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REPORT OF THE
PROFESSIONAL REVIEW COMMITTEE
ESTABLISHED TO REVIEW THE
UNION COUNTY VOCATIONAL SCHOOLS

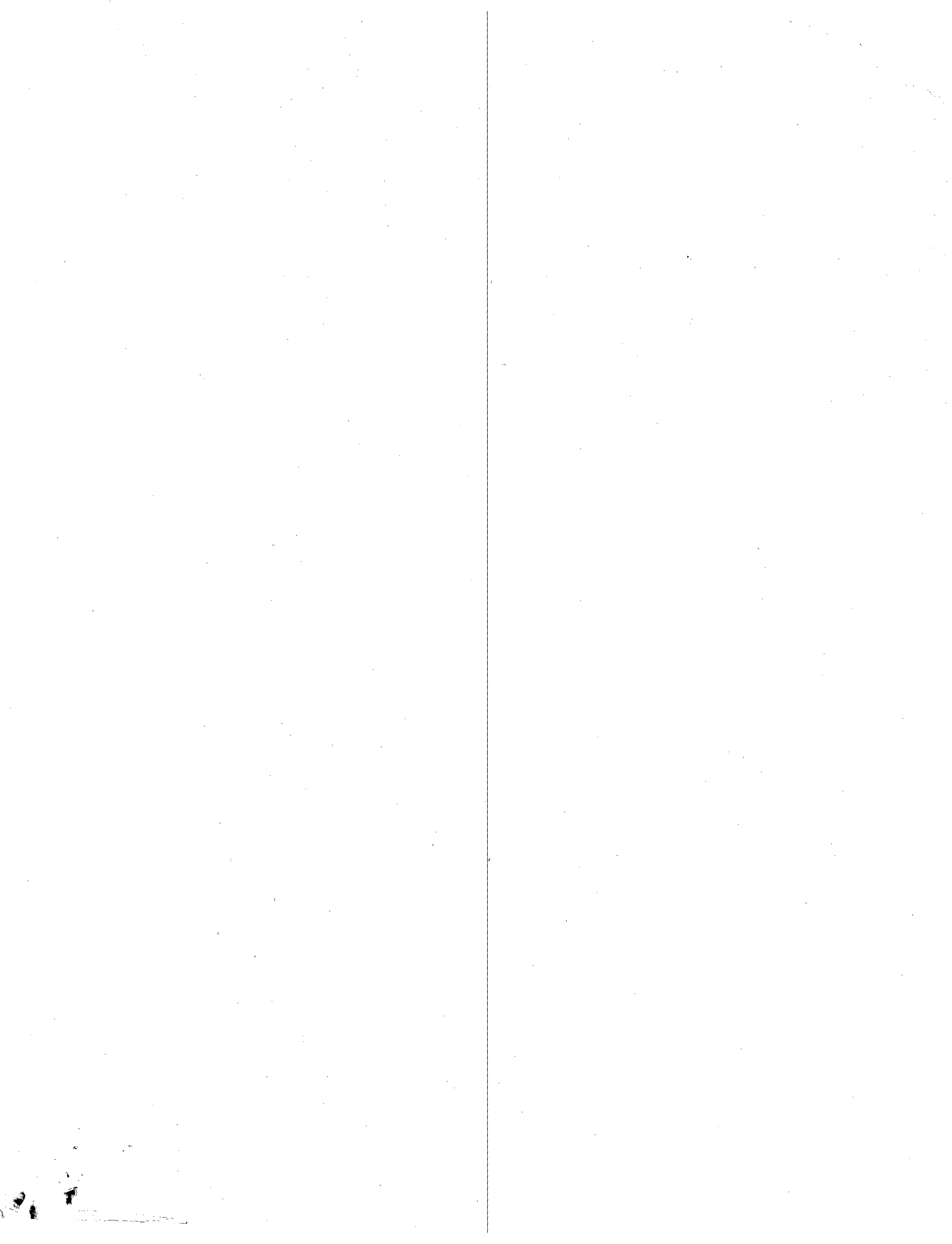
Prepared under the direction of

Eugene J. Bradford
Committee Chairman

for

Fred G. Burke
Commissioner of Education

Published by the
New Jersey State Department of Education



F O R D H A M U N I V E R S I T Y New York, N. Y. 10023

May 27, 1980

Dr. Fred G. Burke
Commissioner of Education
N. J. State Department of Education
225 West State Street
P. O. Box 2019
Trenton, New Jersey 08625

Dear Commissioner Burke:

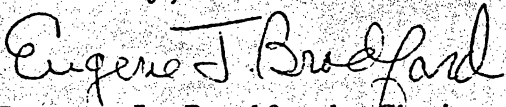
Attached is the report of the Professional Review Committee, which you formed in April in response to a written request from Mr. Charles S. Mancuso, president, Board of Education of the Union County Vocational Schools, wherein he asked for your assistance in the "resolution of concerns at the schools."

The committee wishes to acknowledge the assistance and cooperation freely given to the committee by the many individuals and official groups in response to requests for information and data. Without this vital cooperation this report could not have been prepared.

The report is necessarily limited by the amount of time that could be devoted to this task, and is not intended to be an all inclusive review. However, it is believed that the report contains sufficient information for your review and consideration.

The committee members also wish to acknowledge that the review experience was invaluable to them, as they too learned from those whom they interviewed and worked with.

Sincerely,


Eugene J. Bradford, Chairman
Professional Review Committee

EJB/jl
attachment

UNION COUNTY VOCATIONAL SCHOOLS PROFESSIONAL REVIEW COMMITTEE

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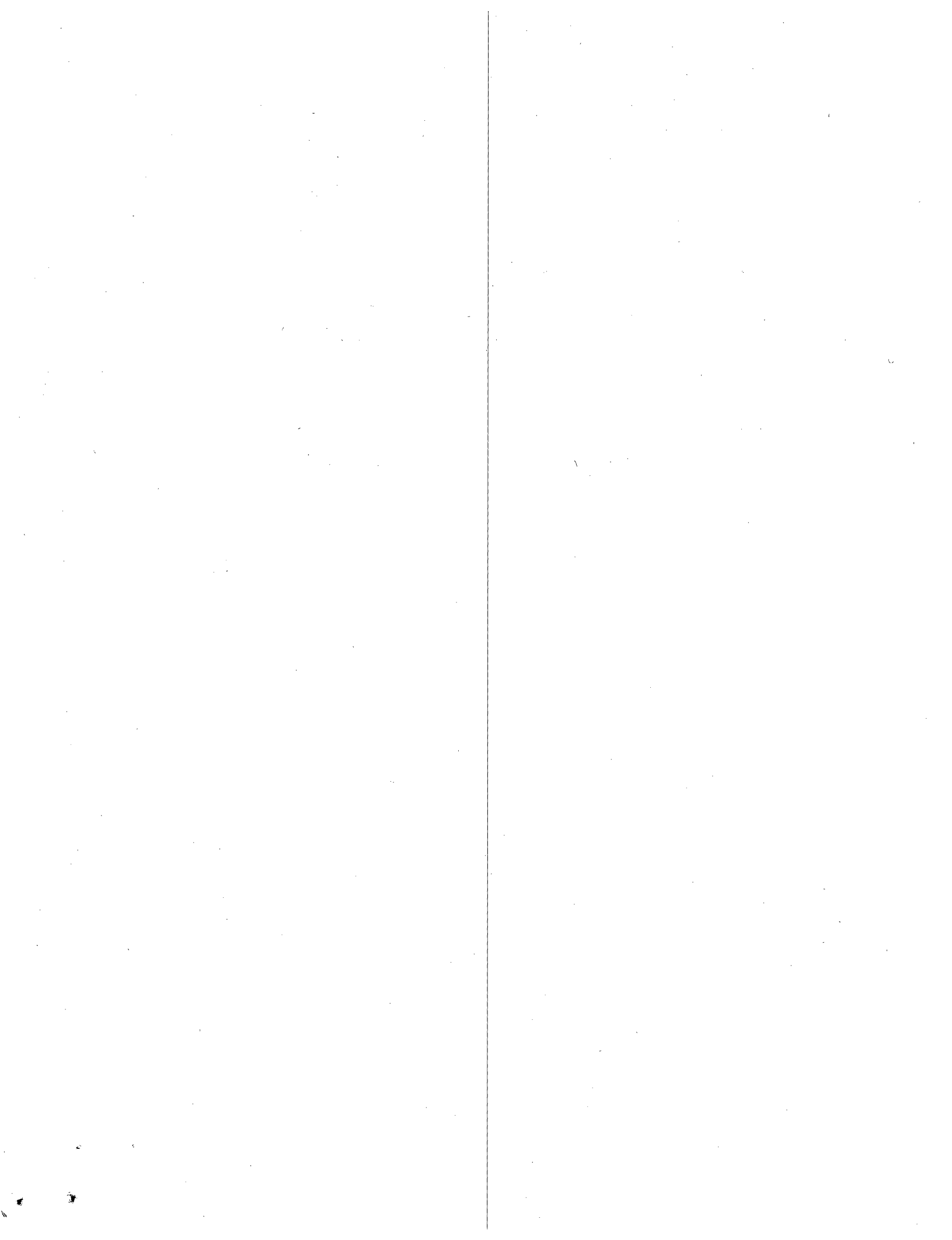
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HISTORY

In 1955, the Union County P.T.A. requested that the state make a county-wide survey of vocational and technical education needs. The survey pointed out a lack of such specialized educational programs.

