

# New Jersey State Department of Education

---

## OVERVIEW

OF THE

## Division of Vocational Education

NJ DOCUMENTS  
SHIPPING LIST DATE

SEP 27 1989

DREW UNIVERSITY LIBRARY  
MADISON, NEW JERSEY

**Saul Cooperman**  
**Commissioner of Education**

**Lloyd J. Newbaker, Jr.**  
**Assistant Commissioner**

NS  
90  
R424  
1989

**OVERVIEW OF THE  
DIVISION OF VOCATIONAL EDUCATION**

**Saul Cooperman  
Commissioner of Education**

**Lloyd J. Newbaker, Jr.  
Assistant Commissioner**

**New Jersey State Department of Education  
225 West State Street, CN 500  
Trenton, New Jersey 08625-0500**

**July, 1989**

**PTM. 900.36**

This publication is designed to provide the reader with an understanding of the Division of Vocational Education's functions in the state's educational system. It also furnishes a listing of division personnel, their phone numbers and areas of responsibility.

## STATE BOARD OF EDUCATION

JOHN T. KLAGHOLZ..... Seaside Park  
President

JAMES JONES..... Teaneck  
Vice President

S. DAVID BRANDT..... Cherry Hill

MAUD DAHME..... Annandale

BETTY A. DEAN..... East Orange

MATEO F. DeCARDENAS..... Union City

ANNE S. DILLMAN..... Perth Amboy

ALICE A. HOLZAPFEL..... Elizabeth

REGAN KENYON..... Princeton

NANCY SCHAENEN..... Madison

JAMES M. SEABROOK, SR..... Bridgeton

ROBERT A. WOODRUFF..... Elmer

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

Saul Cooperman, Commissioner of Education  
Secretary

T. Edward Hollander, Chancellor of Higher Education  
Ex-Officio

It is a policy of the New Jersey State Board of Education and the 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 nondiscrimination.

**NEW JERSEY DEPARTMENT OF EDUCATION  
DIVISION OF VOCATIONAL EDUCATION**

<u>NAME</u>	<u>POSITION</u>	<u>TELEPHONE</u>
<b><u>ADMINISTRATION</u></b>		
Dr. Lloyd J. Newbaker, Jr.	Assistant Commissioner	609-292-6340
Dr. Sandra Streeter	Executive Assistant	609-292-6340
Ms. Patricia A. Harris	Secretarial Assistant I	609-292-6340
<b><u>DIVISION SERVICES BUREAU</u></b>		
Mr. Brian P. Boyle	Manager	609-292-4050
Ms. Renee Finkle	Budget Director	609-292-4050
Mr. Maurice W. James, Jr.	Business/Industry Liaison	609-292-4050
Ms. Sylvia Kaplan	County Office and Safety Coordinator	609-292-5744
Dr. Doris Dopkin	Staff Development	609-292-5744
Ms. Elizabeth Stambolian	Sex Equity/Single Parents and Homemakers	609-292-5820
Ms. Carol Schilling (P/T)	Education Planner	609-292-4050
Ms. Louise Walsh	Personnel/Office Manager	609-292-4051
Ms. Frances Henry	VSO Fiscal Operations Facilitator	609-633-9822
<b><u>VOCATIONAL GRANTS MANAGEMENT BUREAU</u></b>		
Mr. Gerald McKenzie	Manager	609-292-5622
Mr. Dennis Reiter	Contracting	609-292-5720
Mr. Gregory J. Schuler	Grants Coordinator	609-292-5622
Mr. Robert Schilling	Education Planner	609-292-5720
Ms. Carol M. Perry	Education Planner	609-292-5622
Ms. Linda Carmona-Bell	Information Processing Coordinator	609-292-5622
Ms. M. Sandra Pinto	Data Analyst	609-292-4050
Ms. Paulette Pitonyak (P/T)	Education Planner	609-292-5622
<b><u>PLANNING AND EVALUATION BUREAU</u></b>		
Mr. Héctor Ramón Villafañe	Manager	609-292-6326
Dr. Claudia Merkel-Keller	Program Planning/Evaluation	609-292-6326
Mr. Frederick L. Cappello	Local Area Vocational School District Approval	609-292-6326
Ms. Linda Petry	Research/Resource Planning	609-292-6326
Mr. James Garner	State Plan	609-984-5918
Ms. Carmela Joseph	Data Collection/Analysis	609-292-6326
VACANT	Legislation/Administrative Code	609-292-9696
<b><u>VOCATIONAL PROGRAMS BUREAU</u></b>		
Dr. Michael G. Curran, Jr.	Manager	609-292-6582
Mr. Robert Jacoby	Planning Associate	609-292-6594/ 292-9633/ 292-9822
Ms. Mary Lynn Fracaroli	Business Education	609-292-6582
Dr. Elaine E. Turk	Business Education	609-292-6582

<u>NAME</u>	<u>POSITION</u>	<u>TELEPHONE</u>
<b><u>VOCATIONAL PROGRAMS BUREAU</u></b> (continued)		
Mr. John Grover	FFA Education	609-633-9822
Ms. Matha Kotrba	Health Occupations Education	609-292-6594
Ms. Rosemary M. Harzmann	Home Economics Education - Consumer and Homemaking	609-292-6580
Ms. Carolyn S. Reynolds	Home Economics Occupational Education	609-292-6580
Mr. Chuck Coligan	Marketing Education	609-633-9822
Mr. Arthur J. Cohn	Trade and Industrial Education	609-292-6594
Mr. E. Weston Pfeiffer	Trade and Industrial Education/ Technical Education	609-292-7490
Mr. Paul C. Fogarty	VSO Operations Facilitator	609-633-9822
VACANT	Apprenticeship	609-292-7490
Ms. Deborah Van Zandt	Business Education	609-292-6582
Ms. Marian Mullarkey	Health Occupations Education	609-292-6580
Ms. Susan K. Saravelli	Home Economics Occupational Education	609-292-6594
Mr. William Lupini	Marketing Education	609-292-6594
Mr. John Ord	Trade and Industrial Education	609-292-6582
Mr. Randy Trivette	Trade and Industrial Education	609-292-6594
Ms. Nancy J. Trivette	VSO Operations Facilitator	609-633-9822

