, flexible and mobile in the workplace, and to participate in further training or education as necessary or desirable.

Such programs or activities may include the areas of agriculture and agribusiness; apprenticeship; business education; health occupations education; home economics and consumer education; marketing education, technical education, and trade and industrial education.

**P.L. 101-392
Guidelines - FY '92**

PART V

Reports

Reporting Requirements

Applicants must assure that they will comply with all reporting requirements requested by the state. The following reports will be required for all programs receiving P.L. 101-392 funds.

All reports are necessary to generate interim and final payments to the district and are to be submitted to the Bureau of Vocational Grants Management by the due date.

REPORT NAME	DUE DATE
Interim Expenditure Report	January 31, 1992
Interim Evaluation Summary	January 31, 1992
Final Expenditure Report	30 days from completion of program
Final Evaluation Summary	30 days from completion of program
Program Enrollment Summary	30 days from completion of program

Interim and final expenditure reports will be mailed to the LEA 45 days prior to the due date.

An interim report describing implementation of the project during its first six months is required as well as a final evaluation report.

Both the interim and final evaluation reports must follow the guidelines provided below:

Summary Narrative: Provide a summary narrative clearly describing the program which was provided through the funding source. The narrative should also highlight the program outcomes and successes and provide any data and statistical information available on the program participants.

Needs: Describe the degree to which the program met the needs previously identified.

Student/Target Group: Student/Target Group: Describe who participated in the program and what criteria were used for selection. Describe their major demographic characteristics. Indicate the number of students/participants in each demographic group (including

handicapped). If relevant, provide the number of students/participants who did not complete the program and the reason why.

A form will be provided following program implementation to report actual participation data. This will be in addition to the evaluation report.

Goals and Objectives: Describe how all the objectives related to each of the goals were met. Describe any modifications to the program which were necessary during the implementation.

Operational Plan: Describe the degree to which the timelines, responsibilities and activities set forth in the Operational Plan were implemented. Discuss the implications, if any, for the budget.

Program Results: Describe the results of the program. Present documentation to indicate that the program was successful. Provide statistical information available on program participants, product development and distribution of services rendered, etc.

Results should be described for each of the program objectives. All relevant findings, positive and negative, should be reported. The evidence presented in this section should be objective and some evidence should be quantitative. Data should relate to the evaluation design described in the evaluation form.

Sex Bias: Describe the strategies and activities to eliminate sex role bias implemented and indicate anticipated long-range effects.

JTPA Coordination: Describe the degree to which the program was coordinated with JTPA.

Use of Results: Describe how the results of the program evaluation will be used to plan a future program or continuation.

Contribution to Vocational Education: Describe the contribution the program will make to vocational education statewide, regionally and at the local program level.

Co Code _____
LEA Code _____

- 24 -

Form 1.1

P.L. 101-392
FISCAL YEAR 1992
APPLICATION CHECKLIST

- _____ Application for Funds/Spending Plan FY 92
- _____ Implementation Plan (one set for each purpose area)
- _____ Budget Notes (one set for each purpose area)
- _____ Board Submission Resolution
- _____ Certificate of Agreement for Consortium (where appropriate)

(Retain a copy of each for your records)

STATE OF NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

MISL080120891

DO NOT FOLD OR STAPLE
DO NOT WRITE ON FORM

TYPING INSTRUCTIONS

Insert in typewriter - align both horizontal and vertical typewriter carriage guides on the cross lines at right. Type at 1 1/2 spaces. Type only between blue lines.

APPLICATION FOR FUNDS/SPENDING PLAN FY '92

DOEOCR

FOR STATE ONLY

County Code		County Name	
District Code		District Name	

ENTIRE FORM
MUST BE TYPED

DO NOT SUBMIT PHOTOCOPIED FORMS - For additional forms call 609-292-5622

I. CONTACT PERSON INFORMATION

NAME: TITLE: PHONE: ()

II. TYPE OF APPLICATION (mark an X)

A. SECONDARY

(1) CONSORTIUM

B. POSTSECONDARY

☐
☐
☐

Do not include "\$" or
commas in dollar amounts.
Include a decimal point.

IIIA. TOTAL ALLOCATION

IIIB. TOTAL ADMINISTRATIVE COST

IV. BUDGET DETAIL

CAREER
ORIENTATIONTRANSITIONS TO
THE WORLD OF WORKOCCUPATIONAL
EDUCATION

TOTALS

A. PERSONNEL

1. Salaries

2. Fringe Benefits

B. CONSULTANTS

C. TRAVEL

D. SUPPLIES

E. EQUIPMENT

F. CONTRACTUAL
(SUBCONTRACTS)G. OTHER DIRECT
COSTH. TOTAL DIRECT
COST

THE PROPOSED PROGRAM IF FUNDED, WILL BE CONDUCTED IN ACCORDANCE
WITH THE ACCOMPANYING APPLICATION

SIGNATURE, CHIEF SCHOOL ADMINISTRATOR

DATE

SIGNATURE, REVIEWING DIVISION PERSONNEL SIGNATURE

DATE

DOEOCR

STATE OF NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

MSL000120001

ENTIRE FORM MUST BE
TYPED
DO NOT FOLD OR STAPLE
DO NOT WRITE ON FORM

TYPING INSTRUCTIONS

Insert in typewriter - align
both horizontal and vertical
typewriter carriage guides
on the cross lines at right.
Type at 1 1/2 spaces.
Type only between blue
lines.

County
Code
District
Code

County
Name
District
Name

APPLICATION FOR FUNDS/SPENDING PLAN FY '92

DO NOT SUBMIT PHOTOCOPIED FORMS - For additional forms call 609-292-5622

DOEOCR

FOR STATE ONLY

Do not include "\$" or commas in
dollar amounts. Include a
decimal point.

V. BUDGET DETAIL BY CIP CODE

COMPLETE THE FOLLOWING ONLY IF OCCUPATIONAL EDUCATION PORTION HAS BEEN COMPLETED ON PAGE 1.

	CIP CODE	CIP CODE	CIP CODE	CIP CODE	CIP CODE
ENTER SIX DIGIT CIP CODE:					
A. PERSONNEL					
1. Salaries					
2. Fringe Benefits					
B. CONSULTANTS					
C. TRAVEL					
D. SUPPLIES					
E. EQUIPMENT					
F. CONTRACTUAL (SUBCONTRACTS)					
G. OTHER DIRECT COST					
H. TOTAL DIRECT COST					

DOEOCR

STATE OF NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

MISL080120801

**ENTIRE FORM MUST BE
TYPED**
DO NOT FOLD OR STAPLE
DO NOT WRITE ON FORM
TYPING INSTRUCTIONS

APPLICATION FOR FUNDS/SPENDING PLAN FY '92

DOEOCR

FOR STATE ONLY

Insert in typewriter - align
both horizontal and vertical
typewriter carriage guides
or the cross lines at right.
Type at 1 1/2 spaces.
Type only between blue
lines.

County
Code
District
Code

County
Name
District
Name

DO NOT SUBMIT PHOTOCOPIED FORMS - For additional forms call 609-292-5622**ENTIRE FORM
MUST BE TYPED****VI. REQUIRED USE OF FUNDS**

**LIST THE TOTAL FUNDS ALLOCATED FOR
EACH OF THE ACTIVITIES LISTED BELOW
IN THE APPROPRIATE COLUMN.**

**TRANSITIONS
TO THE
WORLD OF
WORK**

**OCCUPATIONAL
EDUCATION**

**CAREER
ORIENTATION**

TOTALS

- A. Upgrading Curriculum
- B. Purchasing Equipment
- C. Inservice Training
- D. Guidance & Counseling
- E. Remedial Courses
- F. Adaptation of Equipment
- G. Tech-prep programs
- H. Supplementary Services for Special Populations
- I. A Special Populations Coordinator
- J. Apprenticeship Programs
- K. Programs that are strongly tied to the
economic development efforts in the State
- L. Programs which train students for occupations,
in which job openings are projected or available
- M. Comprehensive Mentoring Programs

DOEOCR

STATE OF NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

MISL080120881

ENTIRE FORM MUST BE
TYPED
DO NOT FOLD OR STAPLE
DO NOT WRITE ON FORM
TYPING INSTRUCTIONS

APPLICATION FOR FUNDS/SPENDING PLAN FY '92

DOEOCR

THIS PAGE IS FOR CONSORTIUM ONLY

Insert in typewriter - align
both horizontal and vertical
typewriter carriage guides
on the cross lines at right.
Type at 1 1/2 spaces.
Type only between blue
lines.

County Code		County Name	_____
District Code		District Name	_____

FOR STATE ONLY

Do not include "\$" or commas in
dollar amounts. Include a
decimal point.

DO NOT SUBMIT PHOTOCOPIED FORMS - For additional forms call 609-292-5622

VII. CERTIFICATE OF AGREEMENT FOR CONSORTIUM

AGREEMENT: The Agency named on line A has been designated as the applicant and fiscal agent for this project. All participating agencies have agreed to the services for which funds will be used.

A. APPLICANT
COUNTY CODE:
DISTRICT CODE:
ALLOCATION:
DOLLAR AMOUNT ASSIGNED
TO CONSORTIUM:

COUNTY NAME: _____
DISTRICT NAME: _____
SIGNATURE: _____
(Chief School Administrator)

B. APPLICANT
COUNTY CODE:
DISTRICT CODE:
ALLOCATION:
DOLLAR AMOUNT ASSIGNED
TO CONSORTIUM:

COUNTY NAME: _____
DISTRICT NAME: _____
SIGNATURE: _____
(Chief School Administrator)

C. APPLICANT
COUNTY CODE:
DISTRICT CODE:
ALLOCATION:
DOLLAR AMOUNT ASSIGNED
TO CONSORTIUM:

COUNTY NAME: _____
DISTRICT NAME: _____
SIGNATURE: _____
(Chief School Administrator)

D. APPLICANT
COUNTY CODE:
DISTRICT CODE:
ALLOCATION:
DOLLAR AMOUNT ASSIGNED
TO CONSORTIUM:

COUNTY NAME: _____
DISTRICT NAME: _____
SIGNATURE: _____
(Chief School Administrator)

DOEOCR

Co Code _____
LEA Code _____

Form 4.1

____ Consortium
(Check if Appropriate)

Purpose Area

- ____ Career Orientation
____ Transitions to the World of Work
____ Occupational Education

IMPLEMENTATION PLAN FOR VOCATIONAL PROGRAMS/ACTIVITIES

NONCOMPETITIVE FUNDS

P.L. 101-392

COUNTY: _____ LEA CODE _____ LEA NAME: _____

CONTACT PERSON: _____
Name Phone

STATEMENT OF NEED

Support the need for this program/activity. Documentation may include summaries of related research, community surveys, employment and labor market statistics, input from local advisory or craft committee, placement statistics and/or follow-up studies of graduates, county plan for vocational education and/or previous evaluation reports.

Justify the need for the program/activity in reference to the (1) target population and/or (2) to the specific educational change to be supported by the requested state/federal funds.

[Form/Page Reference to Three-Year Plan: _____]

USE ADDITIONAL SHEETS IF NECESSARY.

Co. Code _____
LEA Code _____

Form 4.2

IMPLEMENTATION ACTIVITIES

Directions: List and identify by letter, the program activity goal(s) that serve the need of the targeted population. List and identify by number, the related objective(s) for each goal. All objectives must be measurable. (Example: Goal A, Objective #1; Goal A, Objective #2, Goal B, Objective #1, etc.) Give specific activities/tasks, timeframe, staff responsible and evaluation strategies for each objective. (Use additional pages as needed.)