Four years later, the Union County Board of Chosen Freeholders appointed a five-member Board for Vocational Education to fill this gap in county education. That Board determined that, though Union County had a high concentration of technical and career occupation, there existed no in-county school that provided appropriate educational programs.

In 1960, with the help of the State Department of Education, Vocational Division, the institution offered two pilot programs, Electronics Technology and Drafting-Design Technology. A total of 36 day and 72 evening students attended class in a leased building on Morris Avenue in Union.

Two years later, in 1962, the first programs in business and health technologies opened -- Date Processing and Dental Assisting. They, too, began in rented facilities on Park Avenue, Scotch Plains.

The first Vocational Program -- Machine Shop -- began in 1965 under a State Department of Education grant. This was the first shared-time high school program, where students spent half a day in the rented facilities on Ball Avenue in Union and half a day at their own high school.

Through the years more and more programs have been added, but only after a careful survey of county needs showed both interest in the field on the part of students and need for qualified personnel on the part of employers.

In 1968, all programs were centralized in those buildings on the 41-acre campus adjacent to the 400-acre Ashbrook Reservation in Scotch Plains. The new facility provided ample space for parking, student recreational activities and expansion of program offerings.

In June of 1969, the Union County Technical Institute entered into a contract with the Union County Coordinating Agency for Higher Education to provide services, in conjunction with Union College, Cranford, in lieu of a county community college. The contract, approved by the Union County Board of Chosen Freeholders, enabled Union County residents to enjoy the benefits of community college services without the need for expensive, redundant building construction.

In the Fall of 1974, nine health technology programs moved to the 67,000 square-foot Health Technologies and General Services Building on the Scotch Plains campus. New facilities included a 20-chair dental clinic, science laboratories, book store and student offices, gameroom and snack bar.

Each year new programs and services have been added to help UCTI/VC serve Union County more effectively.

It is anticipated that an addition of approximately 80,000 square feet to the Vocational Center will be completed by the Fall of 1980. With the completion of this addition the curriculum offerings will be greatly expanded, shown by the following additional program areas:

- auto service
- small engines
- diesel mechanics
- fabrication and assembly
- graphics
- building maintenance
- retail/clerical
- food preparation
- horticulture/landscaping and grounds maintenance
- health and hospitality

BACKGROUND

Union County Technical Institute and Vocational Center, a public, coeducational, multi-purpose institution, offers vocational and technical career programs to more than 6,000 full- and part-time students in the Union County area.

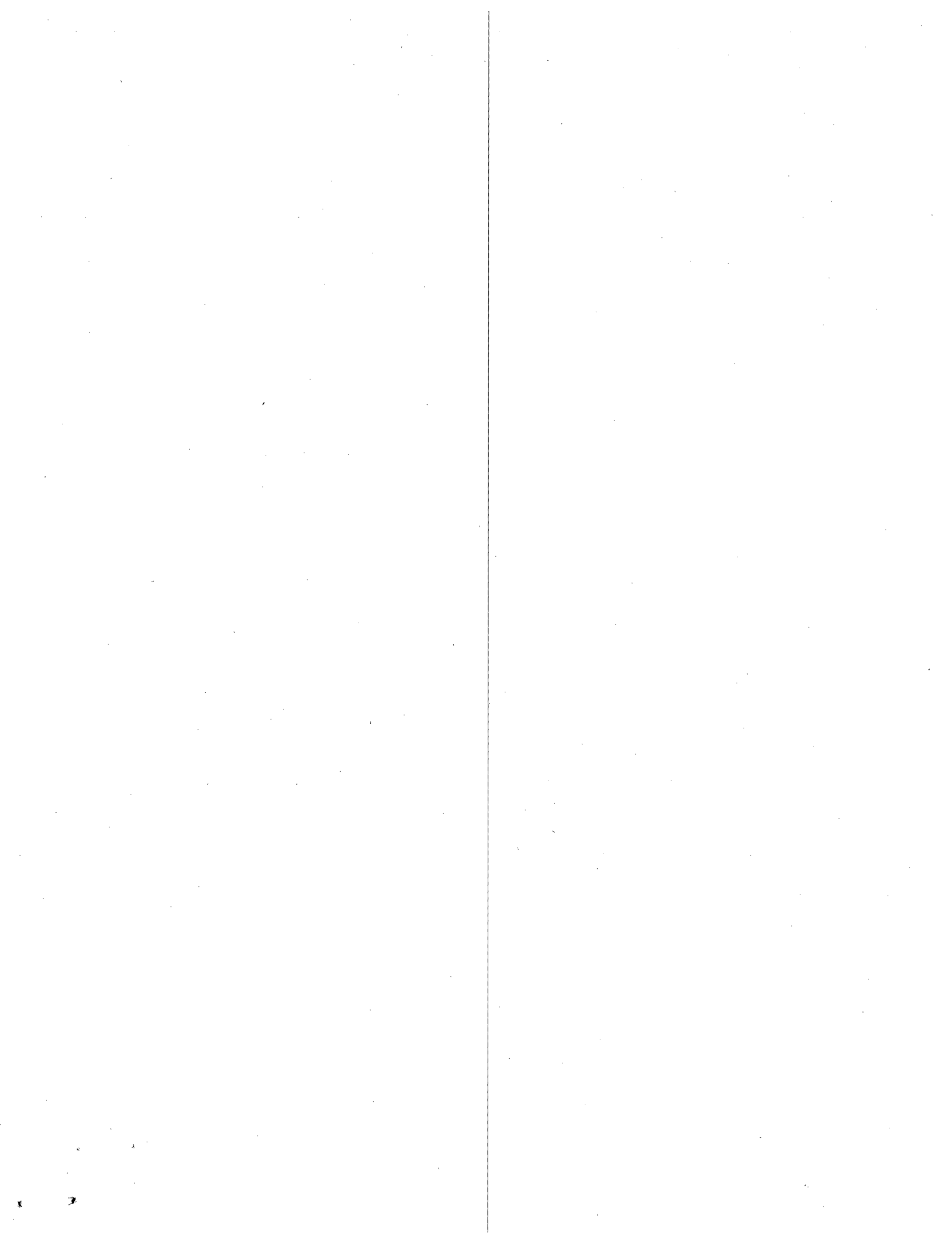
The five-member Board for Vocational Education, appointed by the Union County Board of Chosen Freeholders, governs the institution.

Some 40 UCTI/VC programs cover numerous specialities in business, health and engineering technologies, as well as trade, industrial and service occupations. Other programs serve the specialized needs of those who require additional preparation before entering a regular program. UCTI/VC offers diagnostic and remedial programs for the handicapped.

UCTI/VC fulfills a dual responsibility in county education. The Vocational Center serves as the county's area vocational-technical school operating under the State Department of Education, Vocational Division. High school and adult students attend class together in morning or afternoon sessions. High school students share their time during the school day; they spend half a day in class at the Vocational Center, and half a day in their own high school studying english, mathematics, physical education and other subjects required for high school graduation.

The Technical Institute provides the services of the Technical Branch of Union County's Comprehensive Community College System. Under contract with the Union County Coordinating Agency for Higher Education, Union County Technical Institute and Union College, Cranford, have joined existing faculties and facilities to provide the services of a community college to residents of Union County. The agreement provides that the Associate in Applied Science Degree will be conferred by Union College upon those students who successfully complete approved programs.

