

974.901

V83

C1



**STATE PLAN
FOR
VOCATIONAL EDUCATION
FY 1995 - FY 1996**

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

Leo Klagholz
Commissioner

AUG 27 1996

188 W. STATE ST. - 10TH FL.
TRENTON, NJ

Thomas A. Henry
Director
Office of Adult & Occupational Education

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

May 1, 1994

PTM No. 1268.00

STATE BOARD OF EDUCATION

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

ROBERT A. WOODRUFF..... Elmer
Vice President

S. DAVID BRANDT..... Cherry Hill

RONALD K. BUTCHER..... Pitman

MAUD DAHME..... Annandale

ORLANDO EDREIRA..... Elizabeth

BONNIE J. GREEN..... Bargaintown

CORINNE M. MULLEN..... Hoboken

NANCY SCHAENEN..... Madison

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

Leo Klagholz, Commissioner of Education
Secretary

Edward D. Goldberg, Chancellor of Higher Education
Ex-Officio

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



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

OFFICE OF THE COMMISSIONER

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

I hereby certify:

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

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

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

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

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

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

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

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

5/31/94

DATE

Handwritten signature of Leo Klagholz in cursive script.

Leo Klagholz
Commissioner of Education

STATE COUNCIL ON VOCATIONAL EDUCATION

MEMBERSHIP

Dr. William Adams
Salem Co. Vocational
Technical School

Ms. Harriet A. Kass, Ph.D.
AT&T Corporate Industries

Mr. Robert Bildner, Esq.
RLB Food Distributors

Mr. John A. Lee
Middlesex County Vocational/
Technical Schools

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

Mr. Edward B. Pulver
NJ AFL-CIO Seafarers
International Union

David Crawford, Ph.D.
Econsult Corporation

Ms. Yvonne Rappaport
Essex County Employment & Training

Flora Edwards, Ph.D.
Middlesex Co. College

Mr. Patrick Santangelo
Lincoln Technical Institute

Mr. Sanders Haldeman
Camden Co. Vocational/
Technical School

Ms. Kathy Spivey
Spivey Enterprises

Mr. Walter Howard
NJ Association of
Rehabilitation Facilities

Deborah P. Wolfe, Ed.D.
Liaison to State
Board of Education

STAFF

William A. Tracy
Richard Uberti, Ph.D.

**STATE PLAN FOR VOCATIONAL EDUCATION
FY 95-96**

TABLE OF CONTENTS

Federal Guide Index	<u>PAGE</u>
State Board of Education	i
State Board Resolution	ii
State Council on Vocational Education Members	iii
Table of Contents	iv
Appendix	vii
Abstract	ix
Preface	x
Introduction	x
<u>SECTION I - ASSURANCES</u>	
113(a)(1)(A) A. Statement of General Assurances	2
<u>SECTION II - EDGAR CERTIFICATIONS</u>	
Certification for State Plan as required by E.D.G.A.R. Regulation 76.104	6
<u>SECTION III - FINANCIAL REGULATIONS</u>	
113(b)(2)and A. Distribution of funds to meet identified needs 113(b)(16) and allocations to eligible recipients	10
113(b)(4) Distribution of funds to secondary school programs	10
Distribution of funds to postsecondary and adult programs	11
312(c) B. Criteria used to identify economically depressed and low income areas	11
113(b)(4) & C. Procedures and formulas for distribution of 113(b)(21) funds to correctional institutions, area voca- tional schools and secondary school programs ..	11
501 D. Fiscal control and fund accounting procedures	11
E. Maintenance of effort	13
113(b)(5)(a) F. Titles II and III basic grant percentage allot- ments (Sec. 102)	13
113(b)(5)(d) G. Matching requirements	14
113(b)(5)(c) H. Hold harmless provision	14
113(b)(6)(A) I. Requirements and criteria used to approve local applications (Section 240)	15
113(b)(22) J. Procedure for appealing adverse decisions	16
113(b)(21) K. Provisions for accurate, current and complete disclosure of financial records of each project	17
113(b)(6)(B) L. Criteria for distribution of funds for single parents; displaced homemakers; single pregnant women; sex equity; and criminal offenders	19

	M. Budget summary worksheet	20
113(b)(20)	N. Provisions for comprehensive career guidance, vocational counseling, and placement programs ..	23
516(a)(1)(A)	O. Use of federal funds to supplement the state vocational education programs	24

SECTION IV - SPECIAL POPULATIONS

113(b)(3)(A)	A. Compliance with Title I and II by eligible recipients	26
113(b)(3)(A) (B), 113(b) (16), (23) and 118	B. Responsiveness to needs of special popula- tions and handicapped	27
113b(3)(D)	C. Special populations enrolled in private schools	30
231(d)(3)(A)	D. Indices of Economic status used to determined the number of economically disadvantaged students attending vocational educational programs	30

SECTION V - EVALUATION

113(b)(3)(c) 113(b)(13) 113(b)(9) 113(b)(8)	A. Overview of Process and Procedures	32
	B. Procedures for implementation of statewide system of standards and measures of performance	33

SECTION VI - ACCESS AND EQUITY

113(b)(11) 113(b)(12)	A. Sex Equity Programs and Special Services	37
--------------------------	---	----

SECTION VII - PLANNING

113(b)(1)	A. Needs Assessment	40
	B. Results of Assessment	42
	Needs Assessment Chart	43
	1. Goals	44
	2. Objectives and Activities	44
332(b)(1-6)	3. Basic Programs	47
113(b)(7)	C. Occupationally specific training for demand jobs	48
113(b)(9)	D. Progress in achieving goals	50
113(b)(2)(B)	E. Public Hearings	51

SECTION VIII - ADMINISTRATION

113(b)(10)	A. Methods of Administration	
	1. State Board of Education	54
	2. Department of Education	55
	3. State Employment and Training Commission	56
111(a)(2)	4. Delegation of Functions	57
	5. Office of Adult and Occupational Education ...	57
	6. Staff Directory	59
	7. Responsibilities and qualifications of career guidance and counseling; consumer and homemaking; sex equity coordinators	61
113(a)(2)(A)	B. The Planning Process	64
113(a)(2)(B)	C. State Council on Vocational Education	65
	D. Statewide Committee of Practitioners and Consultants	66
	E. Intra-agency Coordination	67
	F. Procedures for Amending the State Plan	67
113(b)(10)	G. Governance Structure	
112(d); 114(a)	1. Consultations	68
	2. Current Delivery Systems	68
	3. Delegation of Authority to Other State Agencies	70
	4. Description of Vocational Student Organiza- tions	70
	5. Summary of Local Level Planning and Application Process	70
113(b)(14)	H. Joint Planning and Coordination with Other State Agencies	74
201 113(b)(20)	I. State Leadership	
	1. Professional Development	79
	2. Vocational Education Safety/Health Coordination	80
113(b)(15)	3. Curriculum Development	80
113(b)(15)	4. Curriculum Dissemination (Northeast Curriculum Coordination Center.....	80
	5. Vocational Data Collections	84
	6. Occupational Competencies Project Summary	85
113(b)(18)	7. Equipment acquisition	85
	8. Vocational Student Organizations	86
113(b)(19)	J. Comparable services to funded and nonfunded institutions	87

SECTION IX - TITLE III - SPECIAL POPULATIONS

312(a)(1)(2) A. Consumer and Homemaking Education	89
(3)(4);	
312(c);	
313(b)	
301(a)(1)(2) B. Community Based Organizations	90
(3)(4)(5)(6)	
343(b); C. Tech Prep Education	91
345(c)(d)(e)	

APPENDIX

Table of Appendices	96
A. Summary of Testimony at Public Hearings and Responses	
B. State Employment and Training Commission: Correspondence, Recommendations	
C. State Council on Vocational Education: Correspondence, Recommendations	
D. Statewide Committee of Practitioners: List of Members Protocol	
E. Interagency Agreements and/or Memoranda of Understanding	
F. Certification of Distribution and Acknowledgement of Receipt of Application Review Package	
G. State Profile Information	
H. State Legislature Receipt of Filing	
I. FY'95 Vocational Entitlements	
J. Pell 2 - Distribution of Funds Criteria	
K. LEA 2-Year Plan and Noncompetitive Application for Funds/Implementation Plan (Sec. 240)	
L. Vocational Education Competitive Funding Process (R.F.P.)	

- M. Monitoring and Evaluation Protocol and Instruments
- N. New Jersey Program Performance Measures and Standards
for Occupational and Technical Programs
- O. Cross Reference - Taskforce Recommendations and
State Plan Goals, Objectives and Activities
- P. Occupational Program Approval Procedure
- Q. Request for Proposals - Specifications by name
- R. FY 1994 Annual Report of and Plan for the Sex
Equity and Single Parents, Displaced Homemakers
and Single Pregnant Women Programs
- S. Labor Demand Occupations 1993
- T. Overview of the Office of Adult and Occupational
Education
- U. State of New Jersey Department of Education 1992-1993
State Assessment Occupational Education - Questionnaire
- V. Apprenticeship in New Jersey

**STATE PLAN FOR VOCATIONAL EDUCATION
FY 1995 - FY 1996**

ABSTRACT

The State Plan for Vocational Education, FY'95-FY'96 describes the manner in which New Jersey will comply with the requirements of Titles I, II, III and V of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392). The document serves as an agreement between the United States Department of Education and the New Jersey State Department of Education. The purpose of P.L. 101-392, which is addressed in the plan, is to "Make the United States more competitive in the world economy by developing more fully the academic and occupational skill of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic, occupational training, and retraining skill competencies needed to work in a technologically advanced society."

P.L. 101-392 provides secondary and postsecondary vocational education programs with federal assistance. The current state plan covers the final two year period of the five year cycle.

The legislation and hence the State Plan, emphasizes: services to special populations; better integration of vocational and academic education; strategies for improving the quality of vocational programs; stronger links between secondary and postsecondary programs; and joint program delivery among various interagency entities. The Plan specifically addresses the following titles:

- Vocational Education Basic Grant;
- Vocational Education - Consumer and Homemaking Education;
- Vocational Education - Community-Based Organizations; and
- Vocational Education Tech Prep

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

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

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

PREFACE

A State Plan for Vocational Education is required under the provisions of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392). This plan conforms to the requirements of the federal legislation in every respect and, at the same time, provides guidance to the vocational education community in New Jersey. In addition, it serves as a blueprint for interaction among providers of training. The plan format is designed to describe the vocational education activities conducted in New Jersey. The plan presented here covers the 1995-1996 fiscal years.

On January 8, 1990, the New Jersey Legislature established the State Employment and Training Commission. The purpose of the Commission is to develop and assist in the implementation of a State Employment and Training Policy with the goal of creating a coherent, integrated system of employment and training programs and services which, in concert with the efforts of the private sector, will provide each citizen of the State with equal access to the learning opportunities needed to attain and maintain high levels of productivity and earning power. The State Plan for Vocational Education, FY'95 - FY'96 is part of an overall State effort to integrate employment and training services. The State Plan for Vocational Education seeks to implement the recommendations of the State Employment and Training Commission, particularly those dealing with the Workforce Readiness System.

We would like to thank everyone who furnished essential information and data for the state plan. We are grateful for the contributions of Office of Adult and Occupational Education staff and other units of the Department of Education, staff of the Departments of Higher Education, Labor and other departments of state government, members of the State Council on Vocational Education, members of the New Jersey State Employment and Training Commission, the New Jersey State Legislature, members of the Statewide Committee of Practitioners and all other individuals who have contributed to the development of this plan. Special acknowledgment is given to Lori Pinto for her patience and word processing skills.

INTRODUCTION

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

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

- The changes included creation of a state review panel to assess the need for new programs based on labor market demand. This panel assesses New Jersey's job supply needs and prevents duplication of vocational programs and an oversupply of workers in specific occupational fields.

- The changes called for the development of statewide "occupational competencies." These are the essential elements of vocational education programs -- the knowledge and skills students must master for entry-level jobs in the fields of their choice.

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

- The changes also stress the importance of job placement. Data are used from the State Employment and Training Commission to measure whether programs are effective in placing students in jobs for which they were trained.
- Finally, the code stresses accountability. If standards rates are not met, vocational educators have to provide evidence of progress towards meeting state standards. If the problems persist, vocational educators are required to develop improvement plans. Results of these plans will be monitored for indication of progress. If progress is not shown the district could face possible phase-out of their programs. The decision to close any program will be based on various factors, including student mastery of competencies and job market sensitivity, as well as placement rates.

The standards and measures process is used to determine whether New Jersey's vocational students are mastering essential job skills, and whether vocational programs are meeting employers' needs. They also provide statewide program consistency and accountability. To accomplish this goal, the State Employment and Training Commission is providing overall coordination and planning to integrate available resources, public and private, into a coherent and efficient delivery system which addresses the wide variety of needs of New Jersey's youth and workers.

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

**SECTION I
ASSURANCES**

A. STATEMENT OF GENERAL ASSURANCES

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

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

GENERAL ASSURANCES

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

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

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

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

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

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

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

SECTION II
EDGAR CERTIFICATIONS



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

OFFICE OF THE COMMISSIONER

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

I hereby certify:

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

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

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

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

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

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

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

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

5/31/94

DATE

A handwritten signature in cursive script, appearing to read "Les Klagholz".

Les Klagholz
Commissioner of Education

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1152, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 -

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about--

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will--

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, CSA Regional Office Building No. 3),

Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant:

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted—

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a),

(b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the space(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check if there are workplaces on file that are not identified here.


DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 —

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, CSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT NJ Department of Education	PR/AWARD NUMBER AND/OR PROJECT NAME 2 year State Plan for Vocational Education FY 1995-1996
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Leo Klagholz, Commissioner	DATE 5/31/94
SIGNATURE 	DATE

SECTION III
FINANCIAL REGULATIONS

A. Distribution of Funds to Meet Identified Needs and
Allocations to Eligible Recipients
113(b)2 and 113(b)(16)

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

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

All needs of the identifiable segments of the population are reviewed through studies conducted by the various task forces of the Employment and Training Commission as well as the systemwide assessment conducted by the Egelton Institute. High demand occupations are identified by the State Occupational Information Coordinating Committee based on employment demands and the needs of the unemployed to obtain skills necessary to get a job. Each local education agency is required to conduct a needs assessment that interfaces with the Job Training Partnership Act, Private Industry Councils and the proposed Workforce Investment Boards. The assessment of their specific population includes the needs of the unemployed within their local area. The goals of this plan, in particular 4.1, reflect the needs of the highest unemployed who are serviced through the programs and services provided by the local eligible recipients.

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

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

Formula-driven allotments shall be allocated as described in Title II, Part C - Secondary, Postsecondary and Adult Vocational Education Programs, Subpart 1 - Within State Allocations, of the Carl D. Perkins Vocational and Applied Technical Education Act of 1990. The appropriate sections are as follows:

**Section 231. Distribution of Funds to Secondary School Programs
(113(b)4); (403.112); (403.113)**

Funds allocated under this subsection will be distributed to local educational agencies based on the formula included in the legislation. Seventy percent of the allocation is based upon the amount of Chapter I funds received by the district, 20 percent is based upon the number of handicapped

students with individualized education programs and 10 percent is based upon the number of students enrolled in schools and adults enrolled in training programs.

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

Allocations to all secondary districts were then reallocated among the resident district and the county vocational school serving students of the resident district. These allocations were made based on the proportion of the number of special needs students served by each entity. In New Jersey, county vocational schools are not the district of residence for secondary students. The secondary district of residence maintains a sending-receiving relationship with the county vocational schools serving their students. The county vocational schools maintain cooperative agreements (sending-receiving) with all secondary districts in their respective counties. Each county vocational school will be required to modify the existing cooperative agreement to include receipt of funds under The Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

Section 232. Distribution of Funds to Postsecondary and Adult Programs (403.116)

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

The secondary-postsecondary split of funds for FY 95 was calculated by comparing the number of postsecondary students enrolled in Associate of Applied Science programs, as reported by the New Jersey Department of Higher Education, to the number of students enrolled in secondary vocational programs. The reported numbers are : 34,808 - postsecondary; and 62,994 - secondary. The FY 95 split was rounded to 65 - secondary; and 35 - postsecondary.

During the public hearings on the State Plan, several questions arose regarding the appropriateness of using the Pell Grant formula for deciding the postsecondary allocation as per Section 232. During the 1994-95 academic year, the New Jersey Department of Education, the State Council on Vocational Education and the State Employment and Training Commission will collect new data to determine if a more appropriate formula can be developed. If the data so indicates, a waiver will be sought for the FY 96 distribution as per Section 232(b).