Goal [] _____

Objective [] _____

Activities/Tasks	Time Frame	Staff Responsible	Evaluation Strategies

USE ONE PAGE FOR EACH OBJECTIVE

Co Code _____
LEA Code _____

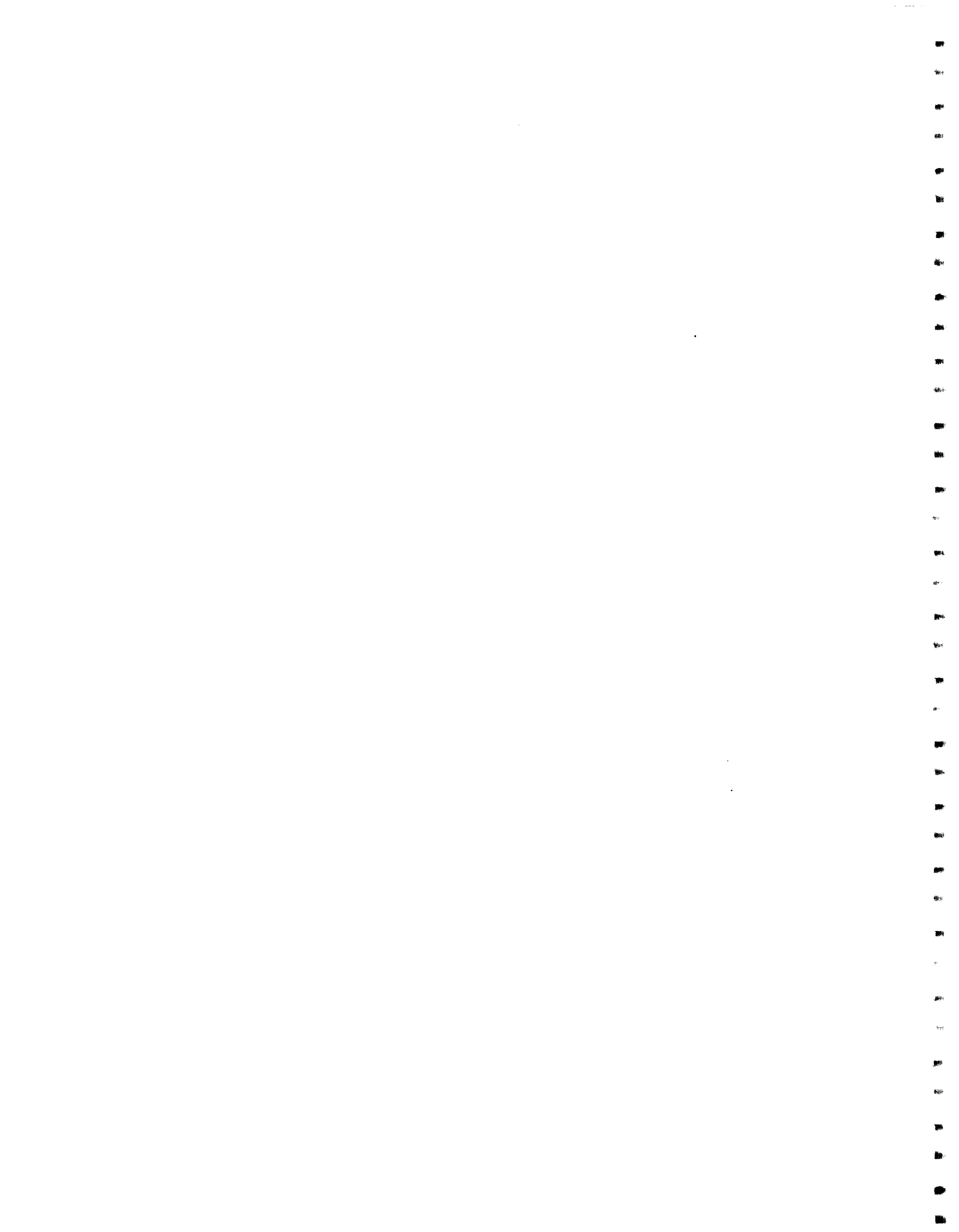
Form 4.3

Administrative Costs

P.L. 101-392 (sec. 235) specifies that no more than 5 percent of Perkins funds shall be used for administrative costs. Describe planned administrative activities and the use of funds for those activities.

[Form/Page Reference to Three-Year Plan: _____]

USE ADDITIONAL SHEETS IF NECESSARY.



Co Code _____
LEA Code _____

Form 4.4
(1 of 2)

Sex Equity

A. Recruitment and Enrollment

1. Describe what specific activities will be undertaken during the program year to increase participation of previously underserved populations in programs that are non-traditional for the gender.

2. Describe what corrective measures you will take to maintain balanced gender enrollment or to remedy imbalanced enrollment. (Programs are considered to have balanced enrollment when the gender not traditionally enrolled is at least 25 percent of the total.)

B. Retention

Describe what strategies are planned to retain students once they enroll in courses non-traditional for the gender.

C. Job Placement

Describe how equity will be ensured in employment, cooperative education, apprenticeship or further training for students who complete this program will be ensured.

[Form/Page Reference to Three-Year Plan: _____]

USE ADDITIONAL SHEETS IF NECESSARY.

Co Code _____
LEA Code _____

Form 4.5

Impact on Special Populations

Describe the impact that funded program/activities will have on the special populations in the district.

[Form/Page Reference to Three-Year Plan: _____]

USE ADDITIONAL SHEETS IF NECESSARY.

Form 4.6

Based on the operational plan and specific program/activity objectives, develop the evaluation strategies and procedures which will be used to determine if the overall goals and objectives have been achieved.

- a. Expand on the evaluation strategies identified in the operational plan.
- b. Describe how one will know if the program/activity objectives including: student, staff, resources, facilities and product outcomes were successful.
- c. Describe how the analyzed data will be used for future program/activity decision making.

[Form/Page Reference to Three-Year Plan: _____]

USE ADDITIONAL SHEETS IF NECESSARY.

Co Code _____
LEA Code _____

Form 5.1

PURPOSE AREA (Check One)

____ Career Orientation ____ Transition to the World of Work ____ Occupational
Education

BUDGET NOTES*

Applicant must also complete the Application for Funds/Spending Plan FY 92.
List only those positions for which the district is requesting funding.
Budget items must be related to the goal letter(s) and objective number(s)
for the program/project.

A. Personnel

a. SALARIES

POSITION #	POSITION DESCRIPTION	IMPLEMENTATION PLAN GOAL LETTER(S) OBJECTIVE NUMBER(S)	% OF TIME FOR PROJECT	SCHOOL YEAR SALARY	AMOUNT* REQUESTED
1.					
2.					
3.					

a. Total Salary Requested \$ _____

*** Budget Notes must be submitted for each purpose area for which you are requesting funds.**

Co Code _____
LEA Code _____

Form 5.2

b. FRINGE BENEFITS

Position # For each position where salaries are requested, list the total
cost of fringe benefits.

AMOUNT REQUESTED

1.

2.

3.

b. Total Fringe Benefits Requested \$ _____

Co Code _____
LEA Code _____

Form 5.3

B.* CONSULTANT SERVICES

CONSULTANT RATE: _____ per hour/day/week

Time Requested _____ hours/days/weeks

B. Total Consultant Services Requested \$ _____

Describe here the responsibility of this consultant.

List here the Goal Letter(s) objective number(s) to be addressed by this consultant.

Consultant Services Requested \$ _____

- * Duplicate Item B if more than one consultant is proposed to be hired. Consultants will be identified following the application approval. Do not include names of consultant(s) with the proposal. Names of consultants must be reported to the division upon completion of the bidding or quotation process.

USE ADDITIONAL SHEETS IF NECESSARY.

Co Code _____
LEA Code _____

Form 5.4

C. TRAVEL

STUDENT FIELD TRIPS

<u>DESTINATION</u>	<u>IMPLEMENTATION PLAN GOAL LETTER(S) OBJECTIVE NUMBER(S)</u>	<u>MILEAGE</u>	<u>AMOUNT REQUESTED</u>
--------------------	---	----------------	-----------------------------

STAFF TRIPS

<u>DESTINATION</u>	<u>IMPLEMENTATION PLAN GOAL LETTER(S) OBJECTIVE NUMBER(S)</u>	<u>MILEAGE</u>	<u>AMOUNT REQUESTED</u>
--------------------	---	----------------	-----------------------------

B. Total Travel Requested \$ _____

USE ADDITIONAL SHEETS IF NECESSARY.

Co Code _____
LEA Code _____

Form 5.5

D. SUPPLIES

<u>QUANTITY</u>	<u>DESCRIPTION</u>	IMPLEMENTATION PLAN GOAL LETTER(S) <u>OBJECTIVE NUMBER(S)</u>	<u>UNIT COST</u>	<u>AMOUNT REQUESTED</u>
-----------------	--------------------	---	------------------	-----------------------------

C. Total Supplies Requested \$ _____

USE ADDITIONAL SHEETS IF NECESSARY.

Co Code _____
LEA Code _____

Form 5.6

E. EQUIPMENT

<u>DESCRIPTION OF ITEM(S)</u>	<u>IMPLEMENTATION PLAN GOAL LETTER(S) OBJECTIVE NUMBER(S)</u>	<u>COURSE/ ACTIVITY TITLE</u>	<u>AMOUNT REQUESTED</u>	<u>AMOUNT APPROVED</u>
-----------------------------------	---	---------------------------------------	-----------------------------	----------------------------

D. Total Equipment Requested \$ _____

Total Equipment Approved \$ _____

(Duplicate as needed)

Co Code _____
LEA Code _____

Form 5.7

F. CONTRACTUAL (Sub-Contracts)

<u>SERVICES</u>	IMPLEMENTATION PLAN GOAL LETTER(S) <u>OBJECTIVE NUMBER(S)</u>	<u>AMOUNT REQUESTED</u>
-----------------	---	-------------------------

E. Total Contractual (Sub-contractors) \$ _____

Co Code _____
LEA Code _____

Form 5.8

G. OTHER DIRECT COSTS

<u>DESCRIPTION</u>	<u>IMPLEMENTATION PLAN GOAL LETTER(S) OBJECTIVES NUMBER(S)</u>	<u>AMOUNT REQUESTED</u>
--------------------	--	-------------------------

Total Other Direct Cost Requested \$ _____

H. PURPOSE AREA TOTAL REQUESTED A-G \$ _____

USE ADDITIONAL SHEETS IF NECESSARY.

Consortium
(Check if Appropriate)

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

RESOLUTION

The governing body of _____ at its _____
meeting authorized (Legal Name of Institution/LEA)
submission of application(s) for funds under the provision of P.L. 101-392
for the following purpose areas.

<u>Purpose Area</u>	<u>Amount Requested by Area</u>
Career Orientation	_____
Transition to the World of Work	_____
Occupational Education	_____
TOTAL REQUESTED	_____

CO CODE _____ LEA CODE _____ SIGNATURE OF GOVERNING BODY/BOARD SECRETARY _____

DATE

GLOSSARY OF TERMS

Provided on the following pages is a compendium of definitions from the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990, (P.L. 101-392) and the New Jersey Administrative Code, 6:43-1.2. Selected definitions have also been provided from the Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991, the Education Department General Administrative Regulations (EDGAR) as well as from the Occupational Competencies Project Glossary.

1. **Academically or economically limited pupil** - a pupil (other than a handicapped pupil) who, because of economic or academic reasons, requires temporary special services and assistance in order to succeed in vocational education programs, including:
 1. Pupils who are members of economically limited families;
 2. Migrants;
 3. Pupils who have limited English proficiency; and
 4. Pupils who are dropouts from, or who are identified as potential dropouts from, secondary school (N.J.A.C. 6:43-1.2).
2. **Act** - the Carl D. Perkins Vocational and Applied Technology Education Act, P.L. 101-392 (N.J.A.C. 6:43-1.2).
3. **Administration** - activities of a state or LEA necessary for the proper and efficient performance of its duties under this Act, including supervision, but does not include curriculum development activities, personnel development, or research activities (P.L. 101-392).
4. **Administrative Costs** - see administration.
5. **Adult vocational course/program** - a course/program for adults who have completed or left high school and are preparing to enter or have entered the labor market (Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991).
6. **Agriculture/agribusiness education** - a program of instruction that provides pupils with the skills and knowledge for entry level employment in horticulture, production agriculture, agribusiness, agricultural processing, agricultural mechanics, natural resources and small animal care occupations (N.J.A.C. 6:43-1.2).
7. **All aspects of the industry** - strong experience in, and understanding of, all aspects of the industry the students are preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor issues, and health and safety (P.L. 101-392).
8. **Alternate plan** - an educational plan prepared by the district board of education responsible for the pupil, and shall include educational activities in replacement of the on-the-job training portion of cooperative vocational education during a temporary period of unemployment (N.J.A.C. 6:43-1.2).

8. **Apprentice** - an employee of legal working age who meets the qualifications established by the apprentice sponsor and who is employed under a written agreement which provides that related training and on-the-job experience received be in accordance with approved standards of apprenticeship (N.J.A.C. 6:43-1.2).
9. **Apprenticeship training program** - a program registered with the Department of Labor or the State apprenticeship agency in accordance with the Act of August 16, 1937, commonly known as the National Apprenticeship Act, which is conducted or sponsored by an employer, a group of employers, or a joint apprenticeship committee representing both employers and a union, and which contains all terms and conditions for the qualification, recruitment, selection, employment, and training of apprentices (P.L. 101-392).
10. **Area vocational education school** -
 - (A) a specialized high school used exclusively or principally for the provision of vocational education to individuals who are available for study in preparation for entering the labor market;
 - (b) the department of high school exclusively or principally used for providing vocational education in not less than 5 different occupational fields to individuals who are available for study in preparation for entering the labor market;
 - (C) a technical institute or vocational school used exclusively or principally for the provision of vocational education to individuals who have completed or left high school and who are available for study in preparation for entering the labor market; or
 - (D) the department or division of a junior college, community college or university operating under the policies of the State board and which provides vocational education in not less than 5 different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if, in the case of a school, department, or division described in subparagraph (C) or this subparagraph, it admits as regular students both individuals who have completed high school and individuals who have left high school (P.L. 101-392).
11. **Business Education** - a program of instruction that provides pupils with the skills and knowledge needed for entry level employment in a business career and the basic business skills and knowledge needed by all individuals in order to function effectively in society (N.J.A.C. 6:43-1.2).
12. **Career Guidance and Counseling** - programs:
 - (A) which pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision making, placement skills, and knowledge and understanding of local, State, and national occupational, educational, and labor market needs, trends, and opportunities; and

(B) which assist such individuals in making and implementing informed educational and occupational choices (P.L. 101-392).

