

NEW JERSEY STATE DEPARTMENT OF EDUCATION

ANNUAL REPORT



1987-1988

New Jersey State Library

1987-88 ANNUAL REPORT

**NEW JERSEY STATE DEPARTMENT OF
EDUCATION**

JUNE 1989

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JUNE 1989**

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PREFACE

This document is the annual report of the Commissioner of Education for the fiscal year beginning July 1, 1987, and ending June 30, 1988, fulfilling the requirements of N.J.S.A. 18A:4-20; 18A:4-40; 18A:7A-11; and 52:14-18.

The report contains seven parts: the Commissioner's Foreword, sections on the New Jersey State Board of Education, Educational Initiatives, School Finance, Major School Law Decisions, and Departmental Operations, and an Appendix of Selected Educational Statistics.

ACKNOWLEDGEMENTS

The Commissioner of Education wishes to express his appreciation to the staff members of the New Jersey State Department of Education for their assistance in the preparation of this report for fiscal year 1987. A special word of thanks is extended to the division heads, members of the editorial committee, the staffs of the Word Processing Center and the Office of Printing and Graphic Services for their participation, and to the Public Information Office, which prepared, reviewed and edited this document.

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Measuring the Progress, Sharing the Results

Based on what we have accomplished so far, education in New Jersey has an optimistic outlook. Governor Thomas H. Kean, the state legislature and the State Board of Education have provided the insight and developed the important policies that put our educational reforms into action.

Public support in New Jersey has been exemplary as well, but continued support will depend on our willingness to identify our problems as well as our successes.

Some of our earliest initiatives are being completed this fiscal year. The lessons learned are being shared throughout the state and used to help shape additional programs.

Higher standards and programs to enhance the profession have reawakened teacher professionalism in New Jersey. The quantity and quality of people wanting to become teachers in this state continue to improve. Results of our alternate route to certification and Academy for the Advancement of Teaching and Management have exceeded expectations.

In the area of student performance, we have moved beyond the minimal skills assessed by the Minimum Basic Skills test to the thinking and problem-solving skills measured by the High School Proficiency Test. Student performance on the HSPT improves every year, and New Jersey's Scholastic Aptitude Test averages have continued to rise faster than the national averages.

New Jersey's programs have helped dropouts by combining basic skills instruction with personal and job placement counseling as well as community service.

Nearly 97 percent of the state's 583 operating school districts have already been certified under revised monitoring criteria. The change to a five-year monitoring cycle also has freed districts from rigorous annual reviews and has allowed the Department of Education to concentrate on the few districts that need help to attain certification.

Through the Partners in Learning program we are promoting home-school cooperation as a way to improve student achievement. And by identifying and monitoring a basic core of course proficiencies, we hope to assure that students master the essential skills taught in required courses, regardless of where they attend school in New Jersey.

As other states have become aware of our programs, we are being asked more and more to share our successes with others seeking educational excellence. However, as we reflect on these accomplishments we are also fully aware that much hard work still lies ahead.



Saul Cooperman
Commissioner

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I. NEW JERSEY STATE BOARD OF EDUCATION

During the past year, the New Jersey State Board of Education carried out its responsibilities for the supervision and control of public education by conducting business at its public monthly meetings and by listening to public opinion on educational matters at its monthly public hearings. During the monthly meetings, the state board and the Commissioner of Education discussed and enacted many educational policies and programs. These included:

- the Distinguished Teacher and Dodge Fellowship awards, recognizing the top 15 graduates of collegiate teacher preparation programs and the top 17 candidates entering teaching through the Provisional Teacher Program;
- a proposal to revise the system for certification of school principals that calls for improved educational training and an evaluation of leadership and management skills at a state assessment center, as well as completion of a residency;
- the recommendations of a 22-member statewide committee on high school course proficiencies. Appointed by the Commissioner, the committee presented findings and recommendations after studying the issues of proficiency development, assessment and impact on New Jersey students; and
- the Partners in Learning initiative, a three-phase program designed to encourage more participation by parents in their children's education.

In addition the state board:

- announced the results of the High School Proficiency Test (HSPT) administered to ninth-grade students;
- revised and adopted policy on public testimony;
- launched a public service information campaign designed to highlight the many challenges, demands and rewards of teaching;
- recognized the 1987-88 New Jersey Teacher of the Year;
- presented the Presidential Awards for Teaching of Science and Mathematics;
- participated in the Commissioner's Symposium for Outstanding Teachers, a three-day seminar for exemplary teachers and leading educational theorists;
- adopted a resolution requiring public reporting of the High School Proficiency Test Grade 8 Report;
- adopted the Commissioner's Plan to Revise Special Education in New Jersey. Under the plan, local school boards will conduct pilot programs to examine a new way of providing services for special education students;
- adopted a resolution raising passing scores for the subject matter portion of the National Teacher Examinations that all teacher candidates must pass to gain New Jersey certification;
- proposed an 11th-grade HSPT in tandem with an early-warning eighth-grade test;

- adopted a resolution supporting the implementation of a speech pathology examination and established a first year cutoff score that all candidates must attain for New Jersey certification;
- recognized 40 recipients of 1988 Governor's Teacher Grants who have developed effective instructional practices that enhance student learning;
- discussed certification requirements for substance awareness coordinators required by law to establish school substance abuse prevention, intervention and treatment referral programs;
- presented the Management Training for Educators Program, a cooperative project with private corporations that enables educators to participate in courses on leadership effectiveness and communication skills; and
- examined numerous code items that according to law must be reapproved by the board every five years. Major items covered public school tuition, pupil records, child nutrition, school facilities, adult education and public, school and college libraries.

At the board's annual policy retreat, the Commissioner and the board agreed to study the plight of at-risk students and to re-evaluate the school counseling system.

State Board Member Activities

In July 1987, John T. Klagholz of Seaside Park and James A. Jones of Teaneck were nominated by the state board, confirmed by the Governor's office and approved by the state Senate to new terms from June 1987 to July 1993. Also in July 1987, Mr. Klagholz and Dr. Jones were re-elected to one-year board terms as president and vice president, respectively.

In December 1987, Regan Kenyon of Princeton was sworn in to fill the unexpired term of Robert Marik that runs to June 1990.

Shari Fisvitz, Parsippany High School, served as the permanent student guest at the monthly state board public meetings.

Several state board members were selected to serve on the committees of the National Association of State Boards of Education, as follows:

- John T. Klagholz, Accountability Study Group;
- Maud Dahme, Bylaws Committee and elected Northeast Area Director;
- Anne S. Dillman, Governmental Affairs Committee; and
- Deborah P. Wolfe, Resolutions Committee, Re-Thinking Curriculum Study Group, and Policyleader Award Committee.

II. EDUCATIONAL INITIATIVES

A. TEACHERS

GOVERNOR'S TEACHER RECOGNITION PROGRAM

The Governor's Annual Teacher Recognition Act allocated funds for continuance of the Governor's Annual Award for Outstanding Teachers. This award program is designed to recognize one outstanding teacher in each participating school in the state.

During the 1987-88 school year, 461 districts selected 1,719 teachers to be recognized. Local panels selected one outstanding teacher from each school in the district with 10 or more teachers. Schools with fewer than 10 teachers may join with other schools in the district.

Selected teachers were invited to attend the Governor's Convocation on Excellence in Teaching in May 1988 at Princeton University's Jadwin Gymnasium. Guest speakers included Governor Thomas H. Kean, Educational Testing Services Chief Executive Officer Gregory Anrig, and Commissioner of Education Saul Cooperman. Teachers also were awarded \$1,000 each to use in their schools for an educational purpose of their choice.

COMMISSIONER'S SYMPOSIUM FOR OUTSTANDING TEACHERS

Teachers who participated in the Governor's Convocation on Excellence in Teaching were invited to the second annual Commissioner's Symposium for Outstanding Teachers. One hundred teachers were randomly selected from those who indicated an interest in participating.

State Board of Education members, state legislators, leaders from the Massachusetts Educators' Forum, senior department staff and a former special assistant to the Governor for education met with the teachers during the three-day symposium.

GOVERNOR'S TEACHER GRANT PROGRAM

In response to Governor Kean's call to create new opportunities to acknowledge teachers, the department conducts a grant program to recognize teachers who have developed effective classroom practices and to make such practices available to other teachers in schools throughout New Jersey to help provide the best possible instruction to students.

In March, the Commissioner awarded 21 grants to 40 teachers. These latest recipients of the two-year grants will begin documenting their programs in FY 89.

Grant funds will be used for formal evaluation of each instructional practice and the preparation of teacher and student materials so the practice can be adopted by other teachers. The funded projects deal with a variety of teaching strategies in subject areas including writing, mathematics, science, art, foreign languages, and English as a second language.

Forty-five recipients, who shared 29 grants in the program's first year (FY 86), were completing their materials and evaluations for state distribution in FY 88.

In the program's second year, 29 grants of up to \$15,000 were awarded to 48 teachers working as individuals or in groups. The 29 programs, which are funded for two years, were selected from more than 240 applicants.

GOVERNOR'S TEACHING SCHOLARS PROGRAM

The Governor's Teaching Scholars Program is designed to attract the brightest high school students to enter the teaching profession in New Jersey upon completion of their college educations. There are 420 scholars participating in the program, now in its third year. The program provides forgivable scholarship/loans of up to \$7,500 per year, to a maximum of \$30,000 over

four years. The loans will be redeemed in exchange for teaching service in New Jersey public schools.

The 1988 scholars were honored at a dinner ceremony in May 1988, co-sponsored by the department and AT&T at the Hyatt Regency in New Brunswick.

The scholars will be entering the teaching profession in the 1990s.

PROVISIONAL TEACHER PROGRAM

The Provisional Teacher Program, also known as the "alternate route to certification," has entered its fourth year. Since its inception in September 1985, nearly 1,100 alternate route teachers have been hired by local districts and nonpublic schools in New Jersey.

In 1987-88, 373 new teachers were hired through the program, a 16 percent increase over 1986-87. In the current year, provisional teachers represent 29 percent of all new teachers hired, compared with 11 percent in 1985. Last year, 98 percent of those who completed the program were recommended for certification. Only 4 percent of those who began the program dropped out.

This rate of attrition is much lower than the 16 percent rate recorded among first-year teachers who gained certification through the traditional college route. Of the provisional teachers hired in 1987-88, 22 percent were minorities. Since 1985, 21 percent have been minorities.

PROVISIONAL TEACHER GRANT PROGRAM

Despite its success, the Provisional Teacher Program could be improved by increasing local district responsibilities and initiatives and cooperating with colleges and universities. Districts, colleges and universities are not organized in ways that enable them to participate easily in this program. The New Jersey legislature has appropriated \$350,000 for fiscal year 1989 for local districts or groups of districts to work with New Jersey colleges and universities to develop organizational arrangements for recruiting and hiring provisional teachers and providing them with the required supervision, support, training and evaluation.

Several model programs will be funded by the grant program for academic year 1989-90.

REVIEW OF UNDERGRADUATE TEACHER PREPARATION PROGRAMS

The Office of Teacher Education has responsibility for evaluating college and university-based professional preparation programs. Such programs provide the professional training for candidates seeking certification as public school personnel. After extensive changes in regulations and policies, it was necessary to revise the way training programs are evaluated.

Revised teacher preparation procedures were field tested in two phases involving eight visits to colleges and universities. In Phase I field tests conducted at two sites, teams of out-of-state consultants focused on evaluation procedures. Findings and recommendations derived during Phase I were not binding on the institutions.

Phase II field tests of teacher preparation programs using the new procedures were conducted at six sites. The goals were to integrate the new procedures for evaluating programs for instructional candidates into existing procedures in the educational services and administrative areas, and to have the findings and recommendations of each team reviewed by a panel of nationally recognized leaders in evaluation and pedagogy. In 1988-89, the new system will be finalized and submitted to the State Board of Education.

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

The Comprehensive System of Personnel Development (CSPD) project involves pre-service and in-service training for special educators. In-service training was provided by the state's four learning resource centers.

New Jersey's Comprehensive System of Personnel Development is designed to:

- provide in-service training to general and special education instructional, related services, and support personnel;
- assure that all personnel necessary to carry out the purposes of the Education of the Handicapped Act are qualified, and that activities sufficient to carry out a plan of personnel development are scheduled in local agencies; and
- develop and implement procedures for acquiring and disseminating research, demonstration and project information, and for adopting promising educational practices and materials.

PROJECT IMPACT

(Increasing Minimal Proficiencies by Activating Critical Thinking)

The Willingboro school district was a pilot site for Project IMPACT, a program that adds critical-thinking skills instruction to traditional basic skills programs. Division staff conducted training in the district for 20 basic skills improvement and migrant education teachers and administrators. The training includes the introduction of a lesson plan design and effective strategies for incorporating higher-level thinking skills into the curriculum across content areas.

After their success with the program, several district staff members completed advanced training and became certified as district trainers. They subsequently enrolled 40 teachers whom they will train in October 1988.

BILINGUAL AND ESL TEACHER CERTIFICATION

In June 1988, the department presented Recommendations for the Certification of Bilingual and English as a Second Language (ESL) Teachers to the State Board of Education. Changes in certification requirements were proposed to:

- establish a provisional training program for bilingual teachers;
- establish a provisional training program for ESL teachers; and
- create a new process to rate the oral language proficiency of teacher candidates.

The administrative code that will put these recommendations into practice will be considered by the state board in fall 1988. Implementation of the training programs for these teachers is planned for September 1990.

BILINGUAL EDUCATION TRAINING INSTITUTE

The Bilingual Education Training Institute (BETI) is designed to provide in-service training to improve the quality of instruction for limited English proficient students. This year the institute included instructional and leadership programs. The instructional program consisted of four writing sessions offered in the north, central and southern regions, and two math sessions of-

ferred in the central region. One hundred thirty-two staff members from 59 districts attended the instructional program during the 1987-88 school year.

The BETI leadership strand is designed for supervisors and administrators. Three workshops were held regionally and attended by 82 participants.

Three schools completed their third year of a BETI pilot program. In addition to training, pilot staff received on-site assistance in implementing new instructional strategies and improving their bilingual programs.

MINORITY TEACHER PROGRAM

Several programs have been undertaken to increase the number of qualified minorities applying for teaching positions in the public schools. Jersey City State College received a grant to recruit high school juniors and seniors into its teacher preparation program and give these students tuition assistance and academic support. The Mellon Foundation provided the Department of Education with a grant to recruit minority and other candidates and to hold job fairs to fill urban teaching positions.

B. STUDENTS

RAISING EXPECTATIONS FOR BASIC SKILLS COMPETENCY

Following a charge from the Governor, Commissioner Cooperman appointed an internal department panel to study whether the high school graduation basic skills testing requirement should be administered in grade 11 instead of grade nine, as is currently done. Based on the panel's recommendation, an 11th-grade high school test was proposed, along with the development of an eighth-grade "early-warning" test. The new testing program will permit the assessment of those higher-order basic skills that will meet future workplace requirements for increased thinking, reasoning and problem-solving abilities.

Committees will convene in fall 1988 to develop the skills areas for the new testing program. Test development committees will meet in the 1989-90 school year. The first "due-notice" administration is scheduled for December 1990; the first administration in December 1993. If approved, the test will become the graduation exam for the graduating class of 1994-95. The eighth-grade test would first be given in a trial administration in spring 1991.

HIGH SCHOOL COURSE PROFICIENCIES

The Statewide High School Proficiencies Panel completed its yearlong study and issued a final report. After reviewing the panel's recommendations, the Commissioner proposed to the State Board of Education the establishment and assessment of a basic core of proficiencies for courses required for high school graduation. Recommendations include:

- establishing a core of proficiencies statewide for each course generally required by the local school districts for curriculum areas mandated by the State Board of Education for graduation, and for foreign languages;

- holding curriculum convocations and selecting outstanding professionals in each content area to identify the core proficiencies. School district review of the proficiencies should be included;
- helping school districts to assess and monitor core proficiencies programs; and
- awarding course credits to meet the graduation requirements based on school district assessment. The methods and standards of student mastery should be the responsibility of and be determined by each school district.

Statewide tests should be administered to assess mastery of the core proficiencies for those courses commonly taken by most students in four of the curriculum areas required by the State Board of Education for graduation. Each subject -- mathematics, science, English and social studies -- would be tested once every four years beginning in 1992.

The tests would:

- indicate to the public the competency of students statewide in the core proficiencies;
- indicate the effectiveness of schools and districts in helping students learn the core proficiencies; and
- assist schools whose students are not performing well in the core proficiencies.

Administrative code is being developed to reflect and put into practice the Commissioner's recommendations. If the state board approves the new code, curriculum panels in mathematics and science will convene in August 1989. By September 1990, the core proficiencies in these two subject areas should be finalized.

THE HIGH SCHOOL PROFICIENCY TEST

The New Jersey High School Proficiency Test (HSPT), a three-part basic skills competency test in reading, writing, and mathematics, was administered on April 12, 13, and 14, 1988, in whole or in part to 69,364 ninth-grade students (not including special education and limited English proficient students). Passing the HSPT is one of the requirements for a high school diploma. Students failing one or more parts of the test receive further instruction and take retests on the part or parts failed. Passing scores on the HSPT are: reading, 75; writing, 77; mathematics, 61.

The percentages of ninth-grade students passing for 1987-88 were: 93.4 percent in reading; 81.8 percent in mathematics; and 90.7 percent in writing. Overall, 76.7 percent of the ninth-graders passed all three parts of the test.

Students statewide posted higher average scores on all three parts of the HSPT than did students who took the test in 1986-87. In 1987-88, the average scores were 90.6 on the reading, 77.0 on the math, and 85.9 on the writing test.

A shift in the distribution of scores from the lower to the higher end of the scale was also an encouraging result. Furthermore, the majority of students who did not pass achieved results in the score distribution closest to the passing score.

Scores in the state's 56 urban districts were below the statewide average. In urban districts, 84.4 percent of students passed the reading test, 66.0 percent passed in math, and 81.1 percent passed the writing test. However, urban students also earned higher average scores than did their coun-

terparts in 1986-87. Average 1987-88 test scores for urban students were 88.7 in reading, 68.8 in math, and 82.7 in writing. These are increases over the 1986-87 averages of 83.2 in reading, 65.5 in math, and 80.7 in writing.

In 1987-88, the HSPT was also administered in whole or in part to 19,839 students in the 10th grade and 10,363 in the 11th grade. The pool comprised 10th- and 11th-grade students who did not pass one or more sections of the test and newly enrolled 10th- and 11th-graders. Percentages of 10th-grade students who took the test and passed in 1987-88 were: 75.4 percent in reading; 67.8 percent for mathematics; and 76.9 percent in writing. The percentages of 11th-grade students who took the test and passed in 1987-88 were: 81.3 percent in reading, 69.6 percent for mathematics, and 80.8 percent in writing.

Although the department was encouraged by the 1987-88 results on the HSPT, much work remains to be done to improve the passing rate. Attention must be paid to bringing urban students' basic skills up to the required levels.

Much work is also being done with students who must retake the test to graduate. With one or more additional years of work, students who retake the HSPT are better prepared to pass the test. The department expects a substantial number of these students to pass the test.

For students who entered ninth grade before September 1985, the Minimum Basic Skills (MBS) test remains the required graduation test. The MBS test was administered in 1987-88 to those students in grade 12 who previously had not passed the mathematics and/or reading portions of the test. Students denied a diploma in 12th grade last year because they had not met the basic skills requirement were given the opportunity to be retested. Each year from 1978 to 1988, the number of students failing the MBS test has declined. Passing rates for those students who retook the test in 1987-88 were 65.8 percent in reading and 75.4 percent in mathematics.

HSPT Summer/School Year Supplemental Instruction Grant Program

The supplemental instruction program was instituted in 1986 for ninth-grade students who failed the April 1986 High School Proficiency Test. For summer 1987 the program was expanded to include 25 districts. The program includes 10th-grade students as well as certain eighth-graders identified by participating districts as being "at risk."

Districts were provided with funds to operate academic programs in the morning and, at the district's option, to pay students for working in the afternoon. Each day for six weeks during summer 1987, students received three hours of basic skills instruction to improve their performance on the HSPT.

At the end of the summer program, students took the HSPT for practice. The results of these practice tests and the April 1988 HSPT test results for the 2,400 target student population show that, as in the previous year, there were significant gains in all three basic skills areas.