**CAREER ORIENTATION/PREVOCATIONAL PROGRAMS BUREAU**

Ms. Joan M. Birchenall	Manager	609-292-9865
Mr. Richrd Harnack	Introduction to Vocations	609-292-1270
Mr. Earl Brancolino	Industrial Arts/Technology Education	609-292-1270
Mr. Dean Garwood	Employment Orientation	609-292-5850
Mr. Leon Colavita	Employment Orientation	609-292-5850
Mr. Donald D. Jones	Work Study/Work Experience Career Exploration Programs	609-292-5850
Ms. Ann DeAngelo	Vocational/Career Guidance and Counseling	609-292-5850
Mr. Joseph Ryczkowski	Vocational/Career Guidance and Counseling	609-292-5850
Ms. Kathryn Hartford	Technology for Children	609-292-5850

**POSTSECONDARY/SPECIAL SERVICES BUREAU**

Mr. Charles O. Kunkel	Manager	609-292-5822
Mr. William R. Smith	Private Vocational School Approval	609-292-5822
Mr. Frank O'Brien	Private Vocational School Approval	609-292-5822
Ms. Rosa M. Gelaszus	Private Vocational School Approval	609-292-5822
Mr. Victor Sjostrom	Private Vocational School Approval	609-292-5822
Mr. Carl H. Brown	Veterans Education and Training	609-292-5822
Mr. Robert D. Wolf	Veterans Education and Training	609-292-5822
Mr. Clarence Woody	Educational Initiatives (10K/HSPT Summer/School Year Program)	609-292-6573
Ms. Maryanne Grumelli-Boycheck	Educational Initiatives (10K/HSPT Summer/School Year Program)	609-292-6573
Dr. Martha Pocsi	Northeast Curriculum Coordination Center	201-290-1900/ 609-292-5822
Ms. Catherine Liapes	Northeast Curriculum Coordination Center	201-290-1900/ 609-292-5822

Contents

Page

Introduction..... 1

**Bureaus and Operational Units**

- **Career Orientation/Prevocational Programs..... 3**
  - Vocational/Career Guidance and Counseling
  - Special Needs Education
    - Employment Orientation
    - Work Study
    - Work Experience Career Exploration Program (WECEP)
  - Community Based Organizations
  - Criminal Offenders
  - Industrial Arts and Technology Education
  - Introduction to Vocations
  - Technology for Children (T4C)
  - Mini-Invention/Innovation Team (MIIT) Contest
  
- **Division Services..... 7**
  - Business Industry Liaison
  - County Office Coordination
  - Employment and Training-Job Training Partnership Act (JTPA)
  - Chapter 531 Approvals
  - Equal Access in Vocational Education
  - Finance
  - Personnel
  - Public Relations
  - Safety Coordination
  - Staff Development
  
- **Planning and Evaluation..... 10**
  - Planning
  - Data Collection
  - Evaluation
  - Research/Resource Planning
  - LAVSD Approval
  
- **Postsecondary/Special Services..... 12**
  - Educational Initiatives
    - 10,000 Graduates...10,000 Jobs (10K)
    - Summer/School Year High School Proficiency Test (HSPT)
  - Northeast Curriculum Coordination Center (NECCC)
  - Private Vocational Schools
  - Veterans Education and Training

**Contents**

**Page**

- **Vocational Grants Management.....** 14
  - Data Analysis
  - Funding/Contracts Coordination
  - Grants Coordination
  - Information Processing
  
- **Vocational Programs.....** 15
  - Agriculture/Agribusiness Education
  - Apprenticeship Operations
  - Business Education
  - Cooperative Vocational Education
  - Health Occupations Education
  - Home Economics and Consumer Education
  - Learning Exchange Program
  - Marketing Education
  - School-to-Work Linkage
  - Technical Education
  - Trade and Industrial Education
  - Vocational Student Organization (VSO) Facilitation
  
- **Vocational Student Organizations.....** 21
  - Distributive Education Clubs of America (DECA)
  - Future Business Leaders of America-Phi Beta Lambda (FBLA-PBL)
  - Future Farmers of America (FFA)
  - Future Homemakers of America/Home Economics Related Occupations (FHA/HERO)
  - Health Occupations Students of America (HOSA)
  - Technology Student Association (TSA)
  - Vocational Industrial Clubs of America (VICA)
  - 1987-88 Vocational Student Organization Membership Summary

# DIVISION OF VOCATIONAL EDUCATION

## INTRODUCTION

### WHAT IS VOCATIONAL EDUCATION?

Vocational education in New Jersey consists of programs, services and activities to help people gain skills, knowledge, and attitudes suitable for employment in productive work of any kind, including the unpaid occupation of homemaking.

### HOW DOES VOCATIONAL EDUCATION SERVE STUDENTS?

Prevocational and vocational education programs are available to form a continuous series of experiences from kindergarten through grade 12 and adulthood. Career planning and decision-making skills are enhanced through guidance and assessment programs in the local schools. Hands-on skills development, practical application of theory and on-the-job training prepare students for initial employment or for additional, higher-level education. They are thus prepared to take advantage of a variety of options that will be open to them.

### WHERE DOES VOCATIONAL EDUCATION TAKE PLACE?

Vocational education programs are offered in 241 comprehensive high school districts, 18 local area vocational school districts and 20 county vocational school districts. Of the students enrolled in occupational programs (grades 11, 12) in FY 1988, 58.9 percent attended comprehensive high schools, 13.3 percent were in local area vocational schools and 27.8 percent enrolled in county vocational schools.

### WHAT IS THE STRUCTURE OF THE EDUCATIONAL SETTING?

Students who attend their comprehensive high schools or local area vocational school districts spend the full school day in their local schools receiving both their required academic courses and their vocational training. The county vocational schools are organized as either full-time or shared-time schools. Full-time vocational schools offer both academic courses and vocational training; the shared-time schools provide vocational preparation while the sending districts enroll students in the academic courses. Many of these schools offer part-time evening adult programs.

### WHAT ARE THE SPECIFIC PROGRAMS PROVIDED THROUGH VOCATIONAL EDUCATION?

Prevocational preparation through programs such as Technology for Children (T4C), Introduction to Vocations, Industrial Arts and Technology Education, Employment Orientation, Consumer and Homemaking, Work Experience Career Exploration Program (WECEP) and Work Study is made available to students in elementary and high schools.

Occupationally specific training is available on the secondary and adult levels to prepare students in more than 1,100 specific occupational areas. These occupational areas are found in:

- Agriculture/Agribusiness Education
- Business Education
- Health Occupations Education
- Home Economics Related Occupations
- Marketing Education
- Technical Education
- Trade and Industrial Education

Additionally, the division provides specific linkages to employment and training opportunities provided through cooperative vocational education and apprenticeship training. These programs provide on-the-job training, related classroom instruction and supervision. In FY 1988 more than 12,000 students in cooperative vocational education earned over \$40 million.

