

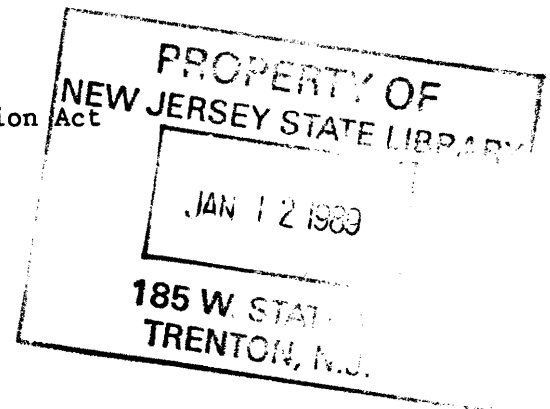


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**STATE PLAN  
FOR  
VOCATIONAL EDUCATION  
FY 1989 - FY 1990**

Carl D. Perkins Vocational Education Act  
(P.L. 98-524)

Saul Cooperman  
Commissioner of Education



Prepared under the direction of the  
Division of Vocational Education  
Acting Assistant Commissioner  
Lloyd J. Newbaker, Jr.

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

May 1988

PTM No. 700.64

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**RESOLUTION**

**WHEREAS**, the State Plan for Vocational Education FY 1989-1990 constitutes the basis for the operation and administration of the State's program established pursuant to the Carl D. Perkins Vocational Education Act, Public Law 98-524, and

**WHEREAS**, the adoption of the State Plan by the New Jersey State Board of Education is required to comply with Public Law 98-524, now therefore, be it

**RESOLVED**, that the State Board of Education adopts the State Plan for Vocational Education, FY 1989-1990, and be it

**FURTHER RESOLVED**, that to the best of our knowledge, all information and representations contained in the documents, as of this date, are accurate.

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DATE

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JOHN T. KLAGHOLZ  
PRESIDENT, STATE BOARD OF  
EDUCATION

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DATE

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SAUL COOPERMAN  
SECRETARY, STATE BOARD OF  
EDUCATION

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**STATE COUNCIL ON VOCATIONAL EDUCATION**

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FOR THE DEVELOPMENT OF THE  
STATE PLAN FOR VOCATIONAL EDUCATION

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N.J. Department of Higher Education  
Representing Institutions of Higher Education

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Jersey City State College  
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Superintendent, Atlantic County Area Vocational-Technical School  
Representing New Jersey Association of School Administrators

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Members, New Jersey State Council on Vocational Education  
Representing the State Council on Vocational Education

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Member, Essex County Vocational School Board  
Representing Local School Boards

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Teacher, Business Education Department, Fairlawn High School  
Representing Comprehensive High Schools' Vocational Education Programs



Stephen Janick

Member, Job Training Coordinating Council

Representing the State Job Training Coordinating Council

Laurence H. Seidel

Director, New Jersey Occupational Information Coordinating Committee

Representing the State Occupational Information Coordinating Committee

## ABSTRACT

The state plan for vocational education 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 Education Act (P.L. 98-524). The document serves as an agreement between the United States Department of Education and the New Jersey State Department of Education. The purposes of P.L. 98-524, which are addressed in the plan, are to:

- assist the states to expand, improve, modernize and develop quality vocational education programs;
- meet the needs of the nation's existing and future work force for marketable skills and to improve productivity and promote economic growth;
- ensure that individuals who are disadvantaged, handicapped, men and women entering nontraditional occupations, adults in need of training and retraining, single parents or homemakers, individuals with limited English proficiency, and individuals incarcerated in correctional institutions are better served through access to quality vocational education programs;
- promote greater cooperation between public agencies and the private sector in preparing individuals for employment, in promoting the quality of vocational education in the states, and in making the vocational system more responsive to the labor market in states;
- improve the academic foundations of vocational students and to aid in the application of newer technologies (including the use of computers) in terms of employment or occupational goals;
- provide vocational education services to train, retrain, and upgrade employed and unemployed workers in new skills for which there is a demand in that state or employment market;
- assist the most economically depressed areas of a state to raise employment and occupational competencies of its citizens;
- assist the state to utilize a full range of supportive services, special programs, and guidance, counseling and placement to achieve the basic purposes of this act;
- improve the effectiveness of consumer and homemaking education; and
- to reduce the limiting effects of sex-role stereotyping on occupations, job skills, levels of competency, and careers.

## FOREWORD

A state plan for vocational education is required under the provisions of the Carl D. Perkins Vocational Education Act (P.L. 98-524). 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 the interaction among providers of training. The plan format is designed to describe the vocational education activities conducted in New Jersey. It also is designed to conform to the guidelines distributed by the United States Department of Education.

This document describes how vocational education funds will be used. Program goals are met through programs provided by eligible recipients. This plan was developed with input from appropriate agencies and individuals involved in vocational education. County planning councils review regional and local labor market and educational needs data. They assess the latest available labor market data from the state, county and local levels and develop program recommendations designed to meet educational needs. In addition, this document was prepared with the active participation of representatives of public and private agencies and institutions concerned with vocational education. These planning groups carried out the assessment requirements of P.L. 98-524.

I would like to thank everyone who furnished information and data essential to the process of creating the state plan. I am grateful for the contributions of personnel of the Division of Vocational Education and other divisions of the Department of Education, members of the Department of Higher Education, members of the Department of Labor and other departments of state government, members of the State Council on Vocational Education, members of the State Job Training Coordinating Council, the New Jersey State Legislature, members of the Vocational Education Planning Committee, members of the county planning councils and all other individuals who have contributed to the development of this plan.

Lloyd J. Newbaker, Jr., Ed.D.  
Acting Assistant Commissioner of Education  
Division of Vocational Education

SECTION I  
CERTIFICATES

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.

---

DATE

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Saul Cooperman  
Commissioner of Education

CERTIFICATION OF DISTRIBUTION OF APPLICATION REVIEW PACKAGE

Pursuant to the requirements of the State Review Process, we are transmitting this Application Review Package to you and the Director of the Division of Local Government Services as the Single Point of Contact for review.

Applicant/Name: N.J. State Department of Education  
Address: Division of Vocational Education  
CN 500, 225 West State Street  
Trenton, New Jersey 08625

Contact Person: Dr. Stephen Seu  
Telephone Number: (609) 292-4050

Project Name: State Plan for Vocational Education

Federal Program Name: Vocational Education State Plan

Complete Address of the Federal Funding Agency: United States Department of Education  
400 Maryland Avenue  
ROB #3, Room 5636

Catalog of Federal Domestic Assistance (CFDA) Program I.D. Number: Washington, D.C. 20202  
84-121

Federal Funds Requested: \$20,607,836

REVIEWING AGENCIES

The Application Review Package has been sent to the reviewing agencies checked below:

- (1) The Director as the Single Point of Contact
- (2) County Reviewing Agencies:

<input checked="" type="checkbox"/> Atlantic	<input checked="" type="checkbox"/> Cape May	<input type="checkbox"/> Hudson	<input checked="" type="checkbox"/> Monmouth	<input checked="" type="checkbox"/> Salem
<input checked="" type="checkbox"/> Bergen	<input checked="" type="checkbox"/> Cumberland	<input type="checkbox"/> Hunterdon	<input checked="" type="checkbox"/> Morris	<input type="checkbox"/> Somerset
<input checked="" type="checkbox"/> Burlington	<input checked="" type="checkbox"/> Essex	<input type="checkbox"/> Mercer	<input checked="" type="checkbox"/> Ocean	<input checked="" type="checkbox"/> Sussex
<input checked="" type="checkbox"/> Camden	<input checked="" type="checkbox"/> Gloucester	<input type="checkbox"/> Middlesex	<input checked="" type="checkbox"/> Passaic	<input type="checkbox"/> Union
				<input checked="" type="checkbox"/> Warren
<input type="checkbox"/> All (21) Counties				

COD/ARP 83-01

(3) STATE REVIEWING AGENCY(S):

<input type="checkbox"/> Agriculture	<input type="checkbox"/> Hackensack Meadowlands Development Commission	<input type="checkbox"/> Public Advocate
<input type="checkbox"/> Commerce	<input type="checkbox"/> Health	<input type="checkbox"/> Pinelands Commission
<input checked="" type="checkbox"/> Community Affairs	<input checked="" type="checkbox"/> Higher Education	<input type="checkbox"/> Transportation
<input type="checkbox"/> Corrections	<input type="checkbox"/> Human Services	<input type="checkbox"/> SLEPA
<input type="checkbox"/> Defense	<input checked="" type="checkbox"/> Labor	
<input checked="" type="checkbox"/> Education	<input type="checkbox"/> Law	
<input type="checkbox"/> Energy	<input type="checkbox"/> Office of the Governor	
<input type="checkbox"/> Environmental Protection	<input checked="" type="checkbox"/>	

(4) AREAWIDE AGENCY:

☐ Delaware Valley Regional Planning Commission  
☐ Wilmington Metropolitan Area Planning Commission

This is to certify the Application Review Package for the above identified Project has been sent for review pursuant to the Rules of the State Review Process (N.J.A.C. 5:38).

2/29/88  
Date Signed

Stephen J. Saw Director  
Signature/Title  
Vocational Management Services

SECTION II  
ASSURANCES



## NEW JERSEY STATE PLAN FOR VOCATIONAL EDUCATION ASSURANCES

The State of New Jersey, through the New Jersey State Board of Education, hereby submits its State Plan for Vocational Education FY 1989-1990 under the provisions of the Carl D. Perkins Vocational Education Act, Public Law 98-524 and the Education Division General Administration Regulations.

The state plan consists of a general application 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. 98-524.

### GENERAL APPLICATION

The State of New Jersey, hereby submits a general application for funds under the Vocational Education Act of 1963 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:

1. That the state will adopt and use proper methods of administering each program, including:
  - (i) monitoring of agencies, institutions, and organizations responsible for carrying out each program, and the enforcement of 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) the dissemination throughout the state of information on program requirements and successful practices; and
  - (v) the correction of 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 will comply with the distribution of assistance requirements as contained in Section 203, Title II.
4. Provisions are made for handicapped 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 will, in accordance with Section 113(b)(4), distribute at least 80 percent of funds available for Title II to eligible recipients. One hundred percent of the funds available for handicapped and disadvantaged individuals as provided by Section 202 will be distributed to eligible recipients in accordance with Section 203(a).
6. In the use of funds available for single parents and homemakers under Section 201(b)(4), the state emphasizes assisting individuals with the greatest financial need, and special consideration is given to homemakers who because of divorce, separation, or the death or disability of a spouse must prepare for paid employment.
7. The state will provide relevant training and vocational educational activities to men and women who desire to enter occupations that are not traditionally associated with their sex.
8. The state will, in accordance with Section 113(b)(9), 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 all of the projects, services, and activities under Titles II and III of at least 20 percent of the participating eligible recipients.
9. The state will fund programs fostering personnel and curriculum development to further the goals identified in the state plan.
10. 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.
11. The state board will cooperate with the State Council for Vocational Education as necessary to assist the council in carrying out its duties.
12. 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.
13. For each fiscal year, expenditures for career guidance and counseling from allotments for Title II and Part D of Title III will not be less than the expenditures for such guidance and counseling for FY 1984 assisted under Section 134(a) of the Vocational Education Act of 1963.

14. 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.
15. 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.
16. The state, in accordance with Section 113(b)(1)(A) and 203(a), will use funds distributed under Section 203(a) for vocational education services and activities for handicapped individuals and disadvantaged individuals to provide: (1) equal access in recruitment, enrollment, and placement activities; to the full range of vocational education programs available, including occupational specific courses for study, cooperative education, and apprenticeship programs; (2) programs and activities for handicapped individuals in the least restrictive environment which, whenever appropriate, are included as a component of the student's individualized education plan; and (3) programs and activities planned through the coordination of appropriate representatives of vocational education and special education.
17. Programs under Adult Training, Retraining, and Employment Development: (1) are designed with the active participation of the state council; (2) make maximum use of existing institutions; (3) are planned to avoid duplication of programs or institutional capabilities; (4) are designed, to the fullest extent possible to strengthen institutional capacity to meet education and training needs addressed by Title III, Part C; (5) involve close cooperation with and participation by public and private sector employers, and public and private agencies working with problems of employment and training and economic development; and (6) where appropriate, involve coordination with programs under the Rehabilitation Act of 1973 and the Education of the Handicapped Act.
18. (1) Funds received under the Industry-Education Partnership for Training in High-Technology Occupations Program will be used (a) solely for vocational education programs designed to train skilled workers and technicians in high-technology occupations, including programs providing related instruction to apprentices, and projects to train skilled workers needed to produce, install, operate, and maintain high technology equipment, systems, and processes, (b) to the maximum extent practical, in coordination with the Job Training Partnership Act (JTPA), to avoid duplication of effort, and to ensure maximum effective utilization of funds under the act and JTPA. (2) Except as provided by Section 342(c), not less than 50 percent of the aggregate costs of projects assisted under the Industry-Education Partnership will be provided from non-federal sources and that not less than 50 percent of the

non-federal share will be provided by participating businesses and industrial firms. (3) Projects assisted under that program will be (a) coordinated with similar programs assisted under Title II, and, to the maximum extent practical, supportive services will be organized so as to serve both programs. (4) Projects under this program will be developed with the active participation of the state council.



SECTION III  
ADMINISTRATION

NEW JERSEY STATE LIBRARY

**METHODS OF ADMINISTRATION**  
**[F.G.I. 3.06]**

**State Board of Education**

The New Jersey State Legislature enacted the Public School Education Act of 1975. This law provides for a thorough and efficient system of free public schools, and a state aid program to implement such a system. New Jersey Statutes Annotated 18A:4-10, further provides that the general supervision of public education, except higher education, resides with the New Jersey 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 the administration of 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. Judicial notice shall be taken of the text.

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 pupil 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 they 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 a student with the ability to get a job for which he or she is trained.

The state board's goals 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.

In 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.

### **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 by and 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 officers. The Commissioner is authorized, subject to law, to designate one of the assistant commissioners of education to act in his place and stead during his absence, and to assign duties to the assistant commissioners, to the directors of the special services, to the Secretary 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.

#### **Delegation of Functions [F.G.I. 3.01; Section 111(a)(2)]**

The Commissioner of Education designates one Assistant Commissioner of Education to manage the Division of Vocational Education and serve as the State Director of Vocational Education. The Commissioner of Education, based on recommendations of the State Director of Vocational Education, has entered into an interagency agreement with the Chancellor of Higher Education for the delegation of functions for the delivery of subbaccalaureate 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 subbaccalaureate degree vocational education programs apply for federal vocational education funds. A copy of the agreement appears in the appendix.

#### **Joint Planning and Coordination with Other Agencies [F.G.I. 3.07; Section 113(b)(10)]**

In addition, 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 have been developed to meet the individual needs of the agencies and their clients.

#### THE JOB TRAINING AND PARTNERSHIP ACT (JTPA); 307(a)

The New Jersey Department of Education relies on the Vocational Education Planning Committee, required under the Education Amendments of 1976, P.L. 94-482, in the development of the State Plan for Vocational Education. Membership on the planning committee includes a representative of the State Job Training Coordinating Council. This council was created by the Job Training and Partnership Act to coordinate local and state training activities. A listing of all programs assisted under the Carl D. Perkins Act is made available annually to each private industry council by the State Board of Education.

The Commissioner of Education serves on the State Job Training Coordinating Council. In addition, the Assistant Commissioner for Vocational Education attends every State Job Training Coordinating Council meeting. The Assistant Commissioner and staff of the Division of Vocational Education also represent the Department of Education on the New Jersey Job Training Coordinating Council Planning and Coordination subcommittee. Further, statewide coordination is provided through representation by the Division of Vocational Education on the New Jersey Occupational Information Coordinating Committee. This ensures that both labor supply and demand data are consistent for program planning purposes under JTPA and the Carl D. Perkins Vocational Education Act.