Competitive Funding Awards

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

B. Criteria Used to Identify Economically Depressed and Low Income Areas

All local educational agencies, and community colleges are eligible to apply for the Consumer and Homemaking - Home Economics Education competitive grant program. Eligible recipients for the economically disadvantaged funds will be identified using the AFDC criteria described below. Fifty percent (50%) of available funds will be allocated to eligible recipients in units of local government which are in areas serving economically disadvantaged students. The state has identified large concentration of low income families by using Aid to Families with Dependant Children (AFDC) data as an indicator of economic disadvantage. All eligible agencies were ranked according to the percent of children receiving AFDC criteria. Twelve percent was established as the cutoff point. Agencies located in economically depressed areas have been identified in the Consumer and Homemaking - Home Economics Education Request for Proposals specifications.

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

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

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

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

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

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

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

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

The office's Manager of the Bureau of Administration is responsible for ensuring that all appropriate fiscal control and accounting procedures are followed in making payments to vendors and eligible recipients. Further, this bureau is responsible for tracking both state and federal vocational funds received by the division including administrative and state program funds. This process is facilitated by the New Jersey Comprehensive Financial System (NJCFS).

The Managers of the Bureaus of Grants Management and Administration together are responsible for the management of all vocational funds.

E. Maintenance of Effort **Sections 502 and 515**

In accordance with Section 502 of the amended Perkins Act, the State of New Jersey will maintain its effort towards vocational education by expending an amount of funds from state sources in FY 1994, either in the aggregate or on a per pupil basis, that is greater than or equal to the amount of funds expended in FY 1993. This effort will be maintained in subsequent fiscal years.

New Jersey's maintenance of effort towards vocational education consists of state funds appropriated to operate the Office of Adult and Occupational Education, state aid for vocational education distributed to eligible recipients either through requests for proposals or formula, state aid for programs operated at other than full-time day schools, state aid for summer work study programs, state aid for schools of industrial education and state aid distributed to county area vocational-technical schools via formula under the Quality Education Act.

In accordance with section 515 of the amended Perkins Act, funds from state sources for administration will be expended in FY 1994 that are at a level greater than or equal to the level of funds expended in FY 1993. This effort will be maintained in subsequent fiscal years.

New Jersey's maintenance of effort towards the administration of the state's vocational program consists of those state funds from the direct state services budget for vocational education utilized by the Office of Adult and Occupational Education.

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

The New Jersey State Department of Education projects that it will receive approximately \$21 million under Title II of the Act for FY 1995 and approximately the same amount for FY 1996. The details of the amounts allotted under Title II are described in Budget Summary Worksheet. It is projected that the percentage allotments described below will remain the same for both fiscal years.

At \$21 million, the 10.5% set aside for the Sex Equity, Single Parent, Displaced Homemakers and Single Pregnant Women Programs will be less than the amount set aside in FY 1991. The allocation for administration is greater

than \$250,000. The allocation for Criminal Offenders Programs exceeds the amount allocated in FY 1991.

Funds will be allocated under the basic grant award based on the regulations under 34 CFR Part 403.180 issued by the United States Department of Education. First, the "hold harmless" amounts for sex equity program and single parent, displaced homemakers, and single pregnant women program will be calculated. Second, the allocations for sex equity programs and single parent, displaced homemakers, and single pregnant women will be subtracted from the basic grant award. Third, the state will determine the amount that would have been reserved for each of the programs under Parts A, B, and C of Title II of the Act in the absence of a shortfall in the set aside amount for Sex Equity, Single Parent, Displaced Homemakers and Single Pregnant Women Programs. Fourth, the state will convert each of these amounts into a percentage by dividing each amount by the sum of the amounts the programs would have earned in the absence of a shortfall and will multiply the remaining basic grant award by these percentages to determine the amount to the reserved for each program under Parts A, B, and C of Title II of the Act.

Of the funds allocated to secondary programs, it is projected that \$1 million will be used for Guidance and Counseling activities. The State of New Jersey is appropriating \$6.8 million towards vocational education for each fiscal year.

From Title III appropriations, New Jersey plans to use all the funds available under Parts A, B and E for fiscal years 1995 and 1996. All \$256,642 allocated under Part A, Community-Based Organizations, will be distributed to eligible recipients. Within the allotment for Part B, Consumer and Homemaking Education Programs, at least one third (1/3) or \$274,599 will be distributed to economically depressed areas, the full six percent (6%) or \$49,428 allowed for administration will be used and five percent (5%) or \$41,190 will be used for leadership activities. Of the \$2,308,053 allotment for Part E, Tech Prep Programs, 6% or \$138,483 will be retained for administration, 94% or \$2,164,570 will be distributed to eligible recipients. Tech-Prep funds will be distributed through a competitive request for proposals. Two year colleges and secondary school districts will be eligible to submit joint applications. The applications must identify consortia; consisting of secondary schools; county vocational-technical schools; and eligible colleges and which entity will serve as the fiscal agent.

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

The State of New Jersey will provide funds for administration from state sources that will, at a minimum, match federal funds for administration under Title II.

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

The Sex Equity Program and the Single Parent, Displaced Homemaker and Single, Pregnant Women programs FY 1995 will be allocated funds that represent 100% of the funds reserved for these programs in FY 1991. \$2,212,420 will also be allocated for FY 1996 if the funding level of the basic grant award remains constant, as projected.

The Criminal Offenders program will be allotted amounts in FY 1995 and 1996 that are greater than the amount that was reserved in FY 1991.

The amount projected to be expended in FY 1995 for guidance and counseling activities represents 107% of the amount that was expended in FY 1988. The amount projected is based on the 1993 level of expenditures by eligible recipients for guidance and counseling from allocations under Title II, Part C.

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

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

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

- Local Education Agency Descriptive Information -- 2-Year Plan Cover Page, and Statement of Assurances
- Interagency Coordination and Cooperative Planning -- Overview, JTPA, Community-based Organizations (CBOs), Parent and Student Involvement and Local Advisory Committee
- Overall Vocational Program -- Introduction, Comprehensive Overview, Matrix of Scope and Sequence, District Demographics and Facilities, and Integration of Basic and Academic Skills
- Needs Assessment for Special Populations -- Overview, Retention, Recruitment, and Placement Strategies, Needs Assessment by Special Populations Matrix and Needs Statements
- Planned Use of Funds in Response to Identified Need -- Overview, Priority, Requirements for Uses of Funds, Administrative Costs, Planned Uses of Funds Form and Monitoring of Provisions

The 2-Year Planning Guide highlights the fact that funds made available under the grant provisions shall be used to provide vocational education in programs that are of such size, scope and quality as to be effective. (See Vocational Education Two-Year Planning Guide: Fiscal Years 1995-1996 and Vocational Education Two-Year Plan Fiscal Years 1995-1996 Forms Packet.)

Applicants must also identify how they will use grant funds to provide vocational education programs that are of such size, scope, and quality as to be effective. The review criteria to be used in plan approval (see Two-Year Plan Review Checklist) reflect the requirements outlined in the Planning Guide. Consequently, in order to be an eligible recipient for funds, an applicant must have satisfactorily completed all components of the planning

and application process as determined by the Department of Education plan review and application review procedures including demonstration of the fact in the plan and application that an appropriate needs assessment was conducted and that funds requested will be concentrated in a limited number of programs and sites.

Those districts eligible to receive noncompetitive funds are sent a funding matrix from the Office of Adult and Occupational Education. The matrix indicates the maximum amount available to the recipient. An eligible recipient may submit an application for noncompetitive funds. This local application (see Appendix for sample) includes a 2-year vocational education plan covering the same time period as the state plan. Applications must contain a description of vocational programs to be funded, a report on the number of individuals in each of the special populations to be served, descriptions of: how the needs of those special populations will be assessed, how access to vocational programs will be provided, coordination with community-based organizations, program evaluation standards, how consultation with parents and students of special populations will be conducted, how funds will meet the occupational needs in the area, how the funds will be used to serve special populations, monitoring of services, and assurances of cooperation with area schools.

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

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

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

Any eligible recipient dissatisfied with final action on any application for funds under P.L. 101-392 shall be given reasonable notice and opportunity for

a hearing before the State Board or its officially designated officer. The procedures for a formal hearing by the State Board shall conform to N.J.A.C. 6:51-3.2:

- (a) The State Board assures that any district board of education and other eligible agency or institutions conducting vocational and technical education programs dissatisfied with final action on any applications for funds under the Act shall be given reasonable notice and opportunity for a hearing before the State Board or its officially designated officer. The procedures for formal hearing by the State Board shall conform to the following outline:
1. Informal requests for hearings shall initially be filed with the Director of the Office of Adult and Occupational Education who is the State Board's officially designated officer of the Division of Academic Programs and Standards.
 2. The Director shall notify the petitioner of the date, time, and place of the hearing.
 3. Within a period of not more than 60 days following the hearing, the petitioner shall be notified of the decision of the Director.
 4. If the petitioner is dissatisfied with the decision following the hearing, the petitioner may request a formal hearing with the Commissioner of Education who is the State Board's officially designated officer of the Department of Education.
 5. Any petitioner may appeal the decision of the Commissioner as set forth in N.J.A.C. 6:2, Appeals.
 6. If the State Board does not rescind its final action after a review, the petitioner may appeal to the United States Secretary of Education as set forth in 34 CFR 76.401(d)(5).

**K. Provisions for Accurate, Current, and Complete Disclosure
and Maintenance of Financial Records**
Section 113(b)(21)

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

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

Once the Department of Education receives the appropriate federal and state money, grant recipients, will receive payments as follows:

First Payment - 10% of the grant award other than equipment and 100% of the equipment costs will be distributed to all recipients who have submitted complete applications - both a two-year plan and a financial application. Additionally, a fully executed third party contract is required prior to first payments involving programs resulting from an RFP; and

Subsequent payments - 10% of the remaining grant award will be issued to recipients on a monthly basis.

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

Each equipment item shall be retained on the official inventory of the eligible recipient until the retail value of the item has been reduced by straight-line depreciation to less than \$500, or ten years after the close of the school year in which the expenditure was made.

- Items of equipment with an inventory value of \$500 or more and less than ten years old, in which there is federal or state financial participation, shall not be disposed of by sale, trade-in, transfer, exchange, loan, or otherwise without first requesting approval from the New Jersey State Department of Education, Office of Adult and Occupational Education, Bureau of Grants Management. If such disposal is approved, any funds received must be used for approved vocational education purposes or returned to the Office of Adult and Occupational Education. All checks must be made payable to "Treasurer, State of New Jersey."
- All equipment purchased and/or rented with federal and/or state funds must be physically housed in the classroom/laboratory/shop/school/store/model office, in which the funded course/program/project is conducted. Each piece of equipment purchased with federal and/or state funds must visibly show a numbered identification tag (limited to six digits) that corresponds with the official inventory list submitted with the final project expenditure report. Equipment and associated computer software purchased with federal and/or state funds remains the property of the State Department of Education, Office of Adult and Occupational Education, and will be withdrawn at any time the course/program/project for which such items were approved is discontinued or no longer meets the stipulated course/program/project objectives.
- A recipient of funds is responsible for maintaining a full and complete record of expenditures of federal, state, and local funds in connection with a project. Copies of primary source documents such as purchase orders, paid invoices, paid vouchers, and related correspondence are to be on file with the eligible recipient and are to be available upon request for state and federal audits in accordance with the record

retention schedule outlined in United States Education Department General Administrative Regulations, 34 C.F.R., Section 74.20 and 75.734, Revised July 8, 1992.

L. Criteria for Distribution of Funds for Sex Equity; Single Parents; Displaced Homemakers; Single Pregnant Women; Criminal Offenders
(113(b)(6)(B))

Sex Equity - Exemplary

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

Sex Equity - Technical Assistance

Funds for technical assistance were distributed in fiscal year 1994 on a competitive basis through a continuation grant process that expires at the end of fiscal 1995. County vocational schools and institutions of higher education were invited to submit proposals for this competition and submit a plan for the two year period.

Single Parent, Displaced Homemakers, and Single Pregnant Women

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

Criminal Offenders

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

Funds are transferred from the Department of Education to the Department of Corrections, deposited into a central account and administered by the Project Director on a systemwide basis. All vocational education expenditures are disbursed through this account. Funds are not distributed to local institutions or facilities.

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

The criteria to be used will be to develop a comprehensive vocational

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

In FY 1994, \$213,307 was transferred from the Department of Education to the Department of Corrections' Office of Educational Services. Additionally, \$183,029 was available in carry forward monies from FY 1993. The total, \$396,336 is available for use by the Department of Corrections on a systemwide basis in F.Y. 1994.

M. Budget Summary Worksheet

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

The budget worksheet reflects the Act's requirement that for the Program for Single Parents, Displaced Homemakers, and Single Pregnant Women and the Sex Equity Program, respectively, each state must reserve an amount that is not less than the amount reserved for each of these programs from its fiscal year 1991 grant.

It was determined that the above hold harmless requirement for these programs would not be met at the level of funding for FY 1995 in the basic grant. Therefore, the state used the procedures described in section 403.180 of the regulations to determine the set asides under the basic grant. The entire 10.5% set aside for the above programs was considered as not meeting the hold harmless requirement for the purpose of calculating the set asides under Title II. This decision was made based on the fact that the law grants the state discretion over .5% of the above mentioned set aside between the two programs. The calculations result in 3.08% allocated to sex equity programs and 7.5% allocated to programs for single parents, displaced homemakers, and single pregnant women. Further, the cost to the other programs under Title II to meet the hold harmless was minimized using the above calculation.

Thus, the following worksheet reflects the procedures to meet the hold harmless requirements of the Act as outlined in section 403.180 of the regulations.

SECTION VI - PLANNED USE OF STATE FUNDS

M. BUDGET SUMMARY WORKSHEET - 1995

FUNDING CATEGORIES	FEDERAL FUNDS		NON-FEDERAL FUNDS		TOTAL		
	SECONDARY	POSTSECONDARY	SECONDARY	POSTSECONDARY	FEDERAL	NON-FEDERAL	
TITLE II:							
State Administration ¹	(5%)	950,843	97,050	1,133,816	97,050	1,047,893	1,230,866
Sex Equity Administration	(\$60,000)	(60,000)	-0-	-0-	-0-	(60,000)	-0-
State Program and Leadership	(8.5%)	1,716,717	64,700	-0-	-0-	1,781,417	-0-
Other State Program ² Single Parents, Displaced Homemakers, and Single Pregnant Women	(7-7.5%)	1,567,131	-0-	-0-	-0-	1,567,131	-0-
Sex Equity Programs	(3-3.5%)	645,289	-0-	-0-	-0-	645,289	-0-
Total	(10.5%) ³	2,212,420	-0-	-0-	-0-	2,212,420	-0-
Criminal Offenders ²	(1%)	209,579	-0-	-0-	-0-	209,579	-0-
Secondary, Postsecondary & Adult	(75%)	10,216,950	5,501,434	4,890,000	1,931,000	15,718,384	6,821,000
Career Guidance & Counseling ⁴		(1,000,000)	-0-	-0-	-0-	(1,000,000)	-0-
Total Title II		15,306,508	5,663,184	6,023,816	2,028,050	20,969,692 ⁵	8,051,866

¹Non-Federal funds must match or exceed federal funds.
The non-federal share shall not be less than the amount provided in FY 1990.

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

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

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

⁵Allocation and distribution for FY 1996 will be the same as FY 1995.

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

BUDGET SUMMARY WORKSHEET - 1995

FUNDING CATEGORIES	FEDERAL FUNDS		NON-FEDERAL FUNDS		TOTAL	
	SECONDARY	POSTSECONDARY	SECONDARY	POSTSECONDARY	FEDERAL	NON-FEDERAL
TITLE III:						
Part A						
Community-Based Organizations	256,642	-0-	-0-	-0-	256,642	-0-
Part B						
Consumer & Homemaking Education, K-12; Adult	458,579	-0-	-0-	-0-	458,579	-0-
Economically Depressed Areas (1/3%)	274,599	-0-	-0-	-0-	274,599	-0-
State Administration (6%)	49,428	-0-	-0-	-0-	49,428	-0-
Leadership Activity (5%)	41,190	-0-	-0-	-0-	41,190	-0-
Part C						
Career Guidance and Counseling	-0-	-0-	-0-	-0-	-0-	-0-
State Administration (6%)	-0-	-0-	-0-	-0-	-0-	-0-
Part D						
Business-Labor-Education Partnership	-0-	-0-	-0-	-0-	-0-	-0-
Part E						
Tech Prep Education Program	2,169,570	-0-	-0-	-0-	2,169,570	-0-
State Administration (6%)	138,483	-0-	-0-	-0-	138,483	-0-
Part F						
Supplemental Grants	-0-	-0-	-0-	-0-	-0-	-0-
Total Title III	3,388,491	-0-	-0-	-0-	3,388,491¹	-0-
Grand Total	18,694,999	5,663,184	6,023,816	2,028,050	24,358,183	8,051,866

¹Allocation and distribution for FY 1996 will be the same as FY 1995.