Integral to vocational education programs are the activities of the vocational student organizations which serve all occupational areas and Industrial Arts and Technology Education. These associations recognize that classroom experience alone is not sufficient to assure the development of competent, aggressive leadership for tomorrow's business and industry. They also serve as a mechanism for business/industry involvement in vocational education. The following vocational student organizations in New Jersey had 18,963 members in FY 1988.

- Distributive Education Clubs of America
- Future Business Leaders of America-Phi Beta Lambda
- Future Farmers of America
- Future Homemakers of America/Home Economics Related Occupations
- Health Occupations Students of America
- Technology Student Association
- Vocational Industrial Clubs of America

#### WHAT HAPPENS TO THE GRADUATES AFTER HIGH SCHOOL GRADUATION?

Follow-up studies conducted by local educational agencies (LEAs) and reported to the Division of Vocational Education for students who completed occupational programs in FY 1987 showed:

- 63.8 percent were employed.
- 42.2 percent were employed in occupations directly related to their preparation.
- 21.6 percent were employed in other occupations.
- 3.6 percent entered full-time military service.
- 3.8 percent were unemployed.
- 1.3 percent were not in the labor force and not seeking employment.
- 27.5 percent were pursuing additional education (full-time student).

## CAREER ORIENTATION/PREVOCATIONAL PROGRAMS BUREAU

### Introduction

The Bureau of Career Orientation/Prevocational Programs provides services to local education agencies to initiate, maintain, and improve education programs for students in the following areas: Vocational Career Guidance and Counseling, Work Study, Employment Orientation, and Work Experience Career Exploration Programs.

It also provides leadership in the development, coordination and improvement of introductory programs which include Technology For Children, Introduction to Vocations and Industrial Arts and Technology Education. Through these programs, the bureau makes resources, statewide in-service, and funding opportunities available to districts in order to assist them in developing, modernizing and expanding their local offerings.

In addition, the Bureau coordinates the review of competitive applications for vocational education funding for persons served by community-based organizations and programs serving the future employment needs of criminal offenders.

### I. Career Orientation Unit

The following programs are designed to further the individual's career development by providing activities which assist learners to clarify career goals, explore career possibilities, develop employability skills, and make the transition between school and work. Significant components of these programs focus on individual needs as well as the needs of the disadvantaged and handicapped. Partnerships with business and industry are essential.

#### a. Vocational/Career Guidance and Counseling

Vocational/Career Guidance and Counseling provides students with a sequential, comprehensive program focusing on the students' career development.

The vocational/career guidance program is designed to assist learners to:

- acquire self assessment, career planning, decision making and employment skills;
- assess vocational/career interests, abilities, and aptitudes;
- clarify career goals;
- obtain and use job-related information;
- develop job skills; and
- make the transition between education and work.

This program requires coordination and implementation by a certified guidance counselor in cooperation with administrators, child study teams, school faculty, parents, community and business/industry leaders.

- b. **Employment Orientation** is a significant and integral component of a school's career development program for students with special needs. It is designed to assist those students in the development of sound work habits, attitudes, basic vocational skills and interpersonal skills. Employment Orientation programs consist of vocational evaluation activities, basic vocational instruction and simulated work experiences. Since Employment Orientation offers in-school, hands-on vocational experiences, it provides a major link between career awareness and exploration activities and specific vocational training for special needs students.
- c. **Work Study** is a non-credit program designed to provide financial support to needy vocational students between the ages of 15 and 20. The program encourages needy vocational students to remain in school by providing part-time paid employment, outside of school hours, in public agencies. Work Study also enhances the effectiveness of the student's vocational preparation while helping to alleviate financial concerns.

Students must be enrolled in a vocational education program approved by the Division of Vocational Education to be eligible for this program. Whenever possible, the Work Study program should relate to the educational program of the student. Local education agencies are required to provide 50 percent of the cost of the student's wages.

- d. **Work Experience Career Exploration Program (WECEP)** is a cooperative vocational education program for 14 and 15 year old disadvantaged, handicapped and school-alienated youth. This program allows students to explore career possibilities and to receive credit toward graduation through a combination of regularly scheduled part-time paid employment and related classroom instruction. Students are paid the prevailing minimum wage and may only work in non-hazardous occupations for a maximum of three hours per day.

- e. **Community-Based Organizations**

A Community-Based Organization (CBO) is a private nonprofit organization which is representative of the community and which offers employment preparation and job training services. The CBO must offer vocational programs and services in conjunction with a local education agency. CBO programs facilitate the entrance of severely economically and educationally disadvantaged youth, 16 through 21 years of age, into vocational education training. These programs provide transitional services for entrance into vocational

education or employment, and address student aptitudes and motivation. A Community-Based Organization may also provide special prevocational programs for youth in both urban and rural areas with a high level of poverty. Guidance and counseling programs which assist students with occupational choices or with the selection of vocational education programs may also be offered.

f. **Criminal Offenders**

The objective of programs in this area is to provide vocational education services and activities for criminal offenders who are serving in correctional institutions: prisons, reformatories, work farms, detention centers or halfway houses, community-based rehabilitation centers, or other similar institutions designed for the confinement or rehabilitation of criminal offenders. Programs can include occupational areas such as Trade and Industry, Home Economics, Agriculture, and Business Education. In addition, programs such as Employment Orientation, Introduction to Vocations and Vocational/Career Guidance and Counseling are appropriate for those who reside in these correctional institutions.

II. **Prevocational Education Unit**

The following programs are designed to provide students with the necessary educational experiences to make informed choices for future careers, educational pursuits and life skills. Emphasis is on knowledge of self as it relates to the study of careers, technology, problem solving and options for future directions.

a. **Industrial Arts and Technology Education**

Industrial Arts and Technology Education serve students primarily in grades six through ten. It consists of a planned series of experiences and activities which assist learners in developing understandings about the contemporary aspects of industry, technology and work. Included in the content is the study and application of new, emerging and expanding technologies. Among the instructional strategies used in this activity-based curriculum are: problem solving, experimenting, designing, constructing, evaluating, and using tools, machines, materials and processes.

Industrial Arts and Technology Education help students to make meaningful occupational and career choices while increasing self understanding. It can also prepare them to enter into advanced trade and industrial or technical education programs.

The New Jersey Chapter of the Technology Student Association (TSA) supports Industrial Arts and Technology Education through the integration of appropriate leadership development activities and strategies into the curriculum.

b. **Introduction to Vocations**

Introduction to Vocations identifies a spectrum of careers and provides the resources and opportunities for students to investigate them in relation to their interests and abilities.