Program coordination at the county level occurs through representation on county planning councils. This representation includes: private industry council members; employers of vocational students; county economic development council members; and members of the chamber of commerce from the business community. The education community is represented by individuals from the various educational institutions in the county. The department's county superintendent of schools serves as the chairperson of the committee. The councils are charged with the responsibility of establishing priorities for vocational programs needed within the county and with making recommendations concerning where these programs should be best offered in order to avoid unnecessary duplication.

The Division of Vocational Education requires each eligible recipient to coordinate all proposed vocational education program activities, as related to area employment training, with job training programs conducted under the appropriate private industry council to avoid duplication. A description of this coordination is included in each local application. Local applications are available for review and comment by the appropriate private industry council.

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

#### **ADULT EDUCATION ACT; 307(b)**

The Division of Vocational Education has cooperated with the State Department of Education's Division of Adult Education by establishing a liaison to coordinate vocational education programs, services and activities with those appropriate adult programs identified in the Adult Education Act. Appropriate meetings between staff for both the development of the Adult Education Plan and the State Plan for Vocational Education are held to assure program coordination and prevent unnecessary duplication.

On the local level, adult vocational education courses/programs must prepare the students for employment or employment stability and be coordinated with existing basic skills adult education programs.

#### **TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT; CHAPTER 1, EDUCATION CONSOLIDATION AND IMPROVEMENT ACT; 307(c)**

The Division of Vocational Education has cooperated with the State Department of Education's Division of Compensatory/Bilingual Education by establishing a liaison to coordinate vocational education programs, services and activities for all students who are identified as disadvantaged by either Title I criteria or that of P.L. 98-524. Appropriate meetings between the staff for both the development of the Title I Plan and the State Plan for Vocational Education are held to assure program coordination and prevent unnecessary duplication.

#### **THE EDUCATION OF THE HANDICAPPED ACT; 307(d)**

The Division of Vocational Education has cooperated with the Division of Special Education to coordinate vocational education programs, services and activities for all students who are identified as handicapped by P.L. 94-142 criteria and the New Jersey Administrative Code. 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 effects both special education and vocational education students. In addition, a cooperative effort has been established between the Division of Vocational Education and the Division of Special Education for the purpose of reviewing and recommending program proposals for expenditure of federal funds under P.L. 94-142 and P.L. 98-524.

#### **THE REHABILITATION ACT OF 1973; 307(e)**

Through the use of specific arrangements or agreements, the Division of Vocational Education coordinates services and activities with the Division of Vocational Rehabilitation Services within the New Jersey State Department of Labor for any individual who is eligible for vocational rehabilitation. The Division of Vocational Rehabilitation Services and the Department of Education, under P.L. 89-313, provide special services to handicapped high school dropouts from ages 16 through 21 through specifically designed individual vocational education programs.

## **APPRENTICESHIP TRAINING PROGRAMS; 307(f)**

The New Jersey State Department of Education, Division of Vocational Education is the only education agency in the United States which houses a state apprenticeship office. Additionally, New Jersey is the only state having an apprenticeship registration process which is jointly administered by state and federal agencies. The division's extensive coordination efforts consists of the following activities: ongoing articulation with the federal Bureau of Apprenticeship and Training Program; direct liaison with the New Jersey Apprenticeship Advisory Committee, which is comprised of labor and management representatives of apprenticeship program sponsors; and liaison with the Association of New Jersey Apprenticeship Coordinators.

### **Division of Vocational Education**

The Division of Vocational Education under the guidance of the Assistant Commissioner of Education, State Director for Vocational Education, is designed to provide guidance and supervision to expand, improve, modernize and develop quality vocational education programs. Consistent with the department's core mission statement, the Division of Vocational Education developed the following mission statement:

The Division of Vocational Education of the New Jersey State Department of Education is committed to ensuring that vocational education leads to employment by:

- ensuring that vocational education students develop the skills, attitudes and knowledge required for:
  - making informed and meaningful occupational choices;
  - entering into currently available jobs; and
  - preparing for employment in emerging occupations;
- ensuring that vocational education students can adapt to future occupational changes including career mobility and emerging occupations;
- forming partnerships with business and industry to develop task analyses which form the basis for curriculum development which result in the development of job opportunities;
- ensuring that vocational education students have opportunities for work experience as a part of their vocational training; and
- providing supportive services, special programs, guidance counseling, and placement for vocational education graduates.

All administrative efforts of the division are designed to achieve the following divisional goals:

- To ensure that vocational education students receive a comprehensive education.

- To provide opportunities which enhance students' options, career choices, and vocational opportunities.
- To improve, expand and modernize quality vocational education programs including those for handicapped and disadvantaged individuals by assisting eligible recipients to provide a variety of vocational programs.

The administrative structure of the Division of Vocational Education comprises seven units designed to provide statewide supervision and leadership to the vocational education programs that are offered in more than 300 comprehensive high schools, 18 local area vocational schools and 20 county vocational school districts. The units include:

Agriculture, Business, Health, and Home Economics Occupations;  
 Industrial Technology;  
 Introductory and Exemplary Programs;  
 Program Development and Innovation;  
 Special Training Services;  
 Vocational Management Services; and  
 Vocational Orientation.

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. New Jersey's program specialists have provided 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 encouraged to evaluate their programs against specific standards on a continuing basis. Federal and state vocational education funds are directed through the local application process to vocational programs that will address local needs. The entire application process is found in the Policies and Procedures Governing the Vocational Education Application Process P.L. 98-524. This document is appended to the plan. Additional leadership activities include: curriculum development, personnel development, technical assistance, and research activities.

## STATE POLICIES (F.G.I. 3.15)

The following state policies have been designed to insure the proper administration and operation of vocational education programs funded by the state and/or federal vocational education program funds.

### Eligible Recipients Requirements

- Eligible recipients must participate in the Division of Vocational Education's evaluation process. Results of the evaluation will be used for program improvement and to determine a recipient's continued eligibility to receive federal and/or state funds.
- Each eligible recipient is required to establish a local occupationally specific advisory committee. The committee is to be composed of individuals representing a particular occupational area. They advise the eligible recipient on current labor market needs, the relevance of the courses/programs being offered and the development of courses/programs.
- Each eligible recipient desiring to receive federal and/or state vocational education program funds must submit an annual application which conforms with the requirements of the Policy and Procedures Governing the Vocational Education Application Process P.L. 98-524. There are no exemptions.
- Eligible recipients receiving federal funds for purposes that require a non-federal match, must match those funds in the aggregate for each purpose.

### Nonpublic Vocational Education

- Eligible recipients may enter into contractual arrangements with eligible private vocational schools for the purpose of providing vocational education services in New Jersey. All contractual arrangements must be in accordance with the New Jersey Administrative Code, Title 6, Subtitle H, Chapter 46, Subchapter 9.
- Private postsecondary vocational schools that offer vocational instruction under the criteria established by Title 18A, Chapter 69, shall be approved by the Commissioner of Education. These schools include private trade and technical schools, private business schools, and private correspondence schools based in New Jersey. They basically serve postsecondary students and are approved under Title 18A, Chapter 69, and the Rules of the State of New Jersey Board of Education for the Registration and Regulation of Private Vocational Schools. In addition, there are private-proprietary vocational schools in the area of tractor-trailer driving (under the jurisdiction of the Division of Motor Vehicles), cosmetology/hair styling schools (under the jurisdiction of the Board of Beauty Culture Control), and real estate schools (under the jurisdiction of the Real Estate Commission).

## FUNDING METHODOLOGY

- The distribution of federal and state vocational education funds will be accomplished through the use of both formula-driven entitlements and a competitive application process. Funds will be distributed through a competitive system for the following: community based organization's support services; consumer and homemaking; single parents and homemakers; criminal offenders; personnel training; guidance and counseling; sex equity and a portion of program development, modernization or expansion. Funds for programs serving the disadvantaged, handicapped, and adult populations, as well as a large portion of program development, modernization or expansion funds will be awarded through a noncompetitive formula system. Each eligible recipient will receive a notification of entitlement funds against which applications will be accepted. The final awarding of funds for all applications is contingent on the application meeting the quality review standards outlined in the Policies and Procedures Governing the Vocational Education Application P.L. 98-524.

## Program Application and Reporting Requirements

- All eligible recipients desiring to receive vocational education program funds must submit an application in compliance with the program policy and procedure guidelines of the New Jersey State Department of Education. This application must be accompanied by a signed governing body resolution officially authorizing the submission of the application. New Jersey Department of Education policy requires that a third party contract be used for the distribution of funds for all applications which are approved under the competitive (non-formula) process.
- Upon the state's receipt of federal and state funds, funds will be disbursed to recipients as follows:

In the case of formula-driven funds, 75 percent of the approved budget will be disbursed upon the state's receipt of the governing body's resolution accepting the funds. The balance of funds will be disbursed based upon review and approval of the project expenditure report. Funds approved through the competitive application process will be distributed in accordance with the conditions stipulated in the third party contract.

- An annual project expenditure report identifying all expenditures incurred must be submitted for each funded project. This report must be certified by the chief school administrator. Expenditure reports for all funds received through the non-competitive, entitlement process must be submitted to the Division of Vocational Education no later than 30 days after the end of the fiscal year in which the funds were received. Expenditure reports for funds received through the competitive, third party contract process must comply with the terms of the contract. Final payments will be made upon receipt and approval of required reports. Funds allocated for a given fiscal year must be expended during that same fiscal year. Any funds not expended must be returned

to the Division of Vocational Education. Checks should be made payable to Treasurer, State of New Jersey.

- All formula funds carried over by the state from the preceding fiscal year will be subject to redistribution by formula in the current year. Funds distributed under the request for proposal process will be reallocated according to the provisions of P.L. 98-524. Carry-over funds will be allocated before current year funds are used.
- 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 depreciation to less than \$200, or ten years after the close of the school year in which the expenditure was made.
- Items of equipment with an inventory value of \$200 or more and less than ten years old, in which there is federal or state financial participation, shall not be disposed of by sale, trade-in, transfer, exchange, loan, or otherwise without first requesting approval from the New Jersey State Department of Education, Division of Vocational Education, Bureau of Vocational Management Services. If such disposal is approved, any funds received must be used for approved vocational education purposes or returned to the Division of Vocational Education. All checks must be made payable to: "Treasurer, State of New Jersey."
- All equipment purchased and/or rented with federal and/or state funds must be physically housed in the classroom/laboratory/shop/school/store/model office, etc. in which the funded course/program/project is conducted. Each piece of equipment purchased with federal and/or state funds must visibly show a numbered identification tag (limited to six digits) that corresponds with the official inventory list submitted with the final project expenditure report. Equipment and associated computer software purchased with federal and/or state funds remains the property of the State Department of Education, Division of Vocational Education, and will be withdrawn at any time the course/program/project for which such items were approved is discontinued or no longer meets the stipulated course/program/project objectives.
- A recipient of funds is responsible for maintaining a full and complete record of expenditures of federal, state, and local funds in connection with a project. Copies of primary source documents such as purchase orders, paid invoices, paid vouchers, and related correspondence are to be on file with the eligible recipient and are to be available upon request for state and federal audits in accordance with the record retention schedule outlined in Section 100a.734 of the Education Division General Administrative Regulation, Federal Register, April 3, 1980.

### **Distribution of the State Plan for Vocational Education**

The plan is distributed as follows:

State Council for Vocational Education;  
State Job Training Coordinating Council;



State Legislature;  
Public libraries throughout the State, as identified by the State  
Library New Jersey Documents Depository System;  
United States Education Department; and  
all other agencies and groups involved in developing the plan.

Copies are available to the general public upon request.

### Opportunity for Hearings on Local Applications

The Policies and Procedures Governing the Education Application Process P.L. 98-524 completely describes the application process. The manual is appended to this State Plan.

All awards for secondary and adult programs given to eligible recipients follow this application process. Any eligible recipient dissatisfied with final action on any application for funds under P.L. 98-524 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. 6:51-32:

- (a) The State Board assures that any local educational agency dissatisfied with final action on any applications for funds under the Act shall be given reasonable notice and opportunity for a hearing before the State Board or its officially designated officer. The procedures for formal hearing by the State Board shall conform to the following outline:
  - 1. Informal requests for hearings shall initially be filed with the Assistant Commissioner for Vocational Education who is the State Board's officially designated officer of the Division of Vocational Education.
  - 2. The Assistant Commissioner shall notify the petitioner of the date, time, and place of the hearing.
  - 3. Within a period of not more than 60 days following the hearing, the petitioner will be notified of the decision of the Assistant Commissioner.
  - 4. If the petitioner is dissatisfied with the decision following the hearing, he 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. If the petitioner is dissatisfied with the decision of the Commissioner of Education, he may appeal the decision by requesting a formal hearing with the State Board, who will render a final decision through the President of the State Board.

SECTION IV  
STATE PLAN DEVELOPMENT

## STATE PLAN DEVELOPMENT

New Jersey is a diverse state experiencing the challenging effects of changing technology, youth unemployment and other socioeconomic conditions that affect education for employment. As the sole state agency representing vocational education, the New Jersey State Board for Vocational Education through the State Department of Education has developed a vocational education program planning model that provides access to the three levels of the state's educational structure. All levels have the opportunity to provide information for the development of the State Plan for Vocational Education. To ensure that students will have access to programs that reflect and respond to labor market conditions, the Division of Vocational Education has established an expanded planning system.

Continued educational improvement and the coordination of programs among all providers of vocational education requires a comprehensive planning system. The delivery system for vocational education in New Jersey is managed on three levels -- state, county and local. On each level there are institutions and agencies that have input into the development of programs and services that produce the skilled labor utilized by business and industry. At each level, policies are made, recommendations are given and programs are conducted; the state level primarily sets state policy; the county level formulates recommendations and the local level implements programs.

### The state level includes the:

State Department of Labor;  
State Department of Higher Education;  
State Department of Education;  
State Vocational Education  
Planning Committee;  
Job Training Coordinating Council;

Governor's Office on Planning;  
State Board of Education;  
State Board For Higher Education;  
State Occupational Information  
Coordinating Committee;  
State Correctional Institutions;  
and  
New Jersey Council on Vocational  
Education.

### The county level includes the:

County Offices of Education;  
County Vocational Education  
Planning Councils;  
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 Education Agencies;  
Local Advisory Committees;

Community Organizations; Private  
Non-Public Schools; and Private  
Proprietary Schools.

## State Level Planning

The State Director of Vocational Education constituted the Vocational Education Planning Committee to provide opportunity for statewide representation in the planning process. The committee is composed of members who represent:

- area vocational technical school programs; and
- business and industry;
- comprehensive planning for postsecondary education;
- comprehensive high school programs;
- institutions of higher education;
- local area vocational school programs;
- local school boards;
- postsecondary vocational education programs;
- school administrators;
- State Council on Vocational Education;
- State Job Training Coordinating Council;
- State Occupational Information Coordinating Committee; and
- vocational education teachers.

The committee meets regularly to advise the Assistant Commissioner of Education, Division of Vocational Education on the appropriateness of the data and recommendations collected during the development of the State Plan and ultimately on the content of the final document.

The State Council on Vocational Education performs many roles in the planning process. The council provides direct input and consults with the State Board of Education and the Division of Vocational Education through its evaluation report and formal recommendations. At the same time, the council provides input into the planning process through its representation on the Vocational Education Planning Committee. In addition, the State Council on Vocational Education's State Plan Subcommittee provides input into the State Plan. The state board cooperates with the state council on Vocational Education as necessary to help the council carry out its duties as identified in Section 112 (d) 1-9 of the act.