11/91271

N. Provisions for Comprehensive Career Guidance, Vocational Counseling, and Placement Programs

Activities within the Career Guidance and Counseling unit are designed to facilitate local school district implementation of comprehensive career development programs in grades kindergarten through twelve. A key component is the development of inservice training, for counselors and other educators, designed to assist in that implementation.

Among the activities are the following:

- Disseminate information on comprehensive career development models, based on the National Career Development Guidelines, to local educational agencies.
- Provide technical assistance to local school district personnel who are designing or implementing the new comprehensive career development program.
- Foster the development of individual career plans for all students.
- Disseminate information on the demonstration of the "Get A Life" career planning portfolio.
- Develop, coordinate, or conduct inservice training workshops and conferences focused on career guidance and counseling.
- Conduct training on the career component of "The New Jersey Developmental Guidance and Counseling Initiative: Charting the 21st Century."
- Coordinate the delivery of services with the school counseling associations in New Jersey.
- Provide technical assistance to implement Worklink.

CAREER DEVELOPMENT PROGRAMS AT THE POSTSECONDARY LEVEL

As comprehensive community colleges, New Jersey's community colleges have full service guidance and counseling programs. Although each college is an autonomous agency, there are regulations (i.e., New Jersey Administrative Code 9:4-1.3 et seq.) which stipulate that each college's board of trustees must include in the official college catalog a statement of philosophy outlining the purposes and objectives of the college. Among these must be a goal:

To provide counseling, guidance and academic advisement to assist students in self-appraisal and self-determination of goals and objectives.

Given this requirement and given their large numbers of disadvantaged and handicapped students, all colleges commonly offer the following counseling and career services:

- Personal counseling for confidential discussion of issues
- Group counseling for discussion of common concerns where privacy is not at issue

- Transfer counseling for students planning to continue their educational careers at another two- or four-year college
- Academic advisement for course and program selection
- Cooperative education for students wishing on-the-job training
- Career placement for students seeking employment

In addition to these services, many of the colleges offer the following:

- System for Interactive Guidance and Information (SIGI)
- Career Information Delivery System (CIDS) which accesses the data base of the New Jersey Department of Labor and Industry.
- International student advisement for the special career and personal needs of foreign students

Leadership is provided by a Dean of Students or a Dean of Student Services who supervises all professional counselors and the support staff. As appropriate, colleges secure the services of additional professionals (e.g., psychologists, psychiatric social workers) when such expertise is unavailable in-house.

Typical goals and objectives for the colleges include:

- To provide the framework to ensure a comprehensive and diversified program of student support services
- To provide comprehensive counseling services so that students may accomplish personal, academic, and career goals.
- To provide students with an academic advisement program that assists them in the development of educational plans that are compatible with their academic and career goals.
- To encourage the professional development of faculty, administration, and staff
- To establish articulation with community agencies and institutions to render better services to students

0. Use of Federal Funds to Supplement the State Vocational Education Programs

Funds provided by Title II of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 are used to supplement and where possible increase, the amount of State and local funds through the process of requiring matching funds. Such funds must be used as specified in the State Plan to be considered a match. In no case is supplanting state or local funds allowed.

SECTION IV
SPECIAL POPULATIONS

A. Compliance with Title I and II by Eligible Recipients
113(b)(3)(A)

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

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

The eligible recipient will also:

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

In Section 5: Programs and Activities Planned in Response to Identified Need, the eligible recipient will describe what programs/activities are planned in response to each of the identified needs outlined in Section 4 for each of the two years of the performance period by funding source (local, state, and federal). Included in this section will be:

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

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

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

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

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

If a district's access efforts do not meet minimum standards, staff will conduct an onsite visit. The district must develop a plan to increase access in areas where enrollments are not in balance. The district will be given one year to reach minimum standards or be held out-of-compliance.

The following issues where appropriate must be addressed to determine proper access:

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

B. Responsiveness to Needs of Special Populations and Handicapped

The State Board of Education through staff of the Department of Education participated in a Workgroup on Persons with Disabilities during fiscal year 1993. The purpose of this workgroup, created by the State Employment and Training Commission (SETC) was to expand the dialogue among public officials, advocates, parents, customers and practitioners concerning philosophical and policy differences about the appropriate role of the employment, training and education system for people with disabilities. Many stakeholders agree that persons with disabilities need to have access to a broader spectrum of

employment and training opportunities than they have had traditionally. The workgroup assumed that there would be no new resources for the system and their recommendations reflect that premise.

While primary service providers continually seek new and improved methods to serve their constituents, their system lacks a coordinated approach to link institutions, agencies and programs to the "mainstream" workforce readiness system. Service providers working with persons with disabilities face issues of policy consistency, including: eligibility criteria, program administration, the definition of program outcomes, the status of clients and, in some instances, the necessity for program integration. This results in a set of competing and overlapping policies and programs which at times fail to function as a coherent system. Additionally, the system lacks an understandable information exchange methodology.

Restructuring of the system is essential for persons with disabilities to successfully participate in the workforce readiness system and for all potential workers to be fully used at the workplace. Flexibility must be the guiding principle in the design and development of programs for people with disabilities. Thus, the Workgroup focused its recommendations on addressing the connections and coordination of programs and policies needed to improve the system. These linkages or connections form the basis for the recommendations and action steps that follow:

1. **Connection of special education to vocational education:** This should include more support for special education students to explore careers and vocations; joint planning between elementary and secondary programs of employability strategies for these students; equal access with other students to in-school and after-school workplace skills programs, job placement support and options for an integrated school environment.
2. **Connection of special education students after graduation with service providers for adults:** Assist them to enter the workplace by establishing a network of providers to develop a cohesive, integrated and comprehensive service delivery system. Also, establish a single point of contact for these youth people in the state's Labor Department's Division of Vocational Rehabilitation Services.
3. **Connect the business community to the system that serves people with disabilities:** Provide a menu of services to businesses to facilitate the employment and accommodations of persons with disabilities and to assist businesses to comply with the Americans with Disabilities Act (ADA).

Persons with disabilities must be provided with a full opportunity to take advantage of a revitalized workforce readiness system. Increased earning potential, along with full integration in the workplace, will empower individuals with disabilities. Empowerment and "reasonable accommodations" (as defined by the Americans with Disabilities Act) will encourage all persons, including persons with severe disabilities, to raise their personal expectations of the level of work skills they can acquire. Mainstream workplace experiences will increase their knowledge about the level of social and interpersonal skills needed to succeed.

A series of action steps initiated by state government to implement the recommendations of the workgroup through the State Employment and Training Commission will establish the linkages the system needs to improve.

The Department of Education in response to this workgroup and in an attempt to carry out the policies and recommendations contained in Opportunity for All and the Executive Branch Work Group, under the leadership of the Governor's Office of Policy & Planning, will participate over the next two years in the development of an implementation plan to address the following policy priorities:

- establish an interdepartmental work group of the six departments represented on the SETC and Commission staff to coordinate and facilitate implementation of the recommendations of the Workgroup on Persons with Disabilities;
- establish a mechanism to link programs and agencies that serve persons with disabilities with the statewide Business Resource Network;
- begin planning to improve the teacher preparation curriculum to include coursework and experiences with students with disabilities;
- ensure that the current teacher and counselor in-service training program for career development programs expands to include information on persons with disabilities;
- develop a plan to increase the awareness of persons with disabilities, as well as the public and private sectors, to the Technology Assistive Resource Program and other technology assistance programs;
- establish a single point of contact in the Division of Vocational Rehabilitation Services' field offices to assist people with disabilities and the employers in their effort to access employment opportunities for people with disabilities and to comply with the Americans with Disabilities Act and link that contact to the Department of Education;
- Begin development of measures and standards which include programs serving people with disabilities, to ensure that all completers of occupational education programs possess the skills and attitudes required by employers. These programs must also be subject to the approval process of the Office of Adult and Occupational Education. These standards should conform to the proposed Department of Education's accountability system; and
- Develop a collaborative agreement between the Departments of Education, Higher Education, Human Services, Labor, statewide business organizations, Garden State Employment and Training Association, rehabilitation agencies and community-based organizations to share in the transition responsibility of preparing youth with disabilities for work or post-secondary education and which can also be used as a guide for the local service providers.

C. Special Populations Enrolled in Private Schools

The issue of responsiveness to the needs of special populations enrolled in private schools is addressed by the Office of Adult and Occupational Education through contract with agencies and groups within the Department of Education. Intra-agency coordination and joint planning for this population is accomplished with representatives from the:

- Office of Special Education Programs;
- Bureau of Bilingual Education; and
- Bureau of Basic Skills.

These units generally agreed that activities funded by the Office of Adult and Occupational Education under the Perkins legislation do not duplicate services funded by them. However, the units stressed that there is a strong need for staff of the Office of Adult and Occupational Education to work cooperatively to pool fiscal and human resources whenever possible. An understanding between these units and the Office of Adult and Occupational Education was develop to:

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

Each of these units participated in the review and development of the State Plan and the two year local education plans.

D. Indices of Economic Status Used to Determined the Number of Economically Disadvantaged Students Attending Vocational Educational Programs

The following instructions are provided to each eligible recipient for the purpose of identifying the number of economically disadvantaged students attending vocational education programs in their districts:

Disadvantaged students are defined as individuals (other than handicapped) who have economic or academic disadvantages and who require special services and assistance in order to enable such individuals to succeed in vocational education programs. At the secondary level, economic disadvantage can be determined if the students are in a free or reduced lunch program, or work study program. Academic disadvantage can be determined by reporting students enrolled in remedial programs, or performing below grade level on standardized tests or failing a grade.

**SECTION V
EVALUATION**

A. Evaluation

The State Board in accordance with Section X, Monitoring and Reporting of the Department of Education's Grants Management Procedures Manual, has directed the Office of Adult and Occupational Education to use the following procedures to evaluate the effectiveness of each funded grant project and/or program. The goal of this process is to ensure that the grantee:

1. achieved the goals and objectives stated in the funded proposal and/or two-year plan;
2. implemented the approved project/program activities according to the stated timelines; and
3. spent the grant award in accordance with federal and state law and regulations as well as the approved goals and objectives and budget as stated in the grantee's two-year plan and/or request for proposal submission.

Process:

Step 1: Approval

The Office approves the applicant's grant application which contains the project's:

- goals
- objectives
- project implementation forms
- budget (summary and budget notes)

The completed project and/or program implementation forms and interim budget reports will form the basis for the Office's Quarterly Review of each grant.

Step 2: Evaluation

Beginning in the second quarter of the grant program, evaluation visits are made by program staff to:

- a. all grantees with awards in excess of \$100,000
- b. grantees whose quarterly reports indicate either:
 - i. Not less than 50 percent of the proposed activities for the preceding quarter were attained, and/or;
 - ii. the budget report indicates little or no activity in implementing the grant objectives.

During the evaluation visit, the program staff will:

1. review the project's goals, objectives, implementation activities and budget expenditures with the project manager;
2. offer technical assistance;
3. if necessary, work with the project staff to develop a corrective action plan to get the project back on track; and
4. collect data on the program's activities and participants.

Following the visit, the program staff person will:

1. Complete the program evaluation form;
2. Develop a corrective action notice if required and prepare it for transmission to the superintendent; and
3. Schedule a visit for the next quarter to check on the implementation of the corrective action plan.

If, in the opinion of the program staff, there are serious violations of the grantee's proposal or two year plan, the staff member must immediately refer the matter to their bureau manager. The manager will work with the program staff and other appropriate bureaus to address the issues of concern. Any issues that involve other divisions of the department should be referred to the office director for appropriate action.

Step 3: Close Out

Upon receipt of the final reports for each grant, the program staff will review both the program and the financial reports. The purpose of this review will be to determine compliance with the project's goals, objectives and implementation activities. The fiscal review will ensure adherence to the approved budget and to the project's and/or program's goals and objectives. Items of discrepancy should be noted to the Bureau of Grants Administration. The program close out form must be completed to document:

1. achievement of goals and objectives
2. expenditures consistent with the budget and project goals
3. that all required program data has been submitted

B. System of Standards and Measures of Performance

The State of New Jersey has taken the lead in establishing a statewide system of Standards and Measures of Performance through the development of a Job Placement Accountability system as well as an Occupational Competencies Project and Assessment Testing process. This system has been accepted by both the Secondary and Postsecondary sectors. All programs secondary and postsecondary adhere to the one system. The Statewide Committee of Practitioners reviewed, commented on and proposed revisions to the initial draft of the state proposal which the State Board of Education developed to meet the requirements of Section 115. The system has been modified with input from the Statewide Committee Practitioners. Revisions were presented. In all cases the official recommendations of the Committee were incorporated into the system. At their May meeting the Committee accepted continuation of the project.

Development of Performance Standards

Background

The office's effort to develop a system of standards for performance began in November 1989. The project was initiated as a result of an April 1989 recommendation by the Panel on Secondary Vocational Education in New Jersey. The panel recommended that "core proficiencies or competency standards be developed for occupational areas by the Department of Education with the assistance of technicians in the field."

Goals and Objectives

The project staff began work by identifying 100 occupations to be studied. The occupations chosen were those with the highest anticipated annual job openings. During FY 1992, 1993, and 1994, the project continued the process of identifying and verifying competencies for these occupations.

New Jersey's system of competency identification and verification is based on systems in use in a number of other states and the system used by states belonging to the Vocational-Technical Consortium of States (V-TECS). The steps in our process are as follows:

1. conduct research to identify existing resources in each occupational areas [s115 (b) (4)];
2. draft competency lists;
3. hold technical committee (workers and direct supervisors) meetings to verify duties/tasks;
4. hold educator panel (teachers from the occupational area) to verify duties and tasks and related academic skills;
5. conduct mail surveys of employers to verify duties/tasks and to identify entry-level tasks;
6. conduct mail surveys of educators to verify duties/tasks and related academic skills;
7. develop occupational cluster matrices from completed lists;
8. produce and disseminate final competency lists; and
9. provide implementation training.

Each list developed through this process includes related academic skills, both basic and advanced as well as entry-level and advanced job tasks [s115 (b) (1)].

Development of Measures of Performance

Background

The competency lists (performance standards) generated by the activities described above are the basis for measurement of performance. Tests are identified or developed to determine the extent to which vocational programs are providing the necessary instruction and experiences to prepare individuals for employment. The tests contain measures of learning and competency gains for both work skill attainment/enhancement and related academic skills [s114 (b) (1), s115 (B) (2) (B)].

The assessment also includes a review of placement into additional training or education, military service, or employment [s115 (b) (2) (D)].

The New Jersey Administrative Code (N.J.A.C.), Subchapter 7, adopted August 4, 1990, has provided direction to the Office of Adult and

Occupational Educations' efforts to establish a job placement accountability system as directed by the Carl D. Perkins Education and Applied Technology Act, P.L. 101-392.

N.J.A.C. 6:43-7.1, provides authority to the Commissioner of Education to establish annual minimum job placement standards by July 1, 1992 for district boards of education whose pupils are being trained for paid occupations. Also included in N.J.A.C. 6:43 are policies regarding acceptable and non-acceptable job placement categories; criteria and procedures for submission of program improvement plan reports by districts whose placement rates fall below established job placement rates; as well as, criteria for establishing a vocational education Program Review Panel (see N.J.A.C. 6:43-8.1).

The Office of Adult and Occupational Education has moved forward with its directive to develop a comprehensive method for assessing and reporting job placement effectiveness of vocational programs. The job placement accountability system takes into consideration the directives of the New Jersey Administrative Code, and the Carl D. Perkins Vocational Education and Applied Technology Act, P.L. 101-392 as well as the State Employment and Training Commission recommendations.

The purpose of New Jersey's system of measures of performance is program improvement, not gatekeeping for student advancement, completion or graduation. The measurement system will include incentives or adjustments that are designed to encourage service to targeted groups or special populations and that, for each student, are consistent with the individualized education program [Sec. 115 (b) (3)].