From September 1987 to April 1988, each district's summer unit coordinator kept track of the academic progress of the participating students. Districts conducted before- and after-school tutorial sessions, as well as Saturday morning basic skills programs. Parents were kept informed of student progress and students were encouraged through motivational activities. Ultimately, the goal of this assistance program for "at risk" youth is to have at least 75 percent of the participating students pass the HSPT as 10th- or 11th-graders.

HSPT Training Institutes

The department has dedicated substantial resources to helping districts help their students improve their performance on the HSPT.

The HSPT Training Institutes, first conducted in summer 1985 and expanded in summer 1986 and spring 1988, help school personnel prepare students for the HSPT. Based on instructional materials developed by the department's Division of General Academic Education, the institutes are conducted at the department's three regional curriculum services units (RCSUs) and offer courses to teachers of grades seven to nine, basic skills teachers and bilingual teachers for grades seven to 12, and elementary school teachers for kindergarten through grade six.

The secondary institutes focus on skills tested by the HSPT, and the elementary institutes focus on skills that lay the foundation for ninth-grade skills.

All institutes focus on strategies to improve classroom programs and practices that effectively impart skills measured by the HSPT and their precursors. All grade 4-6 and grade 7-9 institutes cover one content area: reading, writing, or mathematics. In addition, the institutes offer three follow-up seminars during the school year to support and enhance the skills learned by the teachers. K-3 teachers attend 12 days of training in reading, writing, and mathematics.

More than 6,000 teachers have attended and rated highly the HSPT Institutes training sessions.

HIGH SCHOOL GRADUATION REQUIREMENTS

Graduation Requirements for Special Education Students

In August 1987, the State Board of Education adopted administrative code amendments regarding high school graduation requirements for handicapped pupils. The purpose of the amendments is to ensure that high and fair standards are maintained for handicapped pupils. The new rules provide that:

- all handicapped pupils meet the state and local high school graduation requirements unless exempted in their individualized education programs (IEPs) with the written approval of the chief school administrator;
- criteria be established for districts to determine which pupils should be exempted from the high school graduation requirements; and
- the IEPs of pupils exempted from the high school graduation test contain a statement of the alternate proficiencies that must be achieved to qualify for a high school diploma.

The Division of Special Education assisted all local school districts in the implementation of the regulations by:

- developing, printing and distributing 3,000 technical assistance guides through the Learning Resource Center (LRC) project;
- conducting 25 statewide workshops at the LRCs;
- providing consultation to individuals and targeted districts; and
- collecting and analyzing data to determine the exemption rates for educationally handicapped pupils.

Special Review Assessment Program

In fall 1987, the department provided an official fall test administration of the Minimum Basic Skills Test for all eligible 12th-grade students who had not previously passed, as is required for graduation. More than 1,500 students took advantage of this test administration, and results showed that fewer than 900 Special Review Assessment Program (SRA) cases had to be compiled and processed.

The SRA process is a legislative requirement (Chapter 241 of P.L. 1979) first implemented in 1985 as an alternate high school graduation requirement for 12th-grade students who have mastered basic skills, but who could not pass the state high school graduation test. In order to be certified under the SRA process, students must successfully demonstrate mastery of basic skills.

The department is developing an SRA process to be used in conjunction with the HSPT, the current graduation requirement.

Graduation Requirements for Limited English Proficient Students

Under a graduation policy adopted by the State Board of Education, eligible limited English proficient students may demonstrate their mastery of basic skills required for graduation through the Special Review Assessment in their native language, provided that they also demonstrate English fluency with a passing score on the Maculaitis Assessment Program. Eligible students are those limited English proficient students who enter New Jersey schools after the eighth grade and who are unable to pass the English-language HSPT.

Alternate assessment materials have been developed by the department in 12 languages: Arabic, Chinese, French, Gujarati, Greek, Hindi, Italian, Japanese, Korean, Portuguese, Spanish and Vietnamese. These materials in reading, writing and mathematics, as well as a list of state-trained native-language assessors, will be available to school districts in the 1988-89 school year to assess limited English proficient students who are part of the class of 1989, the first to graduate under the High School Proficiency Test and this policy.

STUDENT BEHAVIOR

The Drug-Free Schools and Communities Act

The federal Drug-Free Schools and Communities Act (DFSCA) was signed into law by President Reagan in October 1986. In New Jersey, the act provides \$3.4 million in federal funds to school districts for drug and alcohol education and intervention programs. School districts were eligible to receive \$2.74 per enrolled pupil for the 1988-89 school year. Resources for nonpublic schools are included in the program. Under DFSCA, approximately \$380,000 will be used to provide training and program support for local districts.

The Governor's Blueprint for a Drug-Free New Jersey

Governor Kean announced his Blueprint for a Drug-Free New Jersey in October 1986. The blueprint notes that achieving a drug-free New Jersey will require a long-term struggle in which schools are but one agent of a total community commitment. The department has developed strategies and activities to respond to the plan's key recommendations for comprehensive school substance abuse programs.

For example, the department developed new Chemical Health Education Guidelines, which were distributed to all districts in July 1987. The guidelines provide curriculum development suggestions by grade level, recommend objectives for instruction, and indicate what students are expected to learn. They also include information on:

- substance use and abuse;
- self-awareness;
- interpersonal skills; and
- decision making.

Competitive Grant Programs

The Department of Education offered local districts three competitive grant programs with funds requested by Governor Kean in his proposed annual budget to implement the recommendations contained in his Blueprint for a Drug-Free New Jersey. In September 1987, local districts were invited to submit proposals to two grant programs for funding to be initiated during the 1987-88 school year.

- **Chemical Health Curriculum Development Program:** \$1 million in state funds was proposed to supplement the federal Drug-Free Schools and Communities Act program. The funds will aid districts in providing alcohol and drug abuse prevention instructional programs for all grade levels or in upgrading existing curriculum efforts. Approximately 150 grants will be offered in districts; each award will range from \$5,000 to \$10,000.
- **Substance Awareness Coordinator Grant Program:** The department has proposed using \$1.4 million in DFSCA funds allocated to the Governor's Office and \$1.3 million in state funds to provide local districts with grants allowing them to hire substance awareness coordinators to perform a variety of anti-drug functions.

Grants were awarded to 65 districts for three years. Districts winning grants are receiving full funding for the position during the first year and assuming a gradually increasing responsibility for supporting the position for the succeeding two years. Substance awareness coordinators in each region of the state will form a network that will be supported by drug and alcohol specialists within the Department of Education's regional curriculum services units. The State Board of Education is working toward adoption of certification regulations for the substance awareness coordinator position.

In May 1988, local districts were invited to submit proposals for a third grant program:

- **Model Elementary School Intervention Grant Program:** The department is identifying effective intervention programs in grades one through six nationwide that could serve as models for the state. The department has requested \$100,000 in state funds to facilitate and evaluate the adoption of these model programs in 10 New Jersey districts. Grants will be for two years beginning in the 1989-90 school year, and programs will be aimed at children who are affected by family drug and/or alcohol abuse or show related behavior problems.

Family Court System County Pilot Project

During the 1986-87 school year, the department worked with the Administrative Office of the Courts to design a pilot program encouraging cross-agency training between school districts and the family court system. Ocean County was selected as the initial project site, and the county superintendent of schools hosted planning meetings with county court system staff. The pilot project intends to foster cooperation between schools and the local family court system to avoid duplication of services.

Likewise, the courts were encouraged to work with district substance awareness coordinators in comprehensive prevention efforts in order to offset crimes by juveniles. Because of the initial success of the joint training, the Department of Education plans to expand this project to reach six more counties during the 1988-89 school year.

New Jersey Project on Student Expectations

Recognizing the significance of behavioral expectations for students, the Department of Education and the New Jersey Principals and Supervisors Association collaborated to identify and foster student behavior associated with successful learning.

Last year, a statewide survey of districts was conducted to find and describe school activities related to the Project on Student Expectations. The following were the key findings:

- local school boards in 107 school districts adopted resolutions supporting positive student expectations;
- lists of expectations were developed in 227 school districts, 61 percent of which were elementary districts;
- classroom instruction on topics related to positive student expectations was carried out in: 126 elementary schools in 120 districts; in 22 secondary schools in 22 districts; and in all schools in 21 districts; and
- teacher training on positive expectations for students was conducted in 84 elementary schools, 31 secondary schools, and districtwide in 36 districts.

Grant Program to Reduce Student Disruption

In April 1986, the State Board of Education awarded six grants in the \$1 million Grant Program to Reduce Student Disruption in Schools. The recipients represented 17 school districts that applied for the grants individually or in groups.

The program was designed to provide resources so school districts can develop and implement programs for chronically disruptive students in grades seven to 12, and to make successful model programs available to other districts throughout the state. Initial funding was available for the six projects awarded grants for the 1986-87 school year. Second-year funding for the 1987-88 school year was approved for each project based upon a noncompetitive renewal application. Each funded project designed a unique program to deal with the chronically disruptive student. The department offers support in communications, problem solving, and implementation for the six projects. Meetings will continue at the project sites during the 1988-89 school year. A final evaluation report, coordinated by an external evaluator, will be available in fall 1988. All six programs are fully operational and will continue providing educational services without state funding for approximately 200 students during the 1988-89 school year.

During 1987-88, the Division of General Academic Education also conducted three Project Network retreats for the staff from the six school districts that were funded under the grant program to reduce student disruption in schools. Services provided to participating school districts included:

- convening eight Project Network meetings for project directors;
- arranging a Project Network meeting for administrative teams from the grant districts to address program continuation after state funding ends;

- arranging a visit to Project Exodus/Cities in Schools in Atlanta for representatives from each funded project; and
- arranging for project directors to attend a multi-state regional meeting of alternative education programs in Pittsburgh sponsored by Cities in Schools, Inc.

ADULT LITERACY INITIATIVE

The Adult Literacy Initiative in 1987-88 expanded literacy services by strengthening the statewide grassroots network of volunteers willing to tutor New Jersey's estimated 700,000 functionally illiterate adults.

Employee volunteers from the Department of Education and five corporations -- New Jersey Bell, Howard Savings Bank, IBM, AT&T and Mutual Benefit Life Insurance Company -- have been trained as tutors and matched with adults in need of literacy instruction.

Debby Kean, New Jersey's first lady, has become the initiative's honorary chairwoman. Mrs. Kean has visited adult education programs and has also presented recognition certificates to students as well as to the corporations that joined the initiative.

Governor and Mrs. Kean have recorded 10- and 30-second television public service announcements for broadcast in fall 1988 encouraging adults needing literacy training to enroll in educational programs or be matched with volunteer tutors.

The initiative's expanded services include a toll-free literacy hot line (1-800-345-PLUS), a quarterly newsletter, a Project Literacy U.S. Task Force, instructional television programming through New Jersey Network, and additional support for volunteer literacy tutor groups in New Jersey.

Over the next three years, the department expects a dramatic increase in the number of volunteer literacy tutors recruited through community organizations.

The Adult Literacy Initiative is supported by the Division of Adult Education and the New Jersey State Library.

PROGRAMS FOR SPECIAL EDUCATION STUDENTS

The Plan to Revise Special Education in New Jersey

The goal of the Plan to Revise Special Education in New Jersey is to improve the delivery of services to handicapped and non-handicapped pupils by:

- increasing the capacity of regular education to meet the needs of non-handicapped students experiencing learning or behavior problems; and
- developing a system of programs for delivering special education.

Thirteen school districts are participating in a three-year pilot project designed to test program changes and implementation strategies. These districts participated in training activities throughout the 1987-88 school year. In addition, each district revised its program in line with the Plan to Revise Special Education. Administrative code (N.J.A.C. 6:28-11) was adopted by the State Board of Education to provide the authority and ensure uniformity in implementation among the pilot districts. Educational Testing Service of Lawrence Township was hired to evaluate the project.

Parent-Professional Initiative

During the 1987-88 school year, committees of parents and professionals worked in the areas of secondary, transition, and post-secondary programs, professional partnerships, and the Plan to Revise Special Education. Highlights of the year included:

- four regional convocations held by the director of the Division of Special Education for parents of educationally handicapped students. These meetings dealt with such topics as implementation of the Plan to Revise Special Education initiative, effective secondary special education/transition programs, and new special education monitoring;
- the work of a task force, comprising members from the State Parent Advisory Council for the Handicapped (SPACH) and the Commissioner's Advisory Council for the Handicapped in consultation with the Northeast Regional Resource Center and the Division of Special Education, to develop a training packet for school districts that focused on enhancing communication between parents and professionals;
- translation into Spanish of a handbook for parents who are new to special education in New Jersey. The original handbook was reprinted to respond to numerous parental requests. Both handbooks are available at the learning resource centers;
- updating the Directory of Parent and Parent/Professional Groups for the Handicapped in New Jersey and sharing it with other agencies. Twice this year the learning resource center newsletter contained parent news from SPACH and was sent to more than 400 parent groups.

Governor's Supported Work Initiative

During the past year the Division of Special Education continued its efforts with the departments of Labor and Human Services to increase employment opportunities for the developmentally disabled as they leave the education system.

Responding to high unemployment among the developmentally disabled, Governor Kean announced an initiative to address the problem. The Governor appointed the New Jersey Policy Academy to coordinate the activities of three state agencies. The supported work model, which has been successfully demonstrated before, was chosen for the delivery of services. It differs from traditional pre-employment programs in that job training is delivered at the site by a "job coach" until all skills are mastered. In addition, the supported work model stresses support services to maintain a successful work experience for the individual.

The Division of Special Education designated 55 education agencies to participate. Each agency appointed a case manager to coordinate the agency's efforts and to act as a liaison to the local Department of Labor and Department of Human Services personnel. Because of these combined efforts, 49 developmentally disabled graduates of special education are newly employed.

Special Education Transition Services

Many handicapped pupils face problems when they leave special education and begin their adult lives. Planning for this transition begins while the pupils are still in school. School districts need help in developing programs to make the transition easier. The Division of Special Education is preparing a publication describing the provision of effective secondary special educational programs and transition services. This publication will be used by school personnel and parents when planning individual programs for handicapped pupils, and programs and services for the larger school population.

Secondary Special Education Initiative

The Secondary Special Education Initiative is in its third year of full implementation. The nine project districts received approximately \$1 million during the 1987-88 school year to fund their efforts to improve basic skills, lower the dropout rate, and increase employment.

Each district was required to analyze its project to determine the degree of success. Districts also focused on developing booklets and media materials to share with other secondary districts.

10,000 GRADUATES . . . 10,000 JOBS

This collaborative program involving business, schools and state agencies seeks to place 10,000 urban high school graduates in full-time jobs by 1992. Employers are offered a chance to recruit workers from a trained labor force while students are offered incentives to remain in school and earn their high school diplomas.

The program also:

- helps students see the relationship between education and work;
- prepares students for full-time employment upon graduation from high school;
- encourages cooperation by business, industry and education; and
- provides students with employment skills.

Urban students participating in the 10,000 Graduates . . . 10,000 Jobs program receive an "employment passport" in addition to their diplomas if they have passed the High School Proficiency Test, achieved and maintained a 92 percent attendance rate while enrolled in the program, demonstrated good citizenship, and participated in a 40-hour employability-skills training program.

During the 1987-88 school year, the Division of Vocational Education selected five urban school systems as pilot districts. In addition, 25 schools have been recommended to participate in the planning or implementing phases during the 1988-89 school year.

As participating districts are phased in, the pool of graduates in the program will gradually expand. The number of graduates placed each year will increase progressively to reach the total of 10,000 by 1992: 1,000 will be placed in 1989; 2,000 in 1990; 3,000 in 1991; and 4,000 in 1992.

VOCATIONAL EDUCATION STUDENT FOLLOW-UP STUDY

In December 1987, local school districts conducted a study to determine the status of employment for each student who graduated from a 1986-87 vocational education program. The results, reported to the Division of Vocational Education, are used in the local, county and state planning processes to identify occupational programs that will better meet the needs of all students.

A summary of the results from this study indicates that of the 1986-87 graduates:

- 42.2 percent were employed in occupations related to their training;
- 21.6 percent were employed in occupations not related to their training;

- 3.6 percent entered the armed services;
- 1.3 percent were not in the labor force;
- 3.8 percent were unemployed, seeking employment and not continuing their education; and
- 27.5 percent were pursuing additional full-time education.

**C. EDUCATIONAL
LEADERSHIP**

STATE DEPARTMENT OF EDUCATION

Since its reorganization in 1983, the State Department of Education has rededicated itself to the improvement of educational standards for all of New Jersey's schools. To achieve improvement, the department has monitored districts for compliance with prescribed standards, and provided leadership in educational program improvement.

**REVISED "THOROUGH AND EFFICIENT" REGULATIONS
FOR THE EVALUATION OF SCHOOL DISTRICTS**

In December 1986, the state board adopted revised monitoring regulations based on the Public School Education Act of 1975. These revised rules for a "thorough and efficient" system of free public schools supersede regulations adopted in January 1984. The 1984 rules required districts to be monitored once every five years for acceptable performance in at least 40 of 51 performance indicators. The 1986 rules refine the process by incorporating the 51 indicators into 43, all of which are required for certification in the next five-year monitoring cycle that begins in July 1988.

To prepare for the next round of monitoring, the Division of County and Regional Services produced the Manual for the Evaluation of Local Districts Pursuant to the Public School Education Act of 1975 that encompasses the recently adopted rules of the state board. Subsequently, the division conducted training for division staff in the new process and held regional orientation sessions for district chief school administrators. Approximately one-fifth of the state's school districts are now scheduled for monitoring during the 1988-89 school year.

The change in 1984 to a five-year certification cycle freed local districts from the annual monitoring first established in 1975 to review all aspects of school administration. Districts that meet state monitoring standards are free for five years to concentrate their efforts on maintaining sound educational programs and improving pupil learning.

The five-year cycle also permits the State Department of Education to concentrate on the handful of districts that fail to become certified. All but an estimated 3 percent of the districts attained certification. In addition to the five-year monitoring cycle, districts must publicly announce annual planning objectives, describing how they will be attained. They must also report achievements of the previous year.

MONITORING AND COMPREHENSIVE COMPLIANCE INVESTIGATION OF DISTRICTS

Of the 583 operating school districts in the state, 122 failed to achieve certification in the first round of state review -- Level I monitoring. To eliminate deficiencies identified during Level I, these districts were required to undergo extended monitoring at Level II. Of those 122 districts, 104 became certified. As of June 30, 1988, six districts continue to be monitored at Level II, and 12 were assigned to Level III monitoring because they were unable to correct their deficiencies.

Level III monitoring is conducted in districts that have repeatedly failed to resolve problems identified through prior review. Level III monitoring begins with an examination of the district's educational programs, governance, management and fiscal operations. Staff from the department's Office of Compliance and educators from other school districts appointed by the county superintendent review the district's deficiencies and develop a report that includes directives to guide the district in correcting its deficiencies.

A comprehensive compliance investigation of a district may be ordered if the review team finds conditions that could prevent the district from implementing corrective action, or the district fails to make reasonable progress in correcting its deficiencies. A comprehensive compliance investigation is conducted by a private auditing agency in conjunction with staff of the department's Office of Compliance. Districts that cannot achieve certification after Level III monitoring may become candidates for state takeover.

COMPREHENSIVE COMPLIANCE INVESTIGATION

If it is determined after a preliminary Level III review that district staff are unwilling or unable to correct the identified deficiencies or if the deficiencies are so severe that further in-depth investigation is warranted, then a Comprehensive Compliance Investigation (CCI) of the district is conducted under supervision of the director of compliance.

As part of the CCI, the department issues requests for proposals, solicits bids and awards contracts to outside vendors to conduct studies of the district's organization and management and its fiscal practices and operations. Also during the CCI, staff members from the Office of Compliance and other department divisions and bureaus continue their investigations into areas and activities that were begun during the preliminary Level III review.

The results of all of the activities conducted during the CCI are presented in a report compiled by the director of compliance. Based on CCI findings, the district may be directed to develop and implement a corrective action plan. If the deficiencies are found to be of such severity and it is determined that district staff are unwilling or unable to correct the deficiencies, an administrative "show cause" order may be issued. This order will direct the district to demonstrate why it should not be operated by the state.

STATE INTERVENTION IN DEFICIENT SCHOOL DISTRICTS

Level III is the final step in the state's monitoring process. In January 1988, the State Legislature approved legislation to broaden the authority of the Commissioner of Education to take over local school districts that have repeatedly failed to provide a thorough and efficient educational opportunity to all pupils.