The Division of Continuing Education offers technical and vocational courses in evening, Saturday and summer sessions. Course work leading to many one- and two-year degree and diploma programs may be completed entirely in these sessions, or in conjunction with a regular day program.



ORGANIZATION OF REPORT

This report is divided into six sections:

Section I refers to the Governance of the Union County Vocational Schools - board of education, superintendent of schools, general administration, freeholders, Coordinating Agency and Union College.

Section II refers to the Vocational Center.

Section III refers to the Special Needs Division of the Vocational Center.

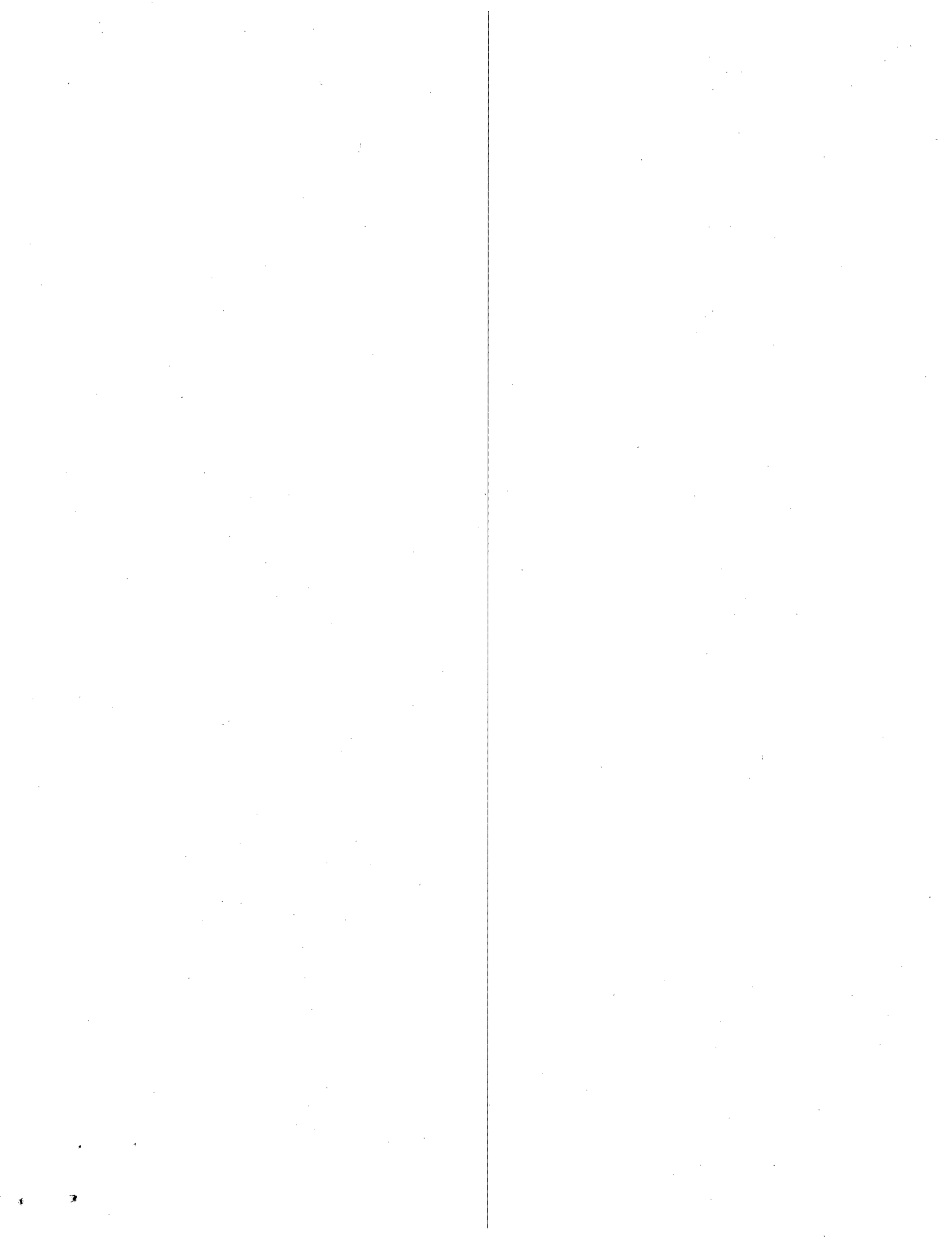
Section IV refers to the Technical Institute.

Section V refers to Affirmative Action.

Section VI refers to Finance.

Each of the sections include the findings and recommendations of the committee. The material in each section was developed from the personal interviews conducted and the examination of pertinent data.

The Appendix contains lists of the individuals who were interviewed and of the various organizations that were represented.



PERPETUITY

"You are not required to complete the task, neither are you permitted to lay it down."

- THE TALMUD

"Nothing could express more precisely the responsibility borne by boards of education. It is demanding and unending. Meeting after meeting, a succession of board members must wrestle with the task of providing the best possible education for young and old in the communities they serve. They never complete the work, but step by step contribute to the more effective functioning of the schools. Nor can they sidestep or neglect the duty which their fellow citizens have delegated to them, and which the state declares is legally theirs alone to perform - a public service of the highest order that goes on and on through the generations and the years."

EDWARD M. TUTTLE

SECTION I - GOVERNANCE

A. Findings

1. Board of Chosen Freeholders, Union County

- a. They have been consistent and constant in their efforts to support Union County Vocational Schools, to provide new facilities and to provide the requisite financial support.
- b. They have no criteria for the selection or evaluation of members of the UCTI/VS Board of Education or the Coordinating Agency.
- c. There is no indication that from a large pool of potential board members there was a selection process which resulted in the most qualified two or three candidates being subjected to any type of review by the freeholders, who are responsible for the appointment. There is also no evidence that additional advice and assistance is requested or sought from present board members or central administration of the Vocational Schools.
- d. The County Superintendent is a member of the board of education who develops plans, programs and budgets, and then is the Commissioner's representative to review the same, thereby creating a developer of plans, programs, budgets, who then becomes the evaluator and approver of same.
- e. There has been no planned flow of information to the freeholders from U.C.V.S. as to content or volume of material needed.

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f. The Union County Manager is an ex officio member of all appointed boards in the county.

2. Board of Education, ECTI/VS

a. The Union County Vocational Schools have provided a specialized, highly desirable secondary and post-secondary education in the vocational and technical fields for the youth of Union County

b. Two of the board members are Democrats and two board members are Republicans, as indicated by the formal operational procedures adopted when the board was first formed. The fifth member is the Union County Superintendent of Schools.

c. The Board of Education has five members; one of whom has 6 years of service (split term), one has 3½ years of service, one has 8 years of service, one has 8 years of service, and the fifth member (county superintendent of schools) has 5 years of service.

d. One of the board members has a banking background, one is the owner of a printing business, one is a college professor, and one is an elementary administrator.

e. The terms of office for the last five years of the central administrators are as follow:

	Acting Superint.	Business Administ.	Techn. Direct.	Voc. Direct.	Spec. Needs
1975-6	Charles 6/75-4/77	Chow 10/68-4/79		Kiray 1969 to	Gershon 4/75-8/77
1976-7	Chow 4/77-11/77	"		"	Donahue (Act.) 8/77-11/77
1977-8	Hadden 11/77-7/78	"		"	Graham 11/77=2/79
1978-9	Suver 7/78-4/79	Chow 4/79-8/79	"	"	Corman (Act.) 2/79-5/79
1979-8	Chow 8/79-2/80	Corman 2/80=Pres	O'Brien 2/80-Pres (Temp.)	Niv (act) 2/80-Pres	Kiray Pres. Stemmle (Act.) 5/79-Pres.

As of 1979-80	Central Office	Tech.	Vocat.	Spec. Needs
No of Teachers	-	78 F.T.	23 F.T. 5 P.T.	8 F.T.
No. of Administrators	7	2	1	1

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- f. There does not seem to be any list of written qualifications and characteristics for potential board of education members, nor does there seem to be any review of the needs of the board of education as to background or experience needed at the particular point in time when applicants are needed.
- g. There has been no formal orientation program for new board of education members
- h. Objectives, time lines, periodic reviews, interim assignments, evaluation criteria are not systematized and do not exist for many of the projects and concerns with which the board must concern themselves.
- i. The time of the board of education is divided unequally, sporadically with reference to the various plans, projects and budgets of UCVS.
- j. The board presently operates under a committee system, as a result of the absence of a full-time permanent superintendent, with the board operations divided into five two-man committees.
- k. There is evidence of long range planning as to the higher education needs of the county, with particular emphasis on the academic and budget expectations of the relationship between the Coordinating Agency and UCVS.
- l. They have engaged in little or no short or long-range planning (as evidenced by lack of congruence between new special needs facility and program development, enrollment estimates, and operations budgeting).
- m. There is no long-range plan of capital equipment replacement for the various shops of the Vocational School or Technical Institute, both as to budget planning and obsolescence of equipment.
- n. There is no flow of information from the various divisions, departments and schools through the superintendent to the board of education. The

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system is fragmented, has no relevant board of education policy and is dependent upon the individual's viewpoint of relevance and importance.