Identified Need

The development of the system of standards and measures took place during FY 1992. The primary task in succeeding years is to provide assistance to local education agencies in the implementation of the system.

Planned Outcomes

Planned outcomes for the work on the system of performance standards and core measures include:

1. Expansion and updating of the test data base. The identification of available objective and performance tests will be continued.
2. Development of materials such as the Frequently Asked Questions on the Implementation of the Student Occupational Competency Testing.
3. Delivery of technical assistance in the form of presentations made to professional association meetings and multi-district inservice workshops.
4. Refinement of the system with the input of the Statewide Committee of Practitioners.

**SECTION VI
ACCESS AND EQUITY**

NEW JERSEY STATE LIBRARY

A. Sex Equity Programs and Special Populations

The statewide sex equity and single parents, displaced homemakers, and single pregnant women efforts are coordinated from within the Office of Adult and Occupational Education in the Department of Education. The FY 1994 Annual Report of and Plan for the Sex Equity and Single Parents, Displaced Homemakers and Single Pregnant Women Programs describes: the state's effort to serve these special populations; the services and programs to be offered; the degree of accessibility; the procedures to determine financial need; special education to be given to displaced homemakers who must prepare for paid employment; results of a study of male and female enrollments in traditionally single-sex programs; the projects and/or services designed to eliminate sex bias and stereotyping; and a specific plan to provide nontraditional occupational training. The document identified nine areas of concern.

1. Low enrollments in nontraditional training.
2. Poor job placement rates.
3. Inaccuracy of summary data provided in the final report as compared to computerized intake and participation data.
4. Difficulty in obtaining verified information.
5. Inadequate follow-up and support services available after clients leave a program.
6. Lack of program continuance when a project, through competitive bidding, is not awarded a grant in the following year.
7. Lack of services to teen parents.
8. Insufficient funding for those single parents and displaced homemakers who are slightly above financial guidelines to qualify for JTPA or JOBS training.
9. Lack of sufficient and quality occupational training to accomplish self sufficiency.

In response to these concerns, an implementation plan was developed and published in the annual report. The entire report and plan is included as Appendix R. The FY 1994 Annual Report and Plan for Sex Equity, Single Parent, Displaced Homemakers and Single Pregnant Women Programs applies to all funding from the Carl D. Perkins Vocational and Applied Technology Education Act, Sections 221, 222, Sex Equity and Single Parent, Displaced Homemaker, and Single Pregnant Women Programs, as well as other funding distributed to local education agencies through formula, request for proposals, or interagency agreement.

The implementation plan for FY 1995-1996 identifies needs based on the recommendations from "Leveling the Playing Field," a report issued by New Jersey State Employment and Training Commission's Gender Equity Task Force. The recommendations are followed by measurable objectives with activities, timelines, measures and outcomes.

EQUITY GOALS

Goals for the Equity Section of the New Jersey Plan for Vocational Education include the design and implementation of programs and activities which will:

1. Improve the employability and marketability of single parents, displaced homemakers, and single pregnant women through high-wage, high-skill and nontraditional occupational skills training and supportive services while in training.
2. Increase nontraditional occupational enrollments in those areas which produce high wages.
3. Eliminate sex bias and stereotyping in vocational education.
4. Offer statewide services to agencies which serve single parents, displaced homemakers and single pregnant women and those involved in increasing nontraditional enrollments and eliminating sex bias and stereotyping.

**SECTION VII
PLANNING**

A. Needs Assessment Process

New Jersey is a diverse state experiencing the challenging effects of changing technology, youth unemployment and other socio-economic conditions that affect education for employment. The State Department of Education has developed a vocational education program planning model that allows local and state users and practitioners to participate in the development of the State Plan for Vocational Education. To ensure that students will have access to programs that reflect and respond to labor market conditions, the Office of Adult and Occupational Education has been identified as a major participant in the workforce preparation system. Occupational education at the secondary and postsecondary levels is reviewed as the major component in this system. The Departments of Education and Higher Education provide unique services in this workforce preparation system. The state's K-12 and postsecondary systems are the primary sources of educational training for our future workforce.

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

The state level includes agencies and organizations involved at the:

State Departments of Labor, Higher Education, Education, Human Services, Corrections, and Community Affairs; State Employment and Training Commission; Governor's Office of Management and Planning; State Boards of Education and Higher Education; State Occupational Information Coordinating Committee; New Jersey State Council on Vocational Education; County Offices of Education; County Correctional Institutions; Private Industry Councils; Regional Employment Security Offices; County Community Colleges; and Private and Public Four-Year Colleges.

The local level includes the:

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

State Level Planning:

The State Plan for Vocational Education FY 1995-FY 1996, was developed in cooperation with the State Employment and Training Commission, the State Council on Vocational Education (SCOVE) and the Statewide Committee of Practitioners. Constituted by the Director of the Office of Adult and Occupational Education, the Statewide Committee of Practitioners is composed of representatives of: local education agencies; institutions of higher

education; local school boards; school administrators; vocational education teachers, students, and parents as outlined in Section 512(a) of the Carl D. Perkins Vocational and Technology Education Act of 1990.

On March 18, 1992, the Unified State Plan for New Jersey's Workforce Readiness System was presented to the Governor by the State Employment and Training Commission. This plan contained recommendations for making fundamental changes in the way the state prepares our citizens for work. The level of collaboration among state government and local entities, educators, labor and business necessary to achieve the goal of that plan has been unprecedented in the history of New Jersey.

The Development of the State Plan for Vocational Education FY 1995-96 has been guided by the process used to develop and implement the Unified State Plan for Workforce Readiness (USPSWR) and coordinated by the State Employment and Training Commission. This State Plan links educational resources to the workforce readiness system to deliver state educational and training services to students and businesses. The Commission worked with all levels of the public and private sectors as well as the general public through public hearings to produce the Unified State Plan and a series of Task Force Reports and Recommendations on Gender Equity, At-Risk Youth and the Disabled. The Task Forces' findings and recommendations served as a critical component of the statewide needs assessment and a foundation for the State Plan for Vocational Education, FY 1995-96. The Commissioner of Education also conducted task forces on School to Work Transitions and Vocational Teacher Supply issues. In the winter of 1993-1994, the Eagleton Institute conducted a needs assessment through research sponsored by the State Council on Vocational Education in conjunction with the State Board of Education.

STATE ASSESSMENT

USPFWR

SETC TASK FORCES:

AT RISK YOUTH

GENDER

DISABLED

COMMISSIONER'S TASK FORCES:

TRANSITIONS TO WORK

VOCATIONAL TEACHER SUPPLY

EAGLETON SURVEYS



The main objective of this research was to conduct an assessment of the quality of vocational education programs in New Jersey. To meet this objective, students who had experienced vocational education programs, their parents/guardians, and employers who had participated in vocational cooperative education programs were asked their opinions about their vocational education experience.

There were three forms of the questionnaires--one each for students, parents and employers. The initial questionnaire was developed by SCOVE in consultation with the State Board of Education. The topics covered in the questionnaire were designed to provide information to assess the following aspects of vocation education programs:

- the integration of academic and vocational education;
- the courses leading to academic and occupational competencies;
- student work skill attainment and job placement;
- the link between secondary and postsecondary educational institutions;
- instruction and experience in preparing students in all aspects of the industry for which the student is preparing to enter; and
- the ability to meet the needs of students with special needs.

The questionnaire was pre-tested with all three of the groups targeted for the survey. Following the pre-test the questionnaire was modified as necessary. The final questionnaire was approved by SCOVE and the research team. A copy is included as Appendix U.

All of those sampled for the survey received a packet with the following: a cover letter describing the study, a questionnaire, a postage-paid return envelope, and a return post card. The post card was returned at the same time as the questionnaire to maintain the confidentiality of the study participant while providing a way to track those who have/have not returned the questionnaire. Each employer was mailed a self-addressed questionnaire to their place of business. Students and parents received questionnaires through the schools of attendance. All of the questionnaires returned were edited and coded to prepare them for entry into a data file. After the data entry was completed, tabulations of the data were provided using SPSS (Statistical Package for the Social Sciences).

B. Results of Assessment

At the conclusion of the Task Force studies and the Egelton Institute assessment an analysis of all the findings was conducted. Each recommendation of the Task Force reports and the major findings of the Egelton assessment were categorized into four basic areas. These areas were translated in four goal statements, and supported with activity and strategy statements designed to achieve the goals. As a measure of insurance each recommendation was cross referenced to a goal, objective or activity. This cross reference is identified in the following needs assessment chart and in appendix O.

The local application funding guidelines document was revised to require each local plan to reference programs and services proposed with a specific state goal and objective (Appendix K). The local needs assessment will be driven by the state goals and objectives. Thus resulting district goals and objectives will directly reflect identified statewide needs as reference in appendix O.

NEEDS ASSESSMENTS

ASSESSMENT CRITERIA	ARY	GE	WPD	STATE GOAL
Integration of Applied Academics	Rec 1; p.13			1.4
Sequential courses	Rec 1; P.12-13		Rec 2; p. 13	1.3
Increased student work skill	Rec 2; p. 13		Rec 3; p. 13-14	1.7
Sec - Past Linkages	Rec 3; p. 15	Rec 3-4; p. 19	Rec 5-16; p.15 Rec 9; p. 17-18	1.8
All aspects of industry	Rec 4, p. 15	Rec 2, p. 18		1.7
Needs of Spec Pop.	All Rec	Rec 1.2; p. 17	Rec 1.1; p. 13 Rec 4 p. 14	2.1; 2.2
high concentration of poor and low achieving	Ref. on p. 9			2.1
relevance of program	Rec 4, p. 16			1.3; 1.7
- labor market need	Rec 4, p. 16	Rec 4.3; p. 20		1.2
curriculum/equipment to meet needs	Rec 2, 3, 4; pp. 13-16			1/2
basic and highest level skills	Rec 5, p. 16	Rec 4.9; p. 21		1.2; 1.3; 1.4
Other	N/A	N/A	N/A	N/A

ARY - At Risk Youth Taskforce

GE - Gender Equity Taskforce

WPD - Workgroup on Persons with Disabilities

B.1. Goals:

- Goal 1: Ensure all occupational programs provide a quality education to all segments of the population.
- Goal 2: Ensure access to and support for all students who desire to enroll in occupational programs without consideration for gender, race, ethnicity, age or physical capability.
- Goal 3: Implement a statewide system of standards for and measures of performance for all occupational education programs.
- Goal 4: Promote and implement joint planning, coordination, and delivery of occupational programs and services among all users and/or provider agencies.

B.2. Objectives and Activities:

To achieve these goals the following objectives and activities are proposed. The Department of Education will:

- 1.1 Design and implement a comprehensive career development program to be offered K-12. Components of the program may include but are not limited to:

- National Career Development Guidelines;
- "Get A Life Program";
- Worklink;
- Job/Skill Profile;
- Consumer and Homemaking Education;
- Balancing Work and Family; and/or
- nontraditional careers

- 1.2 Assist eligible recipients to design and implement and/or improve occupational education offerings in the following occupational program areas: Agriculture; Business; Health; Home Economics; Technology; and Trade & Industrial.
- 1.3 In partnership with business, industry and labor, continue the development of occupational competencies for all occupational program areas and identify credential/licensing exams used to measure competence achievement.
- 1.4 Require integrated applied academic strategies to be included in all occupational programs. Methods of incorporation may include but are not limited to:

- incorporating academic content into vocational courses;
- combining academic and vocational teachers;
- making academic courses more vocationally relevant;
- aligning curricula by combining the above three methods;
- conducting senior projects;
- instituting the Academy Model;
- initiating occupational high school/magnet schools concept; or
- instituting occupational clusters.

- 1.5 Provide opportunities for professional development activities to be offered to teachers, counselors, and administrators including in-service and pre-service training. Opportunities will include but may not be limited to the following areas:

- health & safety;
- educational technology;
- technological up-grade;
- transitions for Industrial Arts teachers;
- adaptations for Special Populations;
- equity and access; and/or
- working with the community.

- 1.6 Provide individuals enrolled in vocational education programs the opportunity to participate in organizational activities as an integral part of their occupational program. These opportunities include:

- related state coordination;
- leadership development;
- personal development;
- skill development and achievement;
- community service; and
- business industry relationships.

- 1.7 Provide a structured work based learning experience as an integral part of an occupational program experience. The experience may be paid or unpaid and may include:

- Cooperative Work Experience;
- Apprenticeship;
- Internship;
- Entrepreneurship;
- Community Service;
- Service Learning; and
- Supermarket Technological Training Academy.

- 1.8 Establish the concept of life long learning by initiating secondary, postsecondary articulation agreements based on the concept of value added education. The agreements may identify the following instructional programs:

- Tech Prep;
- Tech Prep, Allied Health; and
- Apprenticeship.

- 2.1 Develop programs to eliminate the gender bias and enrollment imbalances in occupational programs. Programs may include but are not limited to the following purposes:

- increasing enrollments in programs nontraditional by gender;
- increasing nontraditional occupational training offerings such as tech prep and school to work opportunities;
- collection and analysis of data and services offered to populations in nontraditional programs;

providing support services to students in nontraditional programs;
coordinating staff resources among departments of state government and local level service providers (statewide centers);
developing and incorporating equity competencies;
offering professional development opportunities;
delivering parenting skills for either/both parents; and
implementing career development curriculum for middle and elementary schools.

- 2.2 Design and implement specific strategies to assure access and success in occupational programs to members of all racial ethnic groups. Activities may include but are not limited to the:

reduction of stereotypic practices through awareness and knowledge;
review of Local Equity Plans; and
development of equity curriculum through Consumer and Homemaking Education.

- 2.3 Design and implement activities, programs, and services that will provide marketable skills leading to self sufficiency for individuals with disabilities. Activities may include but are not limited to the development of:

Vocational Education Plans;
professional improvement;
intradepartmental coordinated monitoring plans;
program standards and measures and individualized educational plans;
a manual for establishing community based training programs;
interagency coordinated occupational programs and services; and
Skills for Living for Disabled Persons.

- 2.4 Design and implement activities, programs, and services that will provide single parents, displaced homemakers and single pregnant women with high-wage, high skill occupational training. Activities may include but are not limited to:

training in new and emerging technical occupations;
programs that make a special effort to connect with business and industry; and
programs that link secondary and postsecondary training, especially for teen parents.

- 3.1 Implement and monitor the current Statewide System of Measures and Standards.

- 3.2 Establish an incentive program to recognize those programs that achieve the extraordinary standards outlined in Program Performance Measures and Standards for Occupational and Technical Programs.

- 4.1 Coordinate the delivery of occupational programs and services through partnerships with other human resource development programs, including but not limited to:

Adult Literacy;
Apprenticeship;
Business Resource Network;
Department of Community Affairs, Division on Women;
Department of Corrections;
Department of Human Services - School-Based Youth Services Program, Family Development Program (Jobs/REACH);
Data collection and analysis services;
Department of Transportation;
Division of Vocational Rehabilitation;
Job Training Partnership Act (JTPA);
New Jersey Youth Corps Program;
Occupational Program Administration and Leadership;
State Employment and Training Commission;
Technology Assistance Resource Program; and
Workforce Development Partnership Program.

B.3. Basic Programs:

OCCUPATIONAL EDUCATION:

Occupational education is any organized program of study, whether intellectual, technical or skill-based, directly related to the preparation of individuals for employment, or to skills enrichment or retraining for individuals already in the workforce. Occupational education programs can be offered at all educational levels and can be credit or non-credit programs.

Occupational education programs must provide individuals with the skills and abilities necessary for them to become and remain viable, flexible and mobile in the workplace, and to participate in further training or education as necessary or desirable.

Such programs or activities may include the areas of agriculture; business; health occupations; home economics and consumer education; and technology, trade and industrial education.

TRANSITION TO THE WORLD OF WORK:

The Transition to the World of Work category refers to those programs, activities and services which assist students in overcoming barriers to employment including transition from career orientation programs to occupational education programs and transition from occupational education programs to employment. Examples of fundable programs, activities and services include: transportation and child care services; job placement; job coaching and follow-up services; shadowing programs; orientation of employers to the needs of special populations; job development activities involving school, employers and organized labor; activities which coordinate JTPA and other state services such as Division of Vocational Rehabilitation Services; supplementary services to enhance effective and efficient transition from

school to work; equipment, services or other activities to address the needs of special populations; and other services which assist students to overcome barriers to employment.