Jersey City School Intervention

In June 1987, as a result of the findings of preliminary Level III monitoring, the assistant commissioner for county and regional services determined that a comprehensive compliance investigation of the Jersey City school district was warranted. The Jersey City CCI began in July 1987.

In response to a request for proposals, three consulting firms submitted plans to perform in-depth investigations of the Jersey City school district. Contracts were awarded to Cresap, McCormick and Paget of Washington, D.C., and Peat Marwick Main & Company of Short Hills, N.J.

Representatives from Cresap, McCormick and Paget studied the district's organizational structure and management processes relating to personnel, policy-setting, and decision-making practices. Representatives from Peat Marwick Main & Co. studied the district's fiscal practices and procedures in the areas of awarding contracts, payroll verification and payroll distribution.

Staff members from the Office of Compliance and from other department divisions and bureaus continued and expanded their reviews in the areas of educational programs and services development, implementation, supervision and evaluation, fiscal practices, special education programs and services, compensatory and bilingual/ESL programs and services, adult education, child nutrition, the practical nursing program, facilities, and transportation.

Representatives from the consulting firms and department staff members conducted extensive reviews of materials and documents, and interviewed district administrators (central office and building level), municipal officials, parents, and representatives from community organizations, and visited selected schools to observe classroom and small group instructional activities.

The findings of the various reviews conducted as part of the comprehensive compliance investigation were compiled into a report. Based on the information and supporting documentation gathered during the CCI, the director of the Office of Compliance included in the comprehensive compliance investigation report his recommendation to create a state-operated school district in Jersey City pursuant to the intervention law, N.J.S.A. 18A: 7A-14, et seq.

The comprehensive compliance investigation report was submitted to the Commissioner of Education in May 1988. On May 24, the Commissioner announced that he had signed an administrative show cause order for the district to demonstrate why Jersey City should not become a state-operated school district. The assistant commissioner for county and regional services petitioned for emergent relief. Under such an order, the department sought the authority to oversee and approve district spending in amounts over \$5,000, authority to oversee and approve personnel decisions, and access to the district's communication system.

Because the school district chose to contest the show cause order, the matter is now before an administrative law judge. The hearing is expected to last from four to six months. Should the state take over management of the Jersey City school district, it would operate the district for a minimum of five years or, if necessary, until the district becomes certifiable and control returns to the local district.

OTHER LEVEL III MONITORING

In addition to conducting a comprehensive compliance investigation of the Jersey City School District, the Office of Compliance during 1987-88 conducted preliminary Level III reviews of two other school districts, Pleasantville (Atlantic County) and Orange (Essex County).

Pleasantville submitted its corrective action plan to the county superintendent in April. The department is developing the Level III report for Orange.

PRINCIPAL CERTIFICATION

A proposal to reform the way that principals are prepared and certified received tentative approval by the State Board of Education in May 1988. This proposal would require all prospec-

tive school principals to obtain master's degrees in a field of leadership or management, undergo rigorous evaluation that includes a written examination and a performance assessment, and to complete a one-year program of support and supervision during the first years on the job.

With increasing demands being made on principals, most educators agree that school leaders must be educated and selected more systematically. The current licensing system does not meet the basic purposes of assuring that each principal has the necessary capabilities and is carefully trained and assessed as a highly qualified candidate. Neither does it allow access to employment for outstanding people who may not be working in the schools.

To ensure that candidates for the principal's position provide New Jersey's students with the best education possible, preparation and certification procedures must be strengthened and made more job-specific.

In 1985, the state board asked the department to study the certification requirements for principals. The department recommended in November 1986 that these requirements be upgraded. Over the next year, two independent panels helped the department shape the new standards for training and licensing that were introduced to the board in December 1987.

In considering the new system, the board heard testimony from more than 200 people over the course of four months. After requesting that the department clarify a number of important questions raised in public testimony, the board voted in May 1988 to delay final consideration and, instead, republish the plan as revised by the department.

If the state board grants this new system final approval in fall 1988, it will be implemented the following year.

PUBLIC SCHOOL CHOICE STUDY

Parental school choice is a movement that allows parents to select the school their children will attend. Various models include selection of a school within a district, a school in another district, or a postsecondary institution that gives high school credit.

Choice exists in at least 20 states in the nation. The alternative school movement of the 1960s and the use of magnet schools for desegregation encouraged the spread of the choice concept.

Three New Jersey districts -- Montclair, South Brunswick and Atlantic City -- offer options including open enrollment and choice within a districtwide magnet school system.

Governor Thomas Kean asked Commissioner of Education Saul Cooperman to study public school choice. The Governor has eliminated the possibility of vouchers or tuition tax credits for education.

Commissioner Cooperman appointed Dr. Frank Esposito, vice president of Kean College, to conduct the study. Commissioner Cooperman and Dr. Esposito will make recommendations to Governor Kean in spring 1989.

PARTNERS IN LEARNING

The Partners in Learning program was established in 1987 to promote home-school cooperation as a way to improve student academic performance. Research and experience attest to the positive effects of a supportive home environment on academic achievement, regardless of age, socio-economic status, race, or school curriculum.

This program is based on three assumptions:

- students increase academic achievement when learning is reinforced by their parents;
- parents help their children improve academic performance by learning to reinforce the work of the school; and
- educators can help parents learn to practice this reinforcement. Effective involvement activities can be taught to parents and school staff with beneficial results.

Partners in Learning has three phases:

- informing large numbers of parents and schools about the effects of parental support on learning;
- recognizing model schools that successfully engage parents in their children's learning, and disseminating information to other schools about successful parent-involvement programs and activities; and
- identifying 30 schools where, with the assistance of department staff and grants, parents and school staff will focus on improving parent involvement in student learning.

Phase I began in October 1987 with a statewide campaign of radio, television, and newspaper announcements encouraging parent-child relationships at home to improve school behavior and academic success. Brochures developed for school personnel explained the purpose of the campaign and described the school's responsibilities in increasing parental involvement.

In Phase II, 14 schools chosen from 56 applicants were identified as having parent partnership practices that reinforced student learning and could be adapted by other schools. Detailed descriptions of these model practices will be available, along with parents and staff, as resources to the Department of Education and to the improvement sites participating in Phase III of the initiative.

In Phase III, at least 30 schools will be identified as improvement sites in January 1989. Schools documenting a need for and a commitment to establishing a stronger parent support program will receive grants of up to \$10,000 from the department to develop parental involvement programs and activities.

EFFECTIVE DEMONSTRATION SCHOOLS GRANT PROGRAM

The Effective Schools Program Act of 1985 established a grant program to help schools apply the findings of research on effective schools. The program is designed to help schools improve student performance in basic skills and to establish demonstration sites so schools throughout the state can adopt proven practices.

The program also aims to assist the staff of each school in developing team planning skills to improve schools by creating stronger instructional leadership, making school climates more conducive to learning, setting higher teacher expectations of students, improving methods for assessing pupil progress, and developing better strategies for strengthening the relationship between home and school.

Programs developed under the Effective Schools Program Act are intended to improve student performance on the HSPT and other standardized achievement tests.

The Effective Demonstration Schools Grant Program began in May 1986 with the selection and announcement of the 17 participating schools. These schools, which upon completion of the three-year program may become demonstration sites, are of varying sizes and grade levels in urban, suburban, and rural settings.

In addition to providing \$500,000 in grant funds each year, the department offered training at the participating schools and at statewide and regional sessions. These workshops and seminars served more than 200 program participants, including school development team members, team chairpersons, principals, and parent leaders during the first two years.

Among the services provided to participating schools were:

- five workshops for members of school teams focusing on skills for planning, disseminating, and evaluating individual school improvement programs;
- two workshops for parents and staff members from all schools to plan for improved home-school relationships; and
- visits by department specialists to assist with program planning and implementation at each school.

Participating schools have developed and implemented many school improvement activities, including:

- training teachers;
- planning team approaches to improvement, involving administrators, principals, teachers, and parents;
- developing incentive programs;
- establishing teacher resource centers and student learning centers;
- publishing school newspapers focusing on the accomplishments of students;
- expanding parental involvement in schools;
- developing grade-level standards, promotion policies, and codes of conduct; and
- aligning curriculums.

During the final program year, individual school plans call for continued implementation and refinement of improvement activities, along with completion of a comprehensive, three-year self-evaluation. The department will continue to provide assistance to each school and to conduct statewide training events. In addition, a comprehensive report of program results will be produced, along with a plan for disseminating effective schools practices.

COOPERATIVE RELATIONSHIPS PROJECT

The department is working with nine pilot school districts (Bergen Vocational-Technical, Boonton, Bridgeton, Delaware Valley Regional, Englewood, Hopewell Valley Regional, Lakewood, Parsippany-Troy Hills and Wildwood) to improve professional environments by helping to create more cooperative relationships among school board members, administrators, teachers and other school employees. The focus of the five-year Cooperative Relationships Pro-

ject is to improve the organizational climate by increasing the involvement of district and school staff in making key decisions related to their work.

During 1987-1988, the pilot districts formed problem-solving committees of approximately 15 members who were trained in problem identification, causal analysis, and solution and consensus development. Training was provided by department staff assisted by project consultants from Organizational Analysis and Practice Inc., Ithaca, N.Y., a firm specializing in organizational climate studies. Also, in fall 1987 all pilot district teachers completed and reviewed results of an organizational climate survey prepared for each problem-solving committee.

Initial problem areas that are being solved cooperatively include: policy development, district communications, staff development opportunities and issues related to the maintenance of facilities.

The State Department of Education was awarded a National Governor's Association Restructuring Schools Grant of \$20,000 during 1987-1988 to supplement the capacity of pilot district building principals to implement the Cooperative Relationships Project in schools during 1988-1989.

URBAN INITIATIVE: BROAD BASED COMPONENT

The major thrusts of the Broad Based Component of the Urban Initiative in 1987-88 have been staff training in basic skills, computers, drug and alcohol abuse prevention, and bilingual education improvement. Staff members from districts participating in the Broad Based Component's pilot programs were coached by teams from the regional curriculum services units.

Conferences were held for teachers in the writing and math pilot schools of participating districts. The Sampler, a compilation of student and teacher writings, was distributed to the pilot districts.

On-site assistance to the computer pilot programs originally scheduled to operate during 1986-87 was extended in 1987-88. During fall 1987, consultants in coordination with Research for Better Schools visited the cognitive pilot project districts to evaluate the training provided by department staff. Responses by district personnel to the Research for Better Schools questionnaire indicate that the Broad Based Component's pilot programs are meeting local objectives.

The final year of the Broad Based Component will focus on continued on-site staff training of teachers in the cognitive and bilingual pilot schools. Preliminary HSPT scores from the pilot district's student population demonstrate significant gains. It is expected that the cognitive pilots (reading, writing, math) will achieve the 75 percent passing score HSPT objective in 1989.

URBAN INITIATIVE: OPERATION SCHOOL RENEWAL

During 1987-88, the Urban Initiative intensified improvement efforts in the three urban districts participating in Operation School Renewal (OSR): Neptune, East Orange and Trenton.

The three OSR districts participated in school improvement seminars and workshops throughout this final year of the program. A statewide principals' effectiveness conference in fall 1987 included topics such as:

- "Effective Schools: Implications for the Urban School Principal;"
- "High Technology for High Needs, High Risk Youth;" and

- "Lessons from Our Immigrant Past for Today's Newcomers."

Spring 1988 seminars enabled principals to share school-based OSR programs and to discuss successful programs in other urban schools with external consultants.

During 1987-88, the OSR districts demonstrated positive results in improving school attendance and passing rates on the HSPT. Two of the three districts increased their attendance rates to within one percentage point of meeting the OSR goal of 92 percent, and the third district maintained an attendance rate in excess of the OSR goal. In the area of student achievement, one district met the initiative's objective of having students pass the HSPT at a 75 percent rate in reading, writing and mathematics. A second district met the initiative's objective in reading and writing. In the third OSR district, the passing rates on the three sections of the HSPT increased but the district has not yet met the OSR objective in any of the basic skills areas.

Promising programs and practices in the areas of student attendance, pupil performance, principal effectiveness, disruptive youth behavior, and youth employment from the OSR districts have been documented in a publication entitled *Facing the Challenge*. The primary purpose of this booklet, prepared by Research for Better Schools, Inc., is to report on program efforts that may assist in the planning and implementation of future initiatives to improve urban schools.

ELEMENTARY SCIENCE INITIATIVE

The department's Division of General Academic Education pursued several activities to improve science education. In conjunction with the New Jersey Science Teachers and the New Jersey Science Supervisors associations, the department conducted a series of training workshops throughout the state. These sessions provided training for science teachers and supervisors in the use of three department publications: *The Elementary Science Safety Manual*, *The Elementary Science Curriculum Guide*, and *The Computer and Video Instructional Materials Resource Guide: Elementary Science*.

In addition, during summer 1987 the two state professional science associations, Merck & Company, Inc., and the department, sponsored two weeklong science workshops that provided the state's elementary science teachers and administrators with detailed science curriculum alignment and "hands-on" science activities.

The Division of General Academic Education has developed workshop programs in conjunction with other state agencies, such as:

- the divisions of Waste Management, Fish and Wildlife, Parks and Forestry, and Natural Resources in the Department of Environmental Protection;
- the Division of Energy in the Department of Commerce and Economic Development; and
- Forestry and Soil Conservation District agencies.

These workshop programs introduced 63 elementary science teachers to new projects and activities.

The department also continued support of the Consortium of Secondary Science, a computer network that enables public school science teachers and college professors to share information on their subject areas. This project also provides participants with the opportunity to develop curriculums and to take advantage of in-service training.

EDUCATIONAL TECHNOLOGY IN THE CLASSROOM

In response to state initiatives and the needs of the state's school districts, the Division of General Academic Education developed a state plan that included activities and resources to improve instruction using technology in the classroom. In 1987-88, the division:

- conducted meetings of School Leaders in Educational Technology, a department advisory committee;
- held statewide conferences in which 14 districts presented programs highlighting promising practices that use educational technology in language arts, math and science;
- renovated and expanded services offered through the Educational Technology Network, the statewide electronic telecommunications network, and increased the participation to more than 1,000 subscribers;
- concluded computer educational pilot projects in three urban districts to evaluate the use of computers to improve basic skills;
- participated in Software Communication Services, a national consortium designed to study an equitable distribution system for software and video programs to local school districts;
- joined Project SEED, a collaboration evaluating instructional software and disseminating the evaluations to local districts in the 10 participating states;
- disseminated NewsClips, the department's technology newsletter that reports promising practices conducted in the state's school districts, describes emerging technologies, shares ideas, and announces professional development opportunities; and
- published the following documents:
 - * Computer and Video Instructional Materials -- HSPT Resource Guide: Reading - 1987 Update, identifying materials designed to improve student reading skills;
 - * Computer and Video Instructional Materials - HSPT Resource Guide: Writing - 1987 Update, a resource guide identifying computer and video materials designed to help improve student writing skills;
 - * Computer and Video Instructional Materials-Resource Guide: Elementary Science - 1987 Update, a resource guide to help teachers select computer and interactive video disk software and videotapes to help improve elementary science instruction; and
 - * Monitoring Student Proficiency with Computer-Managed Instruction: HSPT and Other Assessed Skills, providing a description of computer management systems and software that enables educators to efficiently manage the monitoring of student progress in acquiring skills for the High School Proficiency Test and other standardized tests used annually in New Jersey's schools.

COMPENSATORY/BILINGUAL EDUCATION

Incentives for Basic Skills Improvement

The department's Division of Compensatory/Bilingual Education is administering a program to reward excellence in schools' basic skills programs. Schools that increase the number of stu-

dents meeting or exceeding minimum standards in reading, writing and mathematics beyond a certain expectation rate may be eligible for funds for their basic skills programs.

An expected rate of increase in the number of students above state standards was set for each school, based on baseline data submitted for the 1986-87 school year. Schools that exceeded the expected rate of increase in 1987-88 can apply for incentive funds. Application packets were distributed to every New Jersey public school.

Pending legislative approval, schools that have increased the number of students meeting or exceeding minimum state basic skills standards beyond expectations would be rewarded with additional funding beginning in fall 1988.

Basic Skills Program Improvement Process

The Basic Skills Program Improvement Process (BSPIP) enables schools to analyze their programs in light of current research about effective basic skills practices. In 1987-88, the Paramus and Rockaway Township school districts conducted reviews of their basic skills improvement programs.

BSPIP has been successfully piloted in eight school districts in the state and is available to other districts. Districts interested in conducting a BSPIP review will receive two days of in-service training and on-site technical assistance from division staff. A BSPIP guide and a manual of resources, developed by the division, are available to guide the review process.

Chapter 1 Recognition Program

The Initiative to Improve the Education of Disadvantaged Children is one aspect of the federal initiative for program improvement. The goal is program improvement through the sharing of specific, effective compensatory education practices. Each year the division nominates projects based on applications submitted by local school districts. The nominations are sent to Washington, D.C., where final selections are made. The award-winning programs have had several common characteristics including close coordination of the remedial program with the regular school program; strong, visible leadership; high expectations for student achievement; and the involvement of parents in the instruction of their children. This year the division nominated Chapter 1 programs in Knowlton, Matawan-Aberdeen and Neptune Township public schools. Neptune Township's prekindergarten program was selected for national recognition and received a Certificate of Merit at the Chapter 1 luncheon held during the International Reading Association's annual convention.

Initiative to Recognize Exemplary Bilingual/ESL Programs

Five bilingual and four ESL programs received state recognition in New Jersey's Initiative to Recognize Exemplary Bilingual/ESL Programs.

Bilingual programs in Fort Lee, Kearny, Long Branch, Millville and Perth Amboy, and ESL programs in Burlington Township, Glassboro, Lindenwold and Ocean Township were selected to receive certificates of merit at a statewide conference in their honor in October 1987. The conference included workshops conducted by district representatives who described aspects of these programs and provided participants with materials to assist in the adoption of effective program strategies.

Structured Immersion Project

Two school districts completed the third year of a three-year project to study the structured immersion strategy, in which classes are conducted almost exclusively in English as an alternate

approach for students with limited proficiency in English. Elizabeth implemented immersion classes in the second and third grades, while Union City's transitional bilingual program was studied in the same grades as the control group.

Since New Jersey is participating in the national study of the immersion strategy, the project's evaluation is being coordinated with Aguirre International of San Mateo, Calif. A final three-year evaluation report will be completed later this year.

Norming Study for the Language Assessment Battery and the Maculaitis Assessment Program

A total of 103 school districts with bilingual and ESL-programs participated in a study to develop standards for two widely used language proficiency tests. The goals of the study were to establish state norms for the Language Assessment Battery (LAB) and Maculaitis Assessment Program (MAC) in grades K-12, set language proficiency standards for both tests, and equate the two forms of the LAB with each other and with the MAC. Language proficiency tests identify students with limited English proficiency who are eligible for bilingual/English as a second language programs. These tests are also used to assist in determining when students are ready to be entered into regular English-only programs.

District staff participating in the study attended one of seven training sessions conducted by division staff. All participating districts received test materials needed to test the sample students.

III. SCHOOL FINANCE

A. STATE AID

New Jersey allocates financial aid to school districts in two ways: by a state equalization formula and by specific categories of children or programs. The state equalization formula is designed to assist districts where property wealth is insufficient to maintain programs comparable to wealthier districts, without assessing an extraordinary tax rate. In 1987-88, state aid to school districts was \$3.15 billion, representing 42 percent of the year's estimated education expenditures of \$7.5 billion. Approximately \$1.6 billion in equalization aid and \$82 million in building aid were distributed to districts through the state formula.

State aid also was allocated for four major programs. The aid appropriation for special education programs was \$272.7 million. Compensatory education aid for programs designed to raise the reading, writing and mathematics performance levels of students through supplemental programs and tutoring was \$148.9 million. Bilingual programs received \$30.4 million in aid, and local vocational education programs were allocated \$7.9 million.

Additional 1987-88 aid included: \$179.4 million for student transportation; \$691.6 million for local school district payments to teachers' pension and social security funds; and \$24.3 million for three additional building aid programs.

In addition, \$112.8 million was distributed to local school districts to fund programs including: adult and continuing education, school nutrition, vocational education, projects for handicapped infants, the Urban Initiative, nonpublic pupil programs, and the minimum starting teacher salary law.