The 1986-1987 New Jersey Council on Vocational Education Evaluation Report was submitted to the New Jersey Commissioner of Education in March 1987. A summary of findings was presented as the basis for a series of recommendations. The tasks and recommendations listed below were presented to the statewide Vocational Education Planning Committee in September of 1987 by the chairman of the council. Where appropriate, programs, services and activities described in this plan were developed in response to these recommendations.

### TASK #1 -- POLICIES ON SERVING HANDICAPPED POPULATIONS.

#### RECOMMENDATION

Funds should be made available to develop a county-by-county Directory of Services and Programs for handicapped populations so that these individuals can have access to, and information about, services and programs that will serve their specific needs.

#### RECOMMENDATION

A pilot or model project for the handicapped should be instituted on a county level which would provide a telephone hotline and/or referral service on a 24-hour basis to the handicapped. Following a test period and success of the county project, the hotline service should be expanded into a statewide, county-by-county network.

TASK #2 and TASK #4 -- INITIATIVES THAT MAY BE UNDERTAKEN TO INVOLVE BUSINESS, INDUSTRY, EDUCATION AND LABOR IN EFFORTS TO PROVIDE A COORDINATED AND INFORMED PROGRAM OF TRAINING.

#### RECOMMENDATION

The South Jersey Consortium should implement a pilot project which would serve as a model program for the use of funds to link business/industry/education/labor within the South Jersey Consortium configuration.

#### RECOMMENDATION

Where they do not now exist, program advisory committees should be established for each and every vocational and/or technical program that is offered in local area vocational technical schools, county vocational technical schools, and community colleges. These program advisory committees should make information available on present and future employee needs. Committee members should work with the educational institutions to insure that program objectives meet the desired employee competencies as identified by business and industry.

#### RECOMMENDATION

Vocational technical programs at all levels should be reviewed to determine if cooperative education opportunities, apprenticeship opportunities, and/or on-site plant training can be provided.

#### RECOMMENDATION

Students should be made aware of career opportunities that exist in local businesses and industry in many different ways. These could include visitations to local plants, annual job fairs, and the use of guest speakers from business and industry.

#### RECOMMENDATION

Vocational technical training programs should not only emphasize skill and technical training, but must address the development of attitudes and work habits necessary to be successful in the world of work.

#### RECOMMENDATION

Consideration should be given to the reinforcement of a customized training program in the Department of Labor in order to foster greater specialized classroom training of employees in companies that are:

- a. Locating in the region,
- b. Experiencing operational difficulties because of the lack of a trained workforce, or
- c. In the process of significantly upgrading their workforce to remain competitive as a result of changes in manufacturing technologies.

#### RECOMMENDATION

Methods should be designed to foster communication between business, industry and educational institutions. Such communication will allow for educators to understand the needs of business and industry and for business and industry representatives to understand the constraints under which educational programs are operated. Further steps must be taken to ensure that the bottom line of profit is fully understood by educators.

#### TASK #3 -- EXAMINING THE DISTRIBUTION OF FUNDS FOR VOCATIONAL EDUCATION AT THE SECONDARY AND POSTSECONDARY LEVEL.

#### RECOMMENDATION

State and local policy makers should attempt to develop a more specific statement of the objectives of vocational education in New Jersey. Multiple objectives should be put in priority order.

#### RECOMMENDATION

The vocational education funding system should be reassessed to ensure that it is as supportive as is possible of the specific objectives of New Jersey policy makers.

#### RECOMMENDATION

The funding system should be designed to maximize the combined effectiveness of all public vocational training funds in New Jersey.

#### RECOMMENDATION

The desirability of more financial incentives to eligible recipients to combine and share resources with business should be considered.

#### RECOMMENDATION

Consideration should be given to increasing the average size of vocational education grants for model developing and testing even though this will mean that a smaller number of grants is awarded each year.

#### RECOMMENDATION

Consideration should be given to supporting projects through combinations of funds from educational, business and industrial sources.

#### RECOMMENDATION

Alternatives to simply splitting the Title II, Part A, adult funds evenly between the Departments of Education and Higher Education should be explored.

#### RECOMMENDATION

Consideration should be given to using a portion of the Perkins Act funds as incentive dollars to expand and continue those programs which have demonstrated the highest levels of performance on such measures as placement rates, cost per placement, or academic achievement.

#### RECOMMENDATION

Efforts should be made to minimize bureaucratic requirements which may deter vocational schools from entering into contracts with the local JTPA agencies.

#### RECOMMENDATION

Consideration should be given to using a portion of the Perkins Act and JTPA funds to experiment with innovative funding mechanisms.

TASK #5 -- VOCATIONAL PROGRAM SERVING SPECIAL POPULATIONS AND PROVIDING THEM WITH "EQUAL ACCESS.

#### RECOMMENDATION

Educational staff training at the state and local levels in equal access should be mandatory.

#### RECOMMENDATION

The Office of Equal Educational Opportunity, Department of Education, Division of Vocational Education should provide regular timely reports to officials with programmatic responsibilities.

#### RECOMMENDATION

The coordinated planning approach used on the state level between the Division of Vocational Education and Department of Labor JTPA staff should be implemented at the local level.

#### RECOMMENDATION

A Task Force on the Recruitment of Women for vocational education should be formed.

#### RECOMMENDATION

A pilot program involving students, parents, peers and educators to develop successful approaches to increasing nontraditional career choices should be implemented.

#### RECOMMENDATION

A comprehensive vocational education data system coordinating Division of Vocational Education and JTPA data should be implemented.

TASK #6 -- PLANNING TO ENHANCE COORDINATION BETWEEN THE VOCATIONAL EDUCATION SYSTEM AND THE JOB TRAINING PARTNERSHIP ACT PROGRAM.

#### RECOMMENDATION

The State of New Jersey should ensure that flexible financial incentives exist for joint ventures between education and job training programs.

#### RECOMMENDATION

The membership of the State Vocational Education Planning Committee should commit each agency to the development and dissemination of practical models of coordination at the local level.

#### RECOMMENDATION

The State Job Training Coordinating Council and the State Council on Vocational Education should jointly sponsor regional executive planning retreats.

#### RECOMMENDATION

The New Jersey Job Training Coordinating Council and the New Jersey Council on Vocational Education should jointly conduct annual evaluations of vocational education/JTPA coordination.

TASK #7 -- CAREER AND VOCATIONAL EDUCATION IN THE PERFORMING ARTS.

#### RECOMMENDATION

The theater and performing arts programs should be reviewed to determine whether they can be classified as vocational programs and thus be eligible for vocational funding, especially at the secondary level.

#### RECOMMENDATION

A pilot project should be funded to implement a full-fledged technical theatre program which includes as real objectives the training of vocational and technical skills, which are related and essential to the theater and performing arts program, and which lead to jobs in the performing and theater arts field.

In addition to the communication between the state council and the Assistant Commissioner of Education the state council was asked to review the State Plan for Vocational Education FY 1989-1990 as is evidenced by its letter dated \_\_\_\_\_. The correspondence from the state council is included in the Appendix as its' formal comments on the document. [3.10 COMMENTS ON PLAN BY STATE COUNCIL ON VOCATIONAL EDUCATION]



Through the Department of Education's Office of Legislative Services, the State Legislature is informed of all educational programs. The New Jersey State Plan for Vocational Education FY 1989-1990 was submitted to the state legislature on \_\_\_\_\_. A "Receipt of Filing" is included in the Appendix as documentation that an opportunity for comment was provided. **[3.08 COMMENTS ON PLAN BY STATE LEGISLATURE]**

The Assistant Commissioner of Education communicates on a regular basis with the State Job Training Coordinating Council. Reaction to the New Jersey State Plan for Vocational Education FY 1989-1990 was sought from the State Job Training Coordinating Council. Comments received in time to be included in the state plan are in the Appendix. **[3.09 COMMENTS ON PLAN BY STATE JOB TRAINING COORDINATING COUNCIL]**

The Division of Vocational Education conducts public hearings on vocational education prior to the adoption of the State Plan on Vocational Education. The public hearings are held at various points in the state with sufficient public notice to all segments of the population. The purpose of the public hearings is to provide opportunity for all segments of the population of the state to give their views and make recommendations on the: goals which ought to be adopted in the state plan; programs to be offered under the state plan; and allocation of federal resources to meet these goals.

Two public hearings on the delivery of vocational education in New Jersey and the State Plan for Vocational Education FY 1989-1990 were held on January 11, 1988, and January 13, 1988. They were held at the Middlesex County Vocational and Technical High School and the Bergen County Vocational Schools.

The public hearings provided an opportunity for all those with interest in vocational education to share their views and make recommendations regarding the state plan. Testimony was considered in the development of the State Plan for Vocational Education. Provisions were made to accept written comments. A summary of all public comments appears in the Appendix. **[3.02 CONDUCTING PUBLIC HEARINGS ON THE PLAN]**

### **County Level Planning**

While statewide data are important as indicators of the potential state job market, vocational education programming must be primarily based on regional and local labor market demands. Whenever possible, program decisions are made by local and county agencies based on an analysis and review of regional and local data. This analysis includes consideration of student needs and the special needs of special populations based on local enrollment data, student proficiency test scores, local educational agencies' responses to a fall report which includes a follow-up of high school graduates and occupational supply/demand data disseminated by the New Jersey State Department of Labor.

The county planning system is made up of 21 county planning councils. These councils develop a county plan for vocational education based on local and regional needs. The county planning councils are designed to ensure that a comprehensive vocational education system is provided to all students. The county vocational education specialists serve as staff to the councils.

It is the responsibility of the county superintendent of schools to:

- (1) coordinate the planning at the county level;
- (2) develop the county plan for vocational education which identifies and recommends the vocational education program that will meet the employment needs of the county;
- (3) advise the coordinating county superintendent of the status of the plan;
- (4) submit the plan to the Division of Vocational Education for synthesis into the state plan;
- (5) ensure that local education agency's vocational education programs are consistent with county needs and priorities; and
- (6) convene the county planning councils.

Specific functions of the county planning councils are to:

- become familiar with all career development and vocational/technical programs and services within a county;
- identify labor market trends within the county;
- identify programs/courses to meet labor market supply/demand in the county;
- coordinate the delivery of needed programs/courses in order to avoid unnecessary duplication; and
- work with LEA staff to ensure responsiveness, continuity and articulation.

Membership on the county planning councils should reflect concerns of business, industry and education. The majority of representatives should be from outside the education community. The core representation should include:

county Economic Development Council members, county Chamber of Commerce or Employment Service members; Private Industry Council members; and the employers of vocational students.

Representation from the education community may include:

chairperson, county superintendent of schools; representatives from comprehensive high schools; representatives from county vocational schools; representatives from local area vocational school districts; representatives from community colleges and proprietary schools.

The county plans identify training needs and propose vocational programs to meet these needs. Once completed, the plans provide regional information to the State Vocational Education Planning Committee. They are also used as a tool by local educational agencies to prepare their local applications for vocational education funds. The county councils provide that formal link between local program deliverers and the state policy makers.

## Local Level Planning

Vocational education program planning at the local level is demonstrated through the local application process and resulting documentation. Eligible recipients submit applications for the use of federal and state program funds. These applications follow one of two procedures: a formula-driven entitlement (noncompetitive) procedure OR a purely competitive procedure. The noncompetitive funds are used by those districts that have formula driven entitlements for programs, services and activities serving the following categories: disadvantaged, handicapped, adult and program development, modernization and expansion categories. Competitive funds are awarded by a third-party contract procedure for apprentice training, statewide associations of vocational student organizations, pre-service and in-service vocational/career guidance and counseling, sex equity, single parents and homemakers, criminal offenders, Learning Exchange Program (LEX), summer work study, curriculum development, vocational education support services through community-based organizations, and consumer and homemaking education. For those districts that do not receive an entitlement for program development, modernization and expansion programs, funds are available through the competitive procedure.

Those districts that are eligible to receive entitlement funds, receive an entitlement matrix from the county office of education. This matrix indicates the maximum amount of money available to the recipient for each entitlement purpose. Independent of entitlement funds, an eligible recipient may apply for certain other funds under the competitive procedure for those purpose to which they have not received an entitlement.

Specific program specifications are published in the Policies and Procedures Governing the Vocational Education Application Process. The document is used by the eligible recipients during the preparation of local applications. The document is reviewed by the statewide Vocational Education Planning Committee during the development of the State Plan and appears as an appendix to the State Plan for Vocational Education.

SECTION V  
PLANNED USE OF VOCATIONAL EDUCATION FUNDS

## **PLANNED USE OF VOCATIONAL EDUCATION FUNDS**

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

- **ASSESSMENT OF NEED**
- **PROGRAM GOALS**
- **CRITERIA FOR THE DISTRIBUTION OF FEDERAL VOCATIONAL EDUCATION FUNDS**
- **PROJECTED ALLOCATION OF FEDERAL VOCATIONAL EDUCATION FUNDS**

### **Assessment of Need**

Prior to the delivery of vocational programs and services supported with federal vocational education funds, the Carl D. Perkins, Vocational Education Act requires the state to conduct an assessment of need. Public Law 98-524 requires the state to:

- access the current and projected occupational needs and the current and projected demand for general occupational skills within the state;
- examine the needs of students, including adults, in order to determine how best to improve student skill levels in light of the state's occupational and skill requirements;
- assess the special needs of special populations as identified in section 201(b) of P.L. 98-524 for access to vocational education; and
- assess the quality of vocational education.

The results of these four assessments are reported under the following headings:

- **OCCUPATIONAL SUPPLY/DEMAND**
- **STUDENT SKILLS ASSESSMENT**
- **ACCESSIBILITY OF SPECIAL NEEDS STUDENTS**
- **ASSESSMENT OF THE QUALITY OF VOCATIONAL EDUCATION**

### **NATIONAL OCCUPATIONAL SUPPLY/DEMAND**

The assessment of need for occupational training must reflect national, state regional and local employment needs. The latest vocational data from the federal Bureau of Labor Statistics (BLS) indicate that the United States economy will create 21 million new jobs by the year 2000. Virtually all of these new jobs will be in the services sector. (The latest United States Department of Labor study shows that in 1947, 53 percent of all hours worked

by Americans were in service industries. Today that percentage has grown to 72 percent.) The Bureau further predicts that, even though the economy is growing, factory employment will decline to about 14 percent of the labor force. These shifts in employment will have a direct impact on salaries and, consequently, on the standard of living.

#### Number of Jobs

The July 1987 BLS job outlook indicates that of the top 10 occupational groupings with the largest projected growth in numbers of jobs, nine are in professions now considered to be at the lower end of the wage scales. Among others, these groupings dictate the need for 1.2 million new retail salespersons; 752,000 new waiter positions; 612,000 additional registered nurses and 604,000 more janitors and cleaners. According to current wage standards, the one upper level occupational grouping that made the largest growth list is general managers and top executives. This occupational grouping is projected to increase by some 582,000.

#### Fastest Growing Occupations

A second category of jobs reported by the BLS includes the fastest growing occupations. While the rate of increase for those job openings will be dramatic, the actual number of new jobs in these occupations will have less of an impact on the labor market. As an example, it is predicted that by the year two-thousand, 64,000 new paralegal personnel and 119,000 additional medical assistants will be needed.

#### Educational Preparation

The BLS report also predicted that employment in broad occupational groups that require the most educational preparation, such as executive, administrative and managerial workers, professional workers and technicians and related support workers, will grow faster than average. The report further indicated that as service jobs become more specialized, there may be shortages of educated workers to fill them, leading to upward pressure on wages.