13. **CBVE (Competency-based vocational education)** - a methodology of instruction that (a) identifies the abilities and skills needed for on-the-job performance; (b) informs students and teachers of the precise and detailed learning objectives required to achieve these competencies; (c) emphasizes performance standards in testing, course requirements, and/or graduation; and (d) facilitates learning by letting the student master each task prior to advancing to another (Occupational Competencies Project Glossary).
14. **Chief school administrator** - that individual authorized by the governing body of the institution to file an application (Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991).
15. **Commissioner** - the Commissioner, New Jersey State Department of Education (N.J.A.C. 6:43-1.2).
16. **Community-based organization** - any such organization of demonstrated effectiveness described in section 4(5) of the Job Training Partnership Act (P.L. 101-392).
17. **Competency** - the ability (including psychomotor, cognitive and affective skills) to perform a specific task or duty successfully to meet a specified standard (Occupational Competencies Project Glossary).
18. **Competency list** - a list of tasks (including the cognitive and affective skills) required by a specific occupation (Occupational Competencies Project Glossary).
19. **Consultant** - an outside party hired by a grant recipient to provide a particular service or product without the recipient relinquishing managerial responsibility. (Grant Procedures Manual)
20. **Construction** - includes construction of new buildings and acquisition, and expansion, remodeling, and alteration of existing buildings, and includes site grading and improvement and architect fees (P.L. 101-392).
21. **Cooperative education** - a method of instruction of vocational education for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field. Such alternation shall be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program (P.L. 101-392).

22. **Cooperative vocational education program** - a method of instruction by which pupils, through a written training agreement between the school and employers, receive on-the-job training and related vocational instruction, by the alternation of related classroom instruction with regularly scheduled part-time paid employment in an approved occupational field (N.J.A.C. 6:43-1.2).
23. **Correctional institution** - any:
 - (A) prison,
 - (B) jail,
 - (C) reformatory,
 - (D) work farm,
 - (E) detention center, or
 - (F) halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders (P.L. 101-392).
24. **Council** - the National Council on Vocational Education (P.L. 101-392).
25. **County planning council** - a county based council under the direction of the county superintendent of schools whose primary purpose is the development of a county plan for the delivery of vocational education based on identified local and regional needs (Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991).
26. **Course** - an organization of subject matter and related learning experiences designed to meet a vocational objective provided for the instruction of pupils on a systematic basis, usually for a predetermined period of time (N.J.A.C. 6:43-1.2).
27. **Criminal offender** - any individual who is charged with or convicted of any criminal offense, including a youth offender or a juvenile offender (P.L. 101-392).
28. **Curriculum development** - refers to the process of developing written plans and/or supportive materials for delivery of training. This process must be based on a clearly identified need and may include: philosophy, policies, course objectives, major heading and subheadings, safety instruction, up-to-date subject matters, student activities, instructional strategies, evaluation methods, vocational student organization activities, methods used to eliminate sex bias and sex-role stereotyping and resources to meet educational objectives (Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991).
29. **Curriculum materials** - instructional and related or supportive material, including materials using advanced learning technology, in any occupational field which is designed to strengthen the academic foundation and prepare individuals for employment at the entry level or to upgrade occupational competencies of those previously or presently employed in any occupational field, and appropriate counseling and guidance material (P.L. 101-392).

30. **DACUM (Developing a Curriculum)** - a method of determining occupational competencies based on the principle that skilled workers are best able to describe their occupations. The workers, led by a facilitator, identify job tasks and duties through a modified brainstorming technique (**Occupational Competencies Project Glossary**).
31. **Disadvantaged** - individuals (other than individuals with handicaps) who have economic or academic disadvantages and who require special services and assistance in order to enable such individuals to succeed in vocational education programs. Such term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school (**P.L. 101-392**).
32. **Displaced homemaker** - an individual who:
- (A) is an adult; and
 - (B) (i) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills;
 - (ii) has been dependent on public assistance or on the income of a relative but is no longer supported by such income;
 - (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under the program for aid to families with dependent children under part A of title IV of the Social Security Act within 2 years of the parent's application for assistance under this Act; or
 - (iv) is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate, or
 - (C) is described in subparagraph (A) or (B) and is a criminal offender. The Secretary may not prescribe the manner in which the States will comply with the application of the definition contained in this paragraph (**P.L. 101-392**).
33. **Duty** - a major segment of the work involved in an occupation; composed of a group of tasks that are related to each other by the nature of the work to be performed (**Occupational Competencies Project Glossary**).
34. **Economically disadvantaged family** - such families or individuals who are determined by the Secretary to be low-income according to the latest available data from the Department of Commerce (**P.L. 101-392**).
35. **Eligible recipient** - a local educational agency, an area vocational education school, an intermediate educational agency, a postsecondary educational institution, a State corrections educational agency, or an eligible institution (as such term is defined in section 232(d)(1)), except as otherwise provided (**P.L. 101-392**).

36. **Entrepreneurship education** - programs that prepare individuals to form and operate small business as a means for providing career alternatives. It may be delivered through infusion into existing courses and programs (**Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991**).
37. **Entry-Level Skills** - the set of competencies required of a beginning worker for immediate productivity in an occupation (**Occupational Competencies Project Glossary**).
38. **Equipment** - means tangible personal property having a useful life of more than one year and an acquisition cost of \$300 or more per unit except that organizations subject to Cost Accounting Standards Board (CASB) regulations may use the CASB standard of \$400 or more per unit and useful life of two years. (EDGAR)
39. **Evaluation** - process of gathering data and information on costs and benefits of an activity or program (**Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991**).
40. **Final evaluation report** - the completion of data necessary to evaluate each course/program (**Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991**).
41. **Final expenditure report** - summarizes the complete year's financial and programmatic activities of funded courses/programs (**Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991**).
42. **General occupational skills** - experience in and understanding of all aspects of the industry the student is preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, and health, safety, and environmental issues (P.L. 101-392).
43. **Handicapped individual** - a pupil who requires special education and related services and who cannot succeed in the regular vocational education programs without special educational assistance (**N.J.A.C. 6:43-1.2**).
44. **Health occupations education** - a program of instruction that provides pupils with the skills and knowledge needed for entry level employment in the health care industry, including skill development in direct patient care, health maintenance and supportive service occupations (**N.J.A.C. 6:43-1.2**).
45. **High technology** - state-of-the-art computer, microelectronic, hydraulic, pneumatic, laser, nuclear, chemical, telecommunication, and other technologies being used to enhance productivity in manufacturing, communication, transportation, agriculture, mining, energy, commercial, and similar economic activity, and to improve the provision of health care (P.L. 101-392).

46. Home Economics and Consumer Education - a program of instruction that provides pupils with the skills and knowledge needed for the unpaid occupation of homemaking and skills and knowledge needed for entry level paid employment in home economics-related occupations (N.J.A.C. 6:43-1.2).
47. Incumbent worker - an individual who is currently employed in an occupation (Occupational Competencies Project Glossary).
48. Indirect costs - costs incurred for a common purpose which benefit more than one course/program/project and are not readily assignable to a specific objective (Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991).
49. Individual with handicaps - any individual who is an individual with any disability (as defined in section 3(2) of the Americans With Disabilities Act of 1990) (P.L. 101-392).
50. In-service - activities that are those designed to increase the knowledge and competency of vocational education teachers, counselors and administrators in order to provide quality vocational programs (Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991).
51. Interim expenditure report - summarizes the up-to-date financial and programmatic activities or funded courses/programs (Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991).
52. Interim management report - describes the districts' programmatic achievements, modifications and concerns for funded courses/programs (Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991).
53. Intermediate educational agency - a combination of school districts or counties (as defined in section 1471(5) of the Elementary and Secondary Education Act of 1965) as are recognized in a State as an administrative agency for such State's vocational or technical education schools or for vocational programs within its public elementary or secondary schools. Such term includes any other public institution or agency having administrative control and direction over a public elementary or secondary school (P.L. 101-392).
54. Job Training Partnership Act (JTPA) - an act to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to economically disadvantaged individuals and other individuals facing serious barriers to employment, who are in special need of such training to obtain productive employment.

Funds may be used for services and activities for (1) additional training under Title III of the Job Training Partnership Act; (2) vocational education programs for training or retraining adults, including programs for older individuals and displaced homemakers; (3) the costs of serving adults in other vocational education programs, including paying the costs of instruction or the costs of keeping school

facilities open longer; (4) individuals who have completed or left high school and who are enrolled in organized programs of study for which credit is given toward an associate or other degree (except baccalaureate or higher degree programs); and (5) individuals who have already entered the labor market, or have completed or left high school, and who are not enrolled in organized programs of study (**Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991**).

55. **Limited English proficiency** - has the meaning given such term in section 703(a)(1) of the Elementary and Secondary Education Act of 1965 (**P.L. 101-392**).
56. **Local area vocational school district** - a school district which complies with the requirements set forth in **N.J.A.C. 6:46-2** (**N.J.A.C. 6:43-1.2**).
57. **Local Educational Agency (LEA)** - a board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a State, or any other public educational institution or agency having administrative control and direction of a vocational education program. For the purposes of sections 114, 115, 116, 117, and 240, such term shall include a state corrections educational agency (**P.L. 101-392**).
58. **Marketing Education** - a program of instruction that provides pupils with the skills and knowledge needed for entry level employment in management, merchandising and marketing of goods and services (**N.J.A.C. 6:43-1.2**).
59. **Occupation** - a specific position requiring the performance of specific tasks; the composite of regularly performed duties and tasks in a trade or profession. Essentially, the same tasks are performed by all workers having the same title (Job) (**Occupational Competencies Project Glossary**).
60. **Other direct costs** - items not covered in any other category, but needed to meet program/activity objectives may be eligible for funding with proper justification.
61. **Occupational competencies** - the essential elements of vocational programs, the knowledge and skills pupils must master for specific entry level jobs in the fields of their choice (**N.J.A.C. 6:43-1.2**).
62. **Placement services** - vocational education services and activities that may include placement services for students who have successfully completed vocational education programs (**Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991**).
63. **Postsecondary educational institution** - an institution legally authorized to provide postsecondary education within a State, a Bureau of Indian Affairs controlled postsecondary institution, or any postsecondary educational institution operated by or on behalf of any Indian tribe which is eligible to contract with the Secretary of the

Interior for the administration of programs under the Indian Self-Determination Act or under the Act of April 16, 1934 (P.L. 101-392).

64. Postsecondary educational institution - an institution legally authorized to provide postsecondary education within the State (N.J.A.C. 6:43-1.2).
65. Preparatory services - services, programs, or activities designed to assist individuals who are not enrolled in vocational education programs in the selection of, or preparation for participation in, an appropriate vocational education or training program, such as --
 - (A) services, programs, or activities related to outreach to or recruitment of potential vocational education students;
 - (B) career counseling and personal counseling;
 - (C) vocational assessment and testing; and
 - (D) other appropriate services, programs, or activities (P.L. 101-393).
66. Private industry council - the council established under the Job Training Partnership Act (P.L. 97-300) to provide policy guidance for, and exercise oversight with respect to, all employment and training programs within its labor market area in partnership with units of local government. The private industry council includes representatives of private sector businesses, educational agencies, organized labor, rehabilitation agencies, community-based organizations, economic development agencies and the public employment service (N.J.A.C. 6:43-1.2).
67. Private vocational training institution - a business or trade school, or technical institution or other technical or vocational school, in any State, which:
 - (A) admits as regular students only person who have completed or left elementary or secondary school and who have the ability to benefit from the training offered by such institution;
 - (B) is legally authorized to provide, and provides within that State, a program of postsecondary vocational or technical education designed to fit individuals for useful employment in recognized occupations;
 - (C) has been in existence for 2 years or has been specially accredited by the Secretary as an institution meeting the other requirements of this subsection; and
 - (D) is accredited --
 - (i) by a nationally recognized accrediting agency or association listed by the Secretary pursuant to this clause;

- (ii) if the Secretary determines that there is no nationally recognized accrediting agency or association qualified to accredit schools of a particular category, by a State agency listed by the Secretary pursuant to this clause; or
- (iii) if the Secretary determines that there is no nationally recognized or State agency or association qualified to accredit schools of a particular category, by an advisory committee appointed by the Secretary and composed of persons specially qualified to evaluate training provided by schools of that category, which committee shall prescribe the standards of content, scope, and quality which must be met by those schools and shall also determine whether particular schools meet those standards. For the purposes of this paragraph, the Secretary shall publish a list of nationally recognized accrediting agencies or associations and State agencies which the Secretary determines to be reliable authority as to the quality of education or training afforded (P.L. 101-392).