The class-action case known as *Abbott v. Burke* was remanded by the New Jersey State Supreme Court in July 1985 to the State Office of Administrative Law. As of this writing, it was before an administrative law judge, who must make a recommendation to the Commissioner and the State Board of Education. This case could have a significant impact on the future of school aid in New Jersey.

**B. BUDGET
SPENDING
LIMITATIONS**

In addition to the state aid component of the Public School Education Act of 1975 (Chapter 212), the law sets a limit (often called a "cap") on the amount a school district may increase its budget in any given year. The intent is to permit low-expenditure districts to raise their spending at a faster rate than high-expenditure districts.

Districts may request a waiver of the spending limitations if they experience an unanticipated increase in enrollment or are unable to achieve their local goals and objectives in providing a thorough and efficient educational opportunity for their students.

For 1988-89, 11 districts requested cap waivers, while 20 requested waivers for 1987-88. Of the 11 requests, eight were fully approved and three received partial approval. The total amount requested and approved was \$5.5 million. There was a significant decline in the number of waivers requested and a decline in the total dollars sought. In 1987-88, the total amount requested was \$8.9 million, while the total amount approved was \$8.7 million.

IV. MAJOR SCHOOL LAW DECISIONS 1987-88

A. SEVERING OF SENDING-RECEIVING RELATIONSHIPS DENIED BASED UPON IMPACT OF SEVERANCE ON RACIAL BALANCE

In two cases based upon relatively similar circumstances, the Commissioner denied the right of a predominantly white suburban sending district to sever its sending-receiving relationship with an urban, predominantly minority school district. Although the present standards for reviewing petitions for withdrawal from sending-receiving relationships have been evolving through case law for a number of years, these two cases represent the first time that the Commissioner has applied the standards since they were embodied in statute in 1986 (N.J.S.A. 18A:38-13).

In *Board of Education of the City of Absecon v. Board of Education of the City of Pleasantville*, the administrative law judge (ALJ) denied the application for withdrawal on two grounds: (1) the failure of Absecon to name an alternate district to which its students would be sent; and (2) that the withdrawal of Absecon students who are predominantly white from Pleasantville would leave the schools of that community racially isolated in violation of long-standing state policy. Of particular interest in the Absecon matter and its companion case, *Board of Education of the Borough of Englewood Cliffs v. Board of Education of the City of Englewood v. Board of Education of the Borough of Tenaflly*, is the argument raised by districts seeking withdrawal, namely that withdrawing the small number of white students attending the receiving district's schools would not significantly affect the racial composition of those schools. This argument was predicated upon the fact that most students in the two districts seeking withdrawal chose to attend private schools or, in the case of Englewood Cliffs, attended another public school, Tenaflly, rather than attending the public high school with whom the sending district had a formal relationship.

The Commissioner, in affirming the ALJ in both cases, rejected such reasoning, pointing out that he must consider not only the few white students attending the receiving district but also the entire number of white students eligible to attend in order to determine the impact withdrawal would have on the racial balance of the receiving district. To do otherwise, the Commissioner noted, would result in the state placing its approval upon the actions of white parents who withdraw their children from schools having a large minority population and, thus, contributing by state policy to racial isolation. While acknowledging the right of parents to place their children in private schools, the Commissioner concluded that the absence of large numbers of whites remaining in the official receiving district should not be allowed to serve as a rationale for alleging that the withdrawal of that small number would not have a significant impact upon the racial balance of the receiving district.

Two unique aspects of the Englewood Cliffs matter involved an order of the Commissioner to the Tenaflly Public Schools to cease and desist from enrolling students from Englewood Cliffs in its high school on a tuition basis because such practice had a negative impact upon the racial balance of the Englewood High School; and a denial of a cross-appeal from the Board of Education of the City of Englewood to order a regionalization among Englewood, Englewood Cliffs, and Tenaflly.

At this writing the issues involved in these cases are on appeal to the state board.

**B. BARRING BOYS
FROM GIRLS'
ATHLETIC
TEAM NOT
DISCRIMINA-
TORY**

In a case that generated wide public interest entitled *B.C.*, on his own behalf and on behalf of his minor son, *C.C. v. Board of Education of the Cumberland Regional School District and the New Jersey State Interscholastic Athletic Association (NJSIAA)*, the Appellate Division upheld a finding by the Commissioner that the denial of participation by a boy on the girls' field hockey team did not violate the state and federal constitutions and state law against discrimination. *C.C.*, a high school sophomore who had participated as a freshman on the girls' varsity field hockey team, was barred from further participation on the basis of regulations promulgated by NJSIAA that prohibited boys from participating on girls' athletic teams even when no similar sport existed for males.

Petitioner contended that the denial of opportunity for *C.C.* to participate on the field hockey team when no comparable team existed for boys represented gender discrimination in violation of the New Jersey Constitution, the United States Constitution and the Law Against Discrimination (N.J.S.A. 10:5-1 et seq.). The Court in upholding the Commissioner found that discrimination on the basis of sex is not barred if such action is substantially related to the achievement of an important governmental objective, in this case the promotion of equalized athletic opportunities for girls. The court, as did the State Board of Education, upheld the Commissioner's reasoning that if boys were permitted to participate on girls' teams, the result would be to substantially reduce opportunities for girls who already enjoyed less-than-equal opportunities for participation in athletics. The Court further affirmed the distinction made by the Commissioner between *B.C.* and his decision in *E.B. et al. v. North Hunterdon Board of Education*, August 22, 1985, wherein a girl was permitted to participate on a male football team.

In the case of a female participating in a male sport, the female assumes responsibility for any injury which may result from the average difference in strength and speed that exists between teen-age boys and girls. However, when a boy participates with girls, the females are forced to accept the potential dangers or forfeit their right to participate in the athletic endeavor.

**C. BUDGET APPEAL
STANDARDS
ESTABLISHED**

In a significant departure from established standards for reviewing budget appeals, the Appellate Division reversed a decision by the Commissioner, affirmed by the State Board of Education, that granted summary judgment in favor of the Deptford Board of Education. Relying on their interpretation of the ruling of the New Jersey Supreme Court in *Board of Education of East Brunswick Township v. Township Council of East Brunswick*, 48 N.J. 94 (1966), the Commissioner and the state board restored the entire amount of the budget reduction directed by the Deptford Township mayor and council after the defeat of the budget by district voters. In so doing, the Commissioner and the state board relied on the long established interpretation that the governing body of a municipality had to provide the specific budget line item reductions along with the supporting reasons at the time the reductions were made.

In reversing the Commissioner and state board, the Appellate Division in *Board of Education of the Township of Deptford v. Mayor and Council of the Township of Deptford*, A-3-87T7, May 13, 1988, noted that while the Supreme Court in *East Brunswick*, supra, required that when a local governing body directs a ". . . significant aggregate reduction, . . ." it should be accompanied by a detailed statement setting forth the governing body's underlying determinations and supporting reasons," neither the Supreme Court's opinion nor the statute (N.J.S.A. 18A:22-37) establishes when the reasons must be submitted (p. 9). In the Deptford matter, the court determined that by providing its written statement of reasons at the time it filed its answer to the board's petition of appeal, the governing body had complied with the mandate of *East Brunswick*.

In so holding, the court concluded that no prejudice to the Commissioner, state board, local board or the students arose from providing the reasons at the time of the filing of the answer, while there might well be prejudice to local taxpayers if the matter were decided on summary judgment and without a hearing on the merits. The court reiterated its rejection of the position that "... procedural requirements, except as specifically mandated by statute, should preclude determinations on the merits" (p. 11).

In another significant decision affecting the budget appeals, the State Board of Education, in a decision on a motion in Board of Education of the City of Paterson v. City Council of the City of Paterson, affirmed the authority of the Commissioner to require that the county superintendent be joined as a party to the budget dispute for purposes of testifying whether the amount not restored by the administrative law judge (ALJ) would impair the district's ability to provide a thorough and efficient system of education. This unusual circumstance arose from a decision by the ALJ restoring a portion of the amount of the budget reduced by the governing body but sustaining a reduction over \$2 million, an amount which the board was willing to accept.

In remanding the matter to the ALJ for further testimony from the county superintendent regarding the unrestored portion of the budget, the Commissioner's decision noted that the county superintendent had required that the board's current expense budget be set at an amount not less than \$118,453,975 after the board had originally submitted a budget of \$112,753,975. Since Paterson was a district that had failed to achieve certification through two levels of monitoring and was about to enter the Level III monitoring phase, the Commissioner deemed it essential that the county superintendent be provided an opportunity to testify as to why he considered a budget of approximately \$118,000,000 necessary.

In sustaining the Commissioner's authority to direct the remand, the state board affirmed the Commissioner's contention that the county superintendent's budgetary role provides an interest warranting intervention.

**D. TENURE RIGHTS
OUTWEIGH
SENIORITY
REGULATIONS**

In a series of cases involving the application of the seniority regulations to tenured individuals, the state board and the Appellate Division reversed the Commissioner's finding that tenured special subject field teachers (art and physical education teachers in these cases) did not have a claim to positions within the scope of their endorsements because the positions they sought were in a seniority category (elementary or secondary) in which they had acquired no experience or seniority.

In *Capodilupo v. Board of Education of the Township of West Orange*, in reversing the Commissioner, the state board, as affirmed by the Appellate Division, held that the issue was not one of seniority rights but one of the rights of tenure. While acknowledging that *Capodilupo*, a tenured secondary physical education teacher, had no seniority claim to a position as an elementary physical education teacher, the state board and the Appellate Division held that a tenured teacher is entitled to preference over a nontenured teacher with the same certificate endorsement when a reduction in force occurs even if the tenured individual has no service in the seniority category in which the reduction has occurred. Since nontenured individuals enjoy no seniority rights, the state board and the court agreed, tenure rights accorded under N.J.S.A. 18A:28-5 must prevail when a reduction in force occurs.

The rights of a tenured teacher of art whose full-time position in the elementary category was reduced to part-time was also deemed to be entitled by virtue of his tenure rights to a full-time position in the secondary category over a nontenured high school art teacher. In *Charles Bednar v. Westwood Board of Education*, reversing the Commissioner and the state board, the Appellate Division reiterated arguments regarding the superiority of statutorily derived tenure rights over those derived from a regulatory framework, such as the seniority regulations developed by the Commissioner and approved by the state board.

The Appellate Division rejected any distinction drawn between a reduction in force that resulted only in fewer hours taught and one in which the tenured teacher was entirely displaced, as in *Capodilupo*. A reduction from full-time to part-time constituted a reduction in force and *Bednar* could not, by virtue of his rights of tenure, be denied a full-time position held by a nontenured teacher serving under the same endorsement. See also *Thomas McHugh v. Westfield Board of Education*, N.J. Superior Court, Appellate Division, April 28, 1988.

**E. COMMISSIONER
AUTHORIZED
TO GRANT
LEGAL FEES**

Elizabeth Balsley, a student who successfully claimed the right to participate on the North Hunterdon Regional High School football team, sought the award of attorney fees based on the New Jersey Law Against Discrimination, N.J.S.A. 10:5-1 et seq. (*E.B. v. Board of Education of the North Hunterdon Regional School District*). Although the ALJ hearing the matter concluded that petitioner Balsley was entitled to legal fees, the Commissioner and the state board rejected the ALJ's conclusion, reasoning that no authority in law under Title 18A existed for the Commissioner to award legal fees.

Although the Appellate Court agreed with the Commissioner that no authority to award counsel fees existed pursuant to his jurisdiction to hear controversies and disputes under N.J.S.A. 18A:6-9, such a conclusion was not dispositive of the matter. The court explicitly pointed out that the Commissioner has jurisdiction concurrently with the Division on Civil Rights to hear complaints of gender discrimination arising in school settings (*Hinfey v. Matawan Regional Board of Education*, 77 N.J. 514 (1978)). Had the petitioner in this case invoked the jurisdiction of the Division on Civil Rights and prevailed, reasoned the court, she would have been entitled to counsel fees, since N.J.S.A. 10:5-27.1 authorizes that agency to award such fees.

The court concluded that since a prevailing party in a suit brought under the Law Against Discrimination has the right to be awarded counsel fees, and since the Commissioner pursuant to *Hinfey* has concurrent jurisdiction to hear complaints of gender discrimination under that law, he does have the legal authority to provide the same relief by way of counsel fees as does the Division on Civil Rights.

**F. BOARD HAS
RIGHT TO
ELIMINATE TEN-
URED CUSTODIAL
STAFF AND
SUBCONTRACT
SERVICES**

In a precedent-setting case, *Hunterdon Central High School Education Association et al. v. Hunterdon Central Regional Board of Education*, which involved tenure rights of custodians, the state board concluded that a district board of education was not precluded from voting to reduce its entire tenured custodial staff and subcontracting custodial services to a private firm provided such action was not taken in bad faith. This particular matter presented two separate issues to be determined by the Commissioner: whether the custodians employed by the Hunterdon Central Board of Education were tenured or fixed-term employees subject to termination upon notice; and, if they were tenured, whether the board could legally terminate the entire custodial staff and replace it with contracted custodial services. In an initial decision the ALJ determined that the custodians were fixed-term employees and not tenured, thus rendering moot the question of whether they could be terminated and replaced by a company providing contracted custodial services. The Commissioner rejected the ALJ's determination finding that the custodians were tenured and remanded the matter for further hearings on the legality of terminating the entire custodial tenured staff.

Upon remand, the ALJ concluded that the board's action in terminating its entire custodial staff and contracting custodial services from a private firm was an action taken in good faith in order to improve the quality of custodial services. The Commissioner rejected the ALJ's conclusion primarily based on the fact that the board had required that the private custodial firm hire back the dismissed custodial staff. The Commissioner viewed such action as supporting a finding that the board's actions had been a subterfuge to deprive the custodians of tenure. While affirming the Commissioner's finding that the custodians were tenured, the state board reversed the Commissioner's determination regarding the board's motivation and held that dismissing the entire tenured custodial staff and replacing it with subcontracted services was consistent with statute because it represented a legitimate exercise of the board's prerogative undertaken in good faith and motivated by a desire to improve the quality of custodial services.

In reaching its conclusion, the state board relied heavily upon the finding of the New Jersey Supreme Court in *re: IFPTE Local 195 v. State*, 88 N.J. 393 (1982).

Thus, the state board, in affirming the right of a board to subcontract for private services to replace services rendered by tenured public employees, emphasized the necessity to examine carefully the individual situation "... to assure that the decision to subcontract was made in good faith and not for the sole purpose of laying off tenured employees." (p. 14)

**G. OTHER
SIGNIFICANT
DECISIONS**

- *Thadeus Pawlak v. Board of Education of the Borough of Hopatcong*, affirmed by the State Board of Education. The Commissioner rejected a contention by a teacher that he was entitled to indemnification under the provisions of N.J.S.A. 18A:16-6.1.

This statute provides that persons holding office, position or employment under a board of education will be indemnified from a criminal action arising out of and in the course of their duties if there is a disposition in favor of the individual. In this particular case, the petitioner claimed that by his entry into a pre-trial intervention program no conviction or unfavorable disposition took place and he was therefore entitled to be indemnified by the board for the cost of his defense.

In rejecting petitioner's claim, the Commissioner noted that the offenses involved, namely sexual abuse of children, could never be considered to have been actions arising out of and in the course of his duties as a teacher. Further, the Commissioner held that entry into a pre-trial intervention program, while technically not a conviction, could not be considered as being a favorable disposition of the charges against the petitioner based upon an Appellate Division decision entitled *McCorkle v. Pittsgrove Board*.

- *Linda Ledwitz v. Board of Education of Manalapan-Englishtown*, affirmed by the State Board of Education

The dismissal by a board of education of a teacher serving in the capacity of teacher of the handicapped was upheld by the Commissioner and affirmed by the state board because she had failed to obtain the appropriate certificate endorsement.

The decision of the Commissioner in this case overturned the ALJ's initial recommendation that the petitioner had obtained tenure because she had served a sufficient period of time to acquire tenure while eligible for an endorsement as a teacher of the handicapped even though she had not applied for such endorsement. A significant body of case law supports the position that an individual may acquire tenure without the actual possession of the appropriate endorsement if that person were eligible to receive the endorsement but failed to obtain it due to circumstances not directly attributable to the individual. In this particular case, however, the petitioner had misrepresented to the board her eligibility for the certificate endorsement at the time of hire and that she had subsequently obtained it. Thus, the deliberate misrepresentation provided a distinguishable circumstance from previous decisions in this area and resulted in the Commissioner affirming the board's action of dismissal.

- *V.F., on behalf of A.F. v. Board of Education of Haddon Heights*

The Commissioner found a physical education policy requiring a student to wear a particular uniform which had to be purchased from the school store to be beyond the school's authority and in violation of the state Constitution and applicable law guaranteeing students a thorough and efficient education "free of cost."

V. DEPARTMENTAL OPERATIONS

A. ACADEMY FOR THE ADVANCEMENT OF TEACHING AND MANAGEMENT

The Academy for the Advancement of Teaching and Management provides professional growth opportunities for teachers and administrators from New Jersey schools. In its fourth year, the Academy continues to conduct workshops that translate teaching theory into practice by emphasizing effective instructional and leadership skills, improved communication, and collegiality among members of the educational community.

An initiative begun in 1986 -- the appointment of local staff development leaders -- is a major emphasis of the Academy. More than 65 school districts have created a staff development leader position and the Academy encourages others to join the program.

The effective supervision of instruction by principals and supervisors is one of the best ways to ensure high quality learning for pupils. Recognizing this, the State Department of Education convened a panel of national education experts and practitioners from New Jersey schools in spring 1986 to develop a plan for the supervision of instruction. The plan presents a blueprint for school districts' voluntary use in developing a local supervision plan. The state plan focuses on three elements:

- descriptors of good teaching;
- guidelines for local supervision; and
- training in the skills necessary to develop and implement supervision.

In fall 1986, the Academy for the Advancement of Teaching and Management began training school board members, superintendents, principals, supervisors and teachers to help them develop and implement local supervisory processes. These sessions also give principals and supervisors an opportunity to refine and enhance their supervisory skills.

Operational highlights for 1987-88

During the last year, the Academy:

- gave 21 workshops for 153 teams (612 teachers and 153 principals) in its basic course, Instructional Theory Into Practice (ITIP). As a follow-up to this course, a member of the Academy staff conducts two separate coaching visits for each team. Three of these 21 workshops were regional, organized specifically for districts in the far southern and northwestern parts of the state;
- piloted a Learning Styles Teaching Strategies course and conducted five subsequent workshops for more than 150 teachers and principals. One of these was a regional workshop in South Jersey specifically designed for small schools. Other instructional pilot programs were: Classroom Management 7-12 and Peer Coaching;
- conducted three workshops in Effective Leadership Skills for approximately 100 administrators. In addition, 11 workshops in instructional supervision were offered, including one regional session in Sussex County;
- piloted two new courses for principals: Creating and Achieving a Vision and Peer-Assisted Leadership;
- presented overviews of Academy programs at 37 meetings throughout the state, of which 11 were presented to statewide organizations. In addition, two presentations were made at national conferences: the National Staff Development Council, and the Association for Supervision and Curriculum Development;

- organized and sponsored Perspectives '87, a statewide convocation for nearly 500 educators from New Jersey and surrounding states. The two-day convocation featured nationally recognized staff-development experts;
- continued to promote long-term professional growth in local schools. A dinner was held for school board presidents and superintendents of districts that appointed a district staff development leader;
- conducted workshops in instructional and supervisory skills for the Newark, New Brunswick, Jersey City and East Orange public schools; and
- continued to work with corporations and the private sector for their support of funded projects:
 - * AT&T provided funding for four seminars to acquaint staff development leaders with current research and programs;
 - * Merck & Co., Inc. underwrote instruction in ITIP, instructional supervision and advanced supervision to 10 teams of secondary science teachers (each team comprised a supervisor and two teachers); and
 - * the Turrell Fund sponsored a learning styles teaching approaches workshop for four East Orange elementary schools, with follow-up in the schools.