- e. They have been unaware of many of the problems/needs of UCTI/VS or directions to pursue in addressing them.
- p. Communications/relations with the Coordinating Agency are at an extremely low level and appear to lack direction and goals in this area.
- q. The present organizational structure and job descriptions of the various administrators are less than clear and complete as to authority and responsibility.
- r. The board's administrative appointments in the past have not been successful (see 2e - chart).
- s. This board at times is perceived as being disorganized and disoriented.
- t. They tend to focus on faculty concerns -- negotiations, personnel selection, personal complaints, etc. -- rather than policy issues which affect a broader constituency.
- u. The board has a very poor image with the community, special needs constituencies (especially parents and sending districts), other boards, faculty and staff.
- v. They have failed to completely solve the certification issue, since advertisements for positions at the Technical Institute continue to read "certification required."
- w. They have been somewhat unresponsive to requests from Coordinating Agency for information, contractual compliance, and issues of academic oversight.

3. Coordinating Agency, Union County

- a. The working relationship with the board of the UCTI/VS in terms of authority and structural relations and responsibility is not functioning smoothly.

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- b. The Agency has problems of coordinating: the Technical Institute and Union College; working with the Union College Board and the UCTI/VS board (in terms of each board's perspective of the other); and articulating requirements of the State Department of Education and the Board of Higher Education.
- c. It has an insufficient staff for the work it should be doing, if its functions are to be carried out fully.
- d. The County Superintendent is both the developer of policy, programs and budgets as a member of this board, and then acts as evaluator and approver of such actions.
- e. The Agency has had no input into the formulation of the job description for the UCTI/VS presidency/superintendency and expects only advisory input on the final selection of the person for this position.

4. Administration

- a. It has had considerable turnover of upper and middle management, which has lead to discontinuity and instability for the schools.
- b. The support of middle management for upper management is very low because of high turnover and lack of faith in those above and below.
- c. Low morale is common at all levels.
- d. No approved, shared organization chart exists for UCTI/VS and the Coordinating Agency.
- e. It suffers from irregular and irresponsible financial operations.
- f. It has little or no coordinated planning with sending districts on the assessment/placement of special needs students; some districts now refuse to send their special needs students to UCTI/VS.

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4. Faculty

- a. Excellence and dedication are the general rule among teachers at UCTI/VS.
- b. Leadership, or central direction and control, is perceived by faculty to be lacking; the complexity of the structure of UCTI/VS contributes to this.
- c. They lack adequate information systems; operate on rumor and innuendo; communicate poorly within and among units.
- d. Low morale is common at all levels.
- e. Vocational teachers are somewhat reluctant to accept some special needs students.
- f. Status differentials between Union College, the Technical Institute, and other UCTI/VS faculty adversely affect morale, program development, resource sharing, and planning and problem solving.
- g. Technical Institute faculty are not officially represented on Union College academic oversight committees which affect their joint programs.

5. Program, UCTI/VS

- a. Technical facilities, for example, computers, are under utilized or mismanaged.
- b. Some hand-ledger keeping/bookkeeping is still being performed.
- c. Newly built, 5½ million dollar Special Needs facility lacks program/operations planning and doubts exist about the reliability of future student enrollments.
- d. 34 of 36 special needs students' applications were rejected earlier due to new regulations which were either uncommunicated or misunderstood by sending districts; this led to an increased feeling that UCTI/VS does not want special needs students.

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- e. The curriculum for special needs students has not been officially completely approved by the State Department.
- f. Special needs program is not well regarded because of poor image (within and without) and a lack of planning.

g.	Total Union College Grads.	No. of Grads from Tech. Ins.	% of Grads from T. I.
1975-76	690	198	29%
1976-77	770	242	31%
1977-78	796	269	34%
1978-79	737	209	28%
1979-80	746 (est.)	268 (est.)	36% (est.)

h. Enrollments 1979-80

<u>Technical Institute</u>	<u>Vocational Center</u>	<u>Special Needs Division</u>
1025	622	57

i. Special Needs Enrollment 1979-80

<u>Class</u>	<u>A.M.</u>	<u>P.M.</u>	<u>Total</u>
1	2	7	9
2	2	2	4
3	2	6	8
4	3	5	8
5	6	7	13
6	6	9	15
Total			
S.N. PROG.	21	36	57
Voc.-Evals	3	2	5
Mainstream.			40
Total S.N. Students			102

B. Recommendations It is recommended that:

1. The membership of the board of education not be comprised of more than one individual with the same background and experience. It is imperative for a five-member board to have as great a variety of experience and expertise as possible.
2. The county superintendent is both the developer of policy programs and budgets as a member of these boards, and then acts as an evaluator and approver of such actions. This "judge and jury" dual position is not conducive to good public administration, and it does not lend itself to an objective review and approval of the activities of these boards.

The position of the County Superintendent of Schools, therefore, be eliminated as a mandatory member of the board of education and Coordinating Agency, and the Commissioner take steps to review this matter with the local board of education and the freeholders, a move of which both groups are supportive.

The freeholders should also appoint the individual to fill this county superintendency vacancy.

The elimination of the county superintendent from these boards is a critical matter at this point in time for the E.C.V.Ss., which are undergoing critical stress in the central management of the schools. If it appears that the legislation necessary to affect this action would take six months to a year, then the Commissioner and the freeholders should seek faster action by having a "special privilege bill" introduced in the Legislature before the end of June.

This was a topic in which there seemed to be unanimous agreement among board of education, freeholders, Coordinating Agency, and the county superintendent himself.

3. It is clear that no institution can operate effectively without consistent leadership. Revolving door superintendencies are one of the primary causes of the schools' problems. It is absolutely imperative that the board of education conduct and conclude a diligent and thorough search for a new superintendent and, thereafter, provide him with the proper support.

Although the board of education must make the final decision in the selection of the superintendent, it is recommended that a committee be formed to assist the board in the selection process. This review committee should be comprised of interested groups, such as faculty, parents, freeholders and Coordinating Agency members.

11. The new superintendent and the board of education must clearly and openly discuss their relationships, analyze and discuss their expectations as these relate to the responsibilities and functions of each, and then behave accordingly as they participate in the decision-making processes. Unless this is done, different expectations on the part of the board and the superintendent regarding the role of the superintendent in board decision making will at best have a deleterious effect on the quality of the relationship between them.
12. The board should develop cooperatively with central administration plans, process, procedure and criteria for administrative evaluation. This critical mandated board of education responsibility has been neglected and should be a topic of immediate development.
13. The board of education must insist on "good management which is the integration of all parts of the enterprise under the executive direction of a single person. The reason for this is clear: in order to accomplish a given result, all elements of the program required in achieving its goal must be brought together and coalesced. If any factor is missing, the machine limps along like a car with a flat tire or a missing cylinder. If any part is out of order, those who depend upon it lose their efficiency. It is the old story of the chain being no stronger than its weakest link."
14. The board of education and the president/superintendent should insure "that all parts required in an integrated program shall move forward at approximately the same rate, so that those in advance of others will not be held up while those that lag may catch up. This calls attention to the importance of timing and scheduling which, as every practical administrator knows, is one of the acid tests of executive leadership."
15. The present standing committees of the board should be eliminated as soon as the new president/superintendent is hired and is on the job. "Practically every authority on school administration or school board procedure strongly recommends that boards not be organized with standing committees. They point out that there cannot be a proper differentiation between policy making and administration if the board conveys to portions of its membership the responsibility for various phases of the operation of the school system. It seems logical that anything important enough for board consideration should receive the complete attention of all of the board. It is plain that it is impractical to hold a superintendent responsible for the operation of a school system if recommendations are to be presented by various subgroups of the board."