68. Private vocational school - a business enterprise operated either for profit or not-for-profit which maintains a place of business within the State of New Jersey and which:

1. Solicits pupils from the general public;
2. Charges tuition and/or other fees;
3. Offers instruction to a group or groups of four or more pupils at one time; and
4. Offers preparatory instruction to pupils for entry level employment or for upgrading in a specific occupational field. The occupational fields include those list in the Classification of Instructional Programs (C.I.P.) requiring less than a baccalaureate degree. This document is available from the United States Department of Education, Office of Educational Research and Improvement, Center for Educational Statistics, 400 Maryland Avenue, S.W., Washington, D.C. 20202 (N.J.A.C. 6:43-1.2).

69. Program improvement plan - a written document covering a two-year period describing how the district will mobilize resources and act to overcome program deficiencies which have resulted in below minimum job placement rates (N.J.A.C. 6:43-1.2).

70. Related instruction - one or more courses in a school in which the cooperative vocational education pupil acquires concepts, competencies, understanding, and attitudes appropriate to training station assignments, occupational program areas and career objectives (N.J.A.C. 6:43-1.2).

71. **Review panel** - the Vocational Education Program Review Panel established by the Commissioner of Education to assess the State's needs for new programs based upon labor market demand, advise on the continuation of programs, review job placement standards, and provide recommendations for the State Plan (N.J.A.C. 6:43-1.2).
72. **School facilities** - classrooms and related facilities (including initial equipment and interest in lands on which such facilities are constructed. Such term shall not include any facility intended primarily for events for which admission is to be charged to the general public (P.L. 101-392).
73. **Secretary** - the Secretary of Education (P.L. 101-392).
74. **Sequential course of study** - an integrated series of courses which are directly related to the educational occupational skills preparation of individuals for jobs, or preparation for postsecondary education (P.L. 101-392).
75. **Single parent** - an individual who:
 - (A) is unmarried or legally separated from a spouse; and
 - (B) (i) has a minor child or children for which the parent has either custody or joint custody; or
(ii) is pregnant (P.L. 101-392).
76. **Small business** - for-profit enterprises employing 500 or fewer employees. (PL)
77. **Special populations** - includes individuals with handicaps, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions (P.L. 101-392).
78. **Specific job training** - training and education for skills required by the employer that provides the individual student with the ability to obtain employment and to adapt to the changing demands of the workplace (P.L. 101-392).
79. **State** - includes, in addition to the several States, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, and Palau (until the Compact of Free Association with Palau takes effect pursuant to section 101(a) of Public Law 99-658) (P.L. 101-392).
80. **State board** - a State board designated or created by State law as the sole State agency responsible for the administration of vocational education, or for supervision of the administration of vocational education in the State (P.L. 101-392).

81. **State Employment and Training Commission (SETC)** - the State commission established under P.L. 1989 c.295 to develop and assist in the implementation of a State employment and training policy with the goal of creating a coherent, integrated system of employment and training programs and services which, in concert with the efforts of the private sector, will provide each citizen of the State with equal access to the learning opportunities needed to attain and maintain high levels of productivity and earning power (N.J.A.C. 6:43-1.2).
82. **State corrections educational agency** - the State agency or agencies responsible for carrying out corrections education programs in the State (P.L. 101-392).
83. **State Council** - the State council on vocational education established in accordance with Section 112 (P.L. 101-392).
84. **State Plan** - the State Plan for Vocational Education (N.J.A.C. 6:43-1.2).
85. **State educational agency** - the State board of education or other agency or officer primarily responsible for the State supervision of public elementary or secondary schools, or, if there is no such officer or agency, an officer or agency designated by the Governor or by State law (P.L. 101-392).
86. **Sub-Contractor** - entity to whom the primary grant recipient (LEA) turns over management responsibility for part or all of the services covered by the grant. (Grants Management Procedures Manual)
87. **Supplies** - means all tangible personal property other than equipment. (EDGAR)
88. **Supplementary services** - curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices (P.L. 101-392).
89. **Target populations** - each state is required to provide funds for vocational education services and activities designed to meet the special needs of and to enhance the participation of:
 - (1) handicapped individuals;
 - (2) disadvantaged individuals;
 - (3) adults who are in need of training and retraining;
 - (4) single parents or homemakers;
 - (5) individuals who participate in programs designed to eliminate sex bias and stereotyping in vocational education; and
 - (6) criminal offenders serving in a correctional institution (Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991).
90. **Task** - a unit of work, with a definite beginning and ending, which is measurable and observable. A task consists of two or more steps and leads to a product, service or a decision (Occupational Competencies Project Glossary).

91. **Technical education** - a program of instruction that provides pupils with the skills and knowledge needed for entry level employment and/or entry into post-high school education programs which require relatively complex and detailed information, considerable proficiency in college preparatory mathematics and the extensive application of laboratory physical science (N.J.A.C. 6:43-1.2).
92. **Technology education** - an applied discipline designed to promote technological literacy which provides knowledge and understanding of the impacts of technology including its organizations, techniques, tools and skills to solve practical problems and extend human capabilities in areas such as construction, manufacturing, communication, transportation, power and energy (P.L. 101-392).
93. **Temporary period of unemployment** - a period of time that will not exceed 20 school days (N.J.A.C. 6:43-1.2).
94. **Trade and Industry Education** - a program of instruction that provides pupils with the skills and knowledge needed for entry level employment in a specific trade or service occupation (N.J.A.C. 6:43-1.2).
95. **Tribally controlled community college** - an institution which receives assistance under the Tribally Controlled Community College Assistance Act of 1976 or the Navajo Community College Act (P.L. 101-392).
96. **Verification** - the process of assuring that a competency list includes all of the skills, knowledge, and attitudes required by an occupation. Verification is usually accomplished through group process or by survey (validation) (**Occupational Competencies Project Glossary**).
97. **Unemployed individual** - a vocational pupil who is not working (N.J.A.C. 6:43-1.2).
98. **Vocational/Career Guidance and Counseling** - those programs which pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision making, placement skills, and knowledge and understanding of local, State and national occupational, educational, and labor market needs, trends, and opportunities which assist them in making and implementing informed educational and occupational choices (N.J.A.C. 6:43-1.2).
99. **Vocational Education** - organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include competency-based applied learning which contributes to an individual's academic knowledge, higher-order reasoning, and problem-solving skills, work attitudes, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. Such term also includes applied technology education (P.L. 101-392).

100. **Vocational pupil** - that pupil enrolled in a sequence of vocational education courses leading to certification of competencies for occupational placement (**N.J.A.C. 6:43-1.2**).
101. **Vocational student organizations** - those organizations for individuals enrolled in vocational education programs which engage in activities as an integral part of the instructional program. Such organizations may have State and national units which aggregate the work and purposes of instruction in vocational education at the local level and (**P.L. 101-392** and **N.J.A.C. 6:43-1.2**).
102. **Work-site Programs** - vocational education services and activities shall, to the extent practicable, include work-site programs such as cooperative vocational education, work-study, and apprenticeship programs (**Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991**).
103. **Work Study** - a non-credit program providing financial support for students ages 15 through 20 enrolled in approved vocational programs (**Vocational Education Noncompetitive Funding Guidelines Fiscal Year 1991**).

P.L. 101-392

Guidelines - FY92

Part IX

DIVISION OF VOCATIONAL EDUCATION

BUREAU OF VOCATIONAL GRANTS MANAGEMENT

In order to improve our efficiency in the processing of grant applications and to maintain a high level of responsiveness to grant applicants, the Vocational Grants Management Bureau has assigned funding responsibilities on a county or program basis.

Acting Manager

Gregory J. Schuler

Grants Specialist

Assigned Counties

Sandra Baker Pinto	Camden, Mercer, Middlesex, Ocean, Sussex, Union and Warren
Carol Perry	Atlantic, Cumberland, Essex, Gloucester, Hudson, Hunterdon and Monmouth
Robert Schilling	Bergen, Burlington, Cape May, Morris, Passaic, Salem and Somerset
Dennis Reiter	Ten Thousand Jobs programs for all counties

Grants Processing Coordinator

Janice Taylor-Bacon	Bergen, Burlington, Cape May, Essex, Hunterdon Monmouth, Morris, Passaic, Salem and Somerset
Raymond Taylor	Atlantic, Camden, Cumberland, Gloucester, Hudson Mercer, Middlesex, Ocean, Sussex, Union and Warren

The Bureau of Vocational Grants Management is responsible for the processing, approval and monitoring of funded programs. All funding questions should be referred to the individuals listed above at (609) 292-5622.

RS/pe:1/65721

**VOCATIONAL EDUCATION
NONCOMPETITIVE
APPLICATION FOR FUNDS AND IMPLEMENTATION PLAN
FISCAL YEAR 1992**

**CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY ACT
(P.L. 101-392)
FORMS PACKET**

**John Ellis
Commissioner of Education**

**Thomas A. Henry
Assistant Commissioner
Division of Vocational Education**

**NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
225 WEST STATE STREET
CN 500
TRENTON, N.J. 08625-0500**

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Board of Education Submission Resolution.....	6.1

Co Code _____
LEA Code _____

Form 1.1

P.L. 101-392
FISCAL YEAR 1992
APPLICATION CHECKLIST

- _____ Application for Funds/Spending Plan FY 92
- _____ Implementation Plan (one set for each purpose area)
- _____ Budget Notes (one set for each purpose area)
- _____ Board Submission Resolution
- _____ Certificate of Agreement for Consortium (where appropriate)

(Retain a copy of each for your records)

PAGE 1

STATE OF NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

APPLICATION FOR FUNDS/SPENDING PLAN FY '92

ENTIRE FORM MUST BE
TYPED

DO NOT FOLD OR STAPLE

DO NOT WRITE ON FORM

TYPING INSTRUCTIONS

Insert in typewriter - align both horizontal and vertical typewriter carriage guides on the cross lines at right. Type at 1 1/2 spaces. Type only between blue lines.

County Code		County Name	
District Code		District Name	

DOEOCR

FOR STATE ONLY

ENTIRE FORM
MUST BE TYPED

DO NOT SUBMIT PHOTOCOPIED FORMS - For additional forms call 609-292-5622

I. CONTACT PERSON INFORMATION

NAME:

TITLE:

PHONE: ()

II. TYPE OF APPLICATION (mark an X)

- A. SECONDARY
- (1) CONSORTIUM
- B. POSTSECONDARY

☐
☐
☐

Do not include "\$" or
commas in dollar amounts.
Include a decimal point.

IIIA. TOTAL ALLOCATION

IIIB. TOTAL ADMINISTRATIVE COST

IV. BUDGET DETAIL

CAREER
ORIENTATIONTRANSITIONS TO
THE WORLD OF WORKOCCUPATIONAL
EDUCATION

TOTALS

A. PERSONNEL

1. Salaries

2. Fringe Benefits

B. CONSULTANTS

C. TRAVEL

D. SUPPLIES

E. EQUIPMENT

F. CONTRACTUAL
(SUBCONTRACTS)G. OTHER DIRECT
COSTH. TOTAL DIRECT
COST

THE PROPOSED PROGRAM IF FUNDED, WILL BE CONDUCTED IN ACCORDANCE
WITH THE ACCOMPANYING APPLICATION

SIGNATURE, CHIEF SCHOOL ADMINISTRATOR

DATE

SIGNATURE, REVIEWING DIVISION PERSONNEL SIGNATURE

DATE

DOEOCR

STATE OF NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

Form 2.2

MISL080120991

ENTIRE FORM MUST BE
TYPED
DO NOT FOLD OR STAPLE
DO NOT WRITE ON FORM

APPLICATION FOR FUNDS/SPENDING PLAN FY '92

DO NOT SUBMIT PHOTOCOPIED FORMS - For additional forms call 609-292-5622

TYPING INSTRUCTIONS

Insert in typewriter - align
both horizontal and vertical
typewriter carriage guides
on the cross lines at right.
Type at 1 1/2 spaces.
Type only between blue
lines.

County Code		County Name	
District Code		District Name	

DOEOCR

FOR STATE ONLY

Do not include "\$" or commas in
dollar amounts. Include a
decimal point.

V. BUDGET DETAIL BY CIP CODE

COMPLETE THE FOLLOWING ONLY IF OCCUPATIONAL EDUCATION PORTION HAS BEEN COMPLETED ON PAGE 1.

	CIP CODE	CIP CODE	CIP CODE	CIP CODE	CIP CODE
ENTER SIX DIGIT CIP CODE:					
A. PERSONNEL					
1. Salaries					
2. Fringe Benefits					
B. CONSULTANTS					
C. TRAVEL					
D. SUPPLIES					
E. EQUIPMENT					
F. CONTRACTUAL (SUBCONTRACTS)					
G. OTHER DIRECT COST					
H. TOTAL DIRECT COST					

DOEOCR

PAGE 3

STATE OF NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

**ENTIRE FORM MUST BE
TYPED**
DO NOT FOLD OR STAPLE
DO NOT WRITE ON FORM

APPLICATION FOR FUNDS/SPENDING PLAN FY '92

DOEOCR

FOR STATE ONLY

TYPING INSTRUCTIONS

Insert in typewriter - align
both horizontal and vertical
typewriter carriage guides
on the cross lines at right.
Type at 1 1/2 spaces.
Type only between blue
lines.