**B. DIVISION OF
EDUCATIONAL
PROGRAMS**

The Division of Educational Programs coordinates activities of the following divisions within the Department of Education:

- Adult Education
- Compensatory Bilingual Education
- General Academic Education
- Special Education
- Teacher Preparation and Certification
- Vocational Education

The division also develops and implements special projects, including:

- The Urban Initiative
- Cooperative Relationships Project
- Governor's Teacher Recognition Program
- Governor's Teaching Scholars Program

- Commissioner's Symposium for Outstanding Teachers
- HSPT Summer School Year Supplemental Instruction Program
- Special Review Assessment Program

As of July 1987, the division's Office of Nonpublic School Services monitored Chapter 192 and Chapter 193 state-funded services for nonpublic school pupils. The office also coordinates activities of the Nonpublic Schools Advisory Council.

DIVISION OF TEACHER PREPARATION AND CERTIFICATION

The Division of Teacher Preparation and Certification recommends and maintains standards for the education and licensing of school personnel. The division's Office of Teacher Education periodically evaluates all collegiate programs that lead to state certification, and oversees district implementation of the Provisional Teacher Program, or alternate route to certification.

In accordance with the statutory authority of the State Board of Examiners, the division's Office of Teacher Certification and Academic Credentials coordinates the issuance, revocation and suspension of licenses for school professionals. It prepares applications for the board to determine candidates' alternative or equivalent experience for certification. Legal matters associated with licensing are resolved by the board based on its statutory authority and on standards and regulations for certification.

The Office of Teacher Recruitment and Placement helps local public school districts identify highly qualified teacher candidates. Office staff recruit teacher candidates from selective colleges and universities, as well as from organizations that serve minorities. In addition, the office helps local districts identify candidates for teaching vacancies.

Operational highlights for 1987-88

During the last year, the division:

- held a two-day Urban Teacher Recruitment Workshop to bring 50 talented teaching candidates together with interviewers from 18 urban districts;
- held a two-day workshop that included 1987-88 Dodge Fellowship winners as well as winners from 1985-86 and 1986-87;
- visited 38 campuses to meet teacher candidates and discuss teaching with staff and faculty;
- hosted a delegation of British Department of Education and Science officials who were in New Jersey to learn about the Provisional Teacher Program; and
- computerized all data pertinent to the employment and training of provisional teachers.

DIVISION OF GENERAL ACADEMIC EDUCATION

The Division of General Academic Education develops educational materials and services to help school districts improve their instructional programs and, in turn, help students improve their academic performance and behavior. The division produces materials that help translate research into practice, and promotes programs and instructional strategies that have been proven effective. The division also develops training programs offered to teachers and school ad-

ministrators by the department's regional curriculum services units (RCSUs). In addition, the division administers the state's testing programs, as well as state and federal contracts and grant programs that fund district efforts to improve instruction.

The division's four units are: the Bureau of Academic and Cognitive Skills, the Bureau of Student Behavior and Development, the Educational Technology Unit and the Operations Unit.

The **Bureau of Academic and Cognitive Skills** has two major responsibilities: it administers the statewide testing program and develops materials and training programs in various areas of writing, mathematics, and reading. As with other division documents, the materials developed by the cognitive skills unit are distributed directly to school districts and are the basis for training provided through the RCSUs.

The **Bureau of Student Behavior and Development** is responsible for programs and materials to help schools facilitate and foster positive student behavior and achievement. Focusing on the physical and social well-being of students in relation to educational success, the bureau prepares monographs and publications on successful programs and practices, as well as curriculum and educational program guidebooks.

Specific areas of concern in the bureau include:

- family life education;
- child abuse and teenage pregnancy;
- substance abuse;
- suicide prevention;
- alternative education for disruptive students; and
- violence and vandalism in school.

The **Educational Technology Unit** helps school districts effectively use computers and other technology in the classroom. The unit maintains the Educational Technology Network, a telecommunications system available to educators by way of a toll-free phone number, and also develops materials and training programs for teachers on the educational uses of computers and other technology. Programs are offered by Educational Technology Training Centers (ETTCs) at the RCSUs.

The **Operations Unit** provides administrative support to the division. It facilitates all financial and personnel transactions and administers grants and contracts for the division. In addition, the unit conducts the Governor's Teacher Grant Program and the Education for Economic Security Act Title II entitlement program. The unit also coordinates the publication and distribution of all materials developed by the division.

Operational highlights for 1987-88

During the last year, the division:

- completed design of the Urban Prekindergarten Pilot program (UPP), a joint initiative of the Department of Education and the Department of Human Services. UPP will help impoverished 3- and 4-year-old urban children develop intellectual and social readiness for school;
- administered the state's participation in the federal Elementary School Recognition Program, which nominated 15 New Jersey schools for consideration by the United States Department of Education;

- provided funding in support of the Mathematics Teacher Retraining Program at Trenton State College, which is enabling approximately 60 teachers to obtain mathematics teaching certificates;
- sponsored the following:
 - * six regional conferences and one private school conference on suicide prevention, with a total of 650 participants representing schools and mental health service providers;
 - * six regional workshops for local districts on the Drug-Free Schools and Communities Act and new grant programs for drug and alcohol education;
 - * workshops on the technique of screening children for scoliosis, co-sponsored by the departments of Education and Health;
 - * a workshop on vision and eye care with the National Society to Prevent Blindness NJ;
 - * six two-day and 18 three-day training sessions for teachers of grades K-3 in child development, instruction, and integration of reading, mathematics, and writing basic skills;
 - * a conference to highlight ways in which instruction to improve student thinking skills could be incorporated into curriculums;
 - * the fifth annual statewide Forum in Gifted Education. Held in June 1988, the forum focused on the social and emotional needs of the gifted and strategies and resources for meeting those needs;
 - * three regional workshops for local districts presenting highlights of educational programs for the gifted;
 - * a conference on integrating computers into the reading and writing process for grades K-12;
 - * a conference on using computers in science and mathematics curriculums; and
 - * two statewide workshops on the New Jersey Algebra Project, which was adopted by 14 additional school districts throughout the state;
- coordinated the selection of Robert C. Bryd Honors Scholarships, awarded to 140 academically outstanding New Jersey high school seniors chosen from more than 3,300 applicants;
- cooperated with the Literacy for the Arts Task Force that will, during the next fiscal year, survey state arts education programs, design a model curriculum for grades K through 12, evaluate arts in education and assess funding of arts programs in New Jersey public schools;
- administered funds from the federal Education for Economic Security Act, Title II (EESA), which distributed \$1.8 million to New Jersey school districts through formula allocations and grants;
- awarded grants totaling \$238,833 to school districts to support 11 exemplary and model projects and four programs to disseminate information on gifted education;

- prepared a memorandum of agreement for FY 1988, subsequently signed by the commissioners of Health and Education, regarding programs in substance abuse education;
- coordinated a program to recognize districts for improving secondary education curriculums and Scholastic Aptitude Test scores;
- cooperated with the Alliance for Arts Education of New Jersey and other arts organizations in conducting the eighth annual Governor's Awards in Arts Education ceremony for more than 100 students and educators who received awards;
- continued cooperation with other state and local agencies in implementing the Child Abuse Prevention (CAP) project to teach pupils in selected school districts statewide how to avoid abduction and exploitation;
- provided funding for a series of elementary science workshops offered to administrators and teachers at the Regional Curriculum Services Unit - South;
- cooperated with the Partnership for New Jersey and New Jersey Bell to expand the Management Training for Educators project, in which 16 corporations offered training to New Jersey's educators and administrators;
- conducted nine two-day seminars on the Registered Holistic Scoring Method to train district personnel on how the state assesses ninth-grade students' writing on the High School Proficiency Test and on how to use this method to help improve student writing at all grades;
- developed for adoption by the state board New Jersey Administrative Code regarding pupil records (N.J.A.C. 6:3-2.1 et seq.);
- prepared and distributed the following documents to all school districts:
 - * Improving Measurement and Geometry Skills of Students in Grades 4-6;
 - * New Jersey Grant Program to Reduce Student Disruption in Schools: Progress Report;
 - * Effective Demonstration Schools Grant Program: Progress Report;
 - * Gifted Education: A State Plan;
 - * Guides in Gifted Education;
 - * World History and Cultures Curriculum Guide;
 - * Monitoring Student Proficiency with Computer-Managed Instruction - HSPT and Other Assessed Skills;
 - * New Jersey High School Proficiency Test - Parent Information Booklet;
 - * Preparing to Enter the 21st Century: Revising New Jersey's Statewide Testing Program;
 - * Prekindergarten for Urban Children: A Pilot Program in New Jersey;
 - * Partners in Learning;

- * Partners in Learning: Phase II Model Sites;
- * Commissioner's Response to the Recommendations of the Panel on High School Proficiencies; and
- * Analysis of 1986-87 Gifted Education Survey.

DIVISION OF ADULT EDUCATION

The Division of Adult Education administers state and federal grants for adult education programs in approximately 200 school districts, colleges, state correctional institutions and hospitals, and other public and private non-profit agencies. These programs offer adults and out-of-school youth instruction in the following areas:

- basic communication and computational skills;
- preparation for the General Educational Development (GED) test in English and Spanish;
- English as a second language; and
- preparation for citizenship.

The division also administers grants that support educational programs for high school drop-outs in urban areas and for immigrants and refugees, as well as grants that supplement the salaries of local directors of adult education.

The division is responsible for developing policies, procedures and guidelines, monitoring local programs for compliance with administrative code, overseeing the administration of the GED test in 34 testing centers, issuing State of New Jersey High School Diplomas, and providing training and technical assistance to local educators in order to promote effective adult education programs throughout the state.

Operational highlights for 1987-88

During the last year, the division:

- monitored more than 200 state and federal grant programs;
- monitored 27 of the state's 55 adult high schools and recommended 26 for approval by the State Board of Education;
- provided basic skills programs to approximately 36,000 adults and out-of-school youth in 144 school districts, colleges and other public and private nonprofit agencies;
- expanded literacy services for adults through a statewide literacy hot line, instructional television programming, and additional funding support for volunteer literacy tutor groups;
- administered 16,914 GED tests and issued 10,218 high school diplomas based on the results of those tests;
- conducted a comparability study between the High School Proficiency Test and the GED test and set comparable passing scores for the math, reading and writing sections of the GED test;

- through an interagency agreement, provided technical assistance to and conducted monitoring of Department of Human Services-funded English as a Second Language programs for refugees;
- funded 12 projects designed to recruit and train volunteer tutors to teach adults to read;
- provided funds to local agencies for the provision of basic educational services to adults enrolled in the REACH welfare reform program; and
- provided funds to 13 school districts to conduct instructional programs for young high school dropouts. Because of cooperative efforts with the Department of Community Affairs, seven of these programs also offered opportunities for community service employment.

DIVISION OF COMPENSATORY/BILINGUAL EDUCATION

The Division of Compensatory/Bilingual Education administers six federal programs:

- Education Consolidation and Improvement Act (ECIA), Chapter 1 (for the educationally disadvantaged) including P.L. 89-313 750 (State Operated Facilities for Neglected, Delinquent and Handicapped Students);
- Migrant Education;
- Title VII of the Elementary Secondary Education Act -- the Bilingual Education Act;
- Transitional Programs for Refugee Children;
- Emergency Immigrant Education Assistance, as part of P.L. 98-151; and
- Education for Homeless Children and Youth, the Stewart B. McKinney Homeless Assistance Act.

In addition, the division administers the state compensatory education and bilingual education programs. The division provides educational leadership to public and nonpublic school districts and state agencies with compensatory, bilingual and migrant education programs, and fosters the development of communication and computation skills.

The **Office of Compensatory Education** administers the federal ECIA (P.L. 89-313-1750) State Operated Facilities and the State Compensatory Education programs. Office activities include:

- providing technical assistance to public and nonpublic school districts and other state agencies;
- monitoring basic skills improvement programs in accordance with state and federal law and code;
- administering state and federal funds; and
- collecting program evaluation summary data.

The **Office of Migrant Education** operates the program of supplemental educational services for children of migratory farmworkers and fishermen. Office activities include:

- identifying, recruiting, validating and enrolling migrant students;

- transferring interstate and intrastate student records;
- ensuring that migrant education students receive appropriate instructional services; and
- providing health and supportive services.

All activities are coordinated with migrant programs in 49 states, Puerto Rico and the District of Columbia.

The **Office of Bilingual Education** administers the state statute governing bilingual education (N.J.S.A. 18A:35-14 to 26). The office's main objective is to ensure that students of limited English proficiency receive appropriate educational programs and opportunities. Major activities include technical assistance, compliance monitoring, coordination of in-service training programs and dissemination of information.

The **Office of Research, Planning and Marketing** reviews research and legislation, identifies staff needs, collects and analyzes data, develops and implements surveys, conducts staff development programs, prepares federal and state reports and develops and disseminates training materials.

The **Office of Program Improvement Services** develops and disseminates curriculum materials and resources on effective practices in the areas of compensatory, bilingual and migrant education. The office also conducts staff development programs and provides technical assistance for local school districts.

The **Office of Education for Homeless Children and Youth** was established in February 1988 through the federal Stewart B. McKinney Homeless Assistance Act. This unit assists districts and other state agencies in planning and implementing programs and policies ensuring that homeless children and youth have access to a free and appropriate public education. The office began gathering data on the number and location of homeless students and worked to resolve a variety of educational issues case by case.

Operational highlights for 1987-1988

During the last year, the division:

- computerized local district Chapter 1 allocations using the 1980 Census Poverty data and updated information on Aid for Families with Dependent Children (AFDC) payments, foster children and children residing in local institutions for neglected or delinquent children. For 1987-1988, \$114.1 million was distributed to 592 local education agencies;
- directed the process for approval and implementation of state agency Chapter 1 handicapped (P.L. 89-313) and neglected or delinquent (P.L. 89-750) projects for 1987-1988. The division administered \$3.8 million in P.L. 89-313 federal funds for more than 6,100 eligible handicapped children. The division also administered \$1.4 million in P.L. 89-750 federal funds for 1,530 neglected or delinquent residents in state correctional facilities;
- reviewed applications for basic skills funding during the 1987-1988 school year when 578 school districts operated Chapter 1 programs for 173,000 students, and 564 districts operated state compensatory education programs for 319,734 students;

- monitored basic skills improvement programs in cooperation with county office staff in 105 districts during the regular school year and 125 summer school programs;
- coordinated with Division of Finance the completion of 48 fiscal audits of school districts receiving Chapter 1 funds;
- monitored 118 state facilities to review P.L. 89-313 750 basic skills programs for handicapped and delinquent students in cooperation with Division of Special Education staff;
- conducted statewide training workshops for local district coordinators in cooperation with county office staff to develop applications for basic skills improvement programs, bilingual ESL programs and migrant education programs for FY 89 and to complete evaluation reporting forms for FY 88;
- conducted Level III monitoring in Pleasantville, City of Orange and Union City in cooperation with county office staff;
- implemented the Goals for Youth Dropout Prevention Initiative Project for 15 Chapter I and 14 migrant education districts for 229 eligible students in grades 6-12. The goal-setting project, using professional athletes as counselors and role models, operated in fall and spring semesters during school year 1987-1988;
- operated and monitored, in cooperation with county offices of education, the ECIA Chapter I Migrant Education Program at 17 sites during the winter program and at 14 sites during the summer program;
- sponsored summer camp for three eligible migrant students who were selected from applicants from local projects. The experience included a one-week trip to the National Space Camp and Space Academy in Huntsville, Ala.;
- conducted a staff training workshop, in cooperation with the Pennsylvania Migrant Education program. The workshop offered training activities for administrators, teachers and recruiters at the state and local levels;
- helped provide bilingual and ESL programs to 230 districts with 34,237 students who speak approximately 100 languages. State categorical aid to these programs was more than \$30.4 million;
- administered \$304,718 in federal funding to 181 districts under the Transition Program for Refugee Children. These funds assisted 1,564 children;
- received a Title VII grant of \$55,000 to coordinate technical assistance to the 10 districts with 11 Title VII projects in program improvement, teacher training and parental involvement. School districts received a total of \$1.43 million for Title VII projects;
- received \$129,619 from the federal government to establish an Office of Education for Homeless Children and Youth to ensure that homeless students have access to free and appropriate public education;
- administered \$887,943 in federal funding under the Emergency Immigrant Education Assistance Act for 26 school districts with significant numbers of immigrant children. The program provided supplemental education services to 12,383 students;

- conducted workshops on the division's initiatives at the New Jersey Association of Federal Program Administrators' conference, the annual conference of New Jersey Teachers of English to Speakers of Other Languages (NJTESOL), and the Migrant Education Training Institute for staff in summer migrant education programs; and
- developed and disseminated the following publications:
 - * Guidelines for Development of Program Plan: Bilingual/ESL Programs;
 - * Recommendations for the Certification of Bilingual and ESL Teachers;
 - * Bilingual/ESL Curriculum Development: A Handbook for School Administrators;
 - * Guidelines for Development of Application for Basic Skills Improvement Programs (FY 1989);
 - * Guidelines for Development of Program Plan for Bilingual/ESL Education Programs (FY 1989);
 - * Guidelines for Development of Application for Migrant Education Project(s) (Fiscal Year 1989) and Chapter 1 Migrant Education Project Evaluation Summary (Academic Year 1987-88); and
 - * New Jersey Exemplary Chapter 1 Programs: Program Descriptions.

DIVISION OF VOCATIONAL EDUCATION

The Division of Vocational Education seeks to ensure that vocational education in New Jersey leads to employment. The division provides leadership and technical assistance to 512 operating school districts and all other eligible recipients of federal and state vocational education funds in areas such as:

- developing curriculum and programs;
- providing in-service training;
- evaluating programs;
- coordinating vocational student organization activities;
- coordinating cooperative vocational education programs; and
- conducting research.

Division staff administer more than \$26 million annually in federal and state vocational funds to more than 2,000 vocational education programs.

The division consists of seven bureaus:

The **Bureau of Agriculture, Health and Home Economics Occupations** provides assistance to local school districts to expand, improve and develop programs in more than 130 occupational areas such as: ornamental horticulture, word processing, medical assistance and child-care occupations. These programs are designed to provide secondary students and adults with marketable skills while also providing students the option of continuing their education.

The **Bureau of Industrial Technology** is responsible for the development, coordination and improvement of all trade and industrial education programs in more than 120 occupational areas such as: carpentry, baking, water and waste technology, computer-assisted drafting and cosmetology. These programs provide entry-level skills for employment and advanced trade skills for secondary and adult students. The educational component of the statewide apprenticeship program and the school-to-work linkage program are also administered by this bureau.

The **Bureau of Introductory and Exemplary Programs** is responsible for developing, coordinating and improving prevocational programs in home economics and consumer education, industrial arts technology education, introduction to vocations and technology for children. These programs are designed to provide all elementary and middle school students with sufficient information to make appropriate career choices and to understand the importance of technology in society. Bureau staff also coordinate the activities of vocational student organizations, entrepreneurship activities, the development and dissemination of vocational curriculum materials and the identification of future trends in vocational education.

The **Bureau of Program Development and Innovation** coordinates vocational education activities among business and industry, community groups, professional associations, county offices of education and other groups or agencies interested in vocational education. With the New Jersey State Department of Labor and local sites, the bureau coordinates educational activities supported by Job Training Partnership Act funds. Additionally, bureau staff are responsible for all marketing education programs and pre-service and in-service projects in vocational education.

The **Bureau of Special Training** is responsible for educational programs conducted outside of public schools. These programs include approval of training programs under the federal Veterans Education and Training Act, and approval of private vocational schools, correspondence schools and non-collegiate public postsecondary vocational-technical education institutions and programs.

The **Bureau of Vocational Management Services** is responsible for the division's planning, data collection, evaluation and finances. Bureau staff coordinate: the state vocational education planning process; the collection of statewide vocational student follow-up data; the development and implementation of the system of comprehensive vocational education monitoring and evaluation; the analysis of vocational education supply-demand data; the development of funding distribution formulas; and the establishment and maintenance of a computerized financial data base.

The **Bureau of Vocational Orientation** is responsible for developing, coordinating and improving quality vocational programs designed to meet the needs of potential and current occupational education students. These programs include: guidance and counseling, work-study employment orientation and work experience-career exploration programs. In addition, bureau staff coordinate vocational programs provided by community-based organizations and correctional institutions and act as liaisons to the county offices of education. In conjunction with the Division of Teacher Preparation and Certification, the bureau also coordinates certification of vocational education teachers.