This program encourages career awareness and exploration through innovative group projects, individual student activities, and firsthand experiences with business and industry. It provides students with a realistic understanding of the academic, vocational and employability skills necessary to pursue their career choices. Activities are structured around, but not limited to, the following career clusters: agriculture, business, communications and media, economics, fine arts and humanities, health, hospitality and recreation, manufacturing, marine sciences, marketing and distribution, natural resources and environment, personal service, public service, and transportation.

Introduction to Vocations is designed to serve all students primarily in grades seven through nine. It gives meaning and direction to their educational experience by extending the boundaries of the classroom to include the world of work.

c. **Technology for Children (T4C)**

Technology for Children (T4C) prepares students in kindergarten through sixth grade to: develop and apply problem solving skills; develop technological competence, confidence and awareness; apply basic skills in learning activities; develop self-awareness; interact with business, industry and community organizations; identify careers without sex stereotyping or sex bias; and develop an awareness of other vocational programs.

Program goals are reached through exploratory experiences in the fields of aerospace, communications, computer applications, consumerism, energy, entrepreneurship, environmental studies, health, invention/innovation, nutrition and other appropriate areas. Teachers integrate these experiences and activities into the regular elementary curriculum fostering awareness and exploration in a wide range of occupational areas. Partnerships developed with local community and business organizations enhance the T4C program by relating classroom activities to the "real" world of work.

d. **Mini-Invention/Innovation Team (MIIT) Contest**

The MIIT contest helps students develop their problem-solving skills and creativity while learning about technology and careers. The students identify problems and develop solutions by creating an invention or innovation. Participants learn to gather data through research and testing as well as to record their invention experiences. MIIT is open to all prevocational students in kindergarten through ninth grade.

## **DIVISION SERVICES BUREAU**

### **Introduction**

The Division Services Bureau is responsible for all division-wide activities including finance, personnel, liaison with business, industry and other agencies, equal access, public relations, staff development, coordination with county offices, coordination of safety issues and coordination with employment and training (JTPA).

### **Business Industry Liaison**

Bureau staff develop linkages with business and industry, community groups, professional associations and other groups or agencies interested in vocational education. The staff is also actively involved in the development of innovative approaches to marketing vocational education in the State of New Jersey.

### **County Office Coordination**

This unit acts as a liaison for the division to each county office and the Division of County and Regional Services. Reviewing county plans and coordinating requests for division staff to serve on monitoring teams in the counties is also performed by this unit. In addition, staff members coordinate with the counties the provision of program assistance to local districts, as requested.

### **Employment and Training (JTPA)**

The responsibilities of the Department of Education include the coordination for educational services of the grant award under the Job Training Partnership Act (JTPA), P.L. 97-3000. The act took effect October 1, 1983, and is designed to provide training services to economically disadvantaged persons and other individuals who experience barriers to employment. Over \$80,000,000 will be used by 17 Service Delivery Areas (SDAs) in New Jersey to provide training and services permitted in the act. Eight percent of Title II funds are designated for activities based on agreements between Local Education Agencies and SDAs. Bureau staff develop these agreements and identify training. Specific training agreements are implemented at the SDA level with technical assistance and other support from staff.

### **Chapter 531 Approvals**

In addition, the Department of Education, under contract with the New Jersey Department of Labor, conducts facility and course reviews as required by Chapter 531, Public Laws 1981. Under Chapter 531, approved schools may enter into contract with local units of government for the training of JTPA participants.

### **Equal Access in Vocational Education**

The Office for Equal Access administers vocational programs for sex equity and single parents and homemakers. Technical assistance grants to local

educational agencies, four-year colleges, and community-based organizations assist in eliminating the barriers of sex bias and stereotyping from vocational education. Recruitment and retention strategies to achieve more balanced gender representation in vocational education courses form the basis of equity training for educators.

The Office for Equal Access is committed to carrying out the equity goals of the Carl D. Perkins Vocational Act. Single parents and homemakers as well as women and men entering nontraditional occupations are targeted as groups "previously unserved or underserved." The disadvantaged, teen parents, displaced workers, handicapped, and the limited English proficient are also identified as populations requiring increased access to the opportunities provided by vocational education.

### **Finance**

Financial activities for the Division of Vocational Education are conducted by bureau staff and include establishing and maintaining accounts by program and purpose, maintaining a financial data base, reconciling accounts with department and treasury records, monitoring federal/state/local matching requirements and federal set-asides and preparing federal and state financial reports. Bureau staff also prepare and monitor state and federal administrative budgets and special budgets, such as JTPA, Veterans Administration, Northeast Curriculum Center and Vocational Student Organizations. State budget requests are also prepared.

### **Personnel**

The personnel unit provides assistance to division staff on all personnel matters and processes all personnel transactions; prepares and maintains personnel records; recommends staffing patterns; and assists in the preparation of state and federal operational budgets.

### **Public Relations**

Bureau staff develop and implement comprehensive public information materials for vocational educators. Press releases, brochures and flyers for general publication are also developed. Support is provided to division staff for the development of projects and promotional materials for specific programs.

### **Safety Coordination**

This unit monitors safety in vocational education classrooms. This includes developing and implementing a vocational education accident monitoring and reporting system as well as analyzing accident data to make recommendations or ways to improve safety and reduce accidents. Recommendations to develop or revise safety code are provided. In addition, updates of the Occupational Safety and Health Act (OSHA) and other vocational education safety standards are disseminated.

### **Staff Development**

This unit provides leadership for the development, implementation, and administration of training and professional development programs for division

staff. It also provides for in-service and preservice training to increase the competence of vocational education teachers, counselors and administrators. In-service activities for school districts through the Regional Curriculum Services Unit (RCSUs) and vocational program specialists are also coordinated by the staff.

## **PLANNING AND EVALUATION BUREAU**

### **Introduction**

The Planning and Evaluation Bureau is responsible for planning, data collection, evaluation and research activities for the Division of Vocational Education.

### **Planning**

The bureau coordinates development of the division's Policies and Procedures manual for the distribution of federal and state vocational education funds, the State Plan for Vocational Education, annual Vocational Education Performance Report and county planning materials. Statewide planning committee meetings and public hearings on the State Plan are coordinated by bureau staff.

In addition, state and federal vocational education legislation, regulations and policy papers are reviewed and analyzed. Staff coordinates updates to existing administrative code and the development of new rules and regulations pertaining to vocational education are coordinated by staff.