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4. All new board of education members be given an extensive orientation program as soon as possible as to all of the activities and programs of U.C.V.S. The help, advice and assistance of the board members, as well as of central administration, should be utilized for this purpose. This is a most important task and it should be of critical importance and have sufficient time and energy devoted to it.
5. All projects approved by the board of education for implementation should contain a statement of objectives, standards by which the success of the project can be ascertained, time lines for reporting of interim progress, necessary funds for equipment and personnel, and clear indications of responsibility.
6. The board formally begin long- and short-range planning by analyzing current problems and issues. The planning should include: the setting of priorities among the issues and problems, objectives to be achieved, evaluation standards, time frames, etc.
7. Sufficient time be allowed, not only for problem and project review, but particularly for evaluating interim and final progress. Interim and final progress should be in written form, amplified by verbal comments.
8. "Periodically, a school board should take a critical look at itself to make sure it is discharging its responsibilities to the community as fully as possible. Self-evaluation should not consist of fault-finding or pointing fingers, but should be based on a positive approach - where are we doing well and where do we need to improve?"

The board of education consider devoting one or more complete days of total concentration on the analysis and inventorying of the programs and problems of the school. It is only in this way that they can devote sufficient time to this all-important task and bring order and clarity to the total range of the board of education's responsibilities. No attempt should be made to solve problems at these planning meetings - that should be accomplished at later meetings, after the priorities are set and sequence of review established (at these planning meetings).
9. The flow of information from the school system via the central administration to the board of education be increased, be regularized in content and volume, and be specific in nature as to data requested.
10. All information concerning ongoing projects should have time lines established for the presentation of interim information as to the progress of such projects.

16. The board should insist on completed staff work. "There is probably nothing more frustrating to a board or more wasteful of its time than a proposal for action submitted without adequate staff work. Conscientious board members can hardly be expected to deliberate properly or come to conclusions on proposals which have been inadequately analyzed, without clearly spelled-out recommendations or enumeration of major advantages and disadvantages.
17. Upon appointment of the new president/superintendent, several consulting groups should be convened to assist in the:
 - a. design/redesign of roles, responsibilities, jurisdictions, etc., for board members, administrators, and staff, as well as lines of authority and responsibility between and within the several units, within and external to the UCTI/VS, regardless of its new or revised form;
 - b. design and implementation of planning and problem-solving systems which permit realistic responses to institutional direction, opportunities, and needs;
 - c. improvement of the image of UCTI/VS held by citizens, other constituencies, and sending districts by developing active outreach programs designed to include more constituencies in the educational process and remove restrictions to their access and improve relations with sending districts;
 - d. design and implementation of management, information, and financial systems which are responsive to institutional requirements and increase the awareness of all members of the school-community of the school's mission, responsibilities and operations.
18. Freeholders should establish and use explicit criteria for selection and yearly evaluation of appointments to the board of education and the Coordinating Agency; the freeholders should consider professional assistance in the process.
19. The newly selected superintendent be given necessary freedom to select an occasional consultant to assist him in his new responsibilities. The problems facing the new superintendent will be quite varied and extensive and it will be impossible for him to learn the extent and nature of the problems of the school, to develop solutions for review and approval, and at the same time conduct the every day operations, unless he has recourse when needed to such outside assistance. This should not be regarded as a sign of weakness on his part, as it may in fact be a sign of good administration to acknowledge that, "a new man cannot do everything."

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20. In addition to the superintendent selection, which comes first, it is equally important for the board and the new superintendent to review the organization of the school and to begin to review the acting administrative positions and reach conclusions on filling those positions as quickly as possible with prominent contractual appointments.
21. The table of organization of the U.C.V.S. should be reviewed when the new superintendent is selected. It should be one of the first tasks. It would be restrictive and counterproductive for the new superintendent to find a new organizational structure that he must utilize, but had no part in creating. Upon appointment of the new president/superintendent, several consulting groups should be convened to assist in the total reorganization of the UCTI/VS, structurally and functionally.
22. The board of education be mindful of the extent of work requested of the new superintendent and not "overload" him, nor allow him to "overload" himself.
23. The examination and review of the structure of the Technical Institute and its relationship to the board of education, Coordinating Agency, and Union College not be considered for the school year 1980-81 and that the new administration therefore be given a chance to pursue other matters of importance to the board of education. The consideration of an alternative to the continuation of the present structure and relationships is such a complex problem that it would overwhelm the new administration, if considered as an agenda topic for board consideration in the first year of the new administration.

However, in the Spring of 1981, a committee should be formed to consider the objectives, processes and procedures of the study of the existing relationships. No topic or alternative should be eliminated from consideration. The committee should have the broadest possible representation from faculty, freeholders, Coordinating Agency, Union College, and parents. It is further recommended that the board consider the committee's recommendations as the basis for the contract to be placed for public bid, and that such bids be received in May or June and studied thereafter in the school year 1981-82.
24. The present system of administrative and staff discussions among and between the UCVS, the Coordinating Agency, and Union College be continued and expanded.
25. Services and equipment utilized among and between the Technical Institute and Union College be reviewed in order to prevent unnecessary duplication of staff, equipment or programs.
26. The "academic review necessity" by Union College of the programs of the Technical Institute should be reviewed, clarified, and a policy established for this purpose.

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27. The lines of authority within the UCTI/VS and between the UCTI/VS and the Coordinating Agency must be clarified, including the programmatic relations between the two and the authority relations between the Technical Institute and the Board of the UCTI/VS.
28. The staff of the Coordinating Agency must be expanded to give it greater ability to respond to the diverse and growing needs of the Technical Institute and Union College relationship.
29. The general public's knowledge of U.C.V.S. is limited to what is read in newspapers and heard on the news, which is currently very poor. Yet, the consistently bad press acts like a self-fulfilling prophecy for there is a steady erosion of belief and confidence in U.C.V.S.'s ability to educate and to provide good learning opportunities. More teachers and administrators need to share the good things that are going on in their schools in order to gain the confidence and esteem of the public.
30. The board and administration should continue with present worthwhile programs and accomplishments of the school. Public communications should highlight progress and accomplishments of various programs as the year progresses. This is not to say that problems should not be acknowledged openly; however, all problems presented should have solutions presented at the same time or as shortly thereafter as possible.
31. The equipment in the shops and classrooms of the schools be analyzed and reviewed as to the quality and correctness in relation to today's utilization. These capital expenditures should be programmed so as to place no undue burden on any one year's budget, but systematically planned for approximate equal expenditures over the years.

Policies and programs for use of all facilities, especially new facilities, should be clearly specified and announced publicly.
32. Policies regarding treatment and assignment of special needs students and minority students must be articulated clearly to all concerned.
33. The faculty should continue its fine work and every effort should be made by the various boards and administrations to support them.
34. The responsibility of the State Department of Education for many of the shortcomings and irregularities noted in this section and in succeeding sections should be pursued so that responsibility and authority are clearly delineated, both in Trenton and in the field office with periodic reports flowing to the field office and to Trenton.

Section I - Governance

35. This report should be reviewed by the Commissioner and his recommendations transmitted to the board of education and the other organizations to whom recommendations are addressed. It is further recommended that consideration be given to having a committee formed of representatives from each of the organizations addressed - freeholders, Coordinating Agency, U.C.V.Ss., and Union College, to cooperatively and collegially review those recommendations and findings that are pertinent to each group and those that are common to all groups. In this way all organizations will move ahead in concert towards a more thorough and efficient program of vocational assistance to students of the county.
36. It is recommended that the Commissioner request interim action reports from the Union County Vocational Technical Board of Education with respect to the problem areas identified in this report, and that these reports be made to a member of the Trenton staff of the Department of Education.

SECTION II - VOCATIONAL CENTER

A. Findings

1. The staff of the Vocational Center is commended for their competence, technical proficiency, and for providing a vital educational program to the youth of the county.
2. The students are to be commended for their general feelings of pride in the school.
3. The Vocational School and Technical Institute are having difficulty operating successfully under a single board and administration.
4. There is a clear indication of a conflict of interest with the county superintendent serving on the board of education.
5. Lack of clearly defined policy on the selection of the superintendent and a line and staff chart depicting organizational structure.
6. There is a need for meaningful in-service programs for staff, especially in the area dealing with handicapped and disadvantaged.
7. Lack of uniform policy with regard to sending-receiving school communication (attendance, discipline, etc.).
8. Home instruction is not provided by the Vocational School.
9. Lack of a uniform county-wide school calendar.
10. Entrance tests may screen out many students who could benefit from vocational education (academically disadvantaged).
11. Inadequate counseling staff (one) creates communication problems to students both before and after admission to the school.
12. Sending schools do not receive feedback on why students were rejected.
13. Students felt that the teachers and some of the equipment needed to be updated in terms of modern technology.
14. Lack of coordination between schools regarding basic skills.