#### Declining Job Openings

The opposite end of the spectrum concerns declining job openings. Again, it is the number of openings as opposed to the rate of decline that is important to educational planners. The highest rate of decline is in factory jobs, assemblers and processors. High rates of decline will also occur in jobs for railroad employees, stenographers and truckers.

#### STATE OCCUPATIONAL SUPPLY/DEMAND

##### Occupational Information System

The primary source of state occupational supply/demand data for program planning and administration is the New Jersey Occupational Information System (OIS). The system was designed by the New Jersey Occupational Information

Coordinating Committee to meet the occupational assessment mandates of the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act. It is the official source of occupational information, established by the Governor's Executive Order 22.

#### Occupational Information Systems

The Occupational Information Systems (OIS) contains information on occupational supply, demand, and administrative data for analysis. The demand data are obtained from the Department of Labor's Occupational Employment Statistics Program (OES). The OES Survey conducted with 8,000 employers is stratified by industry and size class. The supply data are compiled from program completer information collected through the Vocational Education Data System, data on Job Corps participants, clients of the Job Training Partnership Act and military data files. These data are grouped for planning into "units of analysis." A unit is a combination of demand survey clusters and training programs for which the specific job outputs are similar. The objective of the survey program is to compare the number of training program completers to the number of job openings that require skills for which these graduates receive training.

#### Occupational Employment Statistics Survey

The Occupational Employment Statistics Survey is conducted annually on a three-year cycle to produce current year wage and salary employment levels by occupation and industry. From these data, industry staffing patterns by occupation are developed. Based on past trends and known future shifts, industrial projections are made. The occupational projections that appear in the annual occupational supply/demand analysis are made by applying current industrial staffing patterns to industrial projections.

#### Data Limitations

In using the demand data, the Occupational Information Coordinating Committee cites several limitations. The projections do not consider short-term labor market disturbances such as plant closings. The survey does not consider the business cycle. The survey instrument also has a major weakness in the areas of management occupations, unskilled labor, and many professional occupations which have a high self-employment factor. The users are also cautioned to look carefully at the units of analysis; they may or may not coincide with the training programs which are being planned. Finally, the demand data do little to identify new and emerging occupations. Emerging occupations are generally variations of existing occupations. It may take some time for the demand data to delineate these new and emerging occupations from the more traditional occupational classifications.

#### Data Analysis/Use

The annual occupational supply/demand analysis is designed to provide information on employment and educational trends in New Jersey. The demand analysis is organized by Occupational Information System (OIS) cluster codes. A number of specific occupational titles may be included in each cluster code. The supply-side data are the aggregate total number of

completers at the sub-baccalaureate level. The three sectors involved are: the secondary institutions (LEAs), the postsecondary institutions (community colleges) and the proprietary schools (private schools). The program completers are reported by Classification of Instructional Program (CIP) code. The supply-side data are compared to the demand-side data in the demand/supply analysis using a computer program which assigns the universe of reported CIP codes (occupational titles) to an OIS cluster. The end product of this supply/demand analysis is a document which relates the expected number of openings in a group of occupational demand titles to the anticipated supply in a group of occupational supply titles.

The supply/demand data are distributed to the county planning councils for use in developing their county plans. These statewide data are important as indicators of occupational areas where additional demand exists as well as areas which appear to be over-supplied. In order to use these data effectively, one must carefully examine the occupational areas covered within each cluster code. One method of analysis is to place in rank order from highest to lowest the OIS ratio of completers to annual average openings. The ratio of completers to demand will provide a relative value for all OIS clusters. The lower the value, the lower the proportion of supply to demand. The higher the value, the higher the proportion of supply to demand. At a value of 1.0, demand will be equal to supply. For all values less than 1.0, demand exceeds supply and for all values greater than 1.0, supply exceeds demand.

The simplest analysis of OIS clusters would consist of comparing supply to demand. In this analysis, programs with a one-to-one ratio of supply to demand would be maintained; program offerings with a greater than one-to-one ratio would be reduced; and clusters with a supply demand ratio of less than one-to-one would require new additional programs to produce a larger supply of workers.

There are, however, some important additional factors which need to be considered before any such decisions can be made. One important variable is based on past experience with vocational program completers. The State Department of Education's student follow-up surveys indicate that approximately 65 percent of occupational program completers become employed in the occupation for which they were trained, or in a directly related occupation. Based on this factor, to fill 100 openings would require training 154 students. The ratio of supply to demand in this example would be 1.54 (154/100).

In order to use this ratio analysis, ratios must be established with this supply/demand factor. A second important variable is the total number of surplus openings in a given OIS cluster. If the completers-to-average annual openings ratio is low, but the total number of average annual openings is also low, training students in such a program area would not achieve the desired result.

The ranking of the completers to annual average openings ratio indicates which OIS clusters have a surplus of supply over demand. Objective programmatic review using the data is based on the completer-to-openings ratio as well as the surplus of openings-to-completers.



Therefore, the following model was used to categorize each occupational program:

If the total number of completers in the demand/supply analysis is equal to or less than 1.0 times the average annual openings (AAO), and the average annual openings in this OIS cluster exceeds by 500 or more the corresponding number of completers, all programs identified in the OIS cluster code will be identified as having substantial additional demand.

If the total number of completers identified in the demand/supply analysis is equal to or greater than 1.0 times the average annual openings, but less than 2.0 times this figure, all programs in the OIS cluster code will be identified as programs where supply and demand are approximately in balance.

If the total number of completers identified in the demand/supply analysis is equal to or greater than 2.0 times the average annual openings, all programs identified in the OIS cluster code will be identified as programs where supply exceeds demand.

Application of the above model produced the following list of cluster codes where occupational supply exceeds demand:

COMP/AAO RATIO	CLUSTER CODE	TITLE
14.940	0370	Data Entry Keyer
6.270	1090	Audio-Visual Specialist
5.270	1040	Interior Decorating
4.200	1630	Small Engine Repair
3.550	0360	Computer Operator
3.500	0030	Computer Programming
2.570	0640	Advertising & Public Relations
2.490	1610	Power Plant Operator
2.320	0710	Automotive Body Repair
2.180	1500	Electrical Equipment Repair
2.090	0090	Electrical & Electronic Tech
2.080	0080	Drafting and Design

Local applications for federal funds under P.L. 98-524, the Carl D. Perkins Vocational Education Act, for all programs included in the list of clusters where supply exceeds demand will not be accepted for consideration without specific local labor market data to substantiate demand in the occupational area.

#### STUDENT SKILLS ASSESSMENT

The meaning of educational excellence continues to be interpreted in many ways and has generated a renewed interest nationally in basic skills. In response to national reports on education, states have increased their academic graduation requirements for the high school level and have instituted senior exit tests. In 1976 the New Jersey State Legislature mandated a statewide minimum competency testing program to measure basic

skills in computation and communication. While this Minimum Basic Skills (MBS) program focused increasing attention on the area of basic skills, it was found to be inadequate in identifying proficiencies in higher level skills. For this reason, it was believed that a more rigorous test was needed.

New Jersey is currently using the High School Proficiency Test (HSPT) as a primary tool to assess the academic standards of public school students. The HSPT, which is first taken in the ninth grade, measures basic skills--skills that New Jersey employers and colleges say too many of the secondary graduates now lack. This test is now a high school graduation requirement. To pass the test, each student must learn how to write a coherent essay, interpret reading passages and solve multiple-step math problems. Students who fail the HSPT will be able to retake the test each year thereafter until they pass. In addition to allowing the students to retake the test, a number of remedial support services will be available to the students.

Changes in the workplace dictate a need for a strong foundation in the basics to allow employees to adapt to these changes. It is in recognition of this fact that the writers of P.L. 98-524, The Carl D. Perkins Vocational Education Act, included as one of its purposes to "improve the academic foundations of vocational students and to aid in application of new technologies."

Vocational education program planners have emphasized the application of the basic skills within the occupational areas being studied. However, while this emphasis has always been an integral part of the programs, it has not always been clearly articulated to students, teachers, parents and administrators. As a result, vocational education is not always viewed as a strong contributor to students' academic growth. Vocational educators believe that education for academic and employability skills cannot be separated and basic skills are a necessary requirement for successful employment in the world of work. Research studies support this by showing the positive results from vocational programs when basic skills instruction and vocational skill acquisition are functionally tied together. Modifications may have to be made to occupational curricula to enable vocational educators to incorporate basic skills in their programs to better meet the HSPT graduation requirements.

The HSPT requires a mastery of basic skills in reading, writing and mathematics; it examines skills in critical thinking, problem solving and inferential comprehension. The HSPT has provided an opportunity for a clearly defined look at specific skills and an analysis of the needs of students.

#### 1985-86 High School Proficiency Test Results

The New Jersey School Proficiency Test (HSPT) was administered on April 15, 16 and 17, 1986 to 86,968 grade nine students. The passing scores for the HSPT were established: reading - 75, writing - 77, and mathematics - 61. The percent passing for 1985-86 was 82.6 percent in reading, 71.8 percent in mathematics, and 76.5 percent in writing. An unduplicated count of 31,115 students did not pass one or more of the sections of the test.

In a ten percent sampling of the test participants, students were classified as being in Business/Commercial; College Preparatory; Vocational/Industrial Arts; or General categories. In all 21 counties Vocational/Industrial Arts students scored lower than the Business/Commercial and College Preparatory students. These data clearly indicated a need to incorporate and integrate basic skill instruction into the vocational curriculum.

#### Vocational Student Follow-up Data

Student needs are verified on the state level through the individual secondary vocational education student follow-up. Analysis of the 1986 completers report reveals that of the 28,583 completers, 21,846 or 71% responded. Of the respondents, 49.9% were employed in occupations related to their training. Only 6.1% of the universe were unemployed but seeking employment. These data are also available by occupational programs, by county, and by district. The data are distributed to the county offices of education and the local educational agencies. County and local staff use these data as one criteria to identify specific occupational programs are designed to address vocational students' needs and the needs of the labor market. These data may be used by the eligible recipient in the local application process as part of the required elements for a proposal.

#### ACCESSIBILITY OF SPECIAL NEEDS STUDENTS

Since the Vocational Education Act of 1963, vocational education programs have been modified and designed to meet the needs of handicapped, disadvantaged and adult populations. Subsequent federal legislation expanded the special population designation to include the limited English proficient; single parents and homemakers; individuals who participate in programs designed to eliminate sex bias and stereotyping in vocational education; and criminal offenders.

The statewide assessment of the accessibility of vocational education programs and services to these populations consists of an analysis of the respective populations for the latest available school year. The current total public school enrollment is 1,116,194 students. Of this total there are 164,679 students identified as handicapped. This is 14.7 percent of the total public school enrollment. The latest occupational program enrollment figure for the 11, 12 and ungraded population is 52,799. The handicapped enrollment served in this population is 5,570. This is 10.5 percent of the 11-12-U occupational program enrollment.

The disadvantaged population as defined by Chapter 1 of the Education Consolidation and Improvement Act is 202,612. This is 18.4 percent of the total public school enrollment. The disadvantaged population enrolled in occupational programs in grades 11, 12 and ungraded is 13,491. This is 25.5 percent of the 11-12-U occupational program enrollment.

The limited English proficient (LEP) population as identified by the New Jersey State Department of Education, Division of Compensatory and Bilingual Education is 35,976. This is 3.2 percent of the total public school enrollment. In grades 11, 12 and ungraded classification there are 3,559 LEP students. This is 2.0 percent of this population. The LEP

population enrolled in grade 11, 12 and ungraded occupational programs is 995. This is 1.9 percent of the 11, 12 and ungraded occupational program enrollments.

All county and state correctional institutions are afforded the opportunity to compete for funds to support vocational education services and activities. Fourteen different correctional institutions serving approximately 2,000 criminal offenders conducted vocational education services and activities supported by federal vocational education funds in 1987.

Vocational education services and activities for single parents and homemakers and individuals who participate in programs designed to eliminate sex bias and stereotyping are provided by eligible recipients through the competitive funding process. Programs and services designed to meet the needs of these populations for FY 1988 are described in FY 1988 Policies and Procedures for Governing Vocational Education. Further study in the needs of this population is needed. As the result of a broad-based statewide conference on equity held on September 30, October 1, and 2, 1987, program needs were identified. The Vocational Equity Plan for F.Y. 89-90 is being finalized based upon the recommendations of the participants during the statewide conference. A copy of the preliminary draft will be available upon request.

Adults in need of training and retraining are serviced through adult and/or collegiate postsecondary vocational programs. One hundred twenty-one thousand adults are currently enrolled in programs that are designed to meet the needs for training, retraining, and employment development of adults.

#### Assessment of the Quality of Vocational Education

To assess the quality of vocational education, the evaluation system will rely on data being gathered through various monitoring and evaluation processes already implemented in the state including, but not limited to the following:

- Data from the county office monitoring (Manual for the Evaluation of Local School Districts Pursuant to the Public School Education Act of 1975);

Ten essential elements are evaluated in monitoring:

<u>Element</u>	<u>Name</u>
1	Annual Educational Planning
2	School and Community Relations
3	Comprehensive Curriculum and Instruction
4	Pupil Attendance
5	Facilities
6	Staff
7	Mandated Program
8	Mandated Basic Skills Test
9	Equal Educational Opportunity and Affirmative Action
10	Financial

For each element, there are two or more indicators of standards of acceptable performance--a total of 43 indicators.

- Data from the Office of Civil Rights monitoring (Guidelines for Civil Rights Compliance for On-Site Review Teams);
- Data from the vocational grant application (Policies and Procedures Governing the Vocational Education Application Process, P.L. 98-524);
- Data from the Middle States Process (Assembly of Elementary Schools, Commission on Secondary Schools and Commission on Higher Education -- Middle States Association); and
- Data from the approval of public postsecondary vocational/technical education institutions and programs (Instruments and Procedures of the Evaluation of Vocational-Technical Education--Institutions and Programs).

The evaluation data and subsequent analysis of additionally collected evaluation information and evaluation reports will be used to meet the varied evaluative, accountability and programmatic considerations of the federal, state and local agencies including: (1) compliance and conformity with federal and state statutes; (2) determination of vocational program effectiveness; and, (3) expansion, improvement, modernization and development of quality vocational education programs.

Ultimately, the evaluation data will support the long-range goals of this legislation which are described in the assurances section of the state plan.

The evaluation process implemented by the state also encompasses the following components to address the different evaluative and accountability needs:

- Eligible Recipient Evaluation Requirements in Terms of:

Evaluation required as part of the application;

Self-evaluation process which eligible recipients will implement to assess their programs resulting in both a final fiscal and final performance report; and

Participation in follow-up studies of vocational completers conducted by the eligible recipient.

- State Education Agency Evaluation Requirements in Terms of:

Review procedures for eligible recipient applications for vocational funds;

Analysis of evaluation data and reports submitted by the eligible recipients; and

Analysis of monitoring and evaluation data collected by other agencies.

In addition to meeting federal legislative requirements, this evaluation process is a key part of the state's commitment to vocational education. It serves to provide public accountability at every level while strengthening vocational education for all of New Jersey's students.

## **PROGRAM GOALS**

Vocational education program goals were developed through the use of the three-tier planning process. The goals are based on an analysis of the data collected in the needs assessment of: occupational programs; students; special groups served by vocational education; and the quality of vocational education. The following goals were designed to meet vocational education training needs.

### **Occupational needs**

Provide vocational education offerings that develop skills for entry into the labor market, or lead to advanced vocational training in particular occupational fields.