Operational highlights for 1987-88

During the last year, the division:

- coordinated the Governor's Entrepreneurship Initiative with the Department of Community Affairs, providing training for students in Future Business Leaders of America, Distributive Education Clubs of America, and Youth Corps, a program for dropouts;

- sponsored leadership development activities for more than 22,570 vocational student organization members;
- coordinated activities with the United States and New Jersey Labor departments to increase employment and training of apprentices and cooperative industrial education students;
- convened 40 participants representing a spectrum of government, community and educational agencies to develop the New Jersey Vocational Equity Plan; and
- selected national and state experts who are representatives of business and industry, vocational and non-vocational education, labor, professional associations and other interested groups from all areas of the state as members of the Commissioner's Panel on Secondary Vocational Education. The panel's charge is to assess the existing structure of vocational education and to make recommendations to carry out the vocational education goals of the State Board of Education.

DIVISION OF SPECIAL EDUCATION

The Division of Special Education implements state and federal statutes and regulations governing special education to ensure that handicapped children receive full educational opportunities. The division has six bureaus. Its four bureaus of programs and services -- **North I, North II, Central** and **South** -- provide all specialized services of the division in their respective regions. These bureaus also conduct due process settlement conferences to resolve disputes arising from special education regulations.

The **Bureau of Program Development** coordinates the various components of the Plan to Revise Special Education and the state Comprehensive System of Personnel Development.

The **Bureau of Policy and Planning** distributes federal funds, develops administrative code, operates four learning resource centers (LRCs), implements the State Plan for the Hearing Impaired, coordinates the use of technology, analyzes proposed legislation, and prepares statistical and research reports.

The division has several working committees with representation from its bureaus. In addition, there are projects conducted by one or more staff members. Listed below are committee accomplishments and 1987-88 projects:

State Plan Development

The New Jersey Program Plan is a requirement of Public Law 94-142, the Education for all Handicapped Children Act of 1975, as amended. Every three years this plan is submitted to the Office of Special Education and Rehabilitative Services in the United States Department of Education. Federal funding for state special education programs depends on compliance with federal requirements under P.L. 94-142. The purpose of the plan is to provide the Office of Special Education and Rehabilitative Services with information regarding New Jersey's compliance with these requirements, thereby assuring approval and continued funding of state programs.

The 1989-1991 plan reaffirmed New Jersey's commitment to provide a free, appropriate public education opportunity to all handicapped children in the state. Public hearings were conducted on the plan before it was submitted to the office for final approval in May 1988. Notice of approval of the plan as submitted was received in July. New Jersey will receive approximately \$55.5 million for fiscal year 1988-89 under the approved plan.

Education for the Handicapped Act -- Part B

The Education for the Handicapped Act -- Part B (EHA-B) committee is responsible for the distribution of federal funds to districts. Federal entitlement funds of approximately \$42 million were awarded to districts to support programs for handicapped pupils. Another \$1 million was awarded to support cooperative arrangements among school districts, mainstreaming and programs for the severely handicapped.

The EHA-B committee awarded \$600,000 for 75 instructional mini-grants of up to \$10,000 each. These grants aim to increase the effectiveness of current programs serving handicapped pupils and encourage teachers and other instructional personnel to develop projects providing students with improved direct services.

Administrative Code Review

The revision of N.J.A.C. 6:28 began in July 1987 with a presentation by the Division of Special Education to the Administrative Code Review Committee. Proposed amendments will be presented to the State Board of Education at discussion level at the October 1988 meeting.

Due Process

The Due Process Committee received 388 requests for due process hearings during 1987-88. Committee members conducted the pre-hearing conferences, served as mediators and responded to calls to the division regarding due process rights of parents and districts. In addition to providing due process and mediation, the committee provided in-service sessions on due process for child study team directors. A training packet for parents was developed and disseminated by LRC consultants in each of the state's four regions.

Complaint Investigations

In accordance with N.J.A.C. 6:28-9.2, the division director is responsible for reviewing, investigating and taking action on written complaints of substance regarding the provision of special education and/or related services on behalf of handicapped pupils. For the 1987-88 school year the division responded to 30 such complaints, originating in all regions of the state. During the past two years in which the complaint investigation procedures have been in effect, there has been a slight decline in the number of complaints received.

Through the collaborative efforts of division staff and the county offices of education, the complaint investigation process has provided a systematic approach for addressing legitimate allegations of noncompliance against local school districts.

Early Childhood Education

Approximately 2,400 handicapped preschool children were served through the initiation or expansion of 41 early intervention programs in 1987-88.

Programs and services to handicapped children ages 3 to 5 are mandated by state law. More than 13,000 preschool pupils were enrolled in preschool handicapped programs operated by local boards of education through a combination of local, state and federal EHA-B funds. Major activities in the area of early childhood education for 1987-88 include:

- expanding 38 early intervention programs and initiating three new programs in conjunction with the departments of Health and Human Services. The three departments reviewed grant applications, monitored programs, determined whether appropriate levels of services were being provided, and sponsored training for early intervention program administrators;
- providing statewide information and referrals for all handicapped children through Project Child Find;
- coordinating efforts with Head Start to provide services to handicapped children ages 3 to 5;
- providing discretionary incentive funds to 27 districts to establish or expand preschool programs;
- supporting 12 federally funded preschool handicapped resource system projects that provide technical assistance to all districts;
- providing 34 teacher grants to individual local districts with existing innovative preschool programs;
- conducting a Good Ideas Conference for local district preschool personnel; and
- providing discretionary grants to early intervention programs for professional development activities.

Education of the Hearing Impaired

The Committee for the Education of Hearing Impaired pupils consists of a coordinator of deaf education, four regional consultants and a federal Title VI-C coordinator for deaf-blind pupils. The coordinator of deaf education oversees programming for hearing-impaired pupils throughout the state. The consultants provide assistance to districts in educational evaluation, development of appropriate individualized education programs and placement for classified students with significant hearing loss. The Title VI-C coordinator administers a collaborative interagency project that provides technical assistance to teachers of children and youth who are deaf-blind.

This year the committee:

- published the following:
 - * a technical assistance document, Evaluating Students with Hearing Impairment; and
 - * a revised Directory of Educational Programs and Services;
- funded evaluation services of two specialized child study teams;
- monitored the Marie Katzenbach School for the Deaf, the Millburn Regional Day School and the child study teams;
- served on subcommittees of the State Commission for the Deaf;

- conducted a New Jersey State Conference on Education of Hearing Impaired Children and Youth for Parents and Professionals, a Topical Conference for Teachers of Hearing Impaired Students, and two roundtables for administrators of programs for the hearing-impaired; and
- implemented a Title VI-C project for deaf-blind students.

Special Education in State Facilities

The State Facilities Education Committee is responsible for monitoring special education programs for handicapped pupils in facilities operated by the state departments of Human Services and Corrections. In 1987-88 the committee:

- completed a third year of monitoring using a more comprehensive approach. Results indicated that more state facility programs are meeting the federal and state requirements for education of the handicapped this year and last;
- completed the annual report on state facilities education for the New Jersey State Legislature in November 1987;
- represented the division on the department's AIDS Advisory Committee. This committee disseminated information and materials regarding AIDS to out-of-school youth. Activities included the review of curriculum guides and videotapes for dissemination as well as development of in-service workshops to be conducted for the departments of Human Services and Corrections; and
- developed interagency agreements to identify areas needing improvement and set specific timelines for remediating deficient areas. For example, the departments of Education and Human Services have planned that by 1990, all of the state's day training centers will have educationally certified school nurses on staff. This collaborative agreement is in the second year of a three-year plan.

Private Schools for the Handicapped

The Department of Education approves and reviews for compliance 120 private schools for the handicapped in the state. These private schools serve more than 8,200 handicapped pupils through tuition from districts, and are monitored for compliance with federal and state regulations once every three years. During the 1987-88 school year, 53 private schools received visits. The 1987-88 school year was the first year under the revised private school tuition code. The effect of the new actual-cost tuition system will be evaluated during the 1988-89 school year.

Learning Resource Centers

Last year the division's four learning resource centers (LRCs) conducted regional workshops and statewide conferences for teachers, professionals, administrators and parents of educationally handicapped pupils. These workshops and conferences explored such subjects as: mainstreaming; uses of the computer; secondary special education; transition planning; grant writing; the special education roles of school psychologists, social workers and physicians; special education in rural and urban settings; intervention strategies for hearing-impaired students; and parental involvement in special education.

The LRC project also published and distributed:

- Directory of Services for Handicapped Adults;

- Transition Handbook describing the various agencies and services available for handicapped pupils leaving secondary schools;
- a description of the evaluation section of the individualized education program;
- a listing of exemplary special education programs;
- Special Education in New Jersey, a brochure describing available services and eligibility requirements for handicapped students in the state and indicating where to obtain further information;
- special education high school graduation requirements;
- A Plan to Revise Special Education in New Jersey - Update, January 1988; and
- A Plan to Revise Special Education in New Jersey, Parent Information Packet.

**C. DIVISION OF
COUNTY AND
REGIONAL
SERVICES**

The Division of County and Regional Services oversees the regulation of the state's public schools through its 21 county offices of education. The county offices formally evaluate all school districts once every five years in a process known as monitoring, and are also responsible for the annual review and approval of each district's planning objectives. In addition, the county offices provide assistance to local districts in meeting their annual planning objectives and other identified needs.

Three **regional curriculum services units** in the northern, central and southern sections of the state provide assistance to school districts including teacher in-service training, curriculum planning, adaptation and development of curriculum packages, dissemination of curriculum materials and information, and linking districts to successful educational and administrative practices used elsewhere.

The division's **Office of Equal Educational Opportunity** monitors school districts for compliance with federal desegregation laws and provides technical assistance to local districts in the development and implementation of desegregation plans. The office also conducts civil rights compliance monitoring in school districts having vocational education programs. Civil rights monitoring is done in accordance with federal guidelines for the elimination of various forms of discrimination.

The **Office of Compliance** conducts and coordinates Level III monitoring reviews and comprehensive compliance investigations (CCIs) in school districts that have failed to meet standards established for state certification. Level III is the final level of the monitoring process conducted by the New Jersey State Department of Education. A CCI is conducted if a school district is unwilling or unable to correct identified deficiencies. Based on CCI findings, the district may be directed to develop and implement a corrective action plan. The district may eventually be asked to demonstrate why it should not become state operated.

Operational highlights for 1987-88:

During the last year, the division:

- completed certification of 565 of 583 school districts for acceptable performance as of June 30, 1988. Non-certified districts have been assigned to continued monitoring at Level II and Level III;
- conducted Level III monitoring of one school district using a team of experts from various local school districts and staff of the Office of Compliance and the New Jersey State Department of Education. Seven school districts have undergone Level III monitoring;
- conducted a fourth year of High School Proficiency Test workshops for teachers of grades seven through 12 at the regional curriculum services units;
- conducted 112 civil rights desk audits of vocational programs and 27 on-site reviews in accordance with federal guidelines for eliminating discrimination and the denial of services on the basis of race, color, national origin, sex or handicap; and
- conducted training sessions for teachers in computer use at the Educational Technology Training Centers (ETTCs) at the regional curriculum services units.

**D. DIVISION OF
DIRECT
SERVICES**

The Division of Direct Services administers the department units that provide educational programs directly to students. Those units include 11 regional day schools for the severely handicapped, the Center for Occupational Education Experimentation and Demonstration (COED), the Marie H. Katzenbach School for the Deaf, and the New Jersey School of the Arts.

The division is also responsible for conducting Executive Academy Leadership Seminars for school superintendents, board members, school business officials, principals and teachers. In addition, the division oversees Department of Education appropriations that partially fund the New Jersey Teenarts Program.

Operational highlights for 1987-88

During the last year, the division:

- coordinated and completed the monitoring of the regional day schools at Morris and Millburn, and COED, with the cooperation of the divisions of Special Education, Vocational Education and County and Regional Services;
- initiated a study of maintenance procedures and facility care at the 11 regional day schools, which will produce a system for regular and long-term maintenance;
- coordinated with Temple University a presentation to 20 participants from the Ministry of Education and Culture of Indonesia, focusing on the department's mission and operations;
- negotiated a five-year contract with a local school district for continued operation of the Regional Day School at Winslow;
- conducted six executive academy sessions for educational leaders throughout the state. The 117 participants reviewed current issues, department initiatives and functions; and

- conducted a review of four district-operated regional day schools to monitor the contractual agreement for operation of programs and services.

The New Jersey School of the Arts:

- hired Midge Guerrero as director;
- conducted pre-professional training for 250 high school students in dance, music, theater, writing and visual arts at Montclair and Glassboro state colleges; and
- coordinated the high school arts component of the Governor's Challenge for Excellence Grant awarded to Montclair State College, which served approximately 3,500 students statewide.

The Marie H. Katzenbach School for the Deaf:

- initiated a school-year and summer work-study program for vocational students;
- hosted the fourth annual New Jersey State Conference on Education of Hearing Impaired Children and Youth for 265 parents and professionals. The conference was coordinated with the Division of Special Education in cooperation with Gallaudet University; and
- reorganized its programs, arranging high school vocational programs in subject-matter groups and increasing instructional time for middle and lower school students.

Bureau of Regional Day Schools:

- increased enrollment at the 11 regional day schools by 10 percent. Enrollment data as of June 30, 1988 are reported below:

School	Enrollment
Bleshman (Paramus)	132
Corbin City	81
Hamilton	19
Jackson	108
Jersey City	69
Mannington	84
Millburn	95
Morristown	103
Newark	94
Piscataway	120
Winslow	59

The Center for Occupational Education Experimentation and Demonstration:

- enrolled 625 students from seven school districts in the regular school year program. Additionally, 401 students were enrolled in the 1987 summer program. Students had 23 occupational areas from which to select; and
- surveyed its 1987 graduating class to determine employment status. Of the 74 graduates, 67 percent were employed full time, 4 percent were in the military, 16 percent were in

post-secondary education, 5 percent were awaiting placement and 8 percent did not respond.

The Newark Skills Center:

The Newark Skills Center closed July 17, 1987. The Private Industry Council in conjunction with the Newark Mayor's Office of Employment and Training did not fund the program for 1987-88.

**E. DIVISION OF
STATE
LIBRARY**

The mission of the state library is to provide and promote library information services for state government employees and New Jersey residents. This mission is accomplished through the division's:

- law library;
- reference and interlibrary loan service;
- library development program; and
- program of direct services to blind and physically handicapped residents.

The state library:

- provides library and information services to state government;
- purchases, acquires and maintains a general collection of books, periodicals, newspapers, maps, films and other library materials for the use of state and local governments, libraries and the public;
- administers a New Jersey documents depository network throughout the state;
- mobilizes library resources and services through a statewide interlibrary network;
- provides reading materials for the blind and handicapped, and a radio reading service to the blind and physically handicapped of central and southern New Jersey;
- designs and promotes library programs for economically, socially and culturally deprived citizens;
- gathers and publishes data that document the conditions of New Jersey libraries and library services;
- initiates research into problems of librarianship and makes the findings and recommendations known;
- provides in-service training for librarians and others involved in library management and services; and

- promotes effective programs of education for librarianship.

Operational highlights for 1987-88

During the last year, the division:

- began the distribution of the annual Catalog of Library Grant Programs and the quarterly Grants Bulletin;
- hosted a one-day, statewide workshop entitled "Preservation Planning: Surveys and Self-Studies;"
- completed negotiations for, and began installation of, the integrated library system, a mini-computer-based system that provides automated cataloging, circulation, and book and serials acquisition information;
- prepared the report A Proposal for Excellence in Public Library Services to the People of New Jersey, containing recommendations for performance standards;
- sponsored, with New Jersey Network, a daylong "Reading Counts" telethon on the lawn of the state library. Staff selected 189 short reading selections for the celebrities who participated in the telethon;
- planned and held a three-day conference to provide school districts with the tools needed to develop a district plan for school media services. The conference was attended by district teams comprising a school board member, teacher, school media specialist, and an administrator;
- promoted and co-sponsored with Citicorp an essay contest, "The Constitution in Evolution," and hosted an awards ceremony and luncheon for contest winners;
- continued to recruit and train volunteer tutors for the Adult Literacy Initiative;
- hosted the fifth annual fall festival for users of the Library for the Blind and Handicapped. More than 425 visitors toured the building, viewed exhibits, and heard nationally-known speakers;
- finalized planning for installation in summer 1988 of a new computerized circulation and inventory control system for the Library for the Blind and Handicapped;
- applied bar codes to most of the more than 500,000 volumes in the State Library's collections in preparation for use in the integrated library system;
- completed an update of library patron registration for use with the new computerized circulation system;
- exhibited state library information at the Department of Treasury-sponsored Education Fair and at the annual New Jersey Library Association Conference;
- held two daylong programs on legal reference sources for public and college librarians;
- presented a two-day workshop for new public library directors and three one-day workshops for new public library trustees, providing them with information on New Jersey library law, state aid, grant programs and the statewide library network;

- prepared and issued the 1987 Library Network Report to the New Jersey Legislature and the State Board of Education;
- hosted a first anniversary party for the Adult Literacy Initiative, honoring volunteer tutors;
- expanded the coverage area for Audiovision, the Library for the Blind and Handicapped's radio reading service, to include South Jersey;
- invited selected state agency libraries to accept OPAC (online public access) terminals, connecting each agency with the state library online system;
- offered three workshops across the state on Preserving Photographic Collections;
- prepared, printed and distributed the 1988 edition of the New Jersey Library Network's Statewide Services Handbook;
- held a statewide workshop to introduce:
 - * Guidelines for Children's Services in Public Libraries of New Jersey; and
 - * Guidelines for Young Adult Services in Public Libraries of New Jersey;
- initiated a library leadership project, designed to provide training in leadership skills to potential leaders in the state's library community;
- produced a New Jersey Literacy Resources Directory containing information about agencies that provide literacy training to the state's adult population, and about other state and national literacy resources;
- produced an Adult Literacy Initiative pilot packet for use with local church groups, community, social and cultural organizations, and social service providers;
- administered grants of \$14.9 million in state funds and \$4.1 million in federal funds to libraries in New Jersey;
- sponsored a yearlong class for public librarians in basic sign language;
- negotiated the donation of 5,000 radio receivers valued at \$135,000 and pretuned to the Audiovision signal to permit blind and handicapped listeners in southern and central Jersey to hear daily newspapers;
- sponsored, in cooperation with the Division of the Deaf, eight signed programs presented in public libraries around the state;
- held the first luncheon to honor 42 volunteers who repaired more than 1,800 cassette players and phonographs used at the Library for the Blind and Handicapped;
- produced and distributed updated New Jersey Union List of Serials microfiche to more than 100 libraries in August 1987 and February 1988;
- sponsored a Policies, Procedures and Protocols Committee to advise on New Jersey Library Network services, specifically service definitions and performance targets;

- added two new state contract libraries as service providers for the New Jersey Library Network, New Jersey Institute of Technology and Stevens Institute of Technology;
- managed the New Jersey Library Network, including the six regional library cooperatives and statewide contracts for service;
- revised regulations in the New Jersey Administrative Code related to public school and/or college libraries, and state library aid;
- developed a New Jersey library telefacsimile network for regional and state contracts libraries; and
- reached an agreement with the Department of Health to establish a one-year pilot project to provide information and library services through a designated state library liaison following the closing of the health library.

**F. DIVISION OF
EXECUTIVE
SERVICES**

The Division of Executive Services helps formulate state educational policy by providing support services to the Commissioner, members of the State Board of Education, the department's division heads and their staffs. The division also serves as liaison with the legislature, the Governor's counsel, the federal government, state educational associations, and statewide and national news media. The six units of the division are:

- Bureau of Controversies and Disputes;
- Office of Legislative Services;
- Office of Strategic Planning;
- Public Information Office;
- State Board of Education Office; and
- State Board Appeals Office.

The **Bureau of Controversies and Disputes** processes petitions alleging violations of education law and rules of the State Board of Education. It also develops recommended written legal decisions for the Commissioner's consideration. Bureau staff answer statutory and regulatory questions for all department divisions and county offices, as well as for the general public and news media.

The **Office of Legislative Services** is responsible for policy planning, coordination and review, especially in regard to state legislation. Staff prepare department legislative proposals, analyze all education-related legislation and recommend the department's position on each bill. Staff also serve as the department's liaison with the legislature, presenting department policy and positions, and seeking support from legislative committees, lawmakers and the Governor's counsel. The office is also a liaison to other state and federal agencies.