### **Data Collection**

Staff conduct student enrollment and follow-up studies, analyze results, develop and update the information base for planning purposes and for enrollment, occupational supply and demand and fiscal reports.

### **Evaluation**

Evaluation responsibilities include the development and implementation of a comprehensive monitoring and evaluation system responding to the Carl D. Perkins Vocational Education Act (P.L. 98-524). Evaluation support is also provided to districts in the design and implementation of evaluations which will provide data for decision making on the quality, effectiveness and benefit of vocational programs. Secondary analysis of data and policy, as well as testing and measurement issues in vocational programs, are also coordinated by this staff.

### **Research/Resource Planning**

Responsibilities include the coordination of research needed for vocational programs. Vocational education needs and trends are determined by: reviewing research and literature; analyzing labor market, industrial and technological data; and maintaining partnerships with education and public interest groups and department staff (including the regional curriculum services units and county offices). Based upon identified needs and trends, priorities are established for the development of curriculum and training materials by program specialists in other bureaus of the division. Research and supporting data may also be used for planning, funding decisions, the development of competitive Requests for Proposals (RFPs) and recommendations for in-service training.

LAVSD Approval

Bureau staff oversees the local area vocational school district (LAVSD) designation process. The State Board of Education is authorized to act upon applications received from local boards of education which request status as an LAVSD. New Jersey Administrative Code (N.J.A.C. 6:46-2.1 through 6:46-2.4) provides the mechanism for designating comprehensive high school districts as LAVSDs, making those districts eligible for categorical aid for approved vocational programs.

## POSTSECONDARY/SPECIAL SERVICES BUREAU

### Introduction

The Postsecondary/Special Services Bureau houses programs outside the traditional responsibilities of the State Department of Education. These services include veterans education and training, the approval of private vocational schools, private business schools and correspondence schools and the operation of the Northeast Curriculum Coordination Center. The bureau also manages the division's special initiatives: 10,000 Graduates ... 10,000 Jobs and Summer/School Year HSPT/Supplemental Instruction Grant Program.

### Educational Initiatives

The educational initiatives unit manages the division's special programs. There are currently two initiatives in this unit:

**10,000 Graduates ... 10,000 Jobs** is a state-level initiative to increase full-time employment among urban high school graduates. This initiative is intended to increase the students' preparation for and access to the job market.

The program is designed to place 10,000 urban high school graduates in full-time entry level jobs by 1992. Participants must have met all state and local requirements for a high school diploma, including passing the high school proficiency test. They must also have completed a citizenship and employability skills course and maintained a minimum of 92 percent school attendance.

**Summer/School Year HSPT** is designed to assist urban youth with preparation for passing the high school proficiency test. Students are given special remedial instruction during the summer, generally coupled with a part-time job. Instruction is individualized to a student's needs and infuses employment tasks with instructional activities when feasible.

### Northeast Curriculum Coordination Center (NECCC)

The NECCC is one of six federally funded regional curriculum centers which make up the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE). The curriculum center serves vocational educators throughout the northeastern states, Puerto Rico and the Virgin Islands, in addition to those in New Jersey. The objective of the NECCC is to coordinate vocational curriculum development and dissemination activities throughout the region and nation.

Services offered by the center include: state, regional and national instructional materials computer searches; loan of materials from the center's collection of print and non-print materials; dissemination of newly published curriculum materials, plans and activities within the member states; provision of microfiche curriculum materials and technical assistance in the adoption or adaptation of curriculum. The center is located on Crest Way in Aberdeen, New Jersey 07747 and can be reached at (201) 290-1900.

### **Private Vocational Schools**

The Office of Private Vocational Schools has responsibility for the initial approval, the annual reapproval and the supervision and regulation of private trade and technical schools, private business schools, private art schools and all correspondence schools located in New Jersey. In addition, this office monitors schools on-site; evaluates and updates previously approved courses and programs; certifies instructional and administrative staff; and responds to public inquiries.

### **Veterans Education and Training**

The Veterans Education and Training Unit is responsible for the administration and coordination of veterans training programs as identified in Title 38-United States Code. Title 38 authorizes the approval of public and private sector training establishments to allow veterans and other eligible persons to pursue education and training while receiving allowances from the federal Veterans Administration.

This unit reviews for approval and supervises courses, programs, facilities, class schedules, tuition charges and school bulletins for non-collegé degree programs/courses. In addition, this office approves and supervises on-the-job training programs and apprenticeship programs which meet standards established by the United States Department of Labor.

1971-1972

## VOCATIONAL GRANTS MANAGEMENT BUREAU

### Introduction

The Vocational Grants Management Bureau is responsible for coordinating the distribution of federal and state vocational education funds to eligible recipients according to federal and state regulations. Activities include: working with the Planning and Evaluation Bureau in project development and funding allocations, working with other bureaus in processing all funding applications and coordinating all program reviews and monitoring responsibilities for the division.

### Data Analysis

Approves and processes all funding applications and related materials; monitors various key areas within the funding system; provides status reports to the Division staff and management; and assists in training Division staff in funding procedures.

### Funding Contracts Coordination

This unit coordinates the processing of all funding applications within the Vocational Grants Management Bureau. Responsibilities include designing and developing internal systems to optimize the use of the Department of Education's computerized data base; assisting in the training of the Vocational Grants Management staff in implementing and enhancing procedures; and training division staff in relevant procedures.

### Grants Coordination

This unit coordinates the division's funding objectives and procedures with the Department of Education's funding regulations. Areas of involvement include developing and planning funding cycles, working closely with all division bureaus and various Department of Education divisions.

### Information Processing

Responsible for the division's flow of information through a computer communication system between the Vocational Grants Management Bureau and all division bureaus, this unit oversees the standardization of all computer systems within the division.

**New Jersey State Library**

## VOCATIONAL PROGRAMS BUREAU

### Introduction

The Vocational Programs Bureau is responsible for the development, coordination and improvement of programs which provide entry-level skills for employment. It uses supervisory and leadership services for improving the quality and quantity of vocational education programs, in-service education programs for the professional growth of teachers, supervision and direction of vocational student organizations as integral parts of the instructional program, and consultation services. Specialists in agricultural education, business education, health occupations education, home economics and consumer education, marketing education and trade and industrial education have the expertise necessary to the operation of these programs at the local school level and to other bureaus within the division.

Vocational student organizations in each of the bureau's occupational areas help students develop personal, leadership, citizenship and occupational knowledge and skills which contribute to successful roles in society and in the labor market. The activities of these organizations are conducted as integral parts of their curricula.