Federal and nonfederal funds allocated under program categories in Title II parts A and B and Title III parts A and B may be used to implement this goal.

### **Student needs**

Provide prevocational educational learning experiences including career exploration and orientation.

Provide educational experiences, including special courses designed to teach and reinforce the basic principles of reading; language; mathematics; or science, that are necessary for vocational education students to succeed in vocational education programs.

Provide services and activities that support and reinforce the vocational education offerings that develop skills for entry into the labor market.

Federal and non-federal funds allocated under program categories in Title II part B and Title III parts A and B may be used to implement these goals.

### **Special needs of special populations**

Develop and expand vocational education skills and opportunities for the handicapped consistent with their needs, interests, and abilities.

Develop and expand vocational education skills and opportunities for the disadvantaged consistent with their needs, interests and abilities.

Provide vocational education offerings for adults that will develop skills for entry into the labor market, upgrade existing skills, or enable advancement in an existing job.

Provide vocational education programs and services for single parents and homemakers that will develop marketable skills.

Provide vocational education programs, services and activities designed to eliminate sex bias and stereotyping in the educational setting and enable the participants to support themselves and their families.

Provide vocational education services and activities for criminal offenders who are in correctional institutions.

Federal and nonfederal funds allocated under program categories in Title II parts A and B, and Title III parts A and B may be used to implement these goals.

### **Quality Vocational Education**

Provide leadership and coordination to achieve the goals and objectives of vocational education in accordance with federal, state and local policies, rules and regulations.

Evaluate vocational education programs, activities and services.

Expand, develop and modernize vocational education programs and services that: include in-service and pre-service training designed to increase the competence of vocational education teachers, counselors, and administrators; update curriculum; modernize equipment; provide professional growth; enhance joint cooperation with other educational deliverers; develop cooperative relationships with business and industry; and support ongoing program assessments.

Federal and non-federal funds allocated under program categories in Title II; Title II part B and Title III parts A and B may be used to implement these goals.



## **Program Descriptions to Meet Goals**

The delivery of 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 the four categories of vocational education needs:

### **Vocational Programs to Meet Occupational Needs**

#### **AGRICULTURAL EDUCATION**

Agricultural Education programs prepare secondary and adult students for entry-level employment in seven major fields, which include: (1) Horticulture, (2) Renewable Natural Resources, (3) Agribusiness, (4) Agricultural Production, (5) Small and/or Laboratory Animal Care, (6) Agricultural Mechanics and (7) Agricultural Products, Processing and Marketing. Agricultural Education programs include: classroom and laboratory instruction in applied agricultural sciences, appropriate field trip experiences, Future Farmers of America (FFA) activities, and Supervised Occupational Experience. Supervised Occupational Experience (S.O.E.) is a sequence of specific learning experiences that is designed to develop an individual vocational agriculture/agribusiness student's occupational competence and is conducted under the supervision of a certificated teacher of agriculture.

Supervised learning experiences are an integral part of the agricultural education program and are provided by utilizing facilities of the home, farm, school or agricultural business. A student must be enrolled in a course of agriculture/agribusiness/horticulture to receive S.O.E. credit. S.O.E. may include one or more of the following types of experiences:

1. Supervised Work Experience -- paid employment that occurs after school hours, weekends, vacations and summers to provide experiences which will prepare students to achieve their agricultural career goals.
2. Supervised Production Project -- a business venture conducted by a vocational agribusiness or horticulture student as a learning experience that results in the production of an agricultural commodity and/or service.
3. Directed Practice -- a series of individualized learning experiences, in addition to required agricultural class and laboratory work, in which a student carries out a specific project under the direct supervision of his/her agriculture or horticulture teacher, usually on the school site.
4. Supervised Improvement Project -- a series of learning activities that improve (1) the value of appearance of the place of employment, home, school or community; (2) the efficiency of an enterprise or agribusiness; or (3) the living conditions of the family.

5. Cooperative Agricultural Education (CAE) -- a course in which vocational agriculture/agribusiness/horticulture students work toward their career goals and graduation credit through a combination of regularly scheduled part-time paid employment and job related classroom instruction.

Future Farmers of America (FFA) is the vocational student organization for students preparing for careers in agriculture/agribusiness/horticulture. FFA competitive activities and award programs on the local, state and national levels complement instruction by giving students practical experiences in the application of agricultural skills and knowledge gained in the classroom. FFA, by law (P.L. 81-740), is an integral part of instruction. A major emphasis of FFA is the development of leadership skills and abilities to prepare young people for their agricultural careers.

## **BUSINESS EDUCATION**

Business Education programs educate individuals for and about business and provide them with the skills necessary for entry-level employment. 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 for advancement in business careers, and
2. basic business and personal-use courses that provide students with the knowledge, attitudes and skills needed by all persons to function in our society.

The employment of individuals in business education occupations is expected to increase rapidly throughout the next decade as our information society intensifies. Therefore, the impact of the computer revolution on the office has a direct influence on the business education curriculum. Students are trained in the occupational skills of accounting, information processing and office administration, keyboarding, and shorthand.

Cooperative Office Education (COE) provides students with supervised on-the-job training and related instruction through a cooperative arrangement between the schools and the employers. The classroom instruction and on-the-job training are planned and supervised by the school and employer so that each contributes to the occupational development of the student.

Future Business Leaders of America - Phi Beta Lambda (FBLA-PBL) has as its membership students who are interested in 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.

Organizational 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. The ongoing state and national project of FBLA-PBL is to help students learn about the free enterprise system through a study of entrepreneurship, technology and productivity.

## HEALTH OCCUPATIONS EDUCATION

Health Occupations Education Programs prepare individuals for 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, professional offices and community and home health care agencies.

Currently, health occupations education programs are organized around three patterns:

1. The single occupation - offered at the secondary or adult level and may range from short-term educational programs to those leading to certification or licensure.
2. The cluster of related occupations - presents a core of knowledge and skills that are common to several occupations.
3. The sequential program - begins in the ninth or tenth grade with a general exploratory program and concludes in the twelfth grade with a health occupations cooperative education program.

All skill development programs for high school and adult students provide in-school laboratory practice and supervised clinical experience in health care facilities and are designed to prepare students for entry-level employment. An integral part of health occupations education is the statewide vocational student organization -- New Jersey Health Occupations Students of America (NJ-HOSA).

Cooperative Health Occupations Education provides students with supervised on-the-job training and related instruction through a cooperative arrangement between the schools and the employers. The classroom instruction and on-the-job training are planned and supervised by the school and employer so that each contribute to the occupational development of the student.

Health Occupations Students of America (HOSA) is the vocational organization for secondary and adult/postsecondary health occupations education students. It consists of state associations chartered by the national organization.

Activities of HOSA are an integral part of the instructional program and provide occupational skills and leadership development. A combination of HOSA activities and classroom instruction makes education and training a more meaningful experience. Through HOSA activities, the local, state and national organizations promote and encourage the development of leadership abilities, citizenship responsibilities, personal growth, health career awareness and occupational competencies.

## **HOME ECONOMICS AND CONSUMER EDUCATION (9-12 and Adult)**

Home Economics and Consumer Education, serving the grade 9 through adult population, is a vocational education program whose major purposes are to prepare youth and adults 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 for 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.

Home Economics Related Occupational 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.

Cooperative Home Economics Related Occupational Education provides students with supervised on-the-job training and related instruction through a cooperative arrangement between the schools and the employers. The classroom instruction and on-the-job training are planned and supervised by the school and employer so that each contributes to the occupational development of the student.

Future Homemakers of America/Home Economics Related Occupations (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 a course in consumer and homemaking education (FHA chapters) or home economics related occupations (HERO chapters).

## **MARKETING EDUCATION**

Marketing Education is a program of instruction which prepares students for employment in marketing, merchandising and management positions. It is designed for persons who have declared career objectives in distributive occupations.

The varied list of occupational titles included within the discipline requires that Marketing Education programs be structured to serve the employment and training needs of students with diverse talents, abilities, interests and cultural backgrounds. It is particularly helpful for those students who want, need and can benefit from instruction in marketing. Instruction is available to students in secondary and postsecondary institutions, as well as employed adults who wish to enroll in courses in

order to upgrade their qualifications or to prepare for advancement. These programs are designed to be responsive to the employment needs of the business community.

Cooperative Marketing Education provides students with supervised on-the-job training and related instruction through a cooperative arrangement between the schools and the employers. The classroom instruction and on-the-job training are planned and supervised by the school and employer so that each contributes to the occupational development of the student.

The field of marketing education attracts young people who are interested in careers in marketing. Distributive Education Clubs of America (DECA) permit students to demonstrate personal and occupational competencies. They contribute 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 an integral and important part of the program of marketing and distributive 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, where appropriate, competency-based competitive events.

## **TECHNICAL EDUCATION**

Technical Education programs are designed to prepare persons for entry-level employment and/or entry into post high school education programs. Secondary technical education programs include three years of college preparatory mathematics, two one-year lab science courses and a technical laboratory course which is conducted with a minimum of 400 minutes per week for a period of not less than two years.

## **TRADE AND INDUSTRIAL EDUCATION**

Trade and Industrial Education prepares people for initial employment or for upgrading or retraining workers in a wide range of occupations. Such occupations can be skilled or semi-skilled and involve the layout, design, production, fabrication, assembly, testing, modification, maintenance, service or repair of any product or commodity. Instruction is provided in basic manipulative skills, technical knowledge, safety judgments and practices, trade ethics, leadership techniques and related occupational information in mathematics, drafting and science required to perform successfully in a trade or industrial occupation. Instruction takes place through a combination of classroom activities and shop/laboratory experiences simulating those found in industry or through a cooperative industrial education program.

Cooperative Industrial Education provides students with supervised on-the-job training and related instruction through a cooperative arrangement between the schools and the employers. The classroom instruction and on-the-job

training are planned and supervised by the school and employer so that each contributes to the occupational development of the students. The leadership development programs and activities of the Vocational Industrial Clubs of America (VICA) are an integral part of the instructional program.

Vocational Industrial Clubs of America (VICA) serve trade, industrial and technical education students with leadership, citizenship and character development programs and activities. The VICA program is an integral part of the trade and industrial education curriculum. VICA programs emphasize respect for the dignity of work, high standards in trade ethics, workmanship, scholarship and safety. VICA activities on the secondary level are supervised by the industrial education teacher and administered by secondary school officials.

VICA activities develop social and leadership abilities and skills that prepare students for responsible roles in the community and in the labor market. VICA enables students to develop (1) motivation, (2) respect for their capabilities, (3) an understanding of their roles in the industrial community, (4) an awareness of their roles as citizens, and (5) an opportunity to develop their leadership abilities.

### **Learning Exchange Program**

The Learning Exchange Program (LEX) is designed to train cooperative industrial education student-learners in trade, industrial or industrial-related technical occupations. Nonfederal funds are awarded on the basis of \$1,200 per student. The funds are used for students' salaries, workers compensation benefits and the employers' portion of social security benefits.

### **Vocational Programs to Meet Student Needs**

#### **HOME ECONOMICS AND CONSUMER EDUCATION (K-8)**

Home Economics (consumer and homemaking) as a prevocational education curriculum serves boys and girls in kindergarten through eighth grade. The programs at this level are designed to meet the home and family living skills needed by students at the early developmental stages of their lives and include instruction in the areas of: child care and guidance; clothing and textiles; consumer education; family living; food and nutrition; home management, including resource management; and housing.

Through instruction in these areas, and in coordination with other prevocational and vocational programs, students are provided with opportunities for personal growth and development (including self awareness and career awareness without bias); development of skills needed for present and future roles as family members; development of technological literacy through exploration of technology's impact on the home and future careers; development of decision making and problem solving skills; the application of basic skills to meaningful content; reinforcement of employability skills such as team work, interpersonal skills, responsibility, and for interaction with business, industry and community organizations. The Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) is the vocational student organization which serves students in home economics courses.

## **PREVOCATIONAL PROGRAMS INDUSTRIAL ARTS/TECHNOLOGY EDUCATION**

Industrial Arts/Technology Education is one in the series of prevocational programs and serves students in grades six through ten. It consists of a planned series of experiences and activities which assist learners to develop understandings about the contemporary aspects of industry, technology and work. The concepts taught in the courses and programs are organized around, but not limited to, the broad technological content areas of communication, construction, manufacturing, energy, power and transportation. 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/Technology Education helps students to make informed and meaningful occupational and career choices free of bias while developing technological literacy, problem solving, employability and basic skills, increasing self understanding, and building business, industry, community and vocational awareness through coordination efforts. It can also prepare them to enter into other prevocational programs and industrial or technical education.

The New Jersey Chapter of the American Industrial Arts Student Association (AIASA) supports Industrial Arts education through the integration of appropriate leadership activities and strategies into the curriculum.

## **PREVOCATIONAL PROGRAMS INTRODUCTION TO VOCATIONS**

Introduction to Vocations is a prevocational program for students in grades seven through nine offering career awareness and exploration activities, evaluation of individual interests and abilities, and applications of basic, problem solving and technological skills in order to foster employability competencies for the world of work. The program includes classroom instruction, hands-on activities, interaction with the educational and business communities and vocational experiences delivered through coordinated prevocational and vocational programs, e.g., consortia. Activities are structured around, but not limited to, the following career clusters:

(1) agriculture; (2) business and office; (3) communications and media; (4) economic; (5) fine arts and humanities; (6) health; (7) hospitality and recreation; (8) manufacturing; (9) marine science; (10) marketing and distribution; (11) natural resources and environment; (12) personal service; (13) public service; and (14) transportation.

Introduction to Vocations gives meaning and direction to students' educational experiences by extending the boundaries of the classroom to include the world of work.

## **PREVOCATIONAL PROGRAMS TECHNOLOGY FOR CHILDREN (T4C)**

Technology for Children (T4C) is a prevocational program serving students from kindergarten to sixth grade. It prepares them to:

- develop technological literacy through interactions with tools, materials and processes of technology;
- apply problem-solving skills in all curricula areas;
- apply basic skills in all learning activities;
- develop an awareness of careers associated with units studied without gender stereotyping or bias;
- develop self-awareness of individual abilities, needs, and interests;
- develop employability skills;
- interact with representatives of business, trade and community resources; and
- interact with representatives of other prevocational and vocational education resources.

Through activity-centered, exploratory experiences in the fields of: aerospace; communications; computer applications; consumerism; energy; entrepreneurship; environmental studies; health; invention/innovation; and nutrition, students are assisted in achieving T4C program goals.

Participating teachers integrate these technological experiences and activities into the regular elementary curriculum to provide awareness of a wide range of occupational areas. Partnerships developed with local business, trade and community resources enhance the T4C program, thus preparing students to make informed career decisions and plans.

The Mini-Invention/Innovation Team (MIIT) contest was designed to help students develop their problem solving skills and creativity while learning about technology and careers. The contest helps students in all the pre-vocational programs to identify problems and develop solutions through the creation of an invention or innovation. Participants learn to gather data through research and testing as well as to use communication skills in the recording and sharing of their invention experiences. MIIT is open to all New Jersey students in kindergarten through 10th grade.

### **10,000 Graduates...10,000 Jobs -- New Jersey's Youth Employment Initiative**

This program is a collaborative effort of business, the educational community and state agencies which will result in the placement of 10,000 urban high school graduates in full-time jobs by the year 1992. In accomplishing this goal, employers are offered a way to recruit a well-prepared labor force and students are offered an incentive to remain in school and get their high school diploma.

The program is designed to:



- motivate students to remain in school and graduate;
- enable students to see the correlation between education and work;
- adequately prepare students for full-time employment upon graduation from high school through employability skills training;
- enhance business and industry partnerships in education; and
- assist students to acquire job-seeking and employability skills.