Section II - Vocational Center

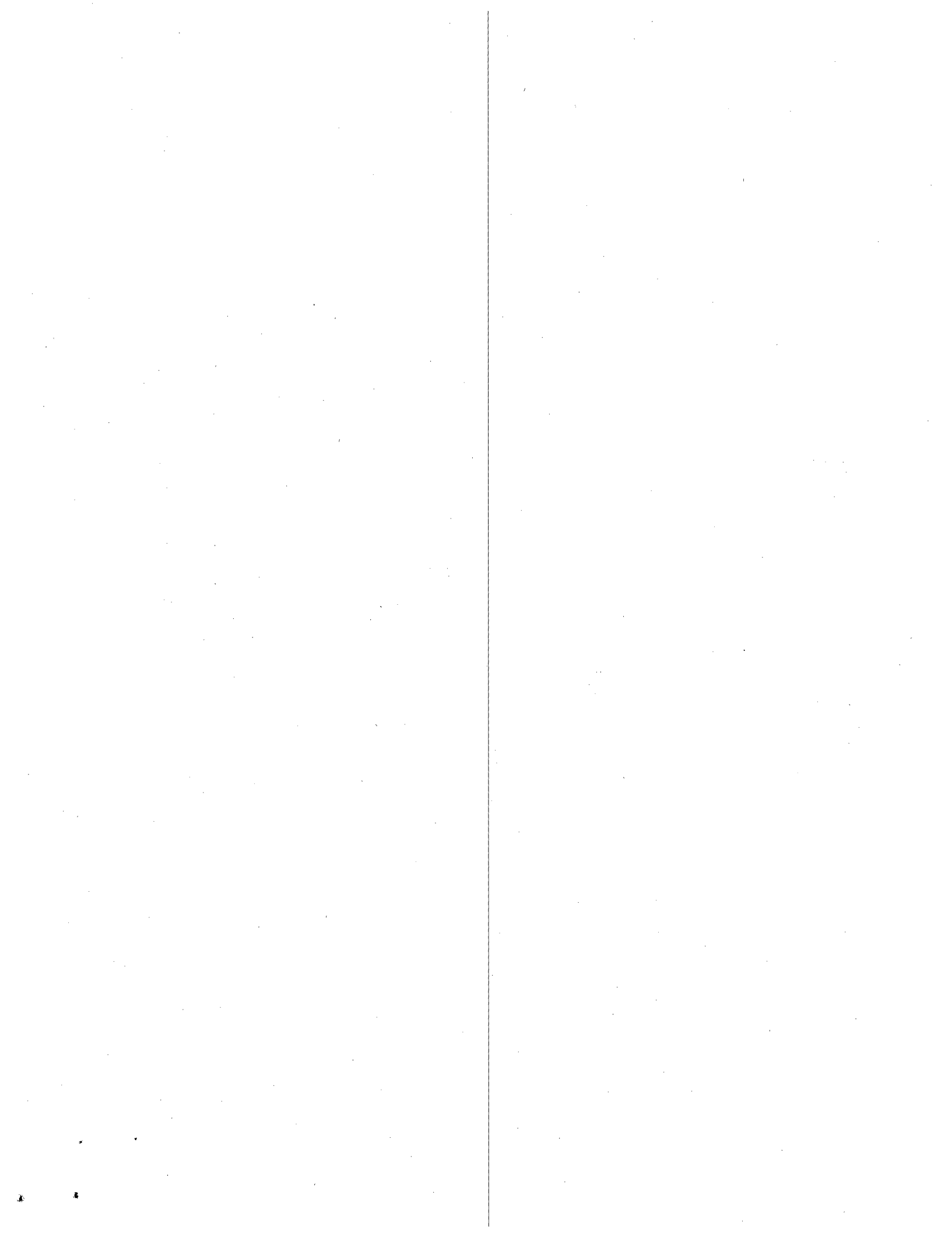
15. Low enrollment in the handicapped Evaluation I program.
16. There seemed to be a division among staff members (special needs vs. regular).
17. Administrative structure permits two positions within the same building to have equal authority.
18. Teaching staff and vocational director had no input into the final budget priorities.
19. There were indications that the county superintendent became involved in the day-to-day operation of the school to the detriment of school administration authority (beyond statutory requirements).
20. Lack of coordination and planning for course sequence between Evaluation I and II.
21. There did not seem to be any evidence to support the "all white" enrollment theory expressed by some persons. The other area vocational-technical school in the county absorbed many potential enrollees.
22. More work needs to be done in recruiting students for non-traditional occupation areas.
23. There is no follow-up of graduates into initial job placement year to year.

B. Recommendations

1. Further in-depth review needs to be carried out regarding the total administrative structure of the Technical Institute and Vocational Center.
2. The county superintendent should be removed from the board of education.
3. Work with staff, Department of Education, EICs, and county offices to develop in-service programs.
4. Have the board approve and fund necessary administrative procedures regarding communication with sending districts.
5. Work through the superintendent roundtable and county school boards association to develop a more common calendar.
6. Expand counseling staff to provide more student services.

Section II - Vocational Center

7. Review admission policy for any possible bias which may exist.
8. Involve staff and vocational directors in the setting of budget priorities and the submission of applications for state and federal funds.
9. Establish a formally organized recruitment procedure for all program areas (traditional and nontraditional).
10. Establish on a continuing basis in-service training of regular faculty concerning "mainstreaming" so that greater understanding of the students and their problems can be developed.
11. Establish open lines of communication between the faculty of the regular Vocational Center and the Special Needs Division.



SECTION III - SPECIAL NEEDS

A. Findings

1. There are indications that the Director of Special Needs has brought some improvement in the record maintenance process, but little of this has translated into adequate programs.
2. IEP* workups have not been sufficient for the Vocational Technical Schools.
3. No sequential curriculum is available for Special Needs programs for the sending districts.
4. There is some discrepancy between the local districts and the vocational staff as to who should evaluate the objectives in the IEP.
5. Summer vocational assessments made available for some districts were not effective.
6. Regular vocational programs are 2-year programs, precluding the possibility of mainstreaming special needs students in the senior year.
7. The County Child Study Supervisor has been helpful under restricting conditions to the Directors of Special Services in addressing some concerns with the Union County Vocational School District.
8. Great hesitancy is noted in any discussion concerning the role of the County Superintendent by most staff interviewed.
9. Those staff members choosing to comment on the role of the County Superintendent acknowledged that he is not a facilitator for the concerns raised in the special needs program.
10. The proposed use of the new Vocational Special Needs Center is unclear to the Directors of Special Services, teachers, parents or students.
11. Attitudinal problems exist between some individual special needs staff members and administrative staff.
12. Students feel stigmatized by the visual signs identifying courses, activities and the school center as "Special Needs."

*Individualized Education Program

Section III - Special Needs

13. Although it is acknowledged that there is a common tuition rate for all students at the Vocational School, the Directors of Special Services do not seem to know what that rate is (a variety of answers were given as to what the rate is).
14. Interpretation of compliance differs between the Director of Special Needs of the Union County Vocational School and the Directors of Special Services within the sending districts.
15. Students are being confronted by conflicts between special needs staff and vocational staff.
16. There is no countywide coordinated planning of vocational education for the handicapped.
17. There is no coordination with administrators of sending districts in determining programming needs.
18. There is no effort to actively involve the present advisory committees (special needs and craft) in the planning process.
19. The evaluation process is vague, fragmented, inconsistent and unresponsive to district needs.
20. The present evaluation system does not effectively explore and assess a pupil's vocational potential.
21. There is a lack of articulation between the various programs within the vocational school relative to criteria for selection and placement of handicapped students in specific programs.
22. Communication between the special needs teachers and regular vocational teachers is inconsistent.
23. Placement and scheduling of pupils in special needs programs is inconsistent and disorganized. There are as few as two pupils assigned to a class and they are not always of the same achievement level.
24. Pupil progress charts are not maintained by special needs teachers.
25. Special needs teachers (Evaluation I and II) had no lesson plans.
26. There is a lack of consistent supervision of work experience programs for special needs pupils.