Cooperative vocational education also exists in each of these occupational areas. Each program provides for a method of instruction that is school/community based and bridges the gap between school and work.

### Agriculture/Agribusiness Education

Agriculture/Agribusiness Education programs prepare secondary and adult students for entry-level employment in six major career areas: (1) horticulture; (2) agribusiness; (3) agricultural production; (4) small and/or laboratory animal care; (5) agricultural mechanics; and (6) agricultural products, processing and marketing. Instructional programs include classroom and laboratory lessons in applied agricultural sciences; appropriate field trip experiences; Future Farmers of America (FFA) activities; and supervised occupational experience. FFA, by law (P.L. 81-740) is a part of the instructional programs. Supervised Occupational Experience (SOE) is a sequence of specific learning experiences that are designed to develop an individual vocational agriculture/agribusiness student's occupational competence and are conducted through the school year and summer months under the supervision of a certificated teacher of agriculture.

### Apprentice Training

Apprentice training is an adult program which combines private and public sector training efforts to develop a skilled adult work force. Apprentices receive full-time on-the-job skill training supplemented by part-time related theoretical instruction. Apprenticeship coordinators promote and maintain the apprenticeship registration approval process. Through the School-to-Work Linkage program, cooperative education students employed in apprenticeable occupations can gain entrance into an apprenticeship prior to the completion of their senior year of high school.

### Business Education

Business education programs educate individuals for and about business. To achieve these goals, the curriculum includes two components:

1. Sequential courses designed to provide students with vocational skills and knowledge needed for entry-level employment and advancement in business careers and for post-secondary education; and
2. Basic business and personal-use courses that give students the knowledge, attitudes and skills they need to function in our society.

The vocational student organization, Future Business Leaders of America (FBLA), is an integral part of business education. The United States Department of Education's Report on Business Education (June 1985) stated that business education prepares students for work in the largest occupational groups in the labor force and that the number of jobs in those areas is expected to grow from 19 million in 1980 to more than 24 million in 1990. Business education is for and about business. Business education addresses the public's concern for training about the economy, business and personal finances. Business education makes a valuable contribution to students' basic skills development; as business subjects incorporate language, writing and math skills in the application of their own skills and knowledges. Business education responds to occupational, academic and basic skills objectives of all students.

### Cooperative Vocational Education

Cooperative Vocational Education consists of a cooperative arrangement between a school district and local employers for students who are 16 years old and older. Students receive academic and occupational related instruction in school and paid on-the-job training through part-time employment.

### Health Occupations Education

Health Occupations Education encompasses instructional programs that focus on the preparation of students for entry-level employment in the health care industry. This discipline includes skill development in direct patient care, health maintenance and supportive services. Employment is available in a wide variety of settings such as hospitals, nursing homes, extended care facilities, community health service agencies and professional offices.

The vocational health occupations programs are structured around three patterns:

1. The single occupation is offered at the secondary or adult level and may range from short-term educational programs (e.g. nurse's aide) to those leading to certification or licensure (e.g. practical nursing).

2. The cluster of related occupations presents a core of knowledge and skills that are common to several occupations. Upon completion of the core curriculum, students continue their preparation in single occupation for which they have shown an interest and an aptitude.
3. The sequential program begins in grade 9 with a general exploratory program of one class period per day to acquaint students with the wide variety of career opportunities in this field. Grade 10 offers such basic health science courses as Body Structure and Function, Nutrition and Understanding Human Behavior. Exposure to health care facilities through observation is also provided. Grade 11 consists of a skill development program which may be designed to prepare students for a single health occupation or a cluster of related health occupations. The senior year is designed as a cooperative health occupations education program. Adaptations of this sequence may be selected to meet students' specific needs as well as those of the school and the community.

In-school laboratory practice and supervised clinical experiences in health care facilities are integral parts of all health occupations education skill development programs. Applications must include a list of the agencies where the supervised clinical experiences will take place. New program applications must be accompanied by a letter of commitment from the administrator of the facility where the clinical instruction will be offered.

Health Occupations Students of America (HOSA), the national vocational student organization for health occupations education students, is considered curricular to the health occupations education instructional program for leadership development skills.

### **Home Economics and Consumer Education (K-12 and Adult)**

Home economics and consumer education is a vocational education program in which the major purposes are to prepare youth and adults (male and female) for the occupation of homemaking and for employment in occupations utilizing home economics concepts and skills. The New Jersey Association of Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) is an integral part of home economics education. Program areas are as follows:

Consumer and homemaking education consists of instructional programs at all educational levels, geared to the occupation of homemaking. Programs include, but are not limited to, consumer education, foods and nutrition, family living and parenthood education, child development and guidance, housing and home furnishings, home management including resource management and clothing and textiles. FHA chapters serve this component of the home economics and consumer education program.

Home economics related occupations education consists of programs which prepare students for employment in the following areas: child care and guidance management and services; clothing, apparel, and textiles management, production, and services; food management, production, and services; home furnishings and

equipment management, production, and services; and institutional, home management, and supporting services. Home economics related occupations education also includes cooperative home economics education programs which allow students to prepare for employment in any one of the preceding occupational areas. HERO chapters serve this component of the home economics and consumer education program.

### Learning Exchange Program

The Learning Exchange Program is a joint venture by the New Jersey Department of Defense (New Jersey National Guard), the New Jersey State Department of Education, Division of Vocational Education, and participating New Jersey local school boards.

The objective of the program is to provide Cooperative Industrial Education student-learners with opportunities to acquire trade skills not otherwise available in regular school programs. This experience allows student-learners to gain experience through on-the-job training utilizing specialized "state of the art" equipment.

### Marketing Education

Marketing Education is a program of instruction which prepares students for employment in marketing, merchandising and management positions. It is designed for students with career objectives in marketing and distributive occupations. Participation in marketing education offers students opportunities to use initiative and to learn responsibility through work experiences.

The varied list of occupational title included within the discipline of marketing requires that marketing education programs be structured to serve the employment and training needs of students with diverse talents, abilities, interests and cultural backgrounds. Instruction is available to students in secondary and postsecondary institutions, as well as to employed adults who enroll in courses to upgrade their qualifications and prepare for advancement opportunities. Marketing programs are designed to respond to the employment needs of the business community.

Marketing education provides opportunities for students to extend personal and occupational skills through the Distributive Education Clubs of America (DECA), the vocational student organization for marketing education students. The activities of DECA are recognized as integral and vital components of marketing education programs.