As New Jersey moves to raise high school graduation standards, a growing number of well-prepared students will increase the competition for jobs, especially in urban areas. To give our students a competitive edge, this program will coordinate -- among employers, schools and state agencies -- the placement of qualified high school graduates in available existing positions. The graduates must be capable of performing the jobs, and the jobs must be worthy of our graduates.

The key to the success of this program is a sincere and long-lasting partnership between students, urban high schools, the State Department of Education and New Jersey's businesses and industries.

#### **VOCATIONAL/CAREER GUIDANCE AND COUNSELING PROGRAM**

Vocational/Career Guidance and Counseling is an integral part of each school's total educational program. The process is developmental by design and includes sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, students, parents, business and industry, and the community at large.

This program is designed to assist K-12 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.

Suggested program elements include: (1) Career/job placement counselor; (2) Career resource center; (3) Individual student career profile with accompanying parent reinforcement activities; (4) Developmental group guidance services; (5) Peer facilitator activities; (6) Shadowing/intern program; (7) Career days; (8) Career seminars, including business/industry speakers; (9) Student follow-up surveys; (10) Student assessment services; (11) Computerized guidance information services; (12) Coordinated efforts with cooperative education programs; (13) Coordinated efforts with prevocational programs; (14) Coordinated efforts with apprenticeship programs; (15) Comprehensive evaluation plan; (16) In-service training for faculty and administration; and (17) Community advisory boards.

## **Vocational Programs to Meet the Special Needs of the Special Population**

In order to meet the special needs of specific populations as identified in Section 201(b) of P.L. 98-524, vocational education programs will be modified to provide learning experiences that lead to the development of competencies necessary for entry-level employment.

### **SCHOOL YEAR WORK STUDY**

Work Study is a non-credit program which is designed to provide financial support to needy vocational students between the ages of 15 and 20. This program encourages these students to remain in school by affording them part-time employment, outside of school hours, in public agencies. Whenever possible, the work experience should reflect the student's in-school vocational training.

### **SUMMER WORK STUDY**

Summer Work Study is a program which affords special needs, handicapped or disadvantaged students, 15-20 years of age, an opportunity to participate in a paid work experience. Students who engage in this program generally spend four hours a day working for a public agency. Whenever possible, the student's employment experience directly relates to the student's vocational program. Through successful completion of this program, these student participants will be motivated to remain in school in the fall to continue their vocational programs and/or to enroll in school year work/study programs.

### **SUPPORT SERVICES**

Support Services provide disadvantaged and handicapped students enrolled in vocational courses/programs/projects with special educational or related services, including adaptation of curriculum, instruction and equipment, needed to ensure their success in regular vocational programs. Materials and activities must address vocational objectives. All disadvantaged and handicapped students served in a Support Services program must meet the requirements stipulated under P.L. 98-524. The programs are designed to serve disadvantaged and handicapped students not provided for in a self-contained classroom setting.

### **VOCATIONAL PROGRAMS DESIGNED FOR HANDICAPPED INDIVIDUALS**

Secondary and post-secondary vocational education programs will be modified to serve the handicapped, as necessary, through the use of supplemental or additional staff, equipment, materials and services not provided to other individuals in vocational education. If conditions warrant, separate vocational programs will be designed to meet the needs of the handicapped students served by the eligible recipients.

### **VOCATIONAL PROGRAMS DESIGNED FOR DISADVANTAGED INDIVIDUALS**

Secondary and post-secondary vocational education programs will be modified to serve the disadvantaged, as necessary, through the use of supplemental or

additional staff, equipment, materials and services not provided to other individuals in vocational education. If conditions warrant, separate vocational programs will be designed to meet the needs of the disadvantaged students served by the eligible recipients.

#### **VOCATIONAL PROGRAMS DESIGNED FOR ADULTS**

Adult and post-secondary vocational education programs and services will be improved or expanded to train or retrain adults to meet the current labor market needs. These programs will address:

- additional training under JTPA;
- programs for older individuals and displaced homemakers;
- programs for completers or leavers of high school who are enrolled in an associate or other degree program not designed as baccalaureate or higher degree programs; and
- programs for completers or leavers of high school which do not award college credit.

#### **Apprentice Training**

Apprentice Training programs combine private and public sector training to develop a skilled adult work force. Apprentices receive full-time on-the-job skill training supplemented by part-time related theoretical instruction. Apprentice Coordinators promote and maintain the apprenticeship registration approval process. Through New Jersey's School-to-Work Linkage program, cooperative vocational education students employed in apprenticeable occupations can enter an apprenticeship before they complete their senior year of high school.

#### **VOCATIONAL PROGRAMS DESIGNED FOR SINGLE PARENTS AND HOMEMAKERS**

Vocational education programs and services will be expanded and enhanced for single parents and homemakers, including displaced homemakers or other women who are economically disadvantaged. These programs should consist of the following components:

- Assessment and testing
- Job exploration and counseling
- Job readiness training
- Outreach/recruitment
- Personal counseling
- Training in marketable skills
- Support services to include: child care, transportation and tuition
- Education (high school graduation, GED, basic skills)
- Job development/placement

Emphasis will be placed on assisting individuals with the greatest financial need as defined by P.L. 98-524. In serving homemakers, the programs will

give special consideration to single parents as well as homemakers who, because of divorce, separation, desertion, or the death or disability of a spouse, must prepare for paid employment. A pregnant teenager, who does not have other children, does not qualify as a single parent.

#### **PROGRAMS DESIGNED TO ELIMINATE SEX BIAS AND STEREOTYPING FOR INDIVIDUALS WHO PARTICIPATE IN VOCATIONAL EDUCATION TRAINING**

Vocational education programs, services, and activities will be designed to eliminate sex bias and stereotyping in secondary and post-secondary educational institutions. Removing these barriers will better enable young women, aged 14 to 25, to better prepare to support themselves and their families, with emphasis on nontraditional training and support services.

The program will emphasize three themes:

assisting single parents, homemakers and young women to obtain marketable skills which will result in economic independence;

creating greater access for women to a broad range of occupations, especially those related to high technology; and

reducing the limiting effects of sex stereotyping on vocational education and employment.

#### **VOCATIONAL PROGRAMS DESIGNED FOR CRIMINAL OFFENDERS**

The term "criminal offenders" means any resident of a prison, jail, reformatory, work farm, detention center or halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

Vocational education programs for criminal offenders are coordinated with the state prisons and county correctional institutions to address the educational needs of the institutional residents. Services provided to criminal offenders in correctional institutions are designed to address the needs of criminal offenders and to develop economic self-sufficiency among this population when released from prison.

#### **PROGRAMS TO INCREASE THE QUALITY OF VOCATIONAL EDUCATION**

##### **State Administration**

Staff members of the Division of Vocational Education will provide supervisory and consultive services to staff members of eligible recipients. To maintain a progressive and efficient vocational education delivery system, staff members provide leadership in planning, program development, curriculum development, professional development, research and evaluation. They are responsible for activities designed to provide equal opportunity for access by all persons to vocational education programs and services.

## **Program Development, Modernization and Expansion**

Programs supported under this category are designed to:

improve or expand programs to train workers in skilled occupations needed to revitalize businesses and industries or to promote new industry;

develop exemplary and innovative programs which stress new and emerging technologies and which are designed to strengthen vocational education services and activities;

develop curriculum in vocational education, including the application of basic skills;

coordinate special courses and teaching strategies designed to teach the fundamental principles of mathematics, communications, or science skills through practical applications which are an integral part of the student's occupational program;

develop or improve pre-vocational programs (e.g. Technology for Children, Introduction to Vocations, Industrial Arts, and elementary level Consumer and Homemaking programs); and

develop, improve or expand vocational/career guidance and counseling programs.

Vocational education program improvement, innovation, and expansion programs, services and activities include:

### **CURRICULUM DEVELOPMENT**

Curriculum development activities focus on curriculum needs and job skill training requirements. The process by which these needs will be met will include research, development, field testing, evaluation and dissemination of curriculum products. Provision will be made for continuous updating of current materials to assure that vocational education is relevant and of high quality and will meet student and employer needs. Curriculum development projects in vocational education include, but are not limited to: (1) the application of basic skills; and (2) the fundamental principles of mathematics and science through practical applications as an integral part of the students' occupational program.

### **LEADERSHIP**

State and local leadership activities are performed by program specialists, project coordinators or project directors. These activities include curriculum development activities, personnel development activities, technical assistance, or research activities.

## PILOT AND DEMONSTRATION PROJECTS

Successful pilot and demonstration projects will be developed and expanded within the state. Programs having statewide implications will be identified and established within appropriate eligible recipients. Pilot and demonstration projects should complement research and curriculum development efforts when possible. Programs will focus on: quality vocational education, the establishment of cooperative arrangements between public education and business and industry; and programs designed to broaden occupational opportunities for the disadvantaged, the handicapped, adults, single parents or homemakers, individuals who participate in programs designed to eliminate sex bias and stereotyping in vocational education, criminal offenders and individuals in need of prevocational and career orientation programs.

## REGIONAL COORDINATION EFFORTS

The county planning process requires the development of a county plan for vocational education. The funds established under this category provide the county planning councils the opportunity to acquire consultive services to develop the regional plans.

## RESEARCH

Vocational education research activities will include determination of needs, identification of problems, identification of strategies to solve problems, field testing and evaluation of results, and dissemination of the results of research. Research activities will emphasize the assessment of quality vocational education. They will include activities to: improve curriculum materials and teaching techniques; integrating new technologies into existing curriculum; develop curriculum materials for new and emerging occupations; develop curriculum materials for persons with special needs and for overcoming sex bias and stereotyping. These activities will be delivered on a statewide basis.

## TECHNICAL COMMITTEES

The primary functions of the technical committees are to advise the State Council and State Board of Education on curricula and to develop an inventory of skills for use by the state board to define state-of-the-art curricula. The technical committees will develop, modify or expand existing skills inventories to include the type and level of skills needed for entry, retention or advancement in identified occupational areas in the state. Based on these skill inventories the Committees will provide recommendations for state curricula development needs.

## VOCATIONAL OUTREACH

This program initiative provides leadership in the promotion of exemplary and innovative vocational education programs that are responsive to labor market needs in a technologically changing environment. The program actively develops cooperative efforts for the improvement and expansion of vocational

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

#### VOCATIONAL STUDENT ORGANIZATIONS

Funds to support vocational student organizations are used to:

- coordinate all activities and operate state associations of vocational student organizations in accordance with an approved plan of work;
- provide combined leadership training for state officers of the seven vocational student organizations;
- provide training for new and/or current local advisors of vocational student organizations in a statewide effort to expand leadership development; and
- develop or adapt curriculum or instructional materials which integrate vocational student organization activities into vocational education curriculum for the seven vocational student organizations.

#### CAREER EDUCATION

Career Education is a sequential, developmental program which provides students with the skills and knowledge necessary to make informed career choices and decisions.

#### OTHER THAN FULL-TIME DAY SCHOOL

The other than full-time day school programs provide for the preparation of individuals for gainful employment requiring other than a baccalaureate or advanced degree. These programs are offered outside of the normal full-time or shared-time school day. State aid is provided by the state legislature to schools that are designated as "other than full-time day schools" by N.J.A.C. 6:43-1.3. Districts that meet the state criteria may apply for these funds pursuant to N.J.S.A. 18A:54-9 or 18A:54-32 and state policy.

#### POST-SECONDARY ACCREDITATION

State Board Approval is awarded for five-year periods to schools that successfully complete the extensive evaluation process which has been approved (for this program) by the United States Secretary of Education. The process includes self-evaluation by the school, and on-site visit by a team of evaluators and staff review of the evaluation team report with the school's written response to the report. All facets of the school and its programs are evaluated. Funds are used to support this evaluation process.

## JOINT PROGRAMS

Joint Programs consist of programs supported through the Job, Science and Technology Bond Issue. These vocational training programs are planned and delivered as joint ventures between community colleges and county vocational schools, local area vocational schools and comprehensive high schools.

### Vocational Education Support Services Through Community-Based Organizations

Vocational education support services conducted jointly by eligible recipients and community-based organizations may include the following:

- outreach programs to facilitate the entrance of youth into a program of transitional services and subsequent entrance into vocational education, employment or other education and training;

- transitional services such as attitudinal and motivational prevocational training programs;

- prevocational educational preparation and basic skills development conducted in cooperation with business concerns;

- special prevocational preparation programs targeted to inner-city youth, non-English speaking youth, and the youth of other urban and rural areas having a high density of poverty who need special prevocational education programs;

- career intern programs;

- assessment of student needs in relation to vocational education and jobs; and

- guidance and counseling to assist students with occupational choices and with the selection of a vocational education program.

Each community-based organization which desires to receive assistance under Title III Part A of P.L. 98-524 shall prepare jointly with the appropriate eligible recipient and submit an application to the Division of Vocational Education. Each such application shall:

- contain an agreement between the community-based organization and the eligible recipients in the area to be served, which includes the designation of fiscal agents established for the program;

- provide a description of the uses of funds together with evaluation criteria to be applied to the program;

- provide assurances that the community-based organization will give special consideration to the needs of severely economically and educationally disadvantaged youth ages 16 through 21, inclusive;



provide assurances that business concerns will be involved, as appropriate, in services and activities for which assistance is sought;

describe the collaborating efforts with the eligible recipients and the manner in which the services and activities for which assistance is sought will serve to enhance the enrollment of severely economically and educationally disadvantaged youth into the vocational education programs; and

provide assurances that the programs conducted by the community-based organization will conform to the standards of performance and measures of effectiveness required of vocational education programs as described in Policies and Procedures Governing the Vocational Education Application Process, P.L. 98-524.

### **Industry-Education Partnerships for Training in High-Technology Occupations**

PROGRAMS DESIGNED TO ACCOMPLISH INDUSTRY EDUCATION PARTNERSHIPS FOR TRAINING IN HIGH-TECHNOLOGY OCCUPATIONS WILL BE IMPLEMENTED WHEN AND IF FEDERAL FUNDS ARE APPROPRIATED.

Federal funds received for this purpose will be used solely for vocational education programs designed to train skilled workers and technicians in high-technology occupations and projects to train skilled workers needed to produce, install, operate and maintain high technology equipment, systems, and processes. Not less than 50 percent of the non-federal cost screening requirement for these programs must be provided by participating business and industrial firms. These funds may be used for:

- (1) necessary administrative costs of the state and of eligible recipients associated with the establishment and operation of these programs;
- (2) training and retraining of instructional and guidance personnel;
- (3) curriculum development and the development or acquisition of instructional and guidance equipment and materials;
- (4) acquisition and operation of communications and telecommunications equipment and other high-technology equipment for these programs; and
- (5) such other activities as may be essential to the successful establishment and operation of these programs and projects including activities and related services to ensure access of women, minorities, the handicapped, and the economically disadvantaged.

(b) In approving programs and projects special consideration will be given to:

- (1) the level and degree of business and industry participation in the development and operation of the program;
- (2) the current and projected demand within the state or relevant labor market area for workers with the level and type of skills and program is designed to produce;
- (3) the overall quality of the proposal, with particular emphasis on the probability of successful completion of the program by prospective trainees and the capability of the eligible recipient (with assistance from participating business or industry) to provide high quality training for skilled workers and technicians in high technology; and
- (4) the commitment, as demonstrated by special efforts to provide outreach, information, counseling, remedial instruction and other assistance, to serve all segments of the population, including women, minorities, the handicapped, and the economically disadvantaged.

(c) Expenditures for administrative costs may not exceed 10 per cent of the federal allotment for this purpose in the first year and 5 per cent of such allotment in each subsequent year(s).