County Code		County Name	
District Code		District Name	

DO NOT SUBMIT PHOTOCOPIED FORMS - For additional forms call 609-292-5622**ENTIRE FORM
MUST BE TYPED****VI. REQUIRED USE OF FUNDS**

**LIST THE TOTAL FUNDS ALLOCATED FOR
EACH OF THE ACTIVITIES LISTED BELOW
IN THE APPROPRIATE COLUMN.**

	CAREER ORIENTATION	TRANSITIONS TO THE WORLD OF WORK	OCCUPATIONAL EDUCATION	TOTALS
A. Upgrading Curriculum				
B. Purchasing Equipment				
C. Inservice Training				
D. Guidance & Counseling				
E. Remedial Courses				
F. Adaptation of Equipment				
G. Tech-prep programs				
H. Supplementary Services for Special Populations				
I. A Special Populations Coordinator				
J. Apprenticeship Programs				
K. Programs that are strongly tied to the economic development efforts in the State				
L. Programs which train students for occupations, in which job openings are projected or available				
M. Comprehensive Mentoring Programs				

DOEOCR

STATE OF NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

Form 3.1

MISL080120881

ENTIRE FORM MUST BE
TYPED
DO NOT FOLD OR STAPLE
DO NOT WRITE ON FORM
TYPING INSTRUCTIONS

APPLICATION FOR FUNDS/SPENDING PLAN FY '92

DOEOCR

THIS PAGE IS FOR CONSORTIUM ONLY

FOR STATE ONLY

Insert in typewriter - align
both horizontal and vertical
typewriter carriage guides
on the cross lines at right.
Type at 1 1/2 spaces.
Type only between blue
lines.

County Code		County Name	
District Code		District Name	

DO NOT SUBMIT PHOTOCOPIED FORMS - For additional forms call 609-292-5622

Do not include "\$" or commas in
dollar amounts. Include a
decimal point.

VII. CERTIFICATE OF AGREEMENT FOR CONSORTIUM

AGREEMENT: The Agency named on line A has been designated as the applicant and fiscal agent for this project. All participating agencies have agreed to the services for which funds will be used.

A.		APPLICANT		COUNTY NAME:
		COUNTY CODE:		DISTRICT NAME:
		DISTRICT CODE:		SIGNATURE:
		ALLOCATION:		(Chief School Administrator)
		DOLLAR AMOUNT ASSIGNED TO CONSORTIUM:		

B.		APPLICANT		COUNTY NAME:
		COUNTY CODE:		DISTRICT NAME:
		DISTRICT CODE:		SIGNATURE:
		ALLOCATION:		(Chief School Administrator)
		DOLLAR AMOUNT ASSIGNED TO CONSORTIUM:		

C.		APPLICANT		COUNTY NAME:
		COUNTY CODE:		DISTRICT NAME:
		DISTRICT CODE:		SIGNATURE:
		ALLOCATION:		(Chief School Administrator)
		DOLLAR AMOUNT ASSIGNED TO CONSORTIUM:		

D.		APPLICANT		COUNTY NAME:
		COUNTY CODE:		DISTRICT NAME:
		DISTRICT CODE:		SIGNATURE:
		ALLOCATION:		(Chief School Administrator)
		DOLLAR AMOUNT ASSIGNED TO CONSORTIUM:		

DOEOCR

Co Code _____
LEA Code _____

Form 4.1

____ Consortium
(Check if Appropriate)

Purpose Area

____ Career Orientation
____ Transitions to the World of Work
____ Occupational Education

IMPLEMENTATION PLAN FOR VOCATIONAL PROGRAMS/ACTIVITIES
NONCOMPETITIVE FUNDS
P.L. 101-392

COUNTY: _____ LEA CODE _____ LEA NAME: _____

CONTACT PERSON: _____
Name Phone

STATEMENT OF NEED

Support the need for this program/activity. Documentation may include summaries of related research, community surveys, employment and labor market statistics, input from local advisory or craft committee, placement statistics and/or follow-up studies of graduates, county plan for vocational education and/or previous evaluation reports.

Justify the need for the program/activity in reference to the (1) target population and/or (2) to the specific educational change to be supported by the requested state/federal funds.

[Form/Page Reference to Three-Year Plan: _____]

USE ADDITIONAL SHEETS IF NECESSARY.

Co. Code _____
LEA Code _____

Form 4.2

IMPLEMENTATION ACTIVITIES

Directions: List and identify by letter, the program activity goal(s) that serve the need of the targeted population. List and identify by number, the related objective(s) for each goal. All objectives must be measurable. (Example: Goal A, Objective #1; Goal A, Objective #2, Goal B, Objective #1, etc.) Give specific activities/tasks, timeframe, staff responsible and evaluation strategies for each objective. (Use additional pages as needed.)

Goal [] _____

Objective [] _____

Activities/Tasks	Time Frame	Staff Responsible	Evaluation Strategies

USE ONE PAGE FOR EACH OBJECTIVE

Co Code _____
LEA Code _____

Form 4.3

Administrative Costs

P.L. 101-392 (sec. 235) specifies that no more than 5 percent of Perkins funds shall be used for administrative costs. Describe planned administrative activities and the use of funds for those activities.

[Form/Page Reference to Three-Year Plan: _____]

USE ADDITIONAL SHEETS IF NECESSARY.

C. Job Placement

Describe how equity will be ensured in employment, cooperative education, apprenticeship or further training for students who complete this program will be ensured.

[Form/Page Reference to Three-Year Plan: _____]

USE ADDITIONAL SHEETS IF NECESSARY.

Co Code _____
LEA Code _____

Form 4.5

Impact on Special Populations

Describe the impact that funded program/activities will have on the special populations in the district.

[Form/Page Reference to Three-Year Plan: _____]

USE ADDITIONAL SHEETS IF NECESSARY.

Form 4.6

Based on the operational plan and specific program/activity objectives, develop the evaluation strategies and procedures which will be used to determine if the overall goals and objectives have been achieved.

- a. Expand on the evaluation strategies identified in the operational plan.
- b. Describe how one will know if the program/activity objectives including: student, staff, resources, facilities and product outcomes were successful.
- c. Describe how the analyzed data will be used for future program/activity decision making.

[Form/Page Reference to Three-Year Plan: _____]

USE ADDITIONAL SHEETS IF NECESSARY.

Co Code _____
LEA Code _____

Form 5.1

PURPOSE AREA (Check One)

☐ Career Orientation ☐ Transition to the World of Work ☐ Occupational
Education

BUDGET NOTES*

Applicant must also complete the Application for Funds/Spending Plan FY 92. List only those positions for which the district is requesting funding. Budget items must be related to the goal letter(s) and objective number(s) for the program/project.

A. Personnel

a. SALARIES

POSITION #	POSITION DESCRIPTION	IMPLEMENTATION PLAN GOAL LETTER(S) OBJECTIVE NUMBER(S)	% OF TIME FOR PROJECT	SCHOOL YEAR SALARY	AMOUNT* REQUESTED
1.					
2.					
3.					

a. Total Salary Requested \$ _____

*** Budget Notes must be submitted for each purpose area for which you are requesting funds.**

Co Code _____
LEA Code _____

Form 5.2

b. FRINGE BENEFITS

Position # For each position where salaries are requested, list the total
cost of fringe benefits.

AMOUNT REQUESTED

1.

2.

3.

b. Total Fringe Benefits Requested \$ _____

Co Code _____
LEA Code _____

Form 5.3

B.* CONSULTANT SERVICES

CONSULTANT RATE: _____ per hour/day/week

Time Requested _____ hours/days/weeks

B. Total Consultant Services Requested \$ _____

Describe here the responsibility of this consultant.

List here the Goal Letter(s) objective number(s) to be addressed by this consultant.

Consultant Services Requested \$ _____

- * Duplicate Item B if more than one consultant is proposed to be hired. Consultants will be identified following the application approval. Do not include names of consultant(s) with the proposal. Names of consultants must be reported to the division upon completion of the bidding or quotation process.

USE ADDITIONAL SHEETS IF NECESSARY.

Co Code _____
LEA Code _____

Form 5.4

C. TRAVEL

STUDENT FIELD TRIPS

<u>DESTINATION</u>	IMPLEMENTATION PLAN GOAL LETTER(S) <u>OBJECTIVE NUMBER(S)</u>	<u>MILEAGE</u>	AMOUNT <u>REQUESTED</u>
---------------------------	--	-----------------------	------------------------------------

STAFF TRIPS

<u>DESTINATION</u>	IMPLEMENTATION PLAN GOAL LETTER(S) <u>OBJECTIVE NUMBER(S)</u>	<u>MILEAGE</u>	AMOUNT <u>REQUESTED</u>
---------------------------	--	-----------------------	------------------------------------

B. Total Travel Requested \$ _____

USE ADDITIONAL SHEETS IF NECESSARY.

Co Code _____
LEA Code _____

Form 5.5

D. SUPPLIES

<u>QUANTITY</u>	<u>DESCRIPTION</u>	<u>IMPLEMENTATION PLAN GOAL LETTER(S) OBJECTIVE NUMBER(S)</u>	<u>UNIT COST</u>	<u>AMOUNT REQUESTED</u>
-----------------	--------------------	---	------------------	-----------------------------

C. Total Supplies Requested \$ _____

USE ADDITIONAL SHEETS IF NECESSARY.

Co Code _____
LEA Code _____

Form 5.6

E. EQUIPMENT

<u>DESCRIPTION OF ITEM(S)</u>	<u>IMPLEMENTATION PLAN GOAL LETTER(S) OBJECTIVE NUMBER(S)</u>	<u>COURSE/ ACTIVITY TITLE</u>	<u>AMOUNT REQUESTED</u>	<u>AMOUNT APPROVED</u>
-----------------------------------	---	---------------------------------------	-----------------------------	----------------------------

D. Total Equipment Requested \$ _____

Total Equipment Approved \$ _____

(Duplicate as needed)

Co Code _____
LEA Code _____

Form 5.7

F. CONTRACTUAL (Sub-Contracts)

<u>SERVICES</u>	IMPLEMENTATION PLAN GOAL LETTER(S) <u>OBJECTIVE NUMBER(S)</u>	<u>AMOUNT REQUESTED</u>
-----------------	---	-------------------------

E. Total Contractual (Sub-contractors) \$ _____

Co Code _____
LEA Code _____

Form 5.8

G. OTHER DIRECT COSTS

<u>DESCRIPTION</u>	IMPLEMENTATION PLAN GOAL LETTER(S) <u>OBJECTIVES NUMBER(S)</u>	<u>AMOUNT REQUESTED</u>
--------------------	--	-------------------------

Total Other Direct Cost Requested \$ _____

H. PURPOSE AREA TOTAL REQUESTED A-G \$ _____

USE ADDITIONAL SHEETS IF NECESSARY.

Co Code _____
LEA Code _____

Form 6.1

____ Consortium
(Check if Appropriate)

**STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION**

RESOLUTION

The governing body of _____ at its _____
meeting authorized (Legal Name of Institution/LEA)
submission of application(s) for funds under the provision of P.L. 101-392
for the following purpose areas.

<u>Purpose Area</u>	<u>Amount Requested by Area</u>
Career Orientation	_____
Transitions to the World of Work	_____
Occupational Education	_____
TOTAL REQUESTED	_____

CO CODE	LEA CODE	SIGNATURE OF GOVERNING BODY/BOARD SECRETARY

		DATE

RS/1p:1/70281

Co Code _____
LEA Code _____

Form 4.1

____ Consortium
(Check if Appropriate)

Purpose Area

____ Career Orientation
____ Transitions to the World of Work
____ Occupational Education

IMPLEMENTATION PLAN FOR VOCATIONAL PROGRAMS/ACTIVITIES

NONCOMPETITIVE FUNDS

P.L. 101-392

COUNTY: _____ LEA CODE _____ LEA NAME: _____

CONTACT PERSON: _____
Name Phone

STATEMENT OF NEED

Support the need for this program/activity. Documentation may include summaries of related research, community surveys, employment and labor market statistics, input from local advisory or craft committee, placement statistics and/or follow-up studies of graduates, county plan for vocational education and/or previous evaluation reports.

Justify the need for the program/activity in reference to the (1) target population and/or (2) to the specific educational change to be supported by the requested state/federal funds.

[Form/Page Reference to Three-Year Plan: _____]

USE ADDITIONAL SHEETS IF NECESSARY.

Co. Code _____
LEA Code _____

Form 4.2

IMPLEMENTATION ACTIVITIES

Directions: List and identify by letter, the program activity goal(s) that serve the need of the targeted population. List and identify by number, the related objective(s) for each goal. All objectives must be measurable. (Example: Goal A, Objective #1; Goal A, Objective #2, Goal B, Objective #1, etc.) Give specific activities/tasks, timeframe, staff responsible and evaluation strategies for each objective. (Use additional pages as needed.)