CAREER ORIENTATION PROGRAMS

The Career Orientation category refers to programs which assist students to clarify career goals, including self-awareness (interest, aptitudes and abilities); explore career possibilities; develop employability skills; and obtain skills necessary to function in a technological society.

Emphasis is placed on development of problem-solving and decision-making skills necessary to make and implement informed educational and occupational choices including enrollment in appropriate occupational education programs to meet current and emerging employment needs. Examples of fundable programs are: Employment Orientation, Introduction to Vocations, Vocational Career Guidance and Counseling, Work Experience Career Exploration Programs, and other programs that meet the objectives listed above.

C. Occupationally Specific Training for Demand Jobs

On July 7, 1992. the Governor signed into law a series of bills which constitute the Workforce Development Partnership Act (WDP), Chapters 43 through 49, P.L. 1992.

A "labor demand occupation," as defined by the Act, is: "...an occupation for which there is likely to be an excess of demand over supply for adequately trained workers during the subsequent period of four years or more."

Labor Demands Occupations

The Index Section of the Labor Demand Occupations 1993 publication contains a statewide list of demand occupations, training programs, and occupational outputs (job titles) of training programs. An occupational title, training program name, or job title listed in the index, qualifies as "in demand" for purposes of the Workforce Development Partnership Program, Vocational Educational Programs and JTPA Programs. This list replaces the list issued for program year 1991-1992.

Every possible occupational output (job title) resulting from completion of each training program in the index has not been listed. There may be other jobs for which the program prepares participants. In most cases, a complete list of job outputs can be found in the New Jersey Career Information Delivery System (CIDS).

This Labor Demand List is intended as a guide for training decisions and is not meant to serve as a final, stand alone authority for denial or approval of training. Factors such as an individual's employability development plan, local and regional labor market conditions, the potential labor market available to the trainee, and the impact of training on an individual's marketable skills and earning power are important considerations in making training decisions.

Occupational Demand Data

Occupational estimates and projections are the product of two primary data sources: (a) estimated and projected industry employment and (b) occupational staffing patterns by industry. Industry employment projections are developed by staff in the Division of Labor Market and Demographic Research. Occupational staffing patterns by industry are tabulated from data collected as part of the Division's Occupational Employment Statistics (OES) survey program.

An industry/occupational "matrix" which shows the occupational makeup of each industry is developed from OES survey data. The matrix is then applied to base (1990) and projected year (2005) industry employment data to obtain occupational employment estimates and projections. Adjustments are made to the projected year matrix to reflect long-run changes expected in industry staffing patterns.

The number of job openings which result from employment growth in an occupational is an indication of how many "new" employees are needed to meet the changes in employment levels. In addition to job openings created by growth in an occupation, there is a need to replace individuals who leave an occupation due to reasons including retirement, death, disability, or a career change, but excluding job changes within the same occupations.

Estimates of the number of workers needed to fill these "replacement" openings are based on U.S. Bureau of the Census Current Population Survey (CPS) data. The sum of the average annual job openings due to employment growth and the average annual replacement needs is the number of total average annual job openings.

At this point, it is important to note that an occupation can be a growth occupation with a large number of annual average job openings and still not be considered a "need occupation." This is because a "demand occupation" takes into account the need for an occupation as well as the current supply of workers trained to fill that occupation.

Occupational Supply Data

Occupational supply is the portion of the labor market having an attachment to a particular occupation. Supply consists of those persons working in a given occupation as well as those who are employed in another occupation or are unemployed, but are qualified to fill positions in a given occupation. Only a portion of total supply data is accounted for in the NJOICC's supply-demand match.

Data are collected on the number of individuals who complete training in a specific occupational area. This information is collected annually and produces figures which estimate the number trained to fill occupational openings. Occupational supply data are collected by Classification of Instructional Program (CIP) codes used to identify occupationally specific training. The CIPs used to indicate demand related training are based on the 1990 taxonomy. A copy of the Classification of Instructional Programs Manual can be obtained through the US Government Printing Office.

The supply of trained workers is matched to the projected demand for workers in an occupation through a coding crosswalk developed by the National Occupational Information Coordinating Committee in cooperation with the Bureau of Labor Statistics and the National Center for Educational Statistics. The crosswalk links occupations (identified by OES codes) to the instructional programs (identified by CIP codes) that prepare individuals for that occupation.

The Supply-Demand Relationship

Most occupations and training programs do not match on a one-to-one basis. Some programs prepare workers for various occupations, while some occupations can be entered with training in more than one program.

The Occupational Demand List

The occupations contained in this Demand Occupation List are those which meet the criteria specified by the WDP legislation. These occupations are expected to provide average annual openings which exceed the supply of workers trained to fill the projected number of openings during the next four years. All the occupations listed require some degree of knowledge and skill prior to entry.

The Demand Occupation List is not all inclusive. There are limitations which should be considered when using the list to approve training. There are those occupations which are surveyed under broad categories in the OES program, for example, Technical Writer. These occupations will not appear on the Demand Occupation List because occupational demand data is not available at the level of detail. Other sources of labor market information must be used to determine the demand for these occupations.

The Demand Occupation List is derived using occupational projections at the state level. There are occupations which exist only in certain areas of the state, e.g., casino occupations or occupations in nuclear power plants. The demand for these types of occupations must be determined using sources of local labor market information.

Lastly, the Demand Occupation List has been developed for occupations, not the skills or knowledge used in an occupation. There may be instances where training to upgrade a skill may be needed to make a worker employable in an occupation which does not appear on this list. For example, the demand for welders as projected into the next century does not exceed the supply of trained workers; however, the need to train welders in a new process may exist in certain areas of the state and should be documented with local labor market information.

Rational statements for proposed occupational training programs that are not listed in the Labor Demand Occupations publication must be included in the individual local applications and/or their two year program plans.

D. Progress in Achieving Goals

The State of New Jersey Vocational Education Performance Report FY 1993 describes New Jersey's progress in achieving goals and objectives outlined in the State Plan for Vocational Education FY 1992-94. The programs and

activities described in that document were conducted during FY 1993 in compliance with Title I, II and III of the Carl D. Perkins Vocational and Applied Technology Act Amendments of 1990. The text contains narrative information and data on the following:

- Performance Standards and Core Measures;
- Secondary, Postsecondary/Adult Occupational Programs, Services and Activities;
- Single Parents, Displaced Homemakers, and Single Pregnant Women;
- Sex Equity Programs;
- Criminal Offenders;
- Special Populations;
- State Leadership and Professional Development;
- Community Based Organizations;
- Tech Prep;
- Integrated Applied Academics and Vocational Education; and
- Career Guidance and Counseling.

Funding for the postsecondary collegiate occupational programs is administered by the New Jersey State Department of Higher Education, Office of Community Colleges. Funding for Secondary and Postsecondary, noncollegiate occupational programs is administered by the New Jersey State Department of Education, Office of Adult and Occupational Education.

The staff from each agency prepared the reports in each funded area based on final reports that were submitted by each of the nineteen county colleges and funded local education agencies. The information provided indicated the number of students who participated in the program, major accomplishments, activities, and outcomes, objectives that may not have been achieved, and any areas of concern. Narratives describing activities in each funded area document the services provided with these funds. Staff also reported on each funded area based on information from grant applicants, program evaluation reports submitted by grant recipients, site visits, and other available programmatic or evaluative materials.

E. Public Hearings

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

The official public hearings on the State Plan for Vocational Education, FY 95-96 were held as follows:

- Date: March 8, 1994
- Time: 2:00 p.m. - 4:30 p.m.
- Place: Bergen County Technical High School
200 Hackensack Avenue
Hackensack, NJ 07601

Date: March 10, 1994
Time: 2:00 p.m. - 4:30 p.m.
Place: Camden County Vocational School
343 Berlin Cross Keys Road
Sicklerville, NJ 08080

Date: March 16, 1994
Time: 2:00 p.m. - 4:30 p.m.
Place: Middlesex County College
Mill Road
Woodbridge, NJ

Anyone who presented testimony at the hearings and officially represented an organization, institution or a constituency submitted a written copy of the testimony on official stationery at the time of the hearing.

A summary of the recommendations from the public hearings is included in the Appendix A, along with the State Board's response.

**SECTION VIII
ADMINISTRATION**

A. Methods of Administration

1. State Board of Education

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

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

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

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

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

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

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

The State Board's goals for vocational education are:

- All secondary vocational education students will attain the same level of basic skills as nonvocational students in New Jersey.

- Secondary vocational education occupational training programs should result in the student obtaining a job in the occupation for which he or she was trained, or in a related job.

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

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

2. Department of Education

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

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

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

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

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

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

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

3. State Employment and Training Commission

The State Employment and Training Commission was created in 1990 by state statute within the Executive Branch of the State Government. Membership on the commission consists of the Commissioners of Commerce, Energy and Economic Development, Community Affairs, Education, Human Services, and Labor; the Chancellor of Higher Education; one member of the State Senate and the General Assembly and a number of public members as determined by the Governor. The commission may call to its assistance and avail itself of the services of the employees of the member units of state government.

The purpose of the commission is to develop and assist in the implementation of a state employment and training policy with the goal of creating a coherent integrated system of employment and training programs and services. To the extent practicable, the strategy shall emphasize types of training and education which foster the communication and critical thinking skills in workers and job seekers which will be of greatest benefit for long term career advancement.

The Commissioner of Education and staff of the Department of Education worked in conjunction with the other member agencies to develop and implement A Unified State Plan for New Jersey's Workforce Readiness System. The State Board of Education, by resolution supported this document and concept in July 1992. The level of collaboration among state government and local entities, educators, labor, and business necessary to achieve the goal of the plan has been unprecedented in the history of New Jersey.

The Department of Education provides unique services in this new Workforce Readiness System. The state's K-12 system and adult education programs are the primary sources of educational training for the future workforce of New Jersey. The Department of Education is the purveyor of educational services in the first chance educational system. The department must link educational resources to a workforce readiness system in a manner that is relevant and valuable to students and employer's human resource needs. Efforts of the Office of Adult and Occupational Education have been linked into this single system within state government to deliver state educational and training services to businesses, their workers and future workers. Taskforce reports and action plans have been developed by the commission to address the needs of the workforce. These documents have become a key

component of the Department of Education's needs assessment and the connections made among the staff and services of the various departments of state government have been unparalleled.

4. Delegation of Functions

The Commissioner of Education designates the Director, Office of Adult and Occupational Education to serve as the State Director of Vocational Education. The Commissioner of Education, based on recommendations of the State Director of Vocational Education, has entered into an interagency agreement with the Chancellor of Higher Education for the delegation of functions for the delivery of sub-baccalaureate degree vocational education programs. The delegation of functions establishes the Department of Higher Education as the administrative entity to which all institutions of higher education with sub-baccalaureate degree vocational education programs apply for federal vocational education funds. The agreement is listed in Appendix E,1.

5. Office of Adult and Occupational Education

The Office of Adult and Occupational Education guided by the State Director of Vocational Education, is designed to administer and provide leadership in the development of an educational system in a more competitive world economy. Emphasis of effort is placed on developing more fully the academic and occupational skills of all segments of the population. The mission statement of the office reflects its strong commitment to quality vocational education programs. The word "ensure" in the mission statement describes the office's role to support and develop quality vocational programs.

The mission and goals of the Office of Adult and Occupational Education support the larger department mission statement, and the and are presented below:

MISSION

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

In fulfilling its mission, the Office will:

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

- GOAL I:** To provide leadership that increases the availability and improves the quality of vocational education programs and services.
- GOAL II:** To effectively implement state and federal mandates regarding vocational education programs, activities and services.
- GOAL III:** To ensure accountability and compliance with federal and state mandates.
- GOAL IV:** To guarantee access and equity in vocational-technical education for all individuals.

The administrative structure of the Office of Adult and Occupational Education is designed to provide statewide supervision and leadership to the vocational education programs that are offered in 291 comprehensive high schools, and 21 county vocational school districts. The current organizational bureaus are:

Administration;
Adult Education and Literacy;
Grants Management;
Occupational Leadership; and
Program Development and Services.

Staff within these units provide local vocational educators with program specific expertise. Program specialists work with county and local educators to fulfill the assurances made by the state board in the general application for federal vocational education funds. Program specialists provide leadership in the development of program specific standards that are designed to be used by local educators as a tool to measure program success. Local deliverers are required to continuously evaluate their programs against specific standards. Additional leadership activities include curriculum development, personnel development, safety/health coordination; technical assistance, research and data collection activities. Federal and state vocational education funds are directed through the local application/planning process to vocational programs that will address local needs. The application/planning process and protocol are included as an addendum to the State Plan.

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

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

6. Staff Directory

NEW JERSEY DEPARTMENT OF EDUCATION DIVISION OF VOCATIONAL EDUCATION

NAME

POSITION/FUNCTION

Dr. Thomas A. Henry	Director
Mrs. Patricia A. Harris	Secretarial Assistant 1
Ms. Helen Marion	Secretarial Assistant 3

ADMINISTRATION BUREAU

Mr. Brian P. Boyle	Manager
Ms. Kathleen Bianchini	Secretarial Assistant 3
Ms. Darlene Lenhardt	Personnel/Office Manager
Ms. Frances Henry	Fiscal Operations Facilitator
Ms. Carol Schilling (P/T)	Fiscal Operations Facilitator
Ms. Marie Goodwin	Fiscal Operations Facilitator
Mr. Joe Brown	Fiscal Operations Facilitator

OCCUPATIONAL LEADERSHIP BUREAU

Ms. Karen Pavia	Manager
Ms. Donna DiMattia	Secretarial Assistant III
Mr. William R. Smith	Program Administrator Office of Private Vocational Schools
Dr. Anthony D'Elia	Program Specialist Office of Private Vocational Schools
Ms. Patricia Huber	Program Specialist Office of Private Vocational Schools
Ms. Sylvia Kaplan	Occupational and Environmental Safety and Health Coordinator
Ms. Marion A. Mullarkey	Health Occupations Education Program Specialist
Mr. Randolph A. Trivette	Agricultural Education Program Specialist
Vacant	Trade and Industrial Education Program Specialist
Dr. Elaine E. Turk	Business Education/Tech Prep Program Specialist
Mr. Earl J. Brancolino	Technology Education Program Specialist
Ms. Anne Freeman	Apprenticeship Training Coordinator
Vacant	Tech Prep Coordinator
Mr. Frank Lazoricsek	Computer Technology Education Program Specialist
Ms. Phyllis Garnant	Consumer and Homemaking Education Specialist
Ms. Carmela M. Joseph	Office Data Analyst
Ms. Martha Huleatte	Program Administrator for Northeast Curriculum Coordination Center
Ms. Doris Dopkin	Program Specialist, Quality Assurance, Northeast Curriculum Coordination Center
Ms. Catherine Liapes	Education Program Specialist Northeast Curriculum Coordination Center
Mr. Quentin Van Buren	Resource Coordinator Northeast Curriculum Coordination Center

NAME**POSITION/FUNCTION****GRANTS MANAGEMENT BUREAU**

Dr. William Gavin	Manager
Ms. Geraldine Migliaccio	Secretary Assistant 3
Mr. Gregory Schuler	Grants Coordinator
Ms. M. Sandra Baker-Pinto	Grants Specialist
Mr. Alan Oleksiak	Grants Specialist
Mr. Francis Auleta	Grants Processor
Mr. Raymond Taylor	Grants Processor

PROGRAM DEVELOPMENT AND SERVICES BUREAU

Mr. Leon Colavita	Manager
Ms. Roberta Leichssenring	Secretarial Assistant 3
Ms. Lynn Logo-Keepers	Youth Corps Administrator
Mr. Patrick Donohue	Youth Corps Facilitator
Ms. Cynthia A. Bowman	Transitions to Work Program Specialist/ Special Populations Coordinator
Ms. Maryanne Grumelli-Boychuck	Youth Initiatives Program Specialist
Ms. Ann DeAngelo	Career Orientation Program Specialist Northeast Curriculum Coordination Center
Ms. Patricia Ann Mitchell	Sex Equity Coordinator
Ms. Eugenia Lawson	Sex Equity Assistant
Mr. John K. Grover	VSO Operations Administrator
Ms. Mary Lynn Fracaroli	VSO Operations Facilitator, FBLA, FHA/HERO
Mr. Paul Fogarty	VSO Conference Coordinator
Ms. Kathleen M. Alexander	VSO Operations Facilitator, VICA, TSA
Ms. Nancy J. Trivette	VSO Operations Facilitator, FFA
Vacant	VSO Operations Facilitator, DECA, HOSA

ADULT EDUCATION AND LITERACY BUREAU

Mr. Harry Van Houten	Manager
Ms. Arlene Bogden	Secretarial Assistant 1
Ms. Janice Bacon	Education Program Specialist - Adult Education
Ms. Marlene Fisher Gourley	Education Program Specialist - Adult Education
Ms. Rosa Gelaszus	Education Program Specialist - Adult Education
Vacant	Education Program Specialist - Adult Education
Ms. Loyola Garcia	Education Planner - Adult Education
Mr. Maurice W. James, Jr.	Business/Industry Liaison
Mr. William Bausmith	Education Planner - Workforce Development
Mr. Theodore Eiferman	Education Planner - Chapter 531 Approval
Ms. Loretta Mione	Education Planner - JTPA Coordinator
Mr. Carl Brown	Program Administrator, Veterans Education and Training
Mr. Craig Clauser	Program Specialist, Veterans Education and Training

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

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

RESPONSIBILITIES:

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

EXAMPLES:

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

REQUIREMENTS AND QUALIFICATIONS:

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

b. RESPONSIBILITIES AND QUALIFICATIONS OF SEX EQUITY COORDINATOR

RESPONSIBILITIES:

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

EXAMPLES:

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

- Monitors the use of funds distributed to recipients under sex equity and single parent homemaker programs.
- Evaluates the effectiveness of programs and activities supported by such funds.