#### **Program Requirements for the Handicapped and Disadvantaged**

The State Board of Education is required to comply with the requirements for the handicapped and disadvantaged programs including:

1. equal access in recruitment, enrollment and placement activities;
2. equal access to vocational programs including occupationally specific courses of study, cooperative education and apprenticeship programs;
3. provision of programs and activities in the least restrictive environment;
4. coordination of programs between special education and vocational education;
5. provision of information to students and parents concerning vocational education opportunities;
6. receipt of assessment of interests, abilities and needs;
7. adaptation of curriculum, equipment, instruction and facilities to meet needs;
8. provision of guidance, counseling and career development activities; and
9. provision of counseling to facilitate school to post-school employment.

The state board uses a variety of methods to comply with these nine requirements. Items one, two and three are addressed through the implementation of

the Methods of Administration which comply with the federal regulations of the United States Office of Civil Rights. These activities are conducted through the Office of Equal Education Opportunity. The Methods of Administration, which contains a five-year schedule of program and facility audits, exclusively addresses access to vocational education. Evidence of compliance exists in the form of completed check lists, visitation questionnaires and other data collection instruments. Copies of the survey instruments are contained in the Guidelines for Civil Rights Compliance for On-Site Review Teams. Division of Vocational Education staff actively participate on these teams. In addition, the equity coordinator reviews program applications for competitive and non-competitive vocational funds. The equity coordinator also serves as a resource to state staff on the implementation of all equal access provisions.

Item four refers to program coordination. Under Section III of this state plan, joint planning and coordination with other agencies is described. This includes coordination among vocational education programs and programs conducted under the Education Consolidation Improvement Act, and the Education of the Handicapped Act.

Items five through nine refer to program activities conducted by local educational agencies. These requirements are verified through the monitoring of vocational programs conducted by the state. The program evaluation process is described in Section VIII of the Policies and Procedures Governing the Vocational Education Application Process. Activities will be verified through an on-site review of evidence that: parents have received information on vocational education; student assessments have been conducted; curricula have been adapted to student needs; instruction and facilities have been adapted to special population needs; guidance, counseling and career development activities are provided; and students are being placed into successful jobs.

**Programs for Dislocated Workers  
(F.G.I. 3.12)**

**Adult Training, Retraining, and Employment Development**

PROGRAMS DESIGNED TO DELIVER ADULT TRAINING, RETRAINING  
AND EMPLOYMENT DEVELOPMENT, COMMONLY CALLED PROGRAMS FOR  
DISLOCATED WORKERS, WILL BE IMPLEMENTED WHEN AND IF  
FEDERAL FUNDS ARE APPROPRIATED.

Federal funds received for Adult Training, Retraining and Employment Development will be used to: (1) provide financial assistance to expand and improve vocational education programs designed to meet urgent needs for training, retraining, and employment development of adults who have completed or left high school and are preparing to enter or have entered the labor market, in order to equip adults with the competencies and skills required for productive employment; and (2) to ensure that such programs are relevant to the labor market needs and accessible to all segments of the population, including women, minorities, the handicapped, individuals with limited English proficiency, workers 55 and older, and the economically disadvantaged.

These funds may be used for:

- (1) vocational education programs, services, activities, and employment development authorized by Title II of the Carl D. Perkins Act which are designed to meet the needs of --
  - (a) individuals who have graduated from or left high school and who need additional vocational education for entry into the labor force;
  - (b) unemployed individuals who require training to obtain employment or increase their employability;
  - (c) employed individuals who require retraining to retain their jobs, or who need training to upgrade their skills to qualify for higher paid or more dependable employment;
  - (d) displaced homemakers and single heads of households who are entering or reentering the labor force;
  - (e) employers who require assistance in training individuals for new employment opportunities or in retraining employees in new skills required by changes in technology, products, or processes; and
  - (f) workers 55 and older;
- (2) short-term programs of retraining designed to upgrade or update skills in accordance with changed work requirements;

- (3) education and training programs designed cooperatively with employers, such as --
  - (a) institutional and work site programs, including apprenticeship training programs (or combinations of such programs) especially tailored to the needs of an industry or group of industries for skilled workers, technicians, or managers, or tailored to assist their existing work force to adjust to changes in technology or work requirements; and
  - (b) quick-start, customized training for workers in new and expanding industries, or for workers for placement in jobs that are difficult to fill because of a shortage of workers with the requisite skills,
- (4) building more effective linkages between vocational education programs and private sector employers (through a variety of programs including programs where secondary school students are employed on a part-time basis as registered apprentices with transition to full-time apprenticeships upon graduation), and between eligible recipients of assistance under this Act and economic development agencies and other public and private agencies providing job training and employment services, in order to more effectively reach out to and serve individuals described in paragraph (1)(A);
- (5) cooperative education programs with public and private sector employers and economic development agencies, including seminars in institutional or work site setting, designed to improve management and increase productivity;
- (6) entrepreneurship training programs which assist individuals in the establishment, management, and operation of small business enterprises;
- (7) recruitment, job search assistance, counseling, remedial services, and information and outreach programs designed to encourage and assist males and females to take advantage of vocational education programs and services, with particular attention to reaching women, older workers, individuals with limited English proficiency, the handicapped, and the disadvantaged;
- (8) curriculum development, acquisition of instructional equipment and materials, personnel training, pilot projects, and related and additional services and activities required to effectively carry out the purposes of this part;
- (9) the costs of serving adults in other vocational education programs, including paying the costs of instruction or the costs of keeping school facilities open longer; and
- (10) related instruction for apprentices in apprenticeship training programs.

## **Criteria for The Distribution of Funds to Economically Depressed Areas and Non-Economically Depressed Areas**

### **STANDARDS OF REFERENCE**

New Jersey assures that more than 50 percent of its vocational funds will be allocated to eligible recipients in units of local government which are in economically depressed areas. This will be accomplished through various mechanisms. The state established a system for identifying large concentrations of low income families by using Aid to Families with Dependent Children (AFDC) data as an indicator of economic disadvantage. All eligible recipients were ranked according to the percent of families receiving AFDC support from low to high. Twelve percent was established as the cutoff point. All eligible recipients with this percentage or higher were considered as located in economically depressed areas. Funds for the handicapped, disadvantaged and adult populations as well as for program development, modernization and expansion are allocated to eligible recipients through use of these formula criteria.

### **APPLICATION REVIEW PROCESS**

Program funds are awarded to each eligible recipient through the successful completion of the application review process that begins at the county level. County office staff review applications for consistency with local needs. Applications are forwarded to the Department of Education, Division of Vocational Education. Applications are reviewed by program specialists. Each application receives a quality review evaluation based on the following evaluation criteria:

- Program need;
- Program description;
- Program implementation;
- Evaluation plan;
- Equipment; and
- Other.

It is state policy to work with each eligible recipient to develop quality program proposals that can be supported with the federal funds allocated to each recipient through the formula process.

### **SPECIAL ACTIVITIES FOR ECONOMICALLY DEPRESSED AREAS**

To insure a greater allocation of funds to economically depressed areas, the following activities are implemented:

staff of eligible recipients in economically depressed areas receive technical assistance on the design and implementation of quality programs;

workshops are offered for eligible recipients in economically depressed areas on application writing techniques; and

staff at the state level monitor awards to ensure a greater allocation to those recipients in economically depressed areas.

In addition to these activities, the state uses a formula based process to fulfill the federally mandated distribution requirements. The following components are used to assist in achieving the mandated distribution:

Aid to Families with Dependent Children (AFDC) will be used as a major component to distribute 50 percent of the funds for handicapped and disadvantaged programs. These criteria will be used to determine the distribution of funds for these two categories under Title II Part A (32 percent of the basic grant) to economically depressed areas.

Aid to Families with Dependent Children (AFDC) will be used to distribute 50 percent of the funds allocated under Title II, Part B to eligible recipients.

The total amount of Consumer and Homemaking grants are divided among economically and non-economically depressed areas at the state level. One-third of the grants are awarded to economically depressed areas as defined above. Eligible recipients for Consumer and Homemaking economically depressed funds are identified prior to the granting of final awards for this program area.

#### **Distribution of Handicapped and Disadvantaged Funds to Eligible Recipients**

Section 203(a)(1)(B) of P.L. 98-524 requires that distribution of program funds for handicapped students be based on the following criteria:

- (i) 50 percent of such amount shall be allocated to eligible recipients on the basis of the relative number of economically disadvantaged individuals enrolled in each eligible recipient in the fiscal year preceding the fiscal year in which the determination is made to the total number of such individuals enrolled in all eligible recipients within the state in such year; and

- (ii) 50 percent shall be allocated on the basis of the relative number of handicapped students served in vocational education programs by each eligible recipient within the State in the fiscal year preceding the fiscal year for which the determination is made as compared to the total number of such individuals served by all eligible recipients within the state in such year.

Section 203(a)(2)(B) of P.L. 98-524 requires the distribution of program funds for disadvantaged students be based on the following criteria:

- (i) 50 percent of such amount shall be allocated to eligible recipients on the basis of the relative number of economically disadvantaged individuals enrolled within each eligible recipient in the fiscal year preceding the fiscal year in which the determination is made compared to the total number of such

individuals enrolled in all eligible recipients within the state in such year; and

(ii) 50 percent shall be allocated on the basis of the relative number of disadvantaged individuals and individuals with limited English proficiency served in vocational education programs by each eligible recipient within the State in the fiscal year preceding the fiscal year for which the determination is made as compared to the total number of such individuals served by all eligible recipients within the State in such year.

The relative number of students who are identified as receiving support under the AFDC program is the indicator of economically disadvantaged individuals used by the State of New Jersey.

The AFDC count is the total number of children in a given municipality receiving aid. This information is provided by the New Jersey Department of Human Services, Division of Public Welfare. These AFDC data are used to distribute 50 percent of the funds in both the handicapped and disadvantaged area Section 203(a)(1)(B)(i) and 203(a)(2)(B)(ii).

In the distribution of funds for services and activities for the handicapped, the second factor to be considered is the relative number of handicapped individuals served in vocational education programs. The total number of handicapped individuals reported by each district as enrolled in occupational programs in the preceding fiscal year is used to determine this factor. In the distribution of funds for disadvantaged students, the number of disadvantaged individuals and individuals with limited English proficiency reported by each district as enrolled in occupational programs in the preceding fiscal year is used to determine this factor.

#### **Distribution of Federal Vocational Education Funds for Programs Other than for Handicapped and Disadvantaged Individuals**

P.L. 98-524 allows the state discretion in determining the method of distribution of federal vocational education funds for programs other than for handicapped and disadvantaged individuals. Based on an FY 1985 analysis of P.L. 98-524, a series of papers was prepared by department staff to determine the best methods of achieving the purposes of the act and meeting the goals of the state.

It was determined that funds will be distributed as follows:

- Title II, Part A - Adult education monies will be distributed to local educational agencies through the use of formula criteria consisting of the relative number of unemployed individuals and the relative number of adults being served in the adult vocational education program. Adult education monies will be distributed to post-secondary agencies through the use of a formula described below;



- Title II, Part B - Program development, modernization and expansion funds will be distributed through the use of a formula consisting of the relative number of economically disadvantaged individuals, and the number of secondary students who have been identified by each local education agency as not planning to pursue post-secondary training; and
- All other funds will be distributed through a competitive request for proposal process.

### **Post-secondary Criteria for the Distribution of Funds to Economically Depressed Areas and Non-Economically Depressed Areas**

For post-secondary programs, a minimum of 51 percent of funds will be allocated to eligible recipients in counties which are economically depressed areas. Identification of economically depressed areas is based upon county unemployment data as compiled by the New Jersey State Department of Labor. All eligible recipients located in counties where the rate of unemployment has exceeded the average rate of unemployment in the state for the year preceding the fiscal year in which the determination is made are areas of high unemployment and will be considered as located in economically depressed areas.

Section 203(a)(2)(B) of P.L. 98-524 requires that the distribution of program funds for disadvantaged students be based on the following criteria:

(i) 50 percent of such amount shall be allocated to eligible recipients on the basis of the relative number of economically disadvantaged individuals enrolled within each eligible recipient in the fiscal year preceding the fiscal year in which the determination is made compared to the total number of such individuals enrolled in all eligible recipients within the state in such year; and

(ii) 50 percent shall be allocated on the basis of the relative number of disadvantaged individuals and individuals with limited English proficiency served in vocational education programs by each eligible recipient within the state in the fiscal year preceding the fiscal year for which the determination is made as compared to the total number of such individuals served by all eligible recipients within the state in such year.

The relative number of students receiving Tuition Aid Grants whose income is under \$12,000 per year is the indicator of economically disadvantaged individuals used in postsecondary programs. These data are used to distribute 50 percent of the funds in both the handicapped and disadvantaged area Section 203(a)(2)(B)(i) and 203(a)(2)(B)(ii) for postsecondary programs.

In the distribution of funds for services and activities for the handicapped, the second factor to be considered is the relative number of handicapped individuals served in vocational education programs. The total number of handicapped individuals reported by each eligible recipient as enrolled in occupational programs in the preceding fiscal year is used to determine this factor. In the distribution of funds for disadvantaged students, the number

of disadvantaged individuals and individuals with limited English proficiency reported by each eligible recipient as enrolled in occupational programs in the preceding fiscal year is used to determine this factor.

Funds for Adults, Section 201(e)(1), and Funds for Vocational Education, Program Improvement, Innovation, and Expansion, Section 251(a)(6), will be distributed on a competitive basis. After the formula for the handicapped and disadvantaged has been applied, a determination will be made of the amount of additional funds which must be allocated to economically depressed areas. The point system used in evaluating competitive proposals includes whether the eligible recipient is located in an economically depressed area as one of its components. Through this mechanism, the State Department of Higher Education will assure that more than 50 percent of all the funds for postsecondary programs are distributed to eligible recipients located in economically depressed areas.

PROJECTED ALLOCATION OF FEDERAL FUNDS FOR PROGRAM PURPOSES\*

PROGRAM CATEGORIES	TYPE OF FUNDS	ESTIMATED CARRY OVER 1988	PROJECTED** 1989	TOTAL	PROJECTED** 1990
<b>Title II:</b>					
State Administration and Sex Equity Coordination	Federal	149,541	1,372,983	1,522,524	1,372,983
	Non Federal		1,462,524	1,462,524	1,312,983
<b>Part A:</b>					
Handicapped (10%)*	Federal	453,078	1,824,106	2,277,184	1,824,106
	Non Federal		2,277,184	2,277,184	1,824,106
Disadvantaged (22%)*	Federal	1,038,317	4,013,033	5,051,350	4,013,033
	Non Federal		5,051,350	5,051,350	4,013,033
Adult Training (12%)*	Federal	244,540	2,188,927	2,433,467	2,188,927
	Non Federal		2,433,467	2,433,467	2,188,927
Single Parent/Homemaker (8.5%)*	Federal	1,003,449	1,550,490	2,553,939	1,550,490
Sex Bias/Stereotyping (3.5%)*	Federal	450,982	638,437	1,089,419	638,437
Corrections (1%)*	Federal	30,517	182,411	212,928	182,411
Total Title II Part A	Federal	3,220,883	10,397,404	13,618,287	10,397,404
	Non Federal		9,762,001	9,762,001	8,026,066
<b>Part B:</b>					
Statewide Leadership	Federal		1,000,000	1,000,000	1,000,000
Curriculum Development	Federal		375,000	375,000	375,000
	Non Federal		402,365	402,365	402,365
Guidance & Counseling	Federal		526,000	526,000	526,000
Pilot and Demonstration Programs	Federal		200,000	200,000	100,000
	Non Federal		200,000	200,000	200,000
Regional Coordination Efforts	Federal		35,000	35,000	35,000
Vocational Student Organizations	Federal		150,000	150,000	150,000
	Non Federal		152,500	152,500	152,500
Research	Federal		700,000	700,000	700,000
	Non Federal		150,000	150,000	150,000
Technical Committees	Federal		50,000	50,000	50,000
Preservice and Inservice Training	Federal		775,959	775,959	500,000
	Non Federal		1,276,138	1,276,138	1,276,138
Program Development,* Modernization and Expansion	Federal	4,268,901	2,731,694	7,000,595	3,107,653
	Non Federal		4,871,821	4,871,821	1,084,267
Apprenticeship Training	Non Federal		285,000	285,000	285,000

\*All funds carried forward from this purpose will be allocated for the same purpose in the following year.