The **Office of Strategic Planning** in coordination with other units of the division, helps develop

departmental initiatives and comprehensive action plans to support department reforms. The Office of Strategic Planning is also responsible for monitoring the development and preparation of new and/or revised New Jersey Administrative Code and processing division personnel actions, training requests and fiscal operations.

The **Public Information Office** is an information link to the news media, the state's educational community, other government agencies and the general public. It provides communications assistance to other divisions of the department by reviewing and editing documents and by producing news releases, speeches, position statements, official department publications, magazine articles, opinion pieces, and by arranging news conferences, and media appearances. The office also conducts special projects such as the Teacher of the Year program.

The **State Board of Education Office** assists the State Board of Education in meeting its responsibilities for the supervision and control of public education in the state. The staff communicates with board members to coordinate the board's regular monthly public meetings, public testimony sessions and related meetings or conferences. All constituent requests and correspondence for the board are handled by this office as well as the development of an annual plan that includes the annual agenda, public meeting schedule, budgetary projections and a policy retreat.

The **State Board Appeals Office** processes appeals of the Commissioner's decisions in cases arising from education law. The office provides support services to the State Board of Education and its legal committee, and develops recommended legal committee reports and decisions. The staff also coordinates legal committee meetings and the portion of regular state board meetings during which the board considers legal cases.

Operational highlights for 1987-88

During the past year, the division:

- developed and implemented in conjunction with the Division of Administration and the Attorney General a process for considering requests for stays of the disqualification notice required by the Criminal History Record statute (N.J.S.A. 18A:6-7.1). The statute requires that all persons employed by boards of education and under the supervision of the Department of Education having regular contact with school children be fingerprinted and undergo a criminal history check to determine whether they may be disqualified from employment because of conviction for a sexual offense, crimes of child molestation or endangering the welfare of children;
- produced a New Jersey Demographic Report of trends that will affect schooling through the year 2000, written by Dr. James Hughes, Rutgers University. The report examined demographic and economic patterns, trends, and forces and suggested how they will shape New Jersey's future and possible implications for educational planning;
- arranged state board participation in state and national conferences;
- worked with the legislature, the Governor's staff, education associations, the media, and the public to develop legislation and regulations for the state's Plan to Intervene in Deficient School Districts.
- represented the department in developing guidelines for implementing the Comprehensive Drug Reform Act of 1987 as it relates to the creation and maintenance of Drug Free School Zones;

- completed oversight of the final year of operation for the Governor's Pilot Master Teacher Program in Pinelands Regional High School. This teacher recognition program offered three projects: a teacher resource center, student leadership training, and computer applications for business;
- coordinated the efforts of a committee appointed to evaluate the department's grant process and make recommendations for tightening the system following the disclosure of improprieties in the administration of vocational education discretionary grants. The committee presented the Commissioner with four recommendations:
 - * develop a rigorous grants management process;
 - * centralize all department auditing functions;
 - * modify the role of Division of Educational Programs; and
 - * expand the scope of the Curriculum Delivery System Steering Committee for grants administration;
- coordinated the work of two internal task forces that developed responses to the external team's four recommendations. The task forces designed a new grants management system and the Division of Compliance, a new department division;
- planned and carried out the "Teaching . . . It's a Vital Profession" campaign, including radio and television announcements, to encourage talented students to consider teaching as a career. More than 5,000 teachers and guidance counselors received information on the campaign, and more than 25,000 brochures on the teaching profession were distributed. The division won two national awards and one regional honor for excellence in communication for the campaign;
- assisted in creating and coordinating the Commissioner's Corporate Forum, a group of state corporate leaders that meets periodically to discuss education issues with the Commissioner;
- provided support and public information activities for department initiatives such as: the principal certification proposal, the 11th-grade high school proficiency test, the urban prekindergarten program, the school choice study, and core proficiencies. Also, continued public information activities for plans to revise certification requirements for school principals, and bilingual and English as a second language teachers;
- prepared agendas and related materials and arrangements for the state board's monthly public meetings;
- drafted written reports and decisions for consideration by the state board's legal committee;
- provided strategic information to individual legislators and the appropriations committees, leading to the enactment of the state education budget;
- monitored federal legislation affecting New Jersey education and provided requested information to the Governor's office in Washington, D.C.;
- conducted a series of three regional workshops with New Jersey Association of School Business Officials on the proper conduct of school elections;

- provided technical assistance in drafting or modifying legislation, advised the Governor's counsel about and testified in support of pertinent education bills that: clarified the relationship and responsibilities of DYFS and local districts in reporting and investigating suspected child abuse; required approval and payment of fees by in- and out-of-state private vocational schools; required instruction on substance abuse for all students; and established a policy for prevention, intervention and treatment of student substance abuse;
- introduced revisions of seniority regulations (N.J.A.C. 6:3-1.10) to conform with the requirements of Executive Order No. 66;
- arranged monthly public comment sessions on items considered by the state board;
- provided training sessions for the state board's legal committee;
- implemented a pilot process for the development of administrative code for state board consideration, allowing for the code committee to submit comments and recommendations on existing code and for the board to receive draft code before public review and comment;
- planned and coordinated, in cooperation with the Division of Administration, five joint department booths to provide a stronger presence at two state education conventions;
- planned and/or coordinated public relations for all State Board of Education meetings as well as: the 1988 Teacher of the Year program, the Governor's Convocation on Excellence in Teaching, the Commissioner's Symposium for Outstanding Teachers, the Governor's Teaching Scholars program, and the Academy for the Advancement of Teaching and Management's annual convocation;
- worked with a committee of county superintendents to develop an expedited process for hearing budget disputes involving Level III districts;
- planned and coordinated the Commissioner's two-day planning retreat for senior managers to review the current agenda of initiatives, targeting three to five new ideas for consideration as initiatives and looking at New Jersey demographics and their effect on future planning;
- participated in all planning aspects for the proposal to modify the training and licensing of principals. Staff served on the panel of experts charged to outline the requirements for a residency program for prospective principals;
- coordinated, with the Division of Administration, the development of a long-range planning document for the Office of Management and Budget. The plan presents programmatic and budgetary needs through 1995 and beyond;
- prepared, edited and disseminated issues of two official department newsletters: the New Jersey Education Bulletin and the EDition. In summer 1987, the department was notified that the New Jersey Teacher Bulletin, published three times annually, had received an award of excellence from the National Association of State Education Directors of Information Offices in its national competition;
- planned and coordinated, with the Division of Administration, an open house marking the consolidation of nearly all Department of Education offices at three sites -- the main department building, the Capitol Plaza, and the state library;

- processed more than 100 appeals to the State Board of Education from the Commissioner's decisions;
- prepared and/or edited the following official department publications:
 - * the department's 1986-87 Annual Report;
 - * 103 media advisories and press releases;
 - * 98 publications for various divisions within the department; and
 - * a booklet, Urban Education in New Jersey.

**G. DIVISION OF
FINANCE**

In 1987-88, the Division of Finance was responsible for overseeing the allocation and payment of approximately \$2.6 billion in state aid and \$279.4 million in federal aid. The division and its audit bureau are also responsible for ensuring that these resources are properly accounted for and spent.

The division includes the bureaus of **Facility Planning Services, Child Nutrition, Pupil Transportation, School Finance, and Audit**. The first three bureaus offer technical assistance to local districts and other agencies. The **Bureau of School Finance** is responsible for calculating and distributing state aid to school districts and for administering major grant programs and the state nonpublic school aid program.

In addition, the division's research unit studies and reports on the fiscal impact of new state education initiatives, the equity of current funding formulas and comparisons of school district expenditures.

Operational highlights for 1987-88

During the past year, the division's bureaus pursued the following activities:

School Construction

The **Bureau of Facility Planning** is responsible for the review and approval of educational and construction plans and specifications for all public schools as well as private schools for the handicapped under the State Uniform Construction Code and N.J.A.C. 6:22, the facilities code of the State Board of Education. The bureau is also responsible for the approval of school sites.

In 1987-88, the bureau received 375 plans for review and approval, many for large, new schools, as well as plans to upgrade facilities for compliance with applicable code. The bureau also helps local districts select sites and develop educational specifications for new buildings and additions.

Child Nutrition

In 1987-88, the **Bureau of Child Nutrition** school lunch program funded daily meals for 465,781 children, of whom 43 percent were from low-income families that received meals in this program at reduced prices or at no cost. The program spent \$56,922,028 in federal funds and \$7,033,673 in state funds.

Three hundred day-care centers also participated in the Child Care Food Program, serving breakfast, lunch, dinner and supplemental meals. The program was supported with \$10,574,648 in federal funds during 1987-88.

The following meals were served under the Child Care Food Program:

Breakfasts	4,121,537
Lunches	4,906,256
Dinners	347,546
Supplemental	5,127,931

One hundred local agencies participated in a summer food service program that served children in low-income areas. The program provided \$3,678,032 in federal funds for the following meals:

Breakfasts	712,183
Lunches	1,696,327
Dinners	126,705
Supplemental	230,377

Pupil Transportation

The **Bureau of Pupil Transportation** approved payment of transportation services for 484,430 public school pupils, 77,353 nonpublic school pupils and 67,187 handicapped pupils. Payments were made for 30,471 nonpublic pupils in lieu of transportation services. These pupils were transported 128 million miles in 13,109 school buses operated by 20,181 licensed school bus drivers.

The bureau also reviewed applications for nine school districts participating in the computerized bus scheduling and routing program that assists in creating efficient, multi-fleet operations. Approximately 165 districts share in this cost-saving program. The bureau also approved payment of further transportation services to 480,953 public school pupils, 70,715 nonpublic school pupils and 67,578 handicapped pupils in 1987-88. Payments were made for 30,391 nonpublic pupils in lieu of transportation services. These pupils were transported 119 million miles in 13,234 school buses operated by 20,181 licensed school bus drivers. The bureau also received 19 applications for computerized bus scheduling and routing programs that help create efficient, multi-fleet operations. Ninety districts have received grants with 174 districts sharing in this cost-saving program.

School Finance

The **Bureau of School Finance** distributed \$55.7 million in state aid to local districts to defray districts' costs of bringing full-time teachers up to the state-mandated minimum salary of \$18,500.

In addition, the bureau:

- recommended \$3.2 million in state asbestos entitlements to the State Board of Education for distribution to 25 school districts;

- approved \$3.3 million in additional funding requested on behalf of students attending nonpublic schools; and
- implemented the new \$1 million state program to provide aid for asbestos removal and encapsulation in nonpublic schools.

**H. DIVISION OF
ADMINISTRATION**

The division directs the management and operational functions of the Department of Education. Responsibilities include budgeting and accounting, data processing and information resources management, grants and contract administration, internal auditing, personnel management, affirmative action, and central services.

Operational highlights for 1987-88

During the last year, the division:

- processed more than 40,000 sets of fingerprints of new school employees by its Criminal History Review Unit;
- joined the state's Personnel Management Information System, an automated personnel information processing system;
- initiated a minority recruitment program in cooperation with two dozen organizations to increase the number of qualified minority candidates for professional-level vacancies in the department;
- reviewed and approved more than 1,600 third-party contracts allocating discretionary funds to local school districts from federal, state and local sources;
- conducted training programs for supervisors and managers on work-related drug and alcohol prevention;
- upgraded the department's graphic presentation capability with the installation of a computer and laser-based printing system;
- coordinated the first stage of asbestos removal from 225 West State St.;
- implemented an electronic mail communication system between the central office and members of the State Board of Education;
- initiated the application of automated computer processing for 80 additional business functions within the department. The total number of automated functions in the department is nearly 450;
- sponsored on-site college level courses in accounting for department employees; and
- coordinated the department's occupancy of the Capitol Plaza building by 300 employees from five units. This new site permitted the closing of three smaller sites.



VI. APPENDIX
Selected Educational Statistics

TABLE 1

NEW JERSEY STATEWIDE TESTING SYSTEM
1987-88 HIGH SCHOOL PROFICIENCY TEST - GRADE 9
STATEWIDE SCORE DISTRIBUTIONS

READING SECTION - MEAN HSPT SCORE 1988: 90.6
PASSING 1987: 88.3
SCORE: 75 1984: 77.3

PERCENT PASSING 1988: 93.4
1987: 91.0
1984: "

**NUMBER TESTED 1988: 68008	DISTRIBUTION OF HSPT SCORES				
	0-24	25-49	50-74	75-88	89-100
NUMBER OF STUDENTS 1988	3	148	4342	14701	48814
PERCENT OF STUDENTS 1988	0.0	0.2	6.4	21.6	71.8
PERCENT OF STUDENTS 1987	0.0	0.4	8.6	28.8	62.2
PERCENT OF STUDENTS 1984	0.3	7.5	25.8	34.1	32.3

MATHEMATICS SECTION - MEAN HSPT SCORE 1988: 77.0
PASSING 1987: 74.3
SCORE: 61 1984: 62.6

PERCENT PASSING 1988: 81.8
1987: 77.0
1984: "

**NUMBER TESTED 1988: 68738	DISTRIBUTION OF HSPT SCORES				
	0-20	21-40	41-60	61-80	81-100
NUMBER OF STUDENTS 1988	25	2028	10425	21267	34993
PERCENT OF STUDENTS 1988	0.0	3.0	15.2	30.9	50.9
PERCENT OF STUDENTS 1987	0.0	4.4	18.5	33.5	43.5
PERCENT OF STUDENTS 1984	0.6	14.4	31.5	31.1	22.5

*** WRITING SECTION - MEAN HSPT SCORE 1988: 85.9
PASSING 1987: 84.7
SCORE: 77 1985: 80.0

PERCENT PASSING 1988: 90.7
1987: 85.9
1985: "

****NUMBER TESTED 1988: 68020	DISTRIBUTION OF HSPT SCORES				
	40-52	53-64	65-76	77-88	89-100
NUMBER OF STUDENTS 1988	178	557	5581	38623	23081
PERCENT OF STUDENTS 1988	0.3	0.8	8.2	56.8	33.9
PERCENT OF STUDENTS 1987	0.3	1.2	12.6	55.1	30.8
PERCENT OF STUDENTS 1985	1.0	5.1	27.2	49.3	17.4

- * A PASSING SCORE WAS NOT ESTABLISHED FOR 1984 NOR APPLICABLE FOR 1985.
- ** EXCLUDES SPECIAL EDUCATION AND LIMITED ENGLISH-PROFICIENT STUDENTS, AND VOIDED STUDENT ANSWER DOCUMENTS.
- *** 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 IN 1985, 1986, 1987, AND 1988.
- **** EXCLUDES SPECIAL EDUCATION AND LIMITED ENGLISH-PROFICIENT STUDENTS, AND ANSWER DOCUMENTS VOIDED ON EITHER OR BOTH PARTS OF THE WRITING SECTION.

TABLE 2

**NEW JERSEY STATEWIDE TESTING SYSTEM
1987-88 MINIMUM BASIC SKILLS TEST**

COMPARISON OF TEST RESULTS BY YEAR

TEST	NUMBER TAKING THE TEST IN 1987-88*	NUMBER MEETING OR EXCEEDING STATEWIDE STANDARD IN 1987-88	PERCENT MEETING OR EXCEEDING STATEWIDE STANDARD IN:				CHANGE IN % OF STUDENTS MEETING OR EXCEEDING STATEWIDE STANDARD**
			1987-88	1986-87	1985-86	1984-85	
12 READING	517	340	65.8	68.5	76.3	74.3	-8.5
12 MATH	378	285	75.4	79.0	78.3	82.1	-6.7
RETURNING STUDENTS*** READING	31	7	22.6	32.3	53.3	-----	-30.7
RETURNING STUDENTS*** MATH	13	5	38.5	50.0	47.1	-----	-8.6

*EXCLUDES VOIDED ANSWER SHEETS, AND SPECIAL EDUCATION AND LIMITED ENGLISH-PROFICIENT STUDENTS.

**THESE FIGURES REPRESENT THE DIFFERENCE BETWEEN THE RESULTS FOR THE FIRST ADMINISTRATION IN THAT GRADE AND THE 1987-88 RESULTS.

***STUDENTS NO LONGER ENROLLED WHO PREVIOUSLY DID NOT SATISFY THE BASIC SKILLS REQUIREMENT IN THE GRADUATION LAW.

TABLE 3

VITAL EDUCATION STATISTICS: FIVE YEARS

	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>
<u>PUBLIC SCHOOL DISTRICTS</u>					
Operating districts	592	592	592	592	592
Non-operating districts	24	24	24	24	26
Total districts	616	616	616	616	618
Regional districts	69	69	69	69	69
Consolidated districts	7	7	7	8	8
Special services districts and commissions	13	13	13	13	14
<u>SCHOOLS</u>					
Elementary schools	1,855	1,833	1,840	1,846	1,843
Secondary schools	<u>433</u>	<u>422</u>	<u>415</u>	<u>405</u>	<u>404</u>
Total schools	2,288	2,255	2,255	2,251	2,247
<u>ENROLLMENTS</u>					
Pre-kindergarten	5,345	5,739	6,029	6,054	6,320
Elementary	720,358	710,984	709,329	716,898	719,985
Secondary	422,138	412,500	400,836	384,515	366,677
Male	590,083	580,569	574,334	569,628	562,399
Female	557,758	548,654	541,860	537,839	530,583
White	802,055	781,828	765,257	751,894	737,511
Black	213,033	209,805	208,564	206,416	202,353
Hispanic	105,327	107,758	109,665	112,892	114,041
Other	27,426	29,832	32,708	36,265	39,077
Total Enrollments	<u>1,147,841</u>	<u>1,129,223</u>	<u>1,116,194</u>	<u>1,107,467</u>	<u>1,092,982</u>
Drop-outs: Minority	7,452	8,449	8,357	9,269	N/A
Drop-outs: Total	16,519	18,568	18,008	18,580	N/A
High School Graduates: Minority	18,592	17,819	17,616	17,928	N/A
High School Graduates: Total	85,569	81,547	78,781	79,376	N/A
<u>CERTIFIED PERSONNEL</u>					
Administrators/Supervisors: Total	7,219	7,325	7,500	7,503	7,335
Administrators/Supervisors: Female	1,531	1,606	1,739	1,791	2,010
Administrators/Supervisors: Minority	750	789	834	834	914
Classroom teachers: Total	73,593	73,774	74,236	75,558	78,335
Classroom teachers: Female	48,286	49,047	50,096	51,667	54,135
Classroom teachers: Minority	8,666	8,850	8,994	9,177	9,519

	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>
Special services personnel: Total	12,267	12,537	12,921	13,287	11,601
Female	9,112	9,277	9,647	10,016	8,608
Minority	1,376	1,418	1,504	1,578	1,320
Total certificated personnel	93,079	93,636	94,657	96,348	97,271
Entering: Administrators/supervisors	669	791	825	829	1,027
Teachers	9,380	10,170	10,241	10,805	12,186
Special services personnel	1,667	1,710	1,937	2,009	2,206
Average Salary: Teachers	23,222	25,079	27,170	28,718	30,778

TABLE 4

PUBLIC SCHOOL ENROLLMENT BY COUNTY

<u>COUNTY</u>	<u>1986-87</u>		<u>1987-88</u>	
	<u>ELEMENTARY</u>	<u>SECONDARY</u>	<u>ELEMENTARY</u>	<u>SECONDARY</u>
Atlantic	21,803	9,222	22,083	9,404
Bergen	63,445	38,649	62,767	36,884
Burlington	40,192	21,345	41,201	20,623
Camden	53,140	26,693	54,183	25,529
Cape May	8,392	3,904	8,763	3,806
Cumberland	16,682	8,325	16,524	8,517
Essex	84,147	39,704	82,531	36,795
Gloucester	21,865	14,502	22,504	14,174
Hudson	47,666	20,783	47,177	19,951
Hunterdon	10,859	5,960	10,905	5,640
Mercer	26,911	17,141	28,001	15,872
Middlesex	53,220	31,243	54,229	30,096
Monmouth	54,773	28,426	55,346	27,090
Morris	40,759	23,438	40,270	21,944
Ocean	40,850	19,864	41,405	19,348
Passaic	45,270	20,869	44,538	19,625
Salem	7,964	4,014	8,126	3,893
Somerset	18,359	12,073	18,911	11,471
Sussex	15,718	8,255	15,697	7,860
Union	41,713	24,418	41,746	22,776
Warren	<u>9,224</u>	<u>5,687</u>	<u>9,398</u>	<u>5,379</u>
STATE	722,952	384,515	726,305	366,677

TABLE 5

DEPARTMENT OF EDUCATION APPROPRIATIONS

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<u>Budget Components</u>	1986-87		1987-88		1988-89	
	<u>Actual</u>	<u>Percent</u>	<u>Adjusted</u>	<u>Percent</u>	<u>Budgeted</u>	<u>Percent</u>
Direct State Services	\$ 43,227,000	1.35%	\$ 47,869,000	1.35%	\$ 52,961,000	1.36%
State Aid	2,907,775,000	90.50%	3,165,911,000	89.61%	3,478,546,000	89.43%
Federal Aid	255,407,000	7.95%	312,963,000	8.86%	354,029,000	9.10%
Other Funds (Including Debt Service and Capital Construction)	<u>6,325,000</u>	<u>.20%</u>	<u>6,069,000</u>	<u>.18%</u>	<u>4,330,000</u>	<u>.11%</u>
Total	<u>\$3,212,734,000</u>	<u>100.00%</u>	<u>\$ 3,532,812,000</u>	<u>100.00%</u>	<u>\$ 3,889,866,000</u>	<u>100.00%</u>
Total Education State Appropriations	\$2,957,327,000	31.32%	\$ 3,219,849,000	30.67%	\$ 3,535,837,000	29.95%
Total State Appropriations	\$9,443,772,000	100.00%	\$10,497,273,000	100.00%	\$11,806,179,000	100.00%

TABLE 6**FEDERAL AID PAYMENTS**

<u>FEDERAL PROGRAMS</u>	<u>1986-87</u>	<u>1987-88</u>
Chapter 1 block grant	\$101,620,923	\$107,642,650
Title VI-B handicapped	39,237,668	44,237,515
Pre-school handicapped	852,706	1,264,601
Title VII-bilingual	1,511,193	1,433,983
Vocational Education Act	10,331,017	15,440,310
Library Services & Construction Act (Titles I, II, and III)	1,984,279	2,237,400
Child nutrition	79,637,790	77,792,172
Indochinese Ref. Act (Cuban-Haitian)	338,011	240,409
Emergency Immigrant Assistance Act	754,470	720,570
Adult basic education	1,964,261*	1,907,031*
Impact aid	10,100,000	11,201,231
Chapter 2 block grant	11,045,705	11,566,509
EESA - Math and Science	701,796	940,809
Drug Free Schools & Communities Act	-	2,783,968
<u>TOTAL</u>	<u>\$260,079,819</u>	<u>\$279,409,158</u>

*Awards to school districts only.