Goal [] _____

Objective [] _____

Activities/Tasks	Time Frame	Staff Responsible	Evaluation Strategies

USE ONE PAGE FOR EACH OBJECTIVE

Co Code _____
LEA Code _____

Form 4.3

Administrative Costs

P.L. 101-392 (sec. 235) specifies that no more than 5 percent of Perkins funds shall be used for administrative costs. Describe planned administrative activities and the use of funds for those activities.

[Form/Page Reference to Three-Year Plan: _____]

USE ADDITIONAL SHEETS IF NECESSARY.

Co Code _____
LEA Code _____

Form 4.4
(1 of 2)

Sex Equity

A. Recruitment and Enrollment

1. Describe what specific activities will be undertaken during the program year to increase participation of previously underserved populations in programs that are non-traditional for the gender.

2. Describe what corrective measures you will take to maintain balanced gender enrollment or to remedy imbalanced enrollment. (Programs are considered to have balanced enrollment when the gender not traditionally enrolled is at least 25 percent of the total.)

B. Retention

Describe what strategies are planned to retain students once they enroll in courses non-traditional for the gender.

C. Job Placement

Describe how equity will be ensured in employment, cooperative education, apprenticeship or further training for students who complete this program will be ensured.

[Form/Page Reference to Three-Year Plan: _____]

USE ADDITIONAL SHEETS IF NECESSARY.

Co Code _____
LEA Code _____

Form 4.5

Impact on Special Populations

Describe the impact that funded program/activities will have on the special populations in the district.

[Form/Page Reference to Three-Year Plan: _____]

USE ADDITIONAL SHEETS IF NECESSARY.

NEW JERSEY STATE LIBRARY

Form 4.5

Based on the operational plan and specific program/activity objectives, develop the evaluation strategies and procedures which will be used to determine if the overall goals and objectives have been achieved.

- a. Expand on the evaluation strategies identified in the operational plan.
- b. Describe how one will know if the program/activity objectives including: student, staff, resources, facilities and product outcomes were successful.
- c. Describe how the analyzed data will be used for future program/activity decision making.

[Form/Page Reference to Three-Year Plan:_____]

USE ADDITIONAL SHEETS IF NECESSARY.

Co Code _____
LEA Code _____

Form 5.1

PURPOSE AREA (Check One)

☐ Career Orientation ☐ Transition to the World of Work ☐ Occupational Education

BUDGET NOTES*

Applicant must also complete the Application for Funds/Spending Plan FY 92. List only those positions for which the district is requesting funding. Budget items must be related to the goal letter(s) and objective number(s) for the program/project.

A. Personnel

a. SALARIES

POSITION #	POSITION DESCRIPTION	IMPLEMENTATION PLAN GOAL LETTER(S) OBJECTIVE NUMBER(S)	% OF TIME FOR PROJECT	SCHOOL YEAR SALARY	AMOUNT* REQUESTED
------------	-------------------------	--	-----------------------------	--------------------------	----------------------

1.

2.

3.

a. Total Salary Requested \$ _____

*** Budget Notes must be submitted for each purpose area for which you are requesting funds.**

Co Code _____
LEA Code _____

Form 5.2

b. FRINGE BENEFITS

Position # For each position where salaries are requested, list the total
cost of fringe benefits.

AMOUNT REQUESTED

1.

2.

3.

b. Total Fringe Benefits Requested \$ _____

Co Code _____
LEA Code _____

Form 5.3

B.* CONSULTANT SERVICES

CONSULTANT RATE: _____ per hour/day/week

Time Requested _____ hours/days/weeks

B. Total Consultant Services Requested \$ _____

Describe here the responsibility of this consultant.

List here the Goal Letter(s) objective number(s) to be addressed by this consultant.

Consultant Services Requested \$ _____

- * Duplicate Item B if more than one consultant is proposed to be hired. Consultants will be identified following the application approval. Do not include names of consultant(s) with the proposal. Names of consultants must be reported to the division upon completion of the bidding or quotation process.

USE ADDITIONAL SHEETS IF NECESSARY.

Co Code _____
LEA Code _____

Form 5.4

C. TRAVEL

STUDENT FIELD TRIPS

<u>DESTINATION</u>	IMPLEMENTATION PLAN GOAL LETTER(S) <u>OBJECTIVE NUMBER(S)</u>	<u>MILEAGE</u>	AMOUNT <u>REQUESTED</u>
---------------------------	--	-----------------------	------------------------------------

STAFF TRIPS

<u>DESTINATION</u>	IMPLEMENTATION PLAN GOAL LETTER(S) <u>OBJECTIVE NUMBER(S)</u>	<u>MILEAGE</u>	AMOUNT <u>REQUESTED</u>
---------------------------	--	-----------------------	------------------------------------

B. Total Travel Requested \$ _____

USE ADDITIONAL SHEETS IF NECESSARY.

Co Code _____
LEA Code _____

Form 5.5

D. SUPPLIES

<u>QUANTITY</u>	<u>DESCRIPTION</u>	IMPLEMENTATION PLAN GOAL LETTER(S) <u>OBJECTIVE NUMBER(S)</u>	<u>UNIT COST</u>	<u>AMOUNT REQUESTED</u>
-----------------	--------------------	---	------------------	-----------------------------

C. Total Supplies Requested \$ _____

USE ADDITIONAL SHEETS IF NECESSARY.

Co Code _____
LEA Code _____

Form 5.6

E. EQUIPMENT

<u>DESCRIPTION OF ITEM(S)</u>	<u>IMPLEMENTATION PLAN GOAL LETTER(S) OBJECTIVE NUMBER(S)</u>	<u>COURSE/ ACTIVITY TITLE</u>	<u>AMOUNT REQUESTED</u>	<u>AMOUNT APPROVED</u>
-----------------------------------	---	---------------------------------------	-----------------------------	----------------------------

D. Total Equipment Requested \$ _____

Total Equipment Approved \$ _____

(Duplicate as needed)

Co Code _____
LEA Code _____

Form 5.7

F. CONTRACTUAL (Sub-Contracts)

<u>SERVICES</u>	IMPLEMENTATION PLAN GOAL LETTER(S) <u>OBJECTIVE NUMBER(S)</u>	<u>AMOUNT REQUESTED</u>
-----------------	---	-------------------------

E. Total Contractual (Sub-contractors) \$ _____

Co Code _____
LEA Code _____

Form 5.8

G. OTHER DIRECT COSTS

<u>DESCRIPTION</u>	IMPLEMENTATION PLAN GOAL LETTER(S) <u>OBJECTIVES NUMBER(S)</u>	<u>AMOUNT REQUESTED</u>
--------------------	--	-------------------------

Total Other Direct Cost Requested \$ _____

H. PURPOSE AREA TOTAL REQUESTED A-G \$ _____

USE ADDITIONAL SHEETS IF NECESSARY.

Co Code _____
LEA Code _____

Form 6.1

____ Consortium
(Check if Appropriate)

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

RESOLUTION

The governing body of _____ at its _____
meeting authorized (Legal Name of Institution/LEA)
submission of application(s) for funds under the provision of P.L. 101-392
for the following purpose areas.

<u>Purpose Area</u>	<u>Amount Requested by Area</u>
Career Orientation	_____
Transitions to the World of Work	_____
Occupational Education	_____
TOTAL REQUESTED	_____

CO CODE	LEA CODE	SIGNATURE OF GOVERNING BODY/BOARD SECRETARY

		DATE

RS/1p:1/70281

Co Code _____
LEA Code _____

Form 4.1

____ Consortium
(Check if Appropriate)

Purpose Area

____ Career Orientation
____ Transitions to the World of Work
____ Occupational Education

IMPLEMENTATION PLAN FOR VOCATIONAL PROGRAMS/ACTIVITIES
NONCOMPETITIVE FUNDS
P.L. 101-392

COUNTY: _____ LEA CODE _____ LEA NAME: _____

CONTACT PERSON: _____
Name Phone

STATEMENT OF NEED

Support the need for this program/activity. Documentation may include summaries of related research, community surveys, employment and labor market statistics, input from local advisory or craft committee, placement statistics and/or follow-up studies of graduates, county plan for vocational education and/or previous evaluation reports.

Justify the need for the program/activity in reference to the (1) target population and/or (2) to the specific educational change to be supported by the requested state/federal funds.

[Form/Page Reference to Three-Year Plan: _____]

USE ADDITIONAL SHEETS IF NECESSARY.

Co. Code _____
LEA Code _____

Form 4.2

IMPLEMENTATION ACTIVITIES

Directions: List and identify by letter, the program activity goal(s) that serve the need of the targeted population. List and identify by number, the related objective(s) for each goal. All objectives must be measurable. (Example: Goal A, Objective #1; Goal A, Objective #2, Goal B, Objective #1, etc.) Give specific activities/tasks, timeframe, staff responsible and evaluation strategies for each objective. (Use additional pages as needed.)

Goal [] _____

Objective [] _____

Activities/Tasks	Time Frame	Staff Responsible	Evaluation Strategies

USE ONE PAGE FOR EACH OBJECTIVE

Co Code _____
LEA Code _____

Form 4.3

Administrative Costs

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[Form/Page Reference to Three-Year Plan: _____]

USE ADDITIONAL SHEETS IF NECESSARY.

Co Code _____
LEA Code _____

Form 4.4
(1 of 2)

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A. Recruitment and Enrollment

1. Describe what specific activities will be undertaken during the program year to increase participation of previously underserved populations in programs that are non-traditional for the gender.

2. Describe what corrective measures you will take to maintain balanced gender enrollment or to remedy imbalanced enrollment. (Programs are considered to have balanced enrollment when the gender not traditionally enrolled is at least 25 percent of the total.)

B. Retention

Describe what strategies are planned to retain students once they enroll in courses non-traditional for the gender.

C. Job Placement

Describe how equity will be ensured in employment, cooperative education, apprenticeship or further training for students who complete this program will be ensured.

[Form/Page Reference to Three-Year Plan:_____]

USE ADDITIONAL SHEETS IF NECESSARY.

Co Code _____
LEA Code _____

Form 4.5

Impact on Special Populations

Describe the impact that funded program/activities will have on the special populations in the district.

[Form/Page Reference to Three-Year Plan: _____]

USE ADDITIONAL SHEETS IF NECESSARY.

Form 4.6

Based on the operational plan and specific program/activity objectives, develop the evaluation strategies and procedures which will be used to determine if the overall goals and objectives have been achieved.

- a. Expand on the evaluation strategies identified in the operational plan.
- b. Describe how one will know if the program/activity objectives including: student, staff, resources, facilities and product outcomes were successful.
- c. Describe how the analyzed data will be used for future program/activity decision making.

USE ADDITIONAL SHEETS IF NECESSARY.

Co Code _____
LEA Code _____

Form 5.1

PURPOSE AREA (Check One)

☐ Career Orientation ☐ Transition to the World of Work ☐ Occupational Education

BUDGET NOTES*

Applicant must also complete the Application for Funds/Spending Plan FY 92. List only those positions for which the district is requesting funding. Budget items must be related to the goal letter(s) and objective number(s) for the program/project.

A. Personnel

a. SALARIES

POSITION #	POSITION DESCRIPTION	IMPLEMENTATION PLAN GOAL LETTER(S) OBJECTIVE NUMBER(S)	% OF TIME FOR PROJECT	SCHOOL YEAR SALARY	AMOUNT* REQUESTED
------------	-------------------------	--	-----------------------------	--------------------------	----------------------

1.

2.

3.

a. Total Salary Requested \$ _____

*** Budget Notes must be submitted for each purpose area for which you are requesting funds.**

Co Code _____
LEA Code _____

Form 5.2

b. FRINGE BENEFITS

Position # For each position where salaries are requested, list the total
cost of fringe benefits.

AMOUNT REQUESTED

1.

2.

3.

b. Total Fringe Benefits Requested \$ _____

Co Code _____
LEA Code _____

Form 5.3

B.* CONSULTANT SERVICES

CONSULTANT RATE: _____ per hour/day/week

Time Requested _____ hours/days/weeks

B. Total Consultant Services Requested \$ _____

Describe here the responsibility of this consultant.

List here the Goal Letter(s) objective number(s) to be addressed by this consultant.

Consultant Services Requested \$ _____

- * Duplicate Item B if more than one consultant is proposed to be hired. Consultants will be identified following the application approval. Do not include names of consultant(s) with the proposal. Names of consultants must be reported to the division upon completion of the bidding or quotation process.

USE ADDITIONAL SHEETS IF NECESSARY.

Co Code _____
LEA Code _____

Form 5.4

C. TRAVEL

STUDENT FIELD TRIPS

<u>DESTINATION</u>	IMPLEMENTATION PLAN GOAL LETTER(S) <u>OBJECTIVE NUMBER(S)</u>	<u>MILEAGE</u>	<u>AMOUNT REQUESTED</u>
--------------------	---	----------------	-----------------------------

STAFF TRIPS

<u>DESTINATION</u>	IMPLEMENTATION PLAN GOAL LETTER(S) <u>OBJECTIVE NUMBER(S)</u>	<u>MILEAGE</u>	<u>AMOUNT REQUESTED</u>
--------------------	---	----------------	-----------------------------

B. Total Travel Requested \$ _____

USE ADDITIONAL SHEETS IF NECESSARY.