REQUIREMENTS AND QUALIFICATIONS:

- Masters degree, in an appropriate discipline.
- Five years of experience in sex equity in a vocational education setting.

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

RESPONSIBILITIES:

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

EXAMPLES:

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

REQUIREMENTS AND QUALIFICATIONS:

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

B. The Planning Process

New Jersey is a diverse state experiencing the challenging effects of changing technology, youth unemployment and other socio-economic conditions that affect education for employment. The State Department of Education has developed a vocational education program planning model that allows local and state users and practitioners to participate in the development of the State Plan for Vocational Education. To ensure that students will have access to programs that reflect and respond to labor market conditions, the Office of Adult and Occupational Education has been identified as a major participant in the workforce preparation system. Occupational education at the secondary and postsecondary levels is reviewed as the major component in this system. The Departments of Education and Higher Education provide unique services in this workforce preparation system. The state's K-12, adult and postsecondary systems are the primary sources of educational training for our future workforce.

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

The state level includes the:

State Departments of Labor; Higher Education; Education; Human Services; Corrections; Community Affairs; State Employment and Training Commission; Governor's Office of Management and Planning; State Boards of Education; Higher Education; State Occupational Information Coordinating Committee; New Jersey State Council on Vocational Education; County Offices of Education; County Correctional Institutions; Private Industry Councils; and Regional Employment Security Offices.

The local level includes the:

Local Educational Agencies; County Community Colleges; Private and Public Four-Year Colleges; Local General Advisory Committees; Local Occupationally Specific Advisory Committees; Community Organizations; Private Non-Public Schools; and Private Proprietary Schools.

State Level Planning:

The State Plan for Vocational Education FY 1995-FY 1996, was developed in cooperation with the State Employment and Training Commission, the State Council on Vocational Education (SCOVE) and the Statewide Committee of Practitioners. Constituted by the Director of the Office of Adult and Occupational Education, the Statewide Committee of Practitioners is composed

of representatives of: local education agencies; institutions of higher education; local school boards; school administrators; vocational education teachers, students, and parents.

Local Level Planning:

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

Each district that is eligible to receive noncompetitive funds receive a funding matrixes from the Office of Adult and Occupational Education. This matrix indicates the maximum amount of money available to the recipient for each purpose. Independent of noncompetitive funds, an eligible recipient may apply for certain other funds under the competitive procedure for those purposes for which they have not received noncompetitive funds.

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

**C. State Council on Vocational Education
113(a)2A and 113(b)(17)**

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

- To facilitate ongoing and frequent communications and input to the State Plan and department rules and regulations regarding vocational education, the Director of SCOVE serves as an active participant and observer on the Statewide Committee of Practitioners (SCOP). Furthermore, the Co-Chairperson of the SCOVE State Plan Committee is a member and chairperson of the SCOP.
- Public hearings for the State Plan were jointly held by SCOVE and the Office of Adult and Occupational Education (OAOE). These regional hearings were conducted on March 8, 10, and 16, 1994.
- SCOVE (through its Director) receives drafts-in-progress of the State Plan for Vocational Education. The first draft was mailed to SCOVE on March 1, 1994. The OAOE also shared with SCOVE the various recommendations of the statewide task forces, jointly developed content questions for the statewide needs assessment instruments, the 2 Year LEA Planning Process and the Administrative Code documents.

- SCOVE (through its Director) receives notices distributed by the OAOE regarding policies, procedures, proposals or other general information distributed to the general vocational education community by the OAOE.
- Representatives of the OAOE meet regularly, as requested, with SCOVE representatives to provide updated information regarding planning and evaluation activities.
- SCOVE representatives participate, whenever feasible, as observers and to provide input to OAOE staff committees responsible for developing planning and evaluation activities.
- The OAOE responds to requests for information from SCOVE expeditiously. Data and information available through the Planning and Evaluation data bank, and which is generally available to the public on request, will be accessible to SCOVE for use in the SCOVE Biennial Evaluation Report or other research projects.
- The OAOE staff and the SCOVE director designed the initial assessment questions. The Eagleton Institute created the final instruments and conducted a pilot statewide assessment.

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

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

D. Statewide Committee of Practitioners and Consultants [Section 113(b)(8)]

As required by Sec. 512 of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, the Statewide Committee of Practitioners (SCOP) was organized by October 25, 1990.

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

The mission of the Statewide Committee of Practitioners is to:

- review any state rule or regulation proposed pursuant to Perkins before such rule or regulation is published;

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

Detailed information regarding the Statewide Committee of Practitioners is found in the Appendix.

E. Intra-Agency Coordination

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

- Office of Special Education Programs;
- Bureau of Bilingual Education; and
- Bureau of Basic Skills.

These units generally agreed that activities funded by the Office of Adult and Occupational Education under the Perkins legislation does not duplicate services funded by them. However, the units stressed that there is a strong need for staff of the Office of Adult and Occupational Education to work cooperatively to pool fiscal and human resources whenever possible. An understanding between these units and the Office of Adult and Occupational Education was developed to:

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

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

F. Procedures for Amending the State Plan **[Section 113(c)]**

In accordance with Section 113(c) of Public Law 101-392 the following procedures will be followed by the State Board when submitting amendments to approved State Plans.

1. Unless specifically requested by the U.S. Department of Education, the State Board will determine if the change contemplated is "substantial" and, therefore, requires an amendment to the plan.
2. When the State Board determines that the change requires an amendment, the proposed change will be developed in consultation with the State Council on Vocational Education.

3. The State Employment and Training Commission and the State Council on Vocational Education will be given a reasonable amount of time to review the amendment before it is submitted to the United States Department of Education for approval.
4. A transmittal letter for the amendment will indicate the date of the State Board approval and will be signed by an official representing the State Board.
5. The transmittal letter will indicate that the amendment has been reviewed by the State Employment and Training Commission and the State Council on Vocational Education but it will not be necessary that signatures of representatives of these entities be included in the amendment. Comments from the two entities will be responded to by the State Board and included in the transmittal letter.

G. Governance Structure

1. Consultations

The State Plan for Vocational Education FY 1995-1996 is a product of the administrative activities of the Department of Education in conjunction with the State Council of Vocational Education, the Statewide Committee of Practitioners and the State Employment and Training Commission. These activities conducted over the three year period Fy 1992 through FY 1994, have resulted in the identification of needs and the projection of programs and activities to meet those needs.

2. Current Delivery Systems

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

Occupationally specific training is available on the secondary level to prepare students for more than 100 specific occupations. These occupational areas are: Agriculture; Business; Health Occupations; Home Economics Related Occupations; Technology; and Trade and Industrial Occupations. Work Based Learning opportunities are provided through cooperative education and apprenticeship programs.

On the secondary level, New Jersey's vocational-technical education delivery system consists of two component parts, each fulfilling a need and each providing a scope of education experiences consistent with the overall mission for vocational-technical education. Vocational-technical education programs are offered in 271 comprehensive high schools districts and 21 county vocational school districts - shared or full time

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

SCHOOL YEAR 1989-90
Grades 11 & 12

<u>Delivery System</u>	<u>Secondary Enrollment</u>	<u>Adult Enrollment</u>
Vocational Schools	12,407	24,286
Comp. High Schools	29,915	10,127

SCHOOL YEAR 1990-91
Grades 11 & 12

<u>Delivery System</u>	<u>Secondary Enrollment</u>	<u>Adult Enrollment</u>
Vocational Schools	11,379	24,909
Comp. High Schools	27,351	3,036

SCHOOL YEAR 1991-92*
Grades 11 & 12

<u>Delivery System</u>	<u>Secondary Enrollment</u>	<u>Adult Enrollment</u>
Vocational Schools	10,642	16,690
Comp. High Schools	22,245	2,180

SCHOOL YEAR 1992-93**
Grades 9 through 12

<u>Delivery System</u>	<u>Secondary Enrollment</u>	<u>Adult Enrollment</u>
Vocational Schools	19,253	15,749
Comp. High Schools	50,069	3,801

*Apprenticeship program enrollment no longer included in count.

**All districts did not report.

3. Delegation of Authority to Other State Agencies

The State Board of Vocational Education has delegated functions to the State Board of Higher Education as described in the Interagency Agreement included in the Appendix.

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

4. Description of Vocational Student Organizations

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

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

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

5. Summary of Local Level Planning and Application Process

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

The Local Educational Agency Two-Year Plan and Application will consist of the following:

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

Each eligible recipient using funds for occupational training education must assure a current and projected need for such trained individuals. An annual occupational supply and demand report will be produced by the New Jersey Occupational Information Coordinating Committee. Funding approval will require districts to demonstrate a necessity for specific occupational training education using the supply and demand report or definitive regional data.

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

- Correctional Institutions - one percent (1%) of the allotment under Title I, Part A, Section 102(a)(4) will go directly to the New Jersey Department of Corrections as addressed in Title II, Part B, Section 225. The grants will be made to upgrade and establish vocational education programs. The

Department of Corrections will establish the distribution of the allotment within their institutions, both adult and juvenile.

- Eligible secondary institutions - The distribution of funds to all local agencies servicing secondary students will be based on the formula in Section 231 of the Act. For secondary school programs at area vocational schools and intermediate educational agencies' funds will be distributed based on the parameters of Section 231(d) of the Act.
- Eligible postsecondary institutions - New Jersey has an Interagency Agreement with the New Jersey Department of Higher Education. This agreement is included as Appendix E,1. Funds for postsecondary/adult programs will be distributed in accordance with the provisions of Section 232, Distribution of Funds to Postsecondary and Adult Programs and Section 403.116(b)(2) of the Final Regulations for the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 for FY 1995. The allocation of funds awarded to each participating institution is based on the number of Pell grant recipients enrolled in occupational programs as identified and verified by the individual vocational technical schools and the Department of Higher Education.

Due to a concern of the Departments of Education and Higher Education; the Committee of Practitioners; and the State Council for Vocation Education that the use of Pell Grants to establish the Postsecondary distribution of funds may not result in a distribution of funds to the institutions that have the highest numbers of economically disadvantaged individuals, a joint study will be conducted during fiscal 1995. The study will be completed on or before December 31, 1994. Based on the study an implementation plan will be developed that may require an amendment to the plan to describe the method used to distribute the postsecondary funds in fiscal year 1996.

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

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

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

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

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

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

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

H. Joint Planning and Coordination with Other State Agencies **[Section 113(b)(14)]**

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

The New Jersey State Employment and Training Commission (SETC)

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

The Commissioner of Education serves on the SETC. In addition, the Director of the Office of Adult and Occupational Education attends SETC meetings. The director and staff of the Office of Adult and Occupational Education also represent the Department of Education on SETC subcommittees.

A significant part of the responsibility of the New Jersey State Employment and Training Commission (SETC) is the coordination, development and implementation of a unified state plan for the delivery of all manpower resources and training. All branches of state government participate in the planning processes.

Business Resource Network

The Business Resource Network is a coordinated inter-departmental resource network established to identify and market programs that are available to employers, address employers' workforce concerns and establish an early alert system to identify employer human resource needs. This network will function on the state, regional and local levels.

On the state level, the Departments of Labor, Commerce, Education and Higher Education signed an interagency agreement on March 27, 1992. Each department has named a network coordinator:

Labor - Janice Yunginger	(609) 292-2074
Higher Education - Lance Davis	(609) 292-9019
Commerce - Linda Furlong	(609) 292-0598
Education - Maury James	(609) 984-4760

Each coordinator is responsible to communicate with their Department's agencies, divisions and institutions the purpose and functions of the

network. In addition, the coordinator is responsible for collaboratively identifying a means of assessing the resources available through the network and following the linkage of services with the requesting entity.

Each department requests assistance from regional and local providers such as the County College network, Vocational School and Technical Institute network, Adult Learning Center network and the Business Enhancement Program to publicize the program and provide responses to business and industry needs. To facilitate this assistance, regional and local providers have identified one person from their institution to serve as a liaison to this network. This will ensure that identified needs can be responded to in an efficient manner.

Workforce Development Partnership Program (WDPP)

Mission

Within its mission, of the Department of Education is to provide quality educational services in the new Workforce Readiness System. Educational and occupational training for the current and future workforce is provided through the state's K-12 system, as well as, the adult and postsecondary education programs.

Structure

The lead unit within the Department of Education designed to provide the leadership for the Workforce Readiness System is the Office of Adult and Occupational Education. The Director of the Office of Adult and Occupational Education represents the Commissioner on the State Employment and Training Commission and on all taskforces and committees working on workforce development issues. The Business Resource Network liaison for the Department of Education is also located in this office.

A regional liaison to the Business Resource Network has been established in each of the 21 County and Regional Vocational/Technical School Systems in the state. The purpose of the network is to use the collective knowledge and resources of existing and future training opportunities to better meet the needs of employers and employees. The network's aim is to work together among state and local agencies and support each other's efforts in training and retraining the current and future workforce. It is through these liaisons that services provided by the Workforce Development Partnership Act are coordinated and provided.

Program

Basic program categories include:

- Occupational education programs are organized programs of study directly related to the preparation of individuals for employment or to skills enrichment or retraining for individuals already in the workforce;

- Transition to the World of Work are programs, activities and/or services which assist individuals to overcome barriers to employment including transition from occupational education programs to employment;
- Career Orientation programs assist individuals to clarify career goals, explore career possibilities, develop employability skills and obtain skills necessary to function in a technological society; and
- Adult Education provides skills necessary to function in a modern workforce through programs such as General Educational Development (GED), English As A Second Language, Refugee Resettlement, Evening Schools for Foreign Born Residents, Adult Basic Education, Adult Literacy Volunteer Programs and Workplace Literacy Programs.

New Jersey Occupational Information Coordinating Committee

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

Workforce Preparation Coordinating Committee

The Workforce Preparation Coordinating Committee was formed to provide a vehicle for local and state level vocational and job training practitioners to exchange ideas and ensure practical applications of interagency policies, rules and regulations. Representation on this committee consists of those organizations responsible for the administration and implementation of the following laws and regulations.

The Job Training Partnership Act (JTPA)

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

Through an application process, the Office of Adult and Occupational Education requires any eligible recipient desiring financial assistance under the Carl D. Perkins Vocational and Applied Technology Education Act to describe the methods that will be used to coordinate vocational education services with relevant programs conducted under the federal Job Training Partnership Act (JTPA). The methods of coordination must include

arrangements with private industry councils established under section 102(a) of JTPA. Coordination is sought in order to avoid duplication and expand the range of and accessibility to vocational education services.

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

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

Adult Education Act

The current organizational structure of the New Jersey Department of Education contains one unit, the Office of Adult and Occupational Education. This office administers the state's vocational and adult programs, services and activities under the office director, the State Director of Vocational Education. Staff work with the Department of Labor, local service delivery areas and local education agencies to assure program coordination. On the local level, adult vocational education courses and programs are designed to prepare the participants for employment or employment stability. These programs are coordinated with existing basic skills, adult education programs to meet the needs of the students and other clients. Many such programs are being delivered in the workplace.

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

The Office of Adult and Occupational Education cooperates with the Bureau of Bilingual Education, and Bureau of Basic Skills by establishing a liaison to coordinate vocational education programs, services and activities for all students who are identified as disadvantaged or needing instruction in English as a Second Language by either Chapter 1 criteria or that of P.L. 101-392. Appropriate meetings between the staff for both the development of the Chapter 1 Plan and the State Plan for Vocational Education are held to assure program coordination and prevent unnecessary duplication.