\*\*All FY 1989 and FY 1990 projections are based on the United States Department of Education latest allotment information. However, the United States Department of Education has advised the states that the final appropriation figures have not been determined. There exists the possibility of specific program categorical allotments being modified. Any additional revisions to the grant award will result in proportionate changes to appropriate line item expenditures.

PROGRAM CATEGORIES	TYPE OF FUNDS	ESTIMATED CARRY OVER 1988	PROJECTED** 1989	TOTAL	PROJECTED** 1990
Learning Exchange Program	Non Federal		125,000	125,000	125,000
Post Secondary Accreditation	Non Federal		90,000	90,000	90,000
Summer Work Study	Non Federal		500,000	500,000	500,000
Ten Thousand Jobs	Federal		950,000	950,000	950,000
	Non Federal		950,000	950,000	950,000
Vocational Outreach	Non Federal		1,009,730	1,009,730	1,009,730
Joint Programs	Federal		350,000	350,000	350,000
	Non Federal***		350,000	350,000	
Pre-Vocational Programs	Non Federal		500,000	500,000	500,000
Career Education	Non Federal		100,000	100,000	100,000
Other Than Full Time Day	Non Federal		1,500,000	1,500,000	1,500,000
Total Title II Part B	Federal	4,268,901	7,843,653	12,112,554	7,843,653
	Non Federal		12,112,554	12,112,554	8,325,000
Total Title II	Federal	7,639,325	19,684,040	27,253,365	19,614,040
	Non Federal		23,337,079	23,337,079	17,664,049
<b>Title III:</b>					
<b>Part A:*</b>					
Community-based Organization's Support Services	Federal	57,941	170,000	227,941	170,000
<b>Part B:</b>					
Consumer/Homemaker Education*	Federal	364,324	458,606	822,930	458,606
Economically Depressed Areas* (1/3rd)	Federal		274,599	274,599	274,599
Leadership Activities (5%)	Federal		41,190	41,190	41,190
Administration (6%)	Federal		49,428	49,428	49,428
Total Title III Part B	Federal	364,324	823,796	1,188,120	823,796
<b>Part C:*</b>					
Adult Training, Retraining, and Employment Development	Federal		0	0	0

\*All funds carried forward from this purpose will be allocated for the same purpose in the following year.

\*\*All FY 1989 and FY 1990 projections are based on the United States Department of Education latest allotment information. However, the United States Department of Education has advised the states that the final appropriation figures have not been determined. There exists the possibility of specific program categorical allotments being modified. Any additional revisions to the grant award will result in proportionate changes to appropriate line item expenditures.

\*\*\*Source of non-federal funds: Jobs, Science and Technology Bond Issue.

PROGRAM CATEGORIES	TYPE OF FUNDS	ESTIMATED CARRY OVER 1988	PROJECTED** 1989	TOTAL	PROJECTED** 1990
Part E:*					
Industry-Education Partnership for Training in High-Technology Occupations	Federal		0	0	0
Total Grant Award	Federal	8,061,590	20,607,836	28,669,426	20,607,836
	Non Federal		23,337,079	23,337,079	17,664,049

\*All funds carried forward from this purpose will be allocated for the same purpose in the following year.

\*\*All FY 1989 and FY 1990 projections are based on the United States Department of Education latest allotment information. However, the United States Department of Education has advised the states that the final appropriation figures have not been determined. There exists the possibility of specific program categorical allotments being modified. Any additional revisions to the grant award will result in proportionate changes to appropriate line item expenditures.

SECTION IV  
EVALUATION

## Achievement of Goals

The State Board of Education through the Department of Education, Division of Vocational Education established four vocational education goals for the three year period FY 1986-FY 1988. These goals were:

- To ensure that vocational education students receive a comprehensive education.
- To ensure a coordinated vocational education delivery system.
- To provide opportunities which enhance students' options, career choices, and vocational opportunities.
- To improve, expand and modernize quality vocational education programs, including those for handicapped and disadvantaged individuals, by assisting eligible recipients to provide a variety of vocational programs.

Evidence shows that progress towards these broad goals was made. The evidence includes:

- increased enrollments:

Purpose/Population	1983	1986
Handicapped	4,983	1,986
Disadvantaged	3,854	5,570
Limited English proficient	12,741	13,491
Total occupational	50,066	52,799

- student follow-up data FY 1986 graduates:

of the 21,846 graduates: 73.8 percent responded to the follow-up survey, 48.1 percent were employed in occupations related to their training and an additional 22.4 percent were employed in non-related occupations. This is a total employed population of 70.4 percent. Excluding the military and other categories of individuals who are not seeking employment, the unemployment rate for this universe of students was 5.9 percent; and

- the New Jersey Vocational Education Performance Reports for FY 1986 and FY 1987 submitted to the United States Department of Education present additional evidence of progress towards goal achievement.

Additional documentation of the data is available from the New Jersey State Department of Education, Division of Vocational Education, Bureau of Vocational Management Services.

SECTION VII  
APPENDICES



## APPENDICES

Public Hearing Summary of Testimony and Response .....	A
JTPA Correspondence .....	B
State Legislature "Receipt of Filing" .....	C
State Council Correspondence .....	D
Interagency Agreement between the Departments of Education and Higher Education FY 1986-1988 .....	E
FY 1989 Policies and Procedures Governing the Vocational Education Application Process .....	F

32851/33011

### Summary of Testimony and Response

The State Board of Education conducted two public hearings on vocational education. The first public hearing was held on January 11, 1988, at the Bergen County Vocational Technical School. The second public hearing was conducted on January 13, 1988, at the East Brunswick Vocational and Technical High School.

Approximately 1,300 official notices of the public hearings were printed and disseminated to individuals, groups and organizations interested in vocational education. In addition, the State Department of Education, Public Information Office issued a news release to the State House press corps on January 7, 1988. The notice requested "that anyone who presented testimony at the hearing and is officially representing an organization, institution or a constituency should submit written copy of the testimony on official stationery at the time of the hearing. If written testimony is not presented, it will be assumed that the person is speaking as an individual rather than as an official representative."

A total of 8 people registered at the hearings with 3 individuals presenting formal testimony. While written testimony was also accepted following the hearings, none was submitted. The testimony was summarized and divided into categories. A response is given for each category.

#### Vocational Student Organizations

The National Vice President of the Eastern Region of Future Business Leaders of America - Phi Beta Lambda, representing the seven vocational student organizations of the state of New Jersey, AISA (American Industrial Arts Students Association); DECA (Distributive Education Clubs of America); FBLA-PBL (Future Business Leaders of America - Phi Beta Lambda); FFA (Future Farmers of America); FHA-HERO (Future Homemakers of America-Home Economics Related Occupations); HOSA (Health Occupations Students of America); and VICA (Vocational Industrial Clubs of America) presented the following remarks:

#### Comments/Concerns/Recommendations:

"Based upon my experiences, I would like to express my involvement in and knowledge of the Vocational Student Organizations. In my freshman year, I was elected to the office of State President of New Jersey FBLA. During my term of office, which was served in my sophomore year, I traveled to many parts of the country, presenting workshops and conferring with the national leadership, while at the same time holding valuable leadership skills. Over the past four years, I have been fortunate to establish many friendships within my own peer group across the length and breadth of this great country, not only in FBLA, but in the other vocational student organizations as well. These young men and women are targeted to be America's leaders of tomorrow."

"As an academic and career-oriented person, I realize the value and importance of practical experience. Through business courses that I've taken such as typing, accounting, and business computer applications, in addition to independent study courses in business, I've learned that the vocational student organizations are an integral part of the curriculum. The association of Future Business Leaders of America has rounded out my high school career. Without the guidance and support that have been afforded to me, my career choice would not be certain. For this and other reasons mentioned, I shall forever be grateful for the priceless opportunities made available to me through FBLA."

A second presenter, a supervisor of a Chapter of Future Homemakers of America - Home Economics Related Occupations also testified in support of student organizations.

Comments/Concerns/Recommendations:

The supervisor stressed the value of the student organizations, "leaders develop and grow by experience." These values include the development of:

- quality personal leadership;
- self esteem;
- decision making skills; and
- active community leadership skills.

The presenter requested continued support for these programs.

Response:

Section V, Planned Use of Vocational Funds, of the State Plan for Vocational Education includes a description of programs and services that will be supported with state and federal vocational education funds. This section includes a description of all seven vocational student organizations.

Vocational Education Association of New Jersey

A representative of Vocational Education Association of New Jersey, an umbrella organization representing 18 affiliate groups submitted for the record: "a Position Paper on Secondary Vocational Education in New Jersey Public Schools."

Comments/Concerns/Recommendations:

The paper presented a series of recommendations for:

- Vocational education program standards;
- Vocational education programs based on Occupational Needs;
- Vocational education programs based on Student Needs;
- Maintenance and enhancement of the Instructional Staff;
- Updating facilities and equipment; and

- The development of personal skills for both the staff and the students.

Response:

All six recommended categories were considered during the development of Section V, Planned Use of Vocational Funds of the State Plan for Vocational Education. A further description of the program objectives supported with federal funds is found in FY 1989 Policies and Procedures Governing the Vocational Education Application Process.

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APPENDIX E

STATE OF NEW JERSEY  
DEPARTMENT OF HIGHER EDUCATION  
TRENTON, NEW JERSEY 08625

JAN 4 11 23 AM '88

OFFICE OF THE  
COMMISSIONER OF EDUCATION

OFFICE OF THE CHANCELLOR

December 30, 1987

Dr. Saul Cooperman  
Commissioner  
Department of Education  
225 West State Street  
Trenton, New Jersey 08625

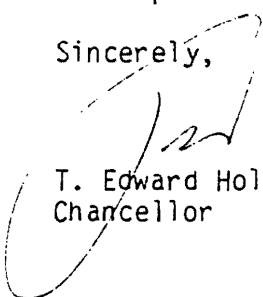
Dear Saul:

Since 1979, the Department of Education and the Department of Higher Education have had an interagency agreement for the administration and distribution of federal vocational education funds. I believe this has been a fruitful partnership, and has served well the needs of New Jersey citizens.

Therefore, I am pleased to continue our productive endeavors by transmitting to you two signed copies of the Fiscal Year 1989-1990 Interagency Agreement for Vocational Education for your signature. I ask that you return one copy after signing.

The Department of Higher Education and I look forward to the continued cooperation between the departments.

Sincerely,

  
T. Edward Hollander  
Chancellor

Enclosures

**INTERAGENCY AGREEMENT FOR VOCATIONAL EDUCATION**  
**Fiscal Years 1989-1990**

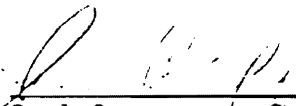
The Department of Education delegates the functions outlined in this agreement to the Department of Higher Education and transfers the money indicated to be administered in accordance with all the provisions and subject to all the assurances of the Carl D. Perkins Vocational Education Act, P.L. 98-524. This delegation of functions establishes the Department of Higher Education as the administrative entity to which all institutions of higher education with subbaccalaureate degree vocational education programs apply for federal vocational education funds. The two departments are in agreement as follows:

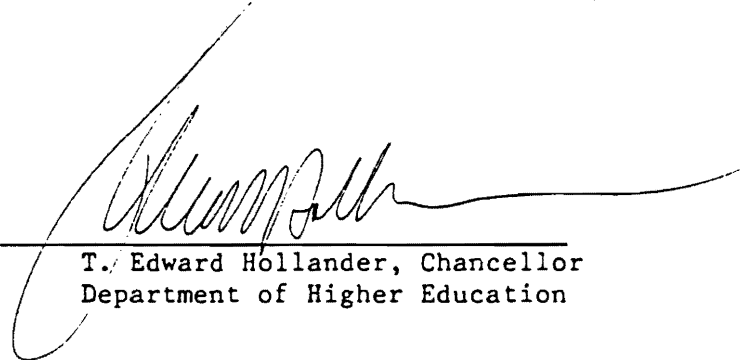
1. fifty percent of the adult set-aside under Title II, Part A for each Fiscal Year 1989 through 1990 will be transferred to the Department of Higher Education;
2. twenty percent of the disadvantaged set-aside under Title II, Part A for each Fiscal Year 1989 through 1990 will be transferred to the Department of Higher Education;
3. ten percent of the handicapped set-aside under Title II, Part A for each Fiscal Year 1989 through 1990 will be transferred to the Department of Higher Education;
4. \$475,000 of Title II, Part B funds for each Fiscal Year 1989 through 1990 will be transferred to the Department of Higher Education;
5. should Congress appropriate funds for Title III Parts C and/or E in any fiscal year covered by this agreement, 50 percent of the funds allocated to New Jersey for Title III Parts C and/or E will be transferred to the Department of Higher Education;
6. should the federal appropriation for categories included in this agreement be reduced to lower than the FY 1985 federal budget level, the allocation of funds will be reduced proportionately;
7. the Department of Higher Education will be responsible for developing guidelines and procedures for the submission and funding of proposals administered under this agreement;
8. the Department of Higher Education's responsibilities for funded programs shall include but will not be limited to: 1) program application, 2) application review, 3) funding recommendations, and 4) monitoring and follow-up;
9. the Department of Higher Education will be responsible for the development, administration, and implementation of the planning elements in the appropriate sections of the Fiscal Year 1989-90 State Plan, the required amendments thereto and the required accountability reports. The Department of Higher Education will establish timelines for the submission of these materials in consultation with the Department of Education;

10. the Department of Higher Education will also be responsible for the collection and aggregation of fiscal and enrollment data required by P.L. 98-524 to be submitted to the Department of Education in conformity with the reporting requirements of the federal regulations; and
11. to carry out the above functions, the Department of Higher Education may use funds from its Title II Part A Adult and Title II Part B funds in an amount, not to exceed 7 percent, to support positions in the Department of Higher Education to administer said programs and the Department of Higher Education will provide the required administrative match.

The two Departments agree and acknowledge that compliance with P.L. 98-524 is essential. If after full due process of law, which shall be exercised by the Department of Education to the fullest extent possible, the Department of Education is found to be not in compliance as a result of the actions of the Department of Higher Education, the Department of Education may void this agreement with no further due process.

Failure by either party to comply with any provision of this agreement, which failure may reasonably be expected to cause non-compliance with P.L. 98-524, shall constitute a breach of this agreement and shall be grounds for the entire agreement to be terminated by the other party. Prior to termination of the agreement, the party discovering the breach of the agreement shall give written notice of the breach to the other party which shall set forth in detail the manner of the breach. Upon receiving such notice, the breaching party shall have forty-five (45) days therefrom to resolve said breach of agreement. If the breach of the agreement for which notice is given is satisfactorily resolved to the mutual agreement of the parties within the above forty-five (45) day period, the agreement shall not be terminated.

  
Saul Cooperman, Commissioner  
Department of Education

  
T. Edward Hollander, Chancellor  
Department of Higher Education