Section III - Special Needs

27. A C.I.E. III* program is in place but with only minimal involvement.
28. Orders for supplies and equipment as well as repair and replacement are unfilled in Special Needs Evaluation Units I and II and graphic arts and small engines.
29. All teachers are not involved in the IEP process and specifically in the development of the instructional guide.
30. Communication between the vocational school and local child study teams is inconsistent and strained.
31. The mutual responsibility for handicapped pupils between the sending and receiving districts is not clear in areas such as: assessment and reevaluation; development of IEPs and instructional guides; program monitoring; annual program review; and inservice training.
32. The present IEP requirement for acceptance is inconsistent with rules and regulations.
33. The present role of the vocational school LDT-C** acts as a deterrent to local child study team involvement.
34. The present role of the vocational school LDT-C extends beyond the certificate designation and represents an administrative assistant model.
35. Case files in the central office did not indicate where other records were located. There was no evidence of a security system.
36. The special needs advisory committee is not being used optimally to assist the administration with the special needs program.
37. Student evaluation reporting system to sending districts requiring child study teams to meet more often has created hard feelings.
38. Although districts have been notified of need for completion of records, many incomplete and outdated records remain in the files.
39. Students in the Foods Program (Special Needs) share the food services area with the regular students and get little opportunity to work on activities other than dishwashing.

*Cooperative Industrial Education program for the handicapped

**Learning Disabilities Teacher-Consultant

Section III - Special Needs

40. Five times as many handicapped students were mainstreamed in 1978-79 as were mainstreamed in any previous year since the program started in 1975-76.
41. Students cannot get into the mainstreamed vocational courses until the 11th grade. When a student completes the evaluation program in the middle of the 10th grade, he may be sent back to his sending school to wait until he is eligible for the 11th grade program. This system creates problems in terms of continuity of programs.
42. There has been very limited inservice training for vocational teachers working with special needs students.

B. Recommendations

1. A sequential curriculum must be developed by special needs teachers in conjunction with regular teachers for all special needs programs.
2. Recommendations made by R & L Associates with reference to multilevel curricula with unitized approaches should be considered for implementation in regular vocational programs.
3. The district should consider offering summer assessments and evaluations for students seeking admission.
4. A prevocational program should be considered for students from sending districts in anticipation of enrollment potentials.
5. A reevaluation of the competencies of the existing special needs staff warrants consideration.
6. The partnership role between sending districts must be reestablished through the invite of input in all policy provisions and revisions.
7. Inservice is needed for all staff in the interpretation of rules and regulations of Special Education Law.
8. The district self evaluation and transition plan as mandated by Section 504, the Rehabilitation Act of 1973 should be implemented immediately.
9. The county vocational school should have personnel available to confer with local special education personnel and pupils to determine county vocational programming needs.

Section III - Special Needs

10. An advisory committee with its own chairperson consisting of representatives of business, government, educators and parents of handicapped should be formed for the purpose of advising on the validity of programs, promoting employment of the handicapped and quality of programs.
11. A new, more practical evaluation process should be developed which will provide for more vocational experiences and evaluative processes.
12. Curricula should be developed so that appropriate records can be kept on pupil progress and accurate recommendations for advancement, mainstreaming and employment can be made.
13. The C.I.E. III coordinator should be made responsible for locating jobs for graduates and pupils.
14. All shops should be adequately and appropriately equipped with supplies and equipment.
15. Provide for teacher participation in the preparation of IEPs and/or instructional guide section as mandated.
16. Teachers should have the benefit of child study team knowledge about their pupils both in academic and behavioral areas.
17. Revise the present procedures for acceptance so that the evaluation process becomes part of the IEP development to provide "goals" and "objectives."
18. The board of education should review the present role of the "LDT-C" in terms of needs of the special needs program.
19. Districts now providing inappropriate and incomplete IEPs should be advised of same.
20. Pupils should no longer be accepted unless appropriate IEPs, as mandated, are provided.
21. Copies of "instructional guides" only should be available for teacher files.
22. Records for each pupil must be maintained in a central file. When portions are maintained in different locations, a notation in the central file is required.
23. Teachers should be apprised of their responsibility to preserve the confidentiality of individual records.
24. The Director of the Special Needs Program should schedule regular staff meetings with the special needs instructors.

Section III - Special Needs

25. Review Evaluation I Phase to develop better structure and more relevant reports.
26. Conduct inservice programs for vocational teachers working with the handicapped, utilizing the resources of the county and state offices and the EICs.
27. Follow-up activities should be planned with districts to insure record completion on all students.

SECTION IV - TECHNICAL INSTITUTE

A. Findings

1. The superintendent/president historically has not been a person with a background in technical education.
2. The county superintendent of schools intrudes with unusual force in the operation of the Vocational Technical School because of his role as county superintendent, member of the Vocational Technical School Board of Education, and the Union County Higher Education Coordinating Agency.
3. The board of education appears unprepared to address its responsibilities because of its size (5 members), lack of information about the school, and willingness to accept the leadership of the county superintendent of schools.
4. The curriculum development and approval process for joint programs of the Union County Technical Institute and Union College is unclear and seriously questioned by the U.C.T.I. faculty and leadership.
5. The Union County Higher Education Coordinating Agency has limited members of staff and is not implementing the contract among itself, Union College and U.C.T.I. viz a viz its responsibility delineated in the contract.
6. There is a lack of understanding about the requirements of a contract system such as exists between Union College and U.C.T.I., and the U.C.T.I. faculty feels it has second class status related to curriculum approval.
7. Friction exists between the faculties of Union College and U.C.T.I. regarding within which institution the responsibility lies for the teaching of liberal arts courses.
8. U.C.T.I. was commissioned as a post-secondary school and not as a college. There is some misunderstanding about this among the freeholders, Union County community and U.C.T.I. faculty.
9. Union College and U.C.T.I. both receive funds from the Union County Higher Education Coordinating Agency. There is little understanding of the basis of the distribution of these funds.

Section IV - Technical Institute

B. Recommendations

1. The superintendent should be selected on the basis of experience in vocational and technical education and post-secondary education with obvious skills in management.
2. The superintendent should have two assistant superintendents, one with a strong background in vocational education and the other in technical education.
3. Consideration should be given to re-defining the role of the county superintendent relative to his membership on the board of education.
4. The Union County Technical Institute should be restructured and the curriculum embrace technical education only. Liberal arts education should be discontinued.
5. The board of education could be expanded to seven or nine members who have a rich background of experience.
6. The new administration should adopt a policy of regularly scheduled briefings of the board of education on all phases of the district activities.
7. The Union County Higher Education Coordinating Agency should, according to the terms of its contract, take a more visible and forceful role. The agency should employ qualified academic personnel who can evaluate the proposals of Union College and Union County Technical Institute and be prepared to give direction to the two institutions. The Agency should also have the option and fiscal support to employ consultants to assist them, when necessary, in the evaluation of programs.
8. The curriculum approval process should be based in a contractual relationship between Union College and U.C.T.I. as permitted by the Middle States Association of Schools and Colleges. In such a case, the curriculum would be developed by U.C.T.I. on request from Union College or on U.C.T.I.'s own initiation. The approving agency should be Union College as the degree granting institution, but a forum should exist to enable U.C.T.I. to freely justify curricula developed by it in the event that a disagreement occurs. Such disagreements should be arbitrated by the Union County Coordinating Agency.
9. The teaching of liberal arts courses should be discontinued at U.C.T.I. and the function assumed by Union College. The liberal arts faculty at U.C.T.I. should be transferred to Union College with their tenure status protected.
10. The student government officers should be briefed as to the relationships of the two higher education institutions and explain the function of the two-year college so that they understand the degree-granting process, etc.

SECTION V - AFFIRMATIVE ACTION

This section of the review concerns civil rights compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, New Jersey Administrative Code 6:4.1 et. seq. and the sex equity provisions of Title II of the Vocational Amendments of 1972.