The Education of the Handicapped Act

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

The Rehabilitation Act of 1973 as amended 1992

Vocational Rehabilitation Services

The Vocational Rehabilitation Program (PL 93-112 as amended; PL 97-35) provides services to individuals with disabilities which result in a substantial impediment to employment. A broad range of medical and training services are provided to assist in preparing for and acquiring employment. Funding is provided on 78.7/21.3, Federal/State matching basis. The Division also administers an independent living program. The Sheltered Workshop Support program (Chapter 272, PL 1971), through 100% State funds, is designed to provide long-term employment and rehabilitation services to individuals with severe disabilities who cannot be placed in open competitive employment.

The name of the designated State agency in New Jersey is the Department of Labor. All decisions affecting eligibility, the nature, scope and the provision of vocational rehabilitation services are made by the state agency through its designated State unit, the Division of Vocational Rehabilitation Services. On an as needed basis individual arrangements or agreements between local providers and the Department of Labor are made to provide vocational services and activities.

Apprenticeship Training Programs

In cooperation and consultation with the New Jersey State Employment and Training Commission, the New Jersey Department of Education recognizes the New Jersey Department of Labor as having the primary responsibility for linking the business sector with the education community. Included in this responsibility is the duty to set policy for work-based learning programs such as apprenticeship training. Under this policy, the New Jersey Departments of Labor and Education have developed an agreement for the state administration and operation of the apprenticeship programs. Responsibilities of the two Departments with respect to apprenticeship have to be negotiated and set forth in a departmental agreement (a copy of the agreement is included as Appendix E,4). As currently designed, the local education structure consists of, apprentice coordinators attached to county vocational/technical schools.

The Family Support Act (JOBS)

The Family Support Act of 1988 created a federal initiative to reform the Aid to Families with Dependent Children (AFDC) by providing employment, education, job training and supportive services to assist the head of the AFDC household to attain employment and become self-sufficient. In 1991 New Jersey enacted the Family Development Program (FDP) which expanded on the federal JOBS program. The thrust of the Family Development Program is to build and support the family unit; to encourage family formation by removing the financial barriers that have discouraged marriage; to reduce the multi-generational and long-term aspects of welfare dependency; and to look to the needs of the family unit as a whole. The continued education of the parents and the children are seen as critical services for the family's success in breaking the welfare cycle.

In order to assure that programs provided under FDP are non-duplicative of programs funded under the Carl Perkins Act, several steps have been taken at

the state level. First, each county FDP Planning Council is mandated to have representation from the County Vocational School. This will ensure that in planning specific activities for the FDP participants the FDP Directors will have knowledge of and access to the Vocational School Programs.

Second, the Division of Family Development and the Office of Adult and Occupational Education entered into a memorandum of agreement that they would jointly fund an initiative to provide combined vocational and educational service programs for FDP participants. This joint initiative will be implemented in five sites in April of 1994. If successful, it is expected to be expanded to other areas of the state.

Third, the two operating units formed an inter-departmental work group to explore other ways in which to link educational activities and the Family Development Program. The work group has recommended that an expanded memorandum of agreement be developed that would specify:

Specific educational and FDP funds that could be used to match each other for special programs targeted to FDP participants;

Contracts between the State Department of Education and the local education agencies would include language giving priority of service to the economically and educationally disadvantaged populations, specifically FDP participants;

Any responses to requests for proposals issued by the Office of Adult and Occupational Education must address coordination with the county based Family Development Program; and

Procedures that would insure a smooth flow of information regarding the number and types of services provided by the educational community for welfare recipients.

During the next year, staff from both operational units expect to implement these recommendations and continue to provide technical assistance to local education agencies and FDP programs to ensure that the intent of the State level agreement is carried out.

I. State Leadership

State leadership is used to develop and foster among the local educational agencies programs in curriculum development and dissemination, personnel development, the development of standards and measures, the support of VSOs, partnerships with other organizations involved with vocational education, data collection, support for tech-prep programs, the infusion of safety and health education and applied academics into the vocational curriculum.

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

1. PROFESSIONAL DEVELOPMENT - 113(b)15

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

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

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

The need for statewide leadership in environmental and occupational safety and health is recognized and substantiated through the statewide assessment. In order to increase occupational and environmental safety & health knowledge and practices of vocational educators, and through them their students, curricula, facilities and skills must be upgraded. Leadership designed to provide professional development, curriculum resources, and technical assistance in specific occupational and career orientation areas will be provided through the Occupational and Environmental Safety and Health Coordinator.

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

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

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

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

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

Overview

The Northeast Curriculum Coordination Center (NECCC) is operated by the Office of Adult and Occupational Education with funding from a contract with the Office of Adult and Vocational Education (OVAE), U.S. Department of Education. Federal leadership funds are also used to support the center. The center is one of six regional centers that make up the National Network for Curriculum Coordination in Vocational-Technical Education (NCCVTE).

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

- Participation as a member of the Directors' Council of the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE).
- Service as a resource center and facilitator to regional states in the coordination, development, adaptation, adoption, dissemination and use of curriculum materials and services.
- Conduct of two regional meetings per year to develop plans for curriculum management and dissemination.
- Provision of curriculum-related inservice training and technical assistance to vocational educators in the regional states.
- Establishment of a mechanism for coordinating regional Network activities with State Directors of Vocational Education.
- Maintenance of a lending library with a collection of vocational education curriculum materials for use by the states in the region.
- Implementation of a system for regular communication of regional and special interest information to network states.
- Participation in the implementation and operation of the Vocational Education Curriculum Materials (VECM) database.
- Participation in VocServe.
- Preparation of an annual impact report of the NECCC's activities.
- Establishment of a performance measurement system that supports the project management functions.

NNCCVTE Directors' Council

The NECCC director will work with the other five center directors to plan for intercenter coordination and to provide leadership to assure cohesiveness for overall network functions. Examples of activities include developing policies for center services; developing network priorities; providing training to center staff; managing VECM database; and revising the impact data reporting procedures.

The council will undertake activities to promote the adoption and adaptation of curriculum materials. These activities include the acquisition and dissemination of new curriculum and instructional materials, technical assistance in the use of curricula and the maintenance of the curriculum priorities information database.

Center staff will maintain liaison with OVAE's national program specialists and the following information sharing systems: the National Center for Research in Vocational Education; National Association for Vocational

Education Program Improvement (NAVEP); Vocational Instructional Materials Section (VIM) of the American Vocational Association; the Vocational-Technical Education Consortium of States (V-TECS) and other curriculum consortia; associations serving special needs populations; equity organizations; and National Association of State Directors of Vocational-Technical Education Consortium (NASDVTEC).

Resource Center

The center staff will maintain a library of vocational curriculum and instructional materials. The staff will keep the State Liaison Representatives (SLRs) informed of the current USDE priorities and ask them to identify and submit, if possible, materials related to the priorities for inclusion in the library. The staff will also develop targeted bibliographies (including bibliographies that focus on the USDE priorities) and distribute these to the SLRs, clients and information-sharing organizations.

Regional Meetings

A minimum of two meetings will be conducted during each contract year. One of these meetings will be conducted during the NNCCVTE's annual concurrent meeting. Regional meetings will focus on inservice training for the SLRs; sharing the curriculum priorities of the region; plans, needs and resources of the individual states; and planning the activities of the center. Topics identified by the region's state directors and SLRs will be targeted for inservice training sessions. The center will encourage the participation of postsecondary vocational educators, JTPA service providers, community-based organizations and other vocational education groups in the activities of the network. The USDE priorities will be included as a major portion of regional meeting agendas and concurrent sessions.

A northeast region SLR will attend and participate in the annual SLR Concurrent Planning Committee.

Curriculum-Related Inservice Training and Technical Assistance

The staff will maintain current awareness of developments in vocational curriculum management through the following activities: reviewing and filing all NNCCVTE correspondence, reports and publications; reviewing relevant research findings; and attending professional development activities.

The NECCC's Human Resource Database is designed to help clients contact experts in various aspects of vocational-technical curriculum development, dissemination, implementation and management. The center staff will continue to update and expand the database and will produce and disseminate materials to promote access by clients.

Inservice training will be available through the SLRs to each state and outlying area in the region on a cost-recovery basis. The center director will contact each state director for suggestions on the topics to be offered.

Coordination with State Directors of Vocational Education

Packets, including the monthly Center Update, meeting minutes and other information, will be sent to the SLRs and the state directors to keep them aware of the services and activities of the network.

The center director, at the beginning of each contract year, will contact the state directors and request reappointment of their SLRs. The center director will contact the state directors at least once during each quarter to provide information and receive feedback on center activities and priorities.

Lending Library

The center staff will maintain a lending library of vocational curriculum and instructional materials. The library includes over 23,100 curriculum guides and instructional and other related materials. The collection also includes over 700 audiovisual titles, the ERIC microfiche collection, task lists, an equity collection and Federal Aviation Administration (FAA) resources. Identifying and acquiring new materials and responding to client requests are the major activities under this task.

System of Communication

This activity will promote the awareness and use of the network as a resource for vocational educators at all levels (secondary and postsecondary). The staff will produce a monthly Center Update that will include abstracts of documents added to the library and brief announcements of network and state events, activities and programs. The Update will be sent to the SLRs, the other five regional centers and the USED. The center staff will maintain regular communication with the SLRs by phone to share information on center activities, national priorities and state activities and service needs. The center staff will also provide exhibit materials for and make presentations to conferences and meetings to increase awareness of the center and its services.

VECM Database

The NECCC will manage the NCCCVTE's Vocational Education Curriculum Materials database. The center staff will enter document abstracts into the database, conduct the annual database update and provide periodic disk copies of the database to the other regional centers.

VocServe

The center staff will use this electronic mail system for intercenter communication. VocServe will be used to contact northeast SLRs as they join the system.

Annual Impact Report

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

Performance Measurement System

The center's performance measurement will be based on the evaluation of services by clients. Clients will use an assessment instrument to provide information on savings in time and money resulting from NECCC services and to comment on the efficiency of the services received. The center staff will produce the following documents to report contract status.

Quarterly Report: This report form will include information on progress on specific tasks and the number of staff days spent on each. It will also summarize the major activities and accomplishments during the reporting period.

Monthly Expenditure Report: These reports will include expenditures categorized by individual and task.

Impact Report: This annual report summarizes the impact data for the region.

Final Technical Report: This report describes the activities and accomplishments of the project during the three-year contract period.

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

The need for statewide leadership in the development of a vocational program training database is supported by the statewide needs assessment and state and federal legislation. This activity will be conducted in conjunction with the State Council on Vocational Education and the Commission on Employment and Training.

Section 403 Carl D. Perkins Vocational and Applied Technology Education Act outlines the elements of data that will be collected by the Office of Education Research (OER). These data elements include such items as: the effect of the Act on the administration of vocational education programs; expenditures at Federal, State and local levels to address program improvements; preparation and qualifications of teachers of vocational and academic curricula; academic and employment outcomes of vocational education graduates; employer involvement in and satisfaction with vocational education programs; and effect of Federal requirements regarding criteria for services to special populations.

Section 421 of the Carl D. Perkins Vocational and Applied Technology Education Act outlines the elements of data that will be collected by the National Center for Education Statistics (NCES). These data elements include such items as: gender, ethnicity, handicap, LEP, minorities, disadvantaged, single parents, homemakers and incarcerated juveniles or criminal offenders.

Section 423 of the Carl D. Perkins Vocational and Applied Technology Education Act outlines the elements of an information base for Vocational Education Data System. Part (a) addresses students with handicaps and will require information on types of programs available, enrollments and the specific needs of the General Accounting Office (GAO).

N.J.A.C. 6:43-3.19 states that the Commissioner shall establish a comprehensive statewide data bank within the Office of Adult and Occupational Education to include information collected from district boards of education and other deliverers of vocational education, employers, graduates and state agencies. The data will include information on: enrollments; program completers; job placements; employer satisfaction with job performance of vocational completers; salaries; promotions; employer and business or industry training needs; and such other data as necessary to strengthen vocational education instruction and to improve pupil achievement.

6. OCCUPATIONAL COMPETENCIES PROJECT SUMMARY

IDENTIFIED NEED

Vocational programs have long suffered from an identity crisis. Due to the diversity of the occupational areas, specific instructional goals vary from program area to program area. Therefore the need to identify in each occupational area the competencies which should be common to all students becomes paramount.

Development of a competency based core curriculum for each occupational area would insure program continuity, a definitive program identity, and provide further justification for vocational programs in our state's school districts. A competency based core curriculum will identify the essential elements of the vocational program area that are fundamental to all occupations within the area and will aid in assuring mastery of minimal competencies.

Essential elements of a competency based core curriculum are being developed by a state-wide committee representing the broadest cross-section of education, business and industry, and other concerned parties. The initial product will be a guide for each program area for secondary and adult instructional levels, with provisions for regular revisions and future expansion of other instructional levels.

PLANNED OUTCOMES

Planned outcomes for the Occupational Competencies Project include:

1. At the end of the first cycle of the project, one hundred statewide, standard competency lists will be available to local districts for use in curriculum updating and revision.
2. Competency lists will include employability competencies and related academic skills in addition to job duties and tasks.

The Occupational Competencies Project is at the heart of the development of Core Standards and Measures of Performance for statewide accountability. The project is described in more detail in Section V; B of this plan.

7. EQUIPMENT ACQUISITION **113(b)(18)**

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

- (1) Property records must be maintained that include a description of the property, who holds title, the acquisition date, and cost of the property percentage of federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.

- (2) A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
- (3) A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft shall be investigated by the recipient agency.
- (4) Adequate maintenance procedures must be developed to keep the property in good condition.
- (5) If the grantee is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

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

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

8. VOCATIONAL STUDENT ORGANIZATIONS 201(c)(3)

As defined in section 521 (42) of the Carl D. Perkins Vocational and Applied Technology Act of 1990, "the term vocational student organizations means those organizations for individuals enrolled in vocational education programs which engage in activities as an integral part of the instructional program. Such organizations may have state and vocational units which aggregate the work and purposes of instruction in vocational education at the local level."

In New Jersey the vocational student organizations are an integral part of the quality vocational education instruction provided. The state program provides services for seven vocational student organizations to conduct leadership development conferences, competency based competitive events, student governance, state officer advisement and business industry involvement at the state and state-regional levels.

Each organization's activities are conducted in accordance with its state and national organization constitutions, bylaw, rules and regulations.

Organizations and VSO Staff Goals

1. To conduct all vocational student organization activities in a fair and professional manner so that all student/members have a equal opportunity for recognition.
2. To provide vocational student organization activities to all students enrolled in vocational education programs regardless of the local school district, a student's special needs classification, the kind of vocational education program or its school's location.

- (2) A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
- (3) A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft shall be investigated by the recipient agency.
- (4) Adequate maintenance procedures must be developed to keep the property in good condition.
- (5) If the grantee is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

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

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

8. VOCATIONAL STUDENT ORGANIZATIONS 201(c)(3)

As defined in section 521 (42) of the Carl D. Perkins Vocational and Applied Technology Act of 1990, "the term vocational student organizations means those organizations for individuals enrolled in vocational education programs which engage in activities as an integral part of the instructional program. Such organizations may have state and vocational units which aggregate the work and purposes of instruction in vocational education at the local level."

In New Jersey the vocational student organizations are an integral part of the quality vocational education instruction provided. The state program provides services for seven vocational student organizations to conduct leadership development conferences, competency based competitive events, student governance, state officer advisement and business industry involvement at the state and state-regional levels.

Each organization's activities are conducted in accordance with its state and national organization constitutions, bylaw, rules and regulations.

Organizations and VSO Staff Goals

1. To conduct all vocational student organization activities in a fair and professional manner so that all student/members have a equal opportunity for recognition.
2. To provide vocational student organization activities to all students enrolled in vocational education programs regardless of the local school district, a student's special needs classification, the kind of vocational education program or its school's location.

3. To motivate all vocational education students to take advantage of the educational opportunities provided by the vocational student organization appropriate to their occupational program.
4. To develop a student's desire to acquire knowledge and skills capable of performing at an acceptable level of excellence within the discipline.
5. To provide the educational opportunities for students to develop affective competencies necessary for job success and advancement.