Co Code _____
LEA Code _____

Form 5.5

D. SUPPLIES

<u>QUANTITY</u>	<u>DESCRIPTION</u>	IMPLEMENTATION PLAN GOAL LETTER(S) <u>OBJECTIVE NUMBER(S)</u>	<u>UNIT COST</u>	<u>AMOUNT REQUESTED</u>
-----------------	--------------------	---	------------------	-----------------------------

C. Total Supplies Requested \$ _____

USE ADDITIONAL SHEETS IF NECESSARY.

Co Code _____
LEA Code _____

Form 5.6

E. EQUIPMENT

<u>DESCRIPTION OF ITEM(S)</u>	<u>IMPLEMENTATION PLAN GOAL LETTER(S) OBJECTIVE NUMBER(S)</u>	<u>COURSE/ ACTIVITY TITLE</u>	<u>AMOUNT REQUESTED</u>	<u>AMOUNT APPROVED</u>
-----------------------------------	---	---------------------------------------	-----------------------------	----------------------------

D. Total Equipment Requested \$ _____

Total Equipment Approved \$ _____

(Duplicate as needed)

Co Code _____
LEA Code _____

Form 5.7

F. CONTRACTUAL (Sub-Contracts)

<u>SERVICES</u>	IMPLEMENTATION PLAN GOAL LETTER(S) <u>OBJECTIVE NUMBER(S)</u>	<u>AMOUNT REQUESTED</u>
-----------------	---	-------------------------

E. Total Contractual (Sub-contractors) \$ _____

Co Code _____
LEA Code _____

Form 5.8

G. OTHER DIRECT COSTS

<u>DESCRIPTION</u>	IMPLEMENTATION PLAN GOAL LETTER(S) <u>OBJECTIVES NUMBER(S)</u>	<u>AMOUNT REQUESTED</u>
--------------------	--	-------------------------

Total Other Direct Cost Requested \$ _____

H. PURPOSE AREA TOTAL REQUESTED A-G \$ _____

USE ADDITIONAL SHEETS IF NECESSARY.

Co Code _____
LEA Code _____

Form 6.1

____ Consortium
(Check if Appropriate)

**STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION**

RESOLUTION

The governing body of _____ at its _____
meeting authorized (Legal Name of Institution/LEA)
submission of application(s) for funds under the provision of P.L. 101-392
for the following purpose areas.

<u>Purpose Area</u>	<u>Amount Requested by Area</u>
Career Orientation	_____
Transitions to the World of Work	_____
Occupational Education	_____
TOTAL REQUESTED	_____

CO CODE _____	LEA CODE _____	SIGNATURE OF GOVERNING BODY/BOARD SECRETARY _____
		DATE _____

RS/1p:1/70281

NEW JERSEY STATE DEPARTMENT OF EDUCATION

**Vocational Grant Evaluation Procedures
for
3, 6, 9 and 12 Month On-Site Visitations**



**DIVISION OF VOCATIONAL EDUCATION
PLANNING AND EVALUATION BUREAU**

NEW JERSEY STATE DEPARTMENT OF EDUCATION

Division of Vocational Education

**225 West State Street
CN 500
Trenton, New Jersey 08625-0500**

Vocational Grant Evaluation Procedures for 3, 6, 9 and 12 Month On-Site Visitations

**Planning and Evaluation Bureau
December 24, 1990**

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VOCATIONAL GRANT EVALUATION PROCEDURES

FOR 3, 6, 9, AND 12 MONTH VISITATIONS

In the effort to identify general procedures to be used for conducting on-site review of competitive grant programs, the following standard operating procedures (SOPs) have been outlined. These procedures, to be followed by team members, also outline the specific responsibilities of those members.

WHEN	Formative Visit	Formative Visit	Formative Visit	Summative Visit
WHY	Technical Assistance Process Evaluation (formative)	Technical Assistance Process Evaluation (formative)	Technical Assistance Process Evaluation (formative)	Judgment of Program Effectiveness Product Evaluation (summative)
WHO	Program Manager or Designee	Program Manager or Designee Fiscal Manager Evaluation Staff (optional)	Program Manager or Designee Fiscal Manager (optional) Evaluation Staff (optional)	Evaluation Staff
HOW	Program Review	Fiscal Review Program Review	Fiscal Review Program Review	Instrumentation to be developed for each RFP by DVE Grant Evaluation Monitoring Task Force

PRE-VISIT

ACTIVITY

1. Program manager or designee identifies and coordinates dates for on-site visits at least three weeks prior to visit by the DVE team.
2. Fiscal manager disseminates, for review, to each member of the team (fiscal manager, program manager and evaluation staff) all appropriate materials including:

- contract;
- proposal;

RESPONSIBILITY

Program Manager or Designee

Grants Management

PRE-VISIT

<u>ACTIVITY</u>	<u>RESPONSIBILITY</u>
• interim report; • fiscal information; and • county plan • any other pertinent material on file.	
3. Program manager or designee contacts the districts by phone.	Program Manager or Designee
4. Planning and Evaluation staff coordinates log.	Planning and Evaluation
5. Program manager or designee prepares letters (see Attachment D), 3 weeks prior Evaluation to visit, to notify project directors of the date of the on-site visit. Letters copied to: • appropriate bureau managers; • county superintendents and vocational specialists; and • compliance office (if a Level III District).	Program Manager or Designee
6. Program manager or designee obtains any pre-visit logistical information (directions, meeting time for on-site, name of key district contacts, etc.) and distributes to the team members.	Program Manager or Designee
7. Program manager or designee convenes a previsit team meeting to clarify roles of team members and focus on concerns of visit.	Program Manager or Designee
8. All team members review Code of Ethics and the Ethical Standards Vulnerability Follow-up memo.	On-site team
9. Team identifies any questions/concerns to be addressed.	On-site team
10. Program manager or designee reconfirms the on-site visit a few days prior to the actual date of team visit with key district contact and team members. If a problem exists, and the on-site visit must be postponed, the program manager or designee identifies a new date with the district, and coordinate with all team members and notifies all parties of new date and time.	Program Manager or Designee

ON-SITE VISIT

1. Team holds opening meeting with appropriate LEA staff (for final visit only, or as appropriate).	Grants Management
---	-------------------

<u>ACTIVITY</u>	<u>RESPONSIBILITY</u>
2. Team conducts the on-site visits:	On-site team
• fiscal manager completes the budget review form (see Acceptable Evidence, Fiscal Review - Attachment A); and	
• program manager or designee completes the program review form; (See Acceptable Evidence: Program Review - Attachment B); and	On-site Team
• planning and evaluation staff also complete the program review form (optional at additional formative visits).	On-site Team
3. Team debriefs either directly after the on-site process at the district or within 1 week back in the division to:	On-site team
• review findings; • clarify questions; • discuss recommendations, including referrals to compliance when indicated (lead by Program Manager); • technical assistance may be scheduled, as needed by Program Manager	
<u>POST-VISIT</u>	
1. Program manager or designee drafts report of findings and recommendations based on input from the entire team.	Program Manager or Designee
2. Program manager or designee reviews fiscal findings at 3 months and directs those questions back to fiscal staff.	Program Manager or Designee
3. Program manager or designee prepares final draft of findings and recommendations for review by team and bureau manager (see format - Attachment F)	Program Manager
4. Planning and evaluation staff reviews final draft (content will not be modified) and forwards.	Planning and Evaluation Staff
5. Program manager indicates the need for evaluation staff input, as necessary for visits. A separate instrument will be used for evaluation purposes at the summative visit.	Program Manager
6. Assistant Commissioner submits findings and recommendations to the grantee within four weeks of time of completion of visit. Letters (see Attachment E) and reports copied to:	Asst. Commissioner

ACTIVITY

RESPONSIBILITY

- County Superintendent; and
 - Compliance office (if Level III district).
7. Planning and evaluation staff prepare recommendations for Management Team consideration to modify the on-site process based on the on-site visits and comments of the on-site teams.

Planning and
Evaluation Staff

ON-SITE REVIEW PROCEDURES ADDENDUM

Code of Ethics (abbreviated)

- . No State officer or employee should use or attempt to make his official position to secure unwarranted privileges or advantages for himself or others.
- . No State officer or employee should accept any gift, favor, service or other things of value under circumstances from which it might be reasonably inferred: that such gift, service or other thing of value was given or offered for the purpose of influencing him in the discharge of his official duties.
- . No State officer or employee should knowingly act in any way that might reasonably be expected to create an impression of suspicion among the public having knowledge of his acts that he may be engaged in conduct violative of his trust as a State officer or employee.

Ethical Standards Vulnerability Follow-up

- . Acceptance of gifts from local agencies: State rules indicate that "nothing of value" may be accepted or anything which can be considered to influence an employee.
- . Acceptance of meals from local agencies: Meal is acceptable if it is part of an official function (e.g., you are a presenter). If you are acting in capacity as a monitor or performing a regulatory role, a meal should not be accepted.

Glossary of Education Terms

- **Consultants** are outside parties hired by a contractor to provide a particular service or product without the contractor relinquishing managerial responsibility.
- **Evaluation staff** refers to a member of the Planning and Evaluation staff whose function is mainly to serve as a member of the team for outcome (summative) evaluation activities.
- **Fiscal manager** refers to the representative of the Vocational Grants Management Bureau who is responsible for fiscal monitoring, including reviewing expenditures, time and activity reports, and timelines in accordance with the contract.
- **Formative evaluation** is concerned with helping the developer of programs or products to modify programs or products (curricula, books, etc.) through the use of empirical research methodology.
- **General program oversight** is a mechanism for maintaining programmatic goals, objectives and timelines.
- **Grants** are awards made to qualified recipients based upon statutory and/or appreciation criteria.
- **Monitoring** is an on-site project visit and/or review of program reports by an appropriate program professional to ascertain the status and/or progress of a specific project. This could entail a limited fiscal review but not an audit when appropriate.
- **Program manager or designee** refers to the division's contact person for an RFP as designated on the third party contract. The primary role of this person is to provide technical assistance and general program oversight. This person also carries out ongoing process (formative) evaluation activities.
- **Program Reports** document the status of specific funded projects in relation to previously determined goals, objectives and timelines.
- **Summative evaluation** is concerned with evaluating the overall program after it is in operation.
- **Vocational grant evaluation** is the process of judging the effectiveness of programs funded through competitive or non-competitive state or federal funds.
- **Vocational Grant Technical assistance** involves services provided to all grantees whereby programmatic and fiscal guidance may be offered.

____ ON-SITE
____ TELEPHONE
____ OTHER, specify

**NEW JERSEY DEPARTMENT OF EDUCATION
Division of Vocational Education**

**Follow-up Technical Assistance Log
(OPTIONAL)**

Purpose of Form: This form is designed to be used after the 3, 6 or 9 month on-site visits when requested technical assistance is provided. Grants management or program staff can use this form depending on need to direct information to appropriate division staff.

LOCATION: _____

STAFF MEMBER(S): _____ **DATE:** _____

PERSON(S) CONTACTED: _____ **REPRESENTING:** _____

PURPOSE:

PROGRAM OVERVIEW:

DISCUSSION:

RECOMMENDATIONS/SUGGESTIONS:

AGREEMENTS:

FOLLOW-UPS:

ATTACHMENT A

NEW JERSEY DEPARTMENT OF EDUCATION

Division of Vocational Education

Acceptable Evidence: Fiscal Review

SALARY/FRINGE:

Salary records, payment printout, time and activity records, personnel names and date of hire. Fringe amount should reflect no more than 28 percent of total salary.

CONSULTANT:

Payment records, time and activity records, contracts.

TRAVEL:

Travel log, expenditure records.

SUPPLIES:

Expenditure records, supply purchase orders, inventory records.

EQUIPMENT:

Expenditure records, equipment inventory, on-site inspection of tags.

OTHER DIRECT COSTS:

Expenditure records, vouchers.

STATEMENT OF ASSURANCES:

Identification of council members, date of meetings, minutes of meetings. Records of program income deposits.

ATTACHMENT B

NEW JERSEY DEPARTMENT OF EDUCATION

Division of Vocational Education

Acceptable Evidence: Program Review

Statement of Need:

Documentation of need may include but not limited to:

N.J.A.C.
Perkins legislation, state board policy, etc.
County Plan

Examples of evidence: needs assessment, advisory committee minutes, etc.

Student/Target Group:

Define students/target group, which may include teachers, e.g., inservice training, or

Description of product to be developed (if appropriate).

Sex Equity:

Review proposal, program planning documents and instructional materials that encourage the elimination of sex role bias.

JTPA:

Review of proposal and action plan. Documentation of specific meetings/other coordination with Private Industry Councils.

Equipment:

Review equipment purchased or purchase orders for consistency with prior approved proposal.

Review equipment in light of appropriate use in conjunction with approved proposal.

Safety/Health:

Review safety/health units being taught.

Review safety and health features of facility i.e.: fire extinguishers, fire blanket, machine guarding or as per state code regulations, or see DVE Safety/Health Coordinator.