### School to Work Linkage Project

School-to-Work-Linkage refers to the concept of apprenticeship that begins in secondary school. It is an innovative approach to education and training that allows high school seniors to be registered as apprentices with the United States Bureau of Apprenticeship and Training (BAT), while completing their secondary school education. Senior high school students are employed part-time as registered apprentices by local employers and continue as full-time apprentices once they have graduated.

The concept of apprenticeship-school linkage represents New Jersey's attempt to bridge the gap between apprenticeship and cooperative education. The concept addresses both the issues of school-to-work transition and high youth unemployment. The concept apprenticeship/co-op linkage is unique because it combines the apprenticeship system of training with the secondary school cooperative education curricula.

### Technical Education

Technical Education programs are designed to prepare persons for entry into post secondary education programs and/or entry level employment in engineering support, testing, electronic and computer based applications positions in industry, business and related occupations.

Secondary technical education programs require students to acquire three years of college preparatory mathematics including:

algebra, trigonometry, geometry, and calculus for occupations requiring advanced mathematics; and

two years of a laboratory science one of which should be chemistry or physics; and a technical laboratory experience conducted for a minimum of 400 minutes per week during the junior and senior years.

The technical curriculum must be so structured so that it prepares graduates to enter a job and be productive with a minimum of additional training after employment to provide them with a background which will enable them to advance with the developments in the technology, and to enable them with a reasonable amount of experience and additional education to advance into positions of increased responsibility.

The technician is usually employed in direct support of the professional employee. For example, the engineering technician will be capable of performing such duties as designing, developing, testing, modifying of products and processes, production planning, writing reports, preparing estimates; analyzing and diagnosing technical problems by applying their backgrounds in the technical specialties--mathematics, science, and communicating skills.

### Trade and Industrial Education

Trade and industrial education and training prepare individuals for employment in the industrial and service sectors of the economy. Trade and industrial education serves in-school and out-of-school youth and adults who need, want and may profit from instruction that prepares them to enter, advance or retrain for employment consistent with manpower and labor market needs. Trade and industrial occupations are classified on multiple levels of employment ranging from operatives to semi-skilled and skilled craftspersons and technicians less than baccalaureate degree.

Trade and industrial education includes training for apprenticeable trades, technical occupations and other industrial and service occupations. These involve, but are not limited to, layout, designing, producing, processing, assembling, testing, maintaining, servicing or repairing; cooperative programs with industry; middle management, and supervisory development, entrepreneurship and other special training for industrial programs which ensure economic growth and development in the industrial sector; and emergency industrial mobilization training programs and services.

Trade and industrial education and training curricula are derived from occupational analysis and involve the hands-on development of job skills and other complementary skills as an integral part of each curriculum related to leadership and responsibilities of citizenship through active participation in the Vocational Industrial Clubs of America, Inc. (VICA) as the recognized organization for trade and industrial education students. In addition, the curriculum includes mastery of complementary technology; related mathematics and science; technical communication skills; drawing, and/or design; occupational safety and hygiene; labor and industrial relations and management; and other directly related and supplementary experiences. Instruction may be part-time or full-time and may be provided in a formal institution setting on the secondary and postsecondary level or cooperatively on the job.

### VSO Facilitation Unit

The Vocational Student Organizations (VSO) Facilitation Unit has the responsibility for implementing the activities, events and conferences of New Jersey's seven vocational student organizations. Each vocational program has a vocational student organization with activities designed to provide additional occupational training opportunities for its instructional program. The unit provides such services as accounting, budgeting, purchasing, communications, program development, membership records, processing of competitive event applications, arranging competitive events, securing conference and meeting facilities, printing of materials, mailings, and other services needed for state and regional VSO events. The activities of the unit are determined by the governing bodies of the VSOs, the state advisors and the VSO administrator.

## VOCATIONAL STUDENT ORGANIZATIONS

### Introduction

The United States Department of Education maintains a close relationship with the vocational student organizations and welcomes their cooperation and support in strengthening programs of vocational education. Recognizing that the past performance and future potential of these organizations are compatible with the overall purposes and objectives of education today, the United States Department of Education strongly endorses their objectives and seeks to involve their thinking in the improvement of vocational education.

The following policies concerning vocational student organizations were adopted by the United States Department of Education in its April 11, 1988, policy statement:

1. Recognition of the concept of total student development as being necessary for all vocational education students to assume successful roles in society and to enter the labor market.
2. Recognition of the educational programs and philosophies embraced by the vocational student organizations as being an integral part of our vocational education instructional programs.
3. Provision for technical and supportive services to assist vocational student organizations and state agencies in their efforts to improve the quality and relevance of instruction, develop student leadership, enhance citizenship responsibilities, overcome sex and race discrimination and stereotyping and serve students of special populations.
4. Responsibility for vocational instructional programs and related activities resting with the state and local education agencies.
5. Provision for federal and state vocational education grant funds to be used by the states to give leadership and support to vocational student organizations and activities directly related to established vocational education instructional programs at all levels under provisions of approved state plans for vocational education.

The National Advisory Council for Vocational Education also recognized the importance of vocational student organizations and issued a resolution on December 6, 1982. This resolution addressed the following areas:

1. Vocational student organizations have enriched the vocational education curriculum for over 50 years by providing a way for students to demonstrate their competence in social, employability and occupational activities to parents, peers, educators and businesspeople.

2. Students are given the opportunity to develop, expand and test the limits of their self-confidence, self-esteem and motivation through vocational student organization activities.
3. Vocational student organizations help develop leadership capabilities and an understanding of and spirit for individual and group cooperative and competitive activities with local, state and national colleagues.
4. The private sector--management and labor--supports vocational student organizations through voluntary participation and contributions.

The Division of Vocational Education of the New Jersey State Department of Education supports seven vocational student organizations as outlined in the following sections:

#### **Distributive Education Clubs of America (DECA)**

DECA attracts young people who are interested in careers in marketing and provides opportunities for students to demonstrate personal and occupational competencies. DECA contributes to the employability of students by providing a program of activities highlighting career development, economic understanding, leadership development and civic consciousness. Such organized and supervised activities are recognized as integral and important parts of marketing education.

To facilitate the testing of student skills, marketing education has integrated competency-based instruction into the school curriculum and developed competency-based group events in DECA. All five divisions of DECA (High School, Junior Collegiate, Collegiate, Alumni and Professional) actively participate in the implementation of both competency-based instruction and competitive events.