Planned Objectives/Activities FY 95 and 96

To ensure that:

1. adequate resources will be provided to conduct the regional and statewide activities and events of the seven New Jersey vocational student organizations. These will be outlined in each organization's program of work, calendar of activities, and budget;
2. each vocational education program receiving vocational education funding will have the opportunity for participation in the appropriate vocational student organization;
3. New Jersey's vocational student organizations will develop, modify or expand activities for students with special needs;
4. districts and schools without vocational student organization chapters will be encouraged to develop and charter the appropriate VSO chapters; and
5. inservice opportunities will be provided for potential and current VSO teacher/advisors to gain techniques to motive students and organize local chapter activities.

J. Comparable Services to Funding and Nonfunded Institutions [Section 193(b)(19)]

Section 403.32 of the Final Regulations of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 require local educational agencies that receive funds under the Act "to provide services that, taken as a whole, are at least comparable to services being provided in schools in those agencies that are not receiving funds under the Act.

To respond to this requirement the local educational agencies in their two year plans are required to present "written procedures for complying with the comparability requirements" identified in section 403.194 of the Final Regulations to "include a process for demonstrating annually that state and local funds are used to provide services in served schools and sites that are at least comparable to the services provided with State and local funds in schools or sites that are not served with funds" awarded under the State Plan.

SECTION IX
TITLE III PROGRAMS

A. Consumer and Homemaking Education

Design and implement comprehensive career development and transition to the world of work skills in the focus areas of consumer and homemaking skills, skills for balancing work and family, and consumer education skills to be offered K-12 and adult programs. Components of the program may include but are not limited to:

- Increasing family stability and unity;
- Development of a world class work force;
- Promoting economic development and recovery;
- Strengthening the family;
- Integration of academic and home economics life management skills;
- Worker productivity through balancing home, family, and work responsibilities;
- Enhance employability skills that enable individuals to obtain employment in occupations found in fast growing industries;
- Serving special needs populations including handicapped, new immigrants, and under-represented populations;
- Encouraging the elimination of sex bias, sexual harassment, and sex stereotyping;
- Addressing societal concerns of nutrition and health, teenage pregnancy, retraining adults, the homeless, geriatric programmatic services, and family violence;
- Addressing America 2000's goal to get children ready for school;
- Developing and implementing curricula and strategies for elementary students which promote skills for functioning family units;
- Implementing Graduation, Reality, and Dual Role Skills (GRADS) courses;
- Motivating students to attend school which promotes readiness for work and life-long learning; and
- Helping students make the transition from school to work.

Programs are to be designed to ensure improvement of instruction and curricula and support services designed to ensure the quality and effectiveness of programs through curriculum development, research, program evaluation, development of instructional materials, teacher education, upgrading of equipment, teacher supervision, and state administration and leadership as it relates to the occupation of homemaker.

Opportunities for professional development activities are to be offered to consumer and homemaking teachers, supervisors, youth organization advisors and administrators including in-service and pre-service training. Opportunities will include but may not be limited to the following areas:

- Health & Safety;
- Technology up-grade (up-date);
- Working with special populations and multicultural education;
- Transitions from school to work;
- Equity and Access;
- Working in/with the community;
- Violence education; and
- Content specific up-date.

Individuals enrolled in vocational education programs are to be provided the opportunity to participate in organizational activities as an integral part of the consumer and homemaking program. These opportunities include:

- State coordination;
- Leadership development;
- Personal development;
- Skill development and achievement;
- Community service; and
- Business industries relationships.

Development of assessment methods for the competency based consumer and homemaking curriculum guides developed in the state.

Research and implement strategies for reduction of sex bias and enrollment imbalances in secondary consumer and homemaking programs.

Activities to come under leadership and administration

Administer the state's K-12 and adult consumer and homemaking education program.

Research, review, and establish program area priorities and educational plan.

Develop and provide input for funding policies and procedures including the development of "requests for Proposals" for consumer and homemaking courses/programs/projects.

Provide statewide technical assistance and information update to local education agencies to expand, improve and update consumer and homemaking programs.

Collect, analyze, and report data related to consumer and homemaking programs for the purposes of planning, compliance, and assessing trends.

Conduct program evaluation and monitoring visits.

Design, develop and implement special projects which address the mandates of the legislation.

B. Community Based Organizations

The Carl D. Perkins Vocational and Applied Technology Education Act, P.L. 101-392, provides funding for programs jointly sponsored by community-based organizations and local education agencies for vocational education program services and activities. The purpose of the Perkins Act is to assure that individuals in need of training and retraining have access to quality vocational education programs.

Community-Based Organizations are defined as private, non-profit organizations, representing communities or significant segments of communities, that have demonstrated effectiveness in providing job training services. Each community-based organization which seeks to receive funding shall prepare jointly, with the local education agency, an application which

contains an agreement between the community-based organization and the local education agency in the area to be served. Under this RFP, the community-based organization must give special consideration to the needs of severely economically and educationally disadvantaged youth ages 16-21.

The unfolding economic changes taking place and the changing nature of our workforce will require a concentrated effort by the total community to provide career opportunities for all segments of the population. It is only through a partnership between the public schools, business/ industry and the community that we will meet the employment needs of the nation.

In a recent report by the National Alliance of Business (NAB), Employment Policies: Looking to the Year 2000 (1986), a call for partnerships was recommended. Additionally, in Report to the Governor from the Governor's Economic Conference: Workforce Quality Task force (May 10, 1991), it was stated that partnerships must be fostered to assure the availability of a trained workforce to meet the future requirements of both State and private economic development efforts. These partnerships should be a cooperative community effort. Business, government, and community organizations all have a part to play in this important movement.

The goal of this program is to develop and implement vocational education and/or school-to-work opportunity services and activities leading to occupational placement of clients by community-based organizations in cooperation with local education agencies. The populations to be served by this program will be: disadvantaged youth, handicapped individuals and adults. Special consideration must be given to the needs of severely economically and educationally disadvantaged youth ages 16-21.

Program specifications and application format may be found in the Community Based Organizations-Request for Proposal listed as Appendix Q,12.

C. Tech Prep Education

In the Carl D. Perkins Vocational and Applied Technology Education Act (P.L. 101-392), Congress states that, more than 50 percent of jobs that are developing will require skills greater than those provided by existing educational programs. Dropout rates for all students in our urban schools and, specifically, for Hispanic youth are more than 50 percent; and employers pay millions of dollars annually for formal and informal training, remediation, and lost productivity for an untrained workforce. Parnell's book The Neglected Majority (1985) alerted readers to the forecast that three out of four high school students would probably not earn a baccalaureate degree. In The Forgotten Half (1988), the authors document the failure of the American education system to provide non-college bound youth with assistance for their transition into the workforce.

The intent of New Jersey's Tech-Prep grant program is to develop and implement a range of sequenced competency-based courses and experiences designed to provide secondary students with an improved opportunity for a "seamless" transition from school to postsecondary technical education to work. Tech-Prep prepares students for high skilled technical occupations in tomorrow's technological workplace. Tech Prep combines a common core of applied academic courses and technical courses at the high school level for continued postsecondary education or training.

The Carl D. Perkins Vocational and Applied Technology Education Act (P.L. 101-392) describes a Tech Prep program as a program which: leads to an associate degree, two-year certificate or an apprenticeship; provides technical preparation in at least one field of engineering technology, applied science, mechanical, industrial, or practical art or trade, or agriculture, health or business; builds student competence in mathematics, science, and communications (including applied academics) through a sequential course of study; and leads to placement in employment.

For New Jersey, the realities are:

- Approximately 43% of New Jersey high school graduates enter a four-year college immediately after graduating. The NJ Department of Higher Education reports only 37% complete a degree within five years.
- Six (6) percent of New Jersey high school graduates enter a community or technical college immediately after graduation. Only 28% of those complete their program.
- Minority and female entrants into the labor force will significantly increase by the year 2000. Females and minorities tend to have lower than average levels of educational attainment, which will be coupled with a demand by industry for a more highly educated and skilled workforce.

In New Jersey, there is concern with the evident labor gap in high skilled and high performance fields, due to the lack of preparation for mid-level technicians and the rise in complexity in most technical occupations needed for continuity and growth into the next decade. The basis for the State's Tech Prep program coincides with policy directions articulated in New Jersey's Unified State Plan for New Jersey's Workforce Readiness System (March 1992). The plan recommends close linkage of educational systems to the demands of the evolving labor market. The key factors identified as the underlying base in the Tech Prep initiative include the reform steps called for in America's Choice (National Center of Education and the Economy, 1991) and Learning a Living: SCANS Report/US Department of Labor (1990).

The New Jersey Department of Education, Office of Adult and Occupational Education decided in the Spring of 1991 to establish Tech-Prep education in the State of New Jersey. This program would enable students to make the transition successfully to postsecondary technical education or work. In the Summer of 1991 Tech-Prep funding focused on assisting consortia with implementation of developed options and help with the development of additional tech-prep programs. In addition, the concept of county-wide consortia was supported, demonstrating the need for local boards and administrators to take an active role in working together. The third year of Tech-Prep funding not only supported the concept of county coordination but provided small amounts of funds for supplemental instructional equipment in most of the program areas. Instruction and implementation were stressed as well as new program development.

Succeeding years of Tech-Prep funding will continue the impetus from previous years, while evaluating outcomes and examining the nature and extent of

Tech-Prep achieved in the State of New Jersey. Secondary and postsecondary institutions should focus their endeavors to initiate educational opportunities and strategies to provide "seamless and credentialed" passageways into New Jersey technical college programs or work. In addition, Tech-Prep program evaluation will examine enrolled student benefits to include, but are not limited to, ease and reasonableness of: articulation among institutions, retention, and participant feedback.

A recent state survey (Office of Adult and Occupational Education, 1993) reported on the nature and extent of Tech Prep programs in New Jersey:

- During the 1991-92 fiscal year, there were 32 different tech prep programs funded at 20 different institutions, involving members of approximately 70 schools. Over \$1,500,000 was awarded.
- For the 1992-93 fiscal year, 36 tech prep program applications were funded for nearly \$2 million. Over 44 different occupational programs were developed. Over 204 vocational and comprehensive secondary schools, private institutions, and community colleges were involved in consortium activities.
- Approximately 4,515 students are presently enrolled in all tech prep programs.
- Over 19 different consortium were funded for nearly 100 programs during the 1993-94 fiscal year.

The goals for the Tech-Prep program are: to implement and/or expand Tech Prep programs that meet industry and educational standards, and to evaluate the effectiveness of each Tech-Prep program at the local level.

Program specifications and application format may be found in the Two Plus Two Tech-Prep Programs request for proposal listed in the Appendix.

Preparatory services may include:

- Outreach or recruitment of potential vocational education students;
- career counseling and testing; and
- other appropriate services, programs or activities described by applicant in the proposal.

Through the RFP process each applicant consortium establish entrance requirements and the 8-9-10 grade programs necessary to provide entrance skills. The RFP provides a vehicle for the applicant to obtain the applied academic materials available through the state's membership in AIT & CORP.

RFP evaluation criteria weighted by points will include special consideration to applicants who within their proposal:

- provide for effective employment placement activities;
- develop proposal in consultation with business, industry and labor unions; and

- address effectively the issues of dropout prevention and re-entry and the needs of minority youths, youths limited English proficiency, youths with handicaps and disadvantaged youth.

The following is a complete list of Tech Prep recipients. Those marked with an asterisk (*) are members of a consortium that services designated Urban districts. Based on the geographic configuration of the state it is inappropriate for the state of New Jersey to designate rural areas. Equitable distribution is maintained statewide with all types of eligible recipients.

TWO PLUS TWO TECH PREP

<u>AGENCY</u>	<u>CONTRACT</u>
*Atlantic City Vocational	\$ 20,000.00
*Bergen County Vocational	\$ 77,500.00
*Burlington County Vocational	\$ 19,700.00
*Camden County College	\$ 99,998.00
Cape May County Vocational	\$ 99,000.00
*Cumberland County College	\$ 99,730.00
*Essex County Vocational	\$ 55,000.00
Gloucester County Vocational	\$ 96,400.00
Hunterdon County Vocational	\$ 75,838.00
*Trenton City	\$ 35,974.00
*Mercer County College	\$100,000.00
*Middlesex County College	\$ 95,484.00
*Monmouth County Vocational	\$100,000.00
*Brookdale Community College	\$ 58,300.00
Morris County Vocational	\$ 56,123.00
County College of Morris	\$ 92,094.00
Ocean County College	\$ 95,460.00
*Passaic County College	\$ 92,712.00
Salem Community College	\$ 68,380.00
Raritan Valley	\$ 80,122.00
Sussex County Vocational	\$100,000.00
*Union County College	\$ 85,000.00
*Warren County Vocational	\$ 99,500.00
*Warren County College	\$ 32,750.00

TWO PLUS TWO TECH PREP ALLIED HEALTH

<u>AGENCY</u>	<u>CONTRACT</u>
*Bergen County Vocational	\$300,000.00
*Middlesex County Vocational	\$300,000.00
*Camden County Vocational	\$280,625.00

APPENDIX

TABLE OF APPENDICES

APPENDIX*

- A. Summary of Testimony at Public Hearings and Responses
- B. State Employment and Training Commission:
Correspondence, Recommendations
- C. State Council on Vocational Education: Correspondence, Recommendations
 - NJEA Review - November 1992
 - State Assessment Contract
 - Public Hearing Announcement
- D. Statewide Committee of Practitioners: List of Members Protocol
- E. Interagency Agreements and/or Memoranda of Understanding

DEPARTMENT OF EDUCATION INTERAGENCY AGREEMENTS

<u>Agency</u>	<u>Purpose</u>
1. Department of Higher Education	Delegation of Authority
2. Department of Labor	JTPA section 123, State Education Coordination and Grants
3. Department of Labor	Workforce Development Partnership Act Program
4. Department of Labor	Apprentice Program
5. Department of Correction	Designation of State Corrections Agency
6. Department of Human Services	Define Basic Program Obligation of each agency
7. Department of Agriculture	FFA Program Support
8. Departments of Higher Education, Human Services and Labor; Garden- State Employment and Training Association, Community Based Organizations, business organiza- tions and rehabilitation agencies	Coordinated Programs for Special Populations
9. Department of Human Services	Adult Basic Skills Grant

DEPARTMENT OF EDUCATION MEMORANDA OF UNDERSTANDING

<u>Entity</u>	<u>Purpose</u>
10. State Employment and Training Commission	Youth Transitions to Work
11. State Employment and Training Commission	Articulation Process for Special Populations
12. National Grocer's Association	Technical Consultation to identify federal skill standards

*Note the Appendices are available upon request to the Office of Adult and Occupational Education.

APPENDIX

- F. Certification of Distribution and Acknowledgement of Receipt of Application Review Package
- G. State Profile Information
- H. State Legislature Receipt of Filing
- I. FY'95 Vocational Entitlements
- J. Pell 2 - Distribution of Funds Criteria
- K. LEA 2-Year Plan and Noncompliance Application for Funds/Implementation Plan
- L. Vocational Education Competitive Funding Process (R.F.P.)
- M. Monitoring and Evaluation Protocol and Instruments
- N. New Jersey Program Performance Measures and Standards for Occupational and Technical Programs
- O. Cross Reference - Taskforce Recommendations and State Plan Goals, Objectives and Activities
- P. Occupational Program Approval Procedure
- Q. Request for Proposals - Specifications by name:
 - 1. Single Parent, Displaced Homemakers and Single Pregnant Women;
 - 2. Worklink;
 - 3. Family Development Act;
 - 4. Safe Schools;
 - 5. Youth Transitions to Work Partnership;
 - 6. JTPA Literacy Cooperative Demonstration Programs;
 - 7. JTPA Non-Traditional Training;
 - 8. Consumer and Homemaking;
 - 9. Equity Programs;
 - 10. Displaced Homemakers Survival Skills;
 - 11. Supermarket Technological Training Academy;
 - 12. Community-Based Organizations;
 - 13. Student Inventions Through Education;
 - 14. Sex Equity Technical Assistance Centers;
 - 15. Technical Prep;
 - 16. Technical Prep-Allied Health;
 - 17. New Jersey Youth Corps; and
 - 18. Agricultural Education Program Improvement
- R. FY 1994 Annual Report of and Plan for the Sex Equity and Single Parents, Displaced Homemakers and Single Pregnant Women Programs - Questionnaire
- S. Labor Demand Occupations 1993

APPENDIX

- T. Overview of the Office of Adult and Occupational Education
- U. New Jersey Department of Education 1992-1993 State Assessment
- V. Apprenticeship in New Jersey

91111 & 91591