Recordkeeping:

Review proposal for program planning documents, records, reports, inventories. Check for items on visit.

Certification of Staff:

Review of all appropriate certification. Review Board resolution for verification of staff hiring dates.

Timelines:

Review Operational plan and implementation at district level.

Evaluation Strategies:

See attachment C Program Evaluation Planning Form.

Topical Outline:

Review proposal and operational plan for consistency with the goals and objectives of the course/project.

Product Development:

Documentation, staff reports, mock-ups or final camera-ready copy of:

Curriculum, procedures manual, inservice agendas, public relations products, sex equity products, needs assessment, advisory committee minutes.

ATTACHMENT C
NEW JERSEY DEPARTMENT OF EDUCATION
Division of Vocational Education

Program Evaluation Planning Form

Purpose of Form: This form is designed to be used after formative on-site visits when requested technical assistance is provided.

PROGRAM OBJECTIVES What objective is being evaluated?
What is the goal or what are the need statements to which this objective relates?
Is this objective written in such a form that it can be objectively assessed or measured?
Is the implied criterion or measure appropriate for the objective?

PROGRAM ACTIVITIES What activities are central to the accomplishments of the objectives?
May these activities reasonably be expected to contribute to the achievement of objectives?
What evidence is there that these activities are in progress?
Which activities should be monitored for process evaluation?

EVALUATION QUESTIONS What questions must this design address, based upon the stated objectives and activities?
What information must this design be able to produce in order to answer these questions?
To what purposes of evaluation do these questions relate?
What information will the audience accept as evidence related to the purpose of the evaluation?

ASSESSMENT INSTRUMENTS What kinds of assessment instruments will be most appropriate to secure the information required in the design? (Norm- or criterion-referenced tests, questionnaires, interviews, observations, rating scales, log sheets or narrative reports?)

ADMINISTRATION DATES AND PERSONNEL During what month or months should assessment take place?
Who would be the most appropriate person to collect the data?
Who is responsible for assigning personnel and dates?

DATA-ANALYSIS TECHNIQUES What kinds of scores will be most useful in providing the information needed, as identified in the purpose and the design?

MONITORING PROGRAM ACTIVITIES What activities are central to the accomplishment of the objectives?
What information must be collected to accomplish the purposes of the evaluation?

MONITORING DATES AND PERSONNEL Who will perform the monitoring function?
How frequently must the activities for this objective be monitored?
To whom should the monitoring be reported?

**KEY
REPORTING
DATES**

Who will be interviewed to ensure that reporting dates meet decision or user requirements?
Who will establish reporting deadlines?

**WHO IS TO
RECEIVE THE
REPORT(S)**

What different audiences will receive evaluation reports on this objective?
Have the questions identified by the audiences during the initial design step been addressed in the evaluation report?
Have the purposes of the evaluation been accomplished?

**DETERMINING
HOW THE DATA
REPORTS WILL
BE USED**

What activities have been planned to ensure the most effective use of the evaluation reports?

NEW JERSEY DEPARTMENT OF EDUCATION
Division of Vocational Education

Vocational Grant Evaluation Planning Form

PROGRAM
OBJECTIVES

PROGRAM
ACTIVITIES

EVALUATION
QUESTIONS

ASSESSMENT
INSTRUMENTS

ADMINISTRATION
DATES AND
PERSONNEL

DATA-ANALYSIS
TECHNIQUES

MONITORING
PROGRAM
ACTIVITIES

**MONITORING
DATES AND
PERSONNEL**

**KEY
REPORTING
DATES**

**WHO IS TO
RECEIVE THE
REPORT(S)**

**DETERMINING
HOW THE DATA
REPORTS WILL
BE USED**

ATTACHMENT D

(DATE)

RE: County: _____
LEA: _____
Contract #: _____
Project Title: _____

Dear _____:

We are pleased to have the opportunity to work with you to implement your grant which was approved by the Division of Vocational Education and funded through the Carl D. Perkins Vocational Education Act. In our continuing effort to assist you in serving vocational students and to respond to our state and federal regulations, the Division of Vocational Education must conduct vocational grant evaluation. The purpose of this visit is to provide technical assistance and to monitor the:

- expenditure of funds;
- implementation of approved project activities and timelines; and
- achievement of specified goals and objectives.

On-site visits are a way district staff and the division staff can continue to work together to strengthen the delivery of vocational education to our students. As specified in the request for proposal (RFP), on-site visits will be conducted. This visit will be for formative evaluation and technical assistance will be available if requested. The summative on-site will be an outcome evaluation visit to determine:

- the achievement of goals and objectives set forth in the project; and
- the project's overall contribution to vocational education in New Jersey.

The project manager/designee for this grant, _____, will conduct an on-site visit to your project on _____ at _____. The fiscal manager, will meet your program director, at _____. Please have all project records and the approved proposal available for review.

If you have any questions regarding the monitoring process, feel free to contact Hector Ramon Villafane, manager, Bureau of Planning and Evaluation, at (609) 292-5822. Enclosed is a copy of the format which will be used to obtain the evaluation information. Copies have already been sent to the county office.

Sincerely,

Michael G. Curran, Jr., Ed.D.
Acting Assistant Commissioner
Division of Vocational Education

MGC/CMK/lp:11/62021

Enclosure

c: LEA Program Director (Enclosure)
Board Secretary/Business Administrator
County Superintendent
County Vocational Specialist
Program Manager
P & E Staff
Bureau of Vocational Grants Management
Division of County and Regional Services
Division of Compliance (if Level III)

PE 300-10/1/90

ATTACHMENT E

(DATE)

_____, Superintendent of Schools

Dear _____:

RE: County: _____
LEA: _____
Project Title: _____
Contract Number: _____

In keeping with state and federal regulations, a fiscal and program on-site review was conducted on _____ by _____, _____ and _____ for the FY 1991 project identified above. Enclosed please find the fiscal and program findings, recommendations and general comments. We look to your ongoing support as we continue to develop innovative programs which will better prepare our youth for meaningful jobs and careers. Please encourage your staff to call upon our division program specialists for assistance, as you continue to expand and improve your district's programs.

If you have any questions about the fiscal findings and recommendations, please contact _____, at _____. For questions on program findings and recommendations, please contact _____, at _____.

Sincerely,

Michael G. Curran, Jr., Ed.D.
Acting Assistant Commissioner
Division of Vocational Education

MGC/CMK/lp:1/62021

Enclosure

c: LEA Program Director (Enclosure)
Board Secretary/Business Administrator
County Superintendent
County Vocational Specialist
Program Manager
Grants Manager
P & E Staff
Bureau of Vocational Grants Management
Division of County and Regional Services
Division of Compliance (if Level III)

ATTACHMENT F

DIVISION OF VOCATIONAL EDUCATION ON-SITE REVIEW

FY 1990 DISCRETIONARY GRANTS

Project Title: _____

Program Code: _____

Contract #: _____ County: _____ Code: _____

Grant Amount: _____ LEA: _____ Code: _____

Synopsis of Program:

FISCAL FINDINGS:

FISCAL RECOMMENDATIONS:

PROGRAM FINDINGS:

PROGRAM RECOMMENDATIONS:

GENERAL COMMENTS:

Signature: _____
(Fiscal Manager)

Signature: _____
(Program Manager)

Date: _____

ATTACHMENT G

NEW JERSEY DEPARTMENT OF EDUCATION DIVISION OF VOCATIONAL EDUCATION

ON SITE _____
OFF SITE _____

Date _____
DVE Reviewer _____
(Signature)

DISTRICT CONTACT PERSON _____ TITLE _____ PHONE NUMBER _____
COUNTY _____ COUNTY CODE _____ LEA _____ LEA CODE _____
PROGRAM NAME _____ PROGRAM CODE _____ CONTRACT NUMBER _____ RFP NUMBER _____

FISCAL EVALUATION

Instructions: Review indicator listed and check () the appropriate column. Provide comments where appropriate. Use back of sheet, if necessary.

C = Compliance NC = NonCompliance NA = Not Applicable

SALARIES/FRINGE: Approved \$ _____ C NC NA **COMMENTS**

1. Expenditures are within approved budget
2. Time and activity reports on file
3. Hired according to proposal timelines
4. Consistent with proposal

CONSULTANTS: Approved \$ _____

5. Expenditures are within approved budget
6. Time and activity reports on file
7. Hired according to proposal timelines
8. Consistent with proposal

TRAVEL: Approved \$ _____

9. Expenditures are within approved budget
10. Travel records on file
11. Activities within proposal timelines
12. Consistent with proposal

SUPPLIES: Approved \$ _____

13. Expenditures are within approved budget
14. Supply records on file
15. Purchased within proposal timelines
16. Consistent with proposal

EQUIPMENT: Approved \$ _____

17. Expenditures are within approved budget
18. Inventory accurate and complete
19. In place and operational
20. Consistent with proposal

FISCAL EVALUATION

Instructions: Review indicator listed and check () the appropriate column. Provide comments where appropriate. Use back of sheet, if necessary.

C = Compliance NC = NonCompliance NA = Not Applicable

OTHER DIRECT COSTS:	Approved \$ _____	C	NC	NA	COMMENTS
21. Expenditures are within approved budget	_____	_____	_____	_____	
22. Records on file	_____	_____	_____	_____	
23. Undertaken within proposal timelines	_____	_____	_____	_____	
24. Consistent with proposal	_____	_____	_____	_____	

STATEMENT OF ASSURANCES:

25. Advisory committees reviewed/advised proposal	_____
26. Program income accounted for/credited to district vocational accounts	_____

1/60821

ON SITE _____
OFF SITE _____

NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

Date _____
DVE Reviewer _____
(Signature)

DISTRICT CONTACT PERSON _____ TITLE _____ PHONE NUMBER _____
COUNTY _____ COUNTY CODE _____ LEA _____ LEA CODE _____
PROGRAM NAME _____ PROGRAM CODE _____ CONTRACT NUMBER _____ RFP NUMBER _____

PROGRAM EVALUATION

Instructions: Review indicator listed and check () the appropriate column. Provide comments where appropriate.
C = Compliance NC = NonCompliance NA = Not Applicable

INDICATOR	C	NC	NA	COMMENTS
STATEMENT OF NEED:				
27. Needs identified in proposal addressed				
STUDENTS/TARGET GROUP: Projected _____ Actual _____				
28. Proposal is serving the identified audience				
29. Enrollment numbers within proposal guidelines				
30. Evidence of student progress/accomplishments exists				
SEX EQUITY - Elimination of sex role bias:				
31. Implementation of recruitment strategies/activities				
32. Implementation of retention strategies/activities				
33. Implementation of placement strategies/activities				
34. Evidence of successful recruitment strategies/activities exist				
35. Evidence of successful retention strategies/activities exist				
36. Describe successful strategies/activities				
JTPA:				
37. Evidence exists of JTPA coordination				
EQUIPMENT:				
38. Student/target group utilize equipment				
39. Consistent with proposal				
SAFETY/HEALTH:				
40. Implementation of safety/health regulations as per state code				
RECORDKEEPING:				
41. Contracted programmatic records/reports or inventories are maintained				

PROGRAM EVALUATION

INDICATE ANY CHANGES IN OPERATIONAL PLAN: Starting Date _____
 C = Compliance NC = NonCompliance NA = Not Applicable

	<u>C</u>	<u>NC</u>	<u>NA</u>	<u>COMMENTS</u>
42. Appropriately certificated staff hired and in place.	_____	_____	_____	
43. Timelines followed.	_____	_____	_____	
44. Evaluation strategies initiated.	_____	_____	_____	
45. Topical outline developed.	_____	_____	_____	
46. Other....	_____	_____	_____	

GOALS & OBJECTIVES: List project goals/objectives and check () progress in appropriate column and provide comments as necessary.
 NI = Not Initiated IP = In Progress C = Completed

	<u>COMMENTS</u>	<u>NI</u>	<u>IP</u>	<u>C</u>
GOAL 1: _____				

OBJECTIVES:

- 1.
- 2.

GOAL 2: _____

OBJECTIVES:

- 1.
- 2.

GOAL 3: _____

OBJECTIVES:

- 1.
- 2.

GOAL 4: _____

OBJECTIVES:

- 1.
- 2.

ON SITE _____
OFF SITE _____

NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

Date _____
DVE Reviewer _____
(Signature)

DISTRICT CONTACT PERSON _____
COUNTY _____
PROGRAM NAME _____

TITLE _____ PHONE NUMBER _____
COUNTY CODE _____ LEA _____ LEA CODE _____
PROGRAM CODE _____ CONTRACT NUMBER _____ RFP NUMBER _____

PROGRAM EVALUATION

COMMENTS

NI IP C

GOAL 5: _____

OBJECTIVES:

- 1.
- 2.

GOAL 6: _____

OBJECTIVES:

- 1.
- 2.

PRODUCTS DEVELOPED (if applicable)

OTHER:

Describe/indicate the type of technical assistance required (if applicable), or further action to be taken.

- A. Fiscal
- B. Program
- C. Evaluation
- D. Other

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Revised 12/90