TABLE 7

STATE SCHOOL AID TO LOCAL DISTRICTS

<u>MAJOR ACCOUNTS</u>	1986-87 <u>Expenditures</u>	1987-88 <u>Appropriations</u>
Current expense equalization aid	\$1,431,243,000	\$1,553,391,000
Formula	1,325,599,000	1,428,643,000
Minimum	105,644,000	124,748,000
School facilities aid	107,486,000	106,897,000
Capital outlay	11,256,000	11,811,000
Debt service type 2	40,088,000	43,073,000
Debt service type 1	31,353,000	27,730,000
State debt service	24,789,000	24,283,000
Transportation aid	157,191,000	179,116,000
Categorical aid	458,470,000	478,769,000
Special education	250,672,000	272,665,000
County special services districts	16,486,000	18,877,000
Compensatory	156,965,000	148,909,000
Bilingual	26,537,000	30,434,000
Local vocational	7,810,000	7,884,000
Sub-total	\$2,154,390,000	\$2,318,173,000
Other grants-in-aid	125,994,000	141,183,000
Pension fund contributions	613,793,000	691,631,000
Total state aid	\$2,894,177,000	\$3,150,987,000
From general fund	1,077,011,000	817,511,000
From property tax relief fund	1,817,166,000	2,333,476,000
Total school expenditures (including pension contributions)	\$6,833,203,000	\$7,494,498,000*
Percent of state support	42.4%	42.0%

*Estimated

TABLE 8

**ANALYSIS OF CAP WAIVERS APPROVED
FY 1987-88 BUDGETS - AS OF MARCH 31, 1987**

<u>District</u>	<u>Amount Requested</u>	<u>Amount Justified</u>	<u>Total Reallo- cation</u>	<u>Total Approved</u>	<u>Not Approved</u>
<u>ATLANTIC COUNTY</u>					
Brigantine City	\$384,612	\$384,612	\$0	\$384,612	\$0
Greater Egg Harbor	692,400	692,400	0	692,400	0
Hamilton Township	402,991	402,991	0	402,991	0
Total	<u>\$1,480,003</u>	<u>\$1,480,003</u>	<u>0</u>	<u>\$1,480,003</u>	<u>\$0</u>
<u>BERGEN COUNTY</u>					
Rockleigh	4,919.35	4,919.35	0	4,919.35	0
Total	<u>4,919.35</u>	<u>4,919.35</u>	<u>0</u>	<u>4,919.35</u>	<u>0</u>
<u>CAPE MAY COUNTY</u>					
North Wildwood	151,873	151,873	0	151,873	0
Total	<u>151,873</u>	<u>151,873</u>	<u>0</u>	<u>151,873</u>	<u>0</u>
<u>HUNTERDON COUNTY</u>					
Lebanon Boro	27,531	27,531	0	27,531	0
Total	<u>27,531</u>	<u>27,531</u>	<u>0</u>	<u>27,531</u>	<u>0</u>
<u>MERCER COUNTY</u>					
West Windsor- Plainsboro	3,956,942	3,956,942	0	3,956,942	0
Total	<u>3,956,942</u>	<u>3,956,942</u>	<u>0</u>	<u>3,956,942</u>	<u>0</u>
<u>MIDDLESEX COUNTY</u>					
South Brunswick	453,853	453,853	0	453,853	0
Total	<u>453,853</u>	<u>453,853</u>	<u>0</u>	<u>453,853</u>	<u>0</u>

MONMOUTH COUNTY

Asbury Park	961,969	831,761	15,800	815,961	146,008
Interlaken	12,535	12,535	0	12,535	0
Shrewsbury	199,614	174,614	0	174,614	25,000
South Belmar	288,023	288,023	0	288,023	0
Total	<u>1,462,141</u>	<u>1,306,933</u>	<u>15,800</u>	<u>1,291,133</u>	<u>171,008</u>

MORRIS COUNTY

Mendham Township	55,940	55,940	0	55,940	0
Total	<u>55,940</u>	<u>55,940</u>	<u>0</u>	<u>55,940</u>	<u>0</u>

OCEAN COUNTY

Little Egg Harbor	243,379	243,379	0	243,379	0
Ocean Township	155,555.48	155,555.48	0	155,555.48	0
Pt. Pleasant Beach	161,572	161,572	0	161,572	0
Total	<u>560,506.48</u>	<u>560,506.48</u>	<u>0</u>	<u>560,506.48</u>	<u>0</u>

SOMERSET COUNTY

Bedminster Township	366,888	359,966	0	359,966	6,922
Somerset County					
Vocational	143,383	143,383	0	143,383	0
Total	<u>510,271</u>	<u>503,349</u>	<u>0</u>	<u>503,349</u>	<u>6,922</u>

WARREN COUNTY

Allamuchy	165,612	165,612	40,000	125,612	40,000
Greenwich	102,781	102,781	0	102,781	0
Total	<u>268,393</u>	<u>268,393</u>	<u>40,000</u>	<u>228,393</u>	<u>40,000</u>

TABLE 9

APPROVED SCHOOL BUILDING CONSTRUCTION

**DEPARTMENT OF EDUCATION
STATE OF NEW JERSEY**

July 1, 1987 - June 30, 1988

**DIVISION OF FINANCE
BUREAU OF FACILITY PLANNING SERV.**

COUNTY	SCH DIST	PROJ	NEW CONSTRUCTION			ADDITIONS & ALTERATIONS			REPAIRS & REHABILITATIONS			Total \$
			Elementary \$	Secondary \$	Misc. \$	Elementary \$	Secondary \$	Misc. \$	Elementary \$	Secondary \$	Misc. \$	
Atlantic	5	8	8,010,600			4,887,300			152,300	513,200		13,563,400
Bergen	14	26				143,000			371,200	422,575	496,000	1,432,775
Burlington	6	14				8,066,900			199,972	16,894,500	61,000	25,222,372
Camden	10	23	12,276,000			5,012,475	4,100,000		258,000	374,413		22,020,888
Cape May	2	2							30,000	6,000		36,000
Cumberland	2	8							336,000	20,000		356,000
Essex	6	21					13,351,850	545,800	449,400	245,100	66,000	14,658,150
Gloucester	9	14	26,638,000	9,776,000		9,781,295	180,000		23,706	600,500	193,500	47,193,001
Hudson	3	5	14,900,000						611,770	5,000		15,516,770
Hunterdon	3	4	2,981,000						26,500	688,000		3,695,500
Mercer	8	20	14,737,000			8,812,000	2,850,000		850,897	3,359,348	259,295	30,868,540
Middlesex	7	8				2,638,680			195,000	581,800		3,415,480
Monmouth	8	15	5,431,000			10,632,000	3,794,450		326,100	1,099,520		21,283,070
Morris	4	4				1,379,000			60,000	28,000		1,467,000
Ocean	6	12	4,794,000		255,000	40,600	3,448,000		649,300	10,000		9,196,900
Passaic	4	11			690,000				146,000	44,610		880,610
Salem	4	6	4,161,000				2,395,000		324,000	7,000	120,000	7,007,000
Somerset	3	6				1,320,804			88,000	165,000		1,573,804
Sussex	3	3					275,000			219,525		494,525
Union	4	16							763,600	160,000	12,600	936,200
Warren	3	4					488,000		116,000	250,000		854,000
	114	230	93,928,600	9,776,000	945,000	52,714,054	30,882,300	545,800	5,977,745	25,694,091	1,208,395	221,771,985

TABLE 10

COMPENSATORY EDUCATION EXPENDITURES

77

County	<u>ECIA Chapter 1</u>		<u>State Compensatory Education</u>		<u>ECIA Chapter 1 Migrant</u>		
	# of Districts	Fiscal Allocation	# of Districts	Fiscal Allocation	# of Districts	Fiscal Allocation Winter	Fiscal Allocation Summer
Atlantic	24	3,864,229.00	22	4,962,786.00	7	207,745.00	81,983.00
Bergen	74	4,260,569.00	74	7,037,700.00	-	-	-
Burlington	42	3,558,324.00	41	5,713,767.00	1	69,224.00	28,040.00
Camden	40	9,103,716.00	38	12,867,194.00	1	40,353.00	12,142.00
Cape May	16	1,015,870.00	15	1,526,468.00	-	-	-
Cumberland	15	3,615,898.00	15	4,975,839.00	3	170,938.00	53,844.00
Essex	19	26,637,333.00	21	30,433,195.00	-	-	-
Gloucester	28	2,563,909.00	27	3,918,874.00	1	320,000.00	34,408.00
Hudson	12	10,939,260.00	12	15,572,462.00	-	-	-
Hunterdon	26	439,305.00	28	775,488.00	-	-	-
Mercer	8	4,187,768.00	9	5,920,759.00	-	-	-
Middlesex	25	5,410,132.00	24	7,798,927.00	1	158,805.00	47,000.00
Monmouth	54	6,004,948.00	51	8,207,152.00	1	-	8,500.00
Morris	40	2,102,946.00	38	3,503,989.00	-	-	-
Ocean	29	4,056,632.00	27	6,498,251.00	-	-	-
Passaic	20	10,175,538.00	20	12,770,065.00	-	-	-
Salem	13	1,225,409.00	14	1,820,791.00	2	28,333.00	38,951.00
Somerset	22	932,465.00	18	1,803,614.00	-	-	-
Sussex	26	963,131.00	25	1,805,543.00	1	55,446.00	20,758.00
Union	20	5,732,278.00	21	9,547,476.00	-	-	-
Warren	25	852,990.00	24	1,448,514.00	-	-	-
NJ Dept. of Health						169,350.00	
NJ Comm. for the Blind						79,466.00	
TOTALS	578	107,642,650.00	564	148,908,854.00	18	1,299,660.00	325,626.00

TABLE 11

BILINGUAL EDUCATION: 1987-1988

County	Number of Programs	Students Served	Local Funds	State Funds	Title VII ESEA Funds
Atlantic	11	534	\$ 872,376	\$ 563,058	--
Bergen	56	3,167	1,478,960	2,526,180	\$ 127,668
Burlington	13	294	228,516	527,573	--
Camden	9	1,704	1,810,478	1,396,284	60,492
Cape May	2	87	19,734	34,418	--
Cumberland	4	794	473,579	846,347	158,755
Essex	14	7,554	9,712,702	6,976,415	294,562
Gloucester	2	48	17,056	38,832	--
Hudson	12	6,432	8,606,176	6,005,911	457,223
Hunterdon	1	9	3,870	4,412	--
Mercer	7	1,180	1,252,180	933,717	--
Middlesex	16	2,227	3,301,981	2,222,065	155,618
Monmouth	19	893	570,305	725,689	--
Morris	19	659	535,473	541,551	--
Ocean	4	230	526,208	190,627	--
Passaic	14	5,143	3,884,749	4,440,304	146,345
Salem	2	45	52,521	42,361	--
Somerset	7	289	161,274	195,032	--
Sussex	1	18	7,250	15,885	--
Union	15	2,900	1,916,100	2,513,608	33,320
Warren	2	30	44,430	6,178	--
TOTALS	230	34,237	\$35,475,918	\$30,436,447	\$1,433,983

TABLE 12

ENROLLMENT OF HANDICAPPED PUPILS BY COUNTY OVER EIGHT YEARS

1980-1987

County	Total Handicapped							
	1980	1981	1982	1983	1984	1985	1986	1987
Atlantic	4,395	4,695	4,838	4,991	4,973	5,112	5,212	5,453
Bergen	16,225	16,223	16,019	15,792	15,427	15,039	14,958	14,748
Burlington	7,835	8,240	8,173	8,060	8,080	8,400	8,553	9,045
Camden	10,537	11,805	12,134	12,097	12,444	12,680	12,240	12,500
Cape May	1,506	2,000	1,847	1,569	1,756	1,771	1,913	2,007
Cumberland	3,407	3,483	3,471	3,353	3,477	3,621	3,784	3,942
Essex	16,150	16,271	16,003	16,905	16,930	16,383	16,835	16,513
Gloucester	4,108	4,311	4,530	4,700	4,898	5,321	5,745	5,980
Hudson	7,645	9,850	9,272	9,827	10,508	11,211	10,738	10,638
Hunterdon	2,006	2,055	1,994	2,056	2,011	2,067	2,079	2,176
Mercer	6,256	6,134	6,175	6,157	6,435	6,668	6,972	7,131
Middlesex	12,685	12,683	12,498	12,618	12,773	12,619	13,139	13,022
Monmouth	10,758	11,297	11,903	12,003	12,153	12,406	12,735	12,951
Morris	9,655	9,816	9,373	9,528	9,272	9,557	9,679	9,556
Ocean	6,756	7,208	8,095	8,361	9,033	9,090	9,606	9,806
Passaic	9,947	10,288	10,378	10,390	10,565	10,665	10,464	10,087
Salem	1,381	1,705	1,716	1,563	1,644	1,607	1,602	1,688
Somerset	4,245	4,203	4,099	4,351	4,190	4,314	4,481	4,475
Sussex	3,141	3,503	3,384	3,516	3,599	3,665	3,754	3,660
Union	9,523	9,516	10,080	9,803	9,896	9,828	9,799	9,979
Warren	2,314	2,486	2,469	2,645	2,482	2,655	2,505	2,489
Total	150,475	157,772	158,451	160,285	162,546	164,679	166,793	167,846

Source: Annual Plan, December 1, 1980, 1981 and 1982.
 Program Plan for all Handicapped Children 1983-84.
 Special Education Plan, 1984, 1985, 1986, 1987.

TABLE 13

ENROLLMENT IN STATE AND FEDERALLY FUNDED ADULT EDUCATION PROGRAMS 1987-88

COUNTIES	UNDUPLICATED # OF PROGRAMS	ADULT BASIC EDUCATION		GED PREPARATION		ADULT HIGH SCHOOLS		EVENING SCHOOLS FOR FOREIGN BORN		TOTAL ENROLLMENT
		# OF PROGRAMS	ENROLLMENT	# OF PROGRAMS	ENROLLMENT	# OF PROGRAMS	ENROLLMENT	# OF PROGRAMS	ENROLLMENT	
Atlantic	5	4	109	4	252	2	95	1	103	559
Bergen	18	10	2,429	9	1,350	1	243	12	924	4,946
Burlington	13	9	318	9	761	5	276	4	142	1,497
Camden	21	11	1,025	8	1,110	3	328	5	394	2,857
Cape May	4	3	102	3	160	1	140	0	0	402
Cumberland	6	5	406	4	291	1	128	3	92	917
Essex	9	8	3,397	7	1,038	2	396	3	176	5,007
Gloucester	7	7	107	7	398	1	19	1	47	571
Hudson	9	8	2,901	6	1,871	4	1,360	6	1,526	7,658
Hunterdon	1	1	157	1	57	0	0	1	107	321
Mercer	8	6	573	5	483	3	108	4	475	1,639
Middlesex	16	14	1,775	12	1,395	5	613	7	473	4,256
Monmouth	11	9	712	8	1,081	6	757	5	251	2,801
Morris	7	5	752	6	328	3	436	3	194	1,710
Ocean	12	10	537	6	1,053	5	266	3	108	1,964
Passaic	9	8	3,458	7	710	2	238	6	1,020	5,426
Salem	6	5	166	3	218	3	93	1	10	487
Somerset	4	2	195	1	198	3	310	3	286	989
Sussex	5	2	127	2	37	1	173	0	0	337
Union	8	8	1,648	6	720	3	416	6	575	3,359
Warren	1	1	28	1	59	1	37	0	0	124
Dept. of Corrections	1	1	1,334	1	1,350	0	0	0	0	2,684
Total	181	137	22,256	116	14,920	55	6,432	74	6,903	50,511

TABLE 14

STATE LIBRARY STATISTICS: UTILIZATION

LAW & REFERENCE BUREAU:

Visitors to reading room	50,540
Reference questions	51,120
Computer searches	
Law	359
Reference	4,514
Circulation	32,352
Photocopies in lieu of circulation	507,410
Interlibrary loan requests	
Received	10,805
Filled or located by State Library	6,758
Access Center - Requests processed	55,571

LIBRARY FOR THE BLIND AND HANDICAPPED:

Active registration	15,139
Telephone reader requests over 800 line	380,681

LIBRARY DEVELOPMENT BUREAU:

Consultant services:	
Field visits	189
In-office	53
Telephone	1,900
Meetings/workshops:	
Planned or conducted	85
Participants or speaker	278

TECHNICAL SERVICES BUREAU:

Titles catalogued	10,943
Volumes catalogued	15,387
Retrospective conversion project - holdings added to OCLC database	2,272

PUBLICATIONS:

Analysis of New Jersey Public Library Statistics	700
Fleeting Impressions	2,000
This Week (weekly staff bulletin)	6,765
<u>Impressions</u>	5,000
Library Network Report.	500
New Jersey Public Library Statistics	700
New Jersey and the Writing of the U.S. Constitution	
The Signers: A Bibliography	1,500
Program Announcements:	
Library Grants, 1987	5,000
Library Grants Bulletin	15,000
Library Leadership	5,000
Self-Help Law--A Selective Bibliography	900
Statewide Services Handbook, 1988	4,500

TABLE 15

STATE LIBRARY STATISTICS: INFORMATION REQUESTS

<u>Service</u>	<u>Distribution/ Dissemination</u>
<u>LAW & REFERENCE BUREAU:</u>	
Checklist of Official New Jersey Publications	3,600
New Jersey Depository Documents Shipping List	3,150
New Books List	8,100
Special Bibliographies	3,800
Selected New Books--Law	10,450
<u>LIBRARY FOR THE BLIND AND HANDICAPPED:</u>	
Audivision	
Broadcast Hours	3,600
Broadcast Schedule	14,400
Volunteer Hours	6,531
Children's Newsletters	4,000
LBH Newsletter	51,000
TDD Newsletter	1,720