DECA State Adviser: Mr. Chuck Coligan (609-292-6582)

#### **Future Business Leaders of America-Phi Beta Lambda (FBLA-PBL)**

FBLA-PBL has as members, students who are interested in and preparing for careers in business and/or business teacher education. It is composed of three divisions--FBLA at the high school level, PBL at the postsecondary level and Alumni. FBLA-PBL is an integral part of the instructional program in business education. FBLA-PBL's purpose is to bring business and education together in a positive working relationship.

The organization's goals include: (1) promoting competent, aggressive business leadership; (2) understanding American business enterprise; (3) establishing career goals; (4) encouraging scholarship; (5) promoting sound financial management; (6) developing character and self-confidence; and (7) facilitating the transition from school to work. "Getting Involved" is the ongoing state and national project of FBLA-PBL to help students learn about the free enterprise system through a study of entrepreneurship, technology and productivity.

Students conduct projects in the areas of civic and community service, career development, social awareness and economic education. These activities involve the school, local community, chamber of commerce, business, industry and government. Since competition is a major part of the free enterprise system, FBLA-PBL sponsors the State and National Awards Programs in which students compete in individual, team and chapter events. These events culminate during the National Leadership Conference following competition at the regional and state levels. Youth for Understanding, an international non-profit student exchange program, in partnership with FBLA-PBL, grants scholarships to qualified members by offering them an extended stay in another country while studying some business aspect of the host country.

FBLA-PBL State Adviser: Ms. Mary Lynn Fracaroli (609-292-6582)

### **Future Farmers of America (FFA)**

FFA is the vocational student organization for students preparing for careers in agriculture, agribusiness and horticulture. FFA competitive activities and award programs on the local, state and national levels complement instruction by providing unique and exciting experiences to motivate the students toward excellence. FFA, by law (P.L. 81-740), is an integral part of instruction. A major emphasis of FFA is the development of leadership and interpersonal skills and abilities to prepare young people to succeed in agricultural careers.

To be members of FFA, students must be enrolled in the vocational agriculture, agribusiness or horticulture program in a high school or area vocational school. Students may retain their membership with greater opportunity in FFA following their graduation until age 21.

FFA members learn by taking part in and conducting meetings, speaking in public, participating in contests based on occupational skills, earning awards and recognition and becoming involved in cooperative efforts and community improvement. The FFA offers the opportunity for setting and achieving personal goals.

Each FFA chapter develops an annual program of activities. Chapter activities are designed to give every member a chance for meaningful participation.

FFA State Adviser: Mr. John Grover (609-292-6580)

### **Future Homemakers of America/Home Economics Related Occupations (FHA/HERO)**

FHA/HERO is an integral part of home economics and consumer education programs in public and private schools. The objective of the organization is to help students assume active roles in society through home economics education in areas of personal growth, family life, vocational preparation and community involvement. Membership is voluntary for all students who are enrolled in or have taken one course in consumer and homemaking education (FHA chapters) or home economics related occupations (HERO chapters).

FHA/HERO provides opportunities for leadership development through group and individual activities based on members' needs, concerns and interests within the framework of the home economics and consumer education curriculum. A variety of educational projects are conducted by New Jersey FHA-HERO members. These include: National projects "Financial Fitness," and the "Student Body" [nutrition education]; "Power of One"; and Community Achievement Award. State educational projects address societal issues and are conducted each year; therefore, chapter members have opportunities to plan, develop and implement a variety of educational activities and projects during their terms of membership. The state and national associations also provide competitive events in which members can participate. These competitive events include chapter activities, in-depth projects, job interview, illustrated talk, food service, child care, state educational projects and displays.

FHA/HERO State Adviser: Ms. Carolyn S. Reynolds (609-292-6580)

### **Health Occupations Students of America (HOSA)**

HOSA is the vocational organization for secondary and adult/postsecondary health occupations education students. The state association is chartered by the national organization. Students participate as members of the chartered state organization which functions under the auspices of the department.

Activities of HOSA are integral to the instructional program, developing occupational skills and leadership qualities. The combination of HOSA activities and classroom instruction makes education and training a more meaningful experience. Through HOSA activities, the local, state and national organization promote and encourage the development of leadership abilities, citizenship responsibilities, personal growth, health career awareness and occupational competencies. These activities afford students the opportunities to lead and participate in group discussions, preside at meetings and conferences and communicate effectively with individuals in small and large groups.

Members become involved in community health care and educational projects. HOSA fosters cooperation among members and develops students' awareness of health care issues and concerns. State and national conferences provide opportunities to meet new people and share ideas. Relationships with teachers, advisers, employers and members of business and professional groups enable students to develop confidence in their own abilities and effectively progress from the classroom to the world of work.

HOSA State Adviser: Mrs. Martha Kotrba (609-292-6594)

### **Technology Student Association (TSA)**

TSA is designed to develop the leadership and personal abilities of students, as they relate to the industrial-technical world. It is composed of elementary, junior high and senior high school students who are presently enrolled in, or have completed, industrial arts courses.

Programs of TSA are conducted under the supervision and direction of certified industrial arts personnel and are integrated with existing

classroom activities. Activities are designed to provide students with opportunities to experience individual and group projects, competitive events and school and community service. Through such experiences, students gain insight into careers, learn employability skills, develop leadership abilities and broaden social skills essential for living in a modern society. The 1978-79 school year was the first year of operation for this student association in New Jersey.

TSA State Adviser: Mr. Earl J. Brancolino (609-292-1270)

**Vocational Industrial Clubs of America (VICA)**

VICA serves trade, industrial and technical education students with leadership, citizenship and character development programs and activities. VICA programs are integral to trade and industrial education curricula. VICA programs emphasize respect for the dignity of work, high standards in trade ethics, workmanship and in the labor market. VICA enables students to develop motivation, respect for their capabilities, an understanding of their roles in the industrial community and an awareness of their responsibilities as citizens.

VICA State Adviser: Mr. Randy Trivette (609) 292-6594

1988-89 VOCATIONAL STUDENT ORGANIZATION  
MEMBERSHIP SUMMARY

<u>Organization</u>	<u>National</u>	<u>State</u>	<u>NJ Chapters</u>	<u>National Chapters</u>
DECA	157,414	5,507	182	4,278
FBLA-PBL	251,031	6,834	150	6,340
FFA	396,619	1,468	40	7,656
FHA/HERO	281,074	1,137	60	11,016
HOSA	36,104	1,286	40	1,319
TSA	45,796	1,391	25	1,074
VICA	<u>278,223</u>	<u>5,003</u>	<u>139</u>	<u>10,318</u>
Totals	1,446,261	22,626	636	42,001

EB/ckb:1/45621