Findings

1. The Union County Vocational School has made little effort to obtain civil rights compliance in the past years. Although the Office for Equal Educational Opportunity, in a letter dated March 17, 1980, commended the Union County Technical Institute and Vocational Center for "producing such comprehensive documentation and such a detailed plan" (employment), our findings indicate that the institution's original affirmative action plan (required in 1976) was virtually ignored by the institution. They are presently submitting an updated affirmative action plan.
2. The administrative staff, from assistant principals to the superintendent, is all white and includes one female. The teaching staff for the day school includes one female teacher of beauty culture. The professional staff consists of 8.7 per cent minorities and 11.5 per cent females.
3. Indications are that affirmative action programs were given a low priority since 1976. Few, if any, in-service programs dealing with affirmative action can be remembered by the staff.
4. The general advisory board of Union County Center consists of thirteen members, only one of which is female.
5. The Board of Education does not presently have a policy regarding student pregnancy or a policy regarding parental, family or marital status of a student applicant, as required by Title IX.
6. The affirmative action officer seldom participates in the selection process for new staff members. Last year four female minorities on the faculty resigned within a sixty day period. When the affirmative action officer expressed concern over the resignations, the superintendent took no action but referred the affirmative action officer to personnel.
7. The affirmative action program has no specific budget allocation.
8. The affirmative action officer has little or no opportunity to attend professional workshops providing updates on civil rights procedure and process partly due to his full work day as a CIE coordinator and partly due to the low priority on affirmative action that has existed in the district.

Section V - Affirmative Action

9. The affirmative action officer reports to the superintendent and meets monthly with the superintendent's administrative council. The administrative council meets once a week.
10. The affirmative action officer's position is part time and is "wedged" in between his regular duties as a CIE coordinator. There is no clerical support for this function, thus, the affirmative action officer either does his own typing or asks members of the clerical staff to assist him when they have time available.
11. In the past an affirmative action committee existed which was comprised of faculty. This committee lacked focus and direction. There was poor attendance at meetings and a large turnover in membership.
12. There are indications that secretaries are permitted to conduct the screening process for professional job openings.
13. Union County Vocational School has a female enrollment of 25 per cent and a minority enrollment of 10.6 percent. The percentage of females in county schools is 48 percent while the minority percentage is 35.4 per cent. Two school districts with high concentrations of minorities have vocational and technical courses within their own high schools.
14. While Union County Vocational School does not intentionally discriminate, minority students seem uncomfortable about attending the vocational center. The feeling among minorities is that Union County Vocational School is a "white" school.
15. Although Union County Vocational School does not appear to practice sex discrimination, sending district counselors, superintendents and students felt that the school was predominantly a "boys" school because most of the programs offered are for boys. Sex stereotyping is evident in most programs.
16. Textbooks reviewed exhibit sex stereotyping in language and pictorials.
17. Few students are found in courses which are nontraditional for their sex, although all courses are open to both sexes. Job placement for CIE programs continues this pattern. Almost all female students are enrolled in Beauty Culture, Baking or Food Service.
18. There is a disproportionate number of minorities on the waiting list compared to their representation in the school and county population.
19. Course brochures contain stereotyped illustrations. Only one contains a photograph of a male and female student working together in a program area.

Section V - Affirmative Action

20. The 1979-81 Catalog uses the generic "he" when referring to students. Most illustrations were sex stereotyped.
21. Admissions tests are given at the 17 sending districts. Assistance for limited English speaking students may be given by the sending district, however, the vocational center has no provisions to assist LES students in taking the admissions test.
22. The Union County Vocational School counselor was hired as a full-time counselor. Her duties have been expanded to include recruitment and admissions leaving little time for counseling the 800 students in her case load. She is the only counselor on staff.
23. The counselor's recruitment program is directed mainly at the sending district guidance counselors through phone contacts, breakfast meetings and brochures. Little opportunity exists for exposure to students from sending schools due to the time constraints on the counselor. A slide presentation developed several years ago on the Union County Vocational School is used for recruitment purposes but is being revised because the present version perpetuates sex stereotyping.
24. Students indicated that they are not informed about their career options in their sending districts. Most students decided on their career goals through consultation with family and friends.
25. A conflict appears to exist on the policies for admissions. The counselor who is responsible for admissions indicates that test scores, prior application, transcripts, attendance records, disciplinary records, counselor recommendations and student writing samples are all weighed equally and a subjective decision is made after looking at each individual student's potential. The student recruitment and selection procedure for school year 1979-80 states that the selection process is on a "first come-first served" basis.
26. Suggested prerequisites for potential vocational students have the effect of precluding those students who historically avoid courses nontraditional for their sex. Prerequisites were recommended by program teachers. There are no indications that evaluations were done to establish that the prerequisites are essential to participation in the program.
27. Communications between sending district counselors and the vocational counselor need to be improved. Indications are that the sending district counselors exhibit a subtle but negative attitude toward vocational education. Requests by the vocational school counselor to speak to students in the sending districts are often rejected. Getting information out to students about the vocational school is not a top priority for sending districts counselors. Requests have been made by the vocational school counselor

Section V - Affirmative Action

to the sending district counselor to identify those non-college bound students who are indecisive about their career goals. These requests are not met.

28. The school to work linkage project has signed thirty apprentices of whom one is female, one is black and one is hispanic, reflecting a low female and minority participation.
29. Of the fifteen craft committees or program advisory committees, there are only three minorities and ten females out of approximately one hundred and twenty members.
30. Some students indicated that the methods used in business are more current than those methods taught in the vocational school. The students felt that the teachers understood the new techniques but that the vocational school's equipment was not current.
31. The training agreement between employers and the Union County Vocational School's Cooperative Education Work Program utilizes sex stereotyped language and job titles.
32. The training agreement does not require the employer to sign an assurance of non-discrimination.
33. Union County Vocational School has a lack of language related support services available to limited English speaking students. One Polish speaking student was admitted without having to take the admissions tests due to a lack of support services for him. He was fortunately placed in a program in which the instructor has knowledge of the Polish language.
34. Preadmission inquiries on tuition application forms request information on handicapping conditions.
35. Neither recruitment and promotional materials nor student notifications are available in the primary language of the limited English speaking community.
36. It was noted that some programs, such as Beauty Culture are not oriented toward minority population needs. The Beauty Culture instructor expressed concern that commercial head mannequins of Blacks with tight, curly hair were not available; however, the class spends one unit of the curriculum studying chemical process of relaxing and straightening hair.
37. Seven shop areas have no female enrollments. Three shops contain one female each. Two shop areas are integrated by sex. One shop area is all female. The breakdown follows the lines of sex stereotyping into "male shops" and "female shops."

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38. The Bennett Mechanical Comprehensive Tests exhibits race and sex stereotyping which could give exclusionary impressions to female and minority applicants to the vocational center.
39. Shop areas contain one lavatory and one locker room for changing clothes. The few female students enrolled in a "traditionally male" shop are required to leave the shop, go down the hall and around the corner to use the girl's room.
40. Several shop teachers were asked about the disproportionately high drop out rate for minorities and replied that minorities don't last because they don't like to work hard. This was described as a racial characteristic.

Recommendations:

1. The affirmative action plan should be written as a working document which is periodically monitored by the county office. The affirmative action plan for employment-contract practices and the affirmative action plan for school and classroom practices should be updated and implemented.
2. Union County Vocational School should seek technical assistance from EIC NE, the Division of Vocational Education and Career Preparation and the Office of Equal Educational Opportunity to identify barriers of race and sex stereotyping and to seek solutions. The recruitment and outreach program to the sending districts needs to be evaluated and revised.
3. Both the certified and non-certified staff should be offered the opportunity to attend seminars and in-service workshops on affirmative action and civil rights compliance.
4. Course brochures and catalogs should be redesigned to include photographs of females in traditionally male intensive programs and photographs of males in traditionally female-intensive programs. A statement of commitment to equal educational opportunity should be included on all brochures.
5. The cooperative education brochure and training agreement should be revised to include female as well as male students. A statement should be included to indicate that students are encouraged to consider this program regardless of race, national origin, sex or handicap.
6. The 1979-81 catalog should be revised to eliminate stereotyped references to students and to include illustrations of students in non-traditional courses.

Section V - Affirmative Action

7. Equal access must be available to limited English speaking students. Notification of test dates and announcements of parent meetings must be made public in the language of non-English speaking community if the service area contains a community of national origin minority persons with limited English language skills. Such public notification materials must be disseminated to that community in its language with the stated assurance that lack of English language skills will not be a barrier to admission and participation.
8. The Board of Education should adopt a policy providing equal educational opportunity for pregnant students and a policy of non-discrimination based on the parental, family or marital status of students or potential students.
9. The general advisory board and the program advisory committees should reflect the proportions of women, minorities and the handicapped which are present in the population of the service area.
10. Course prerequisites should be examined to determine if they are essential for admission to vocational education programs.
11. Criteria for admissions should be validated as essential to participation in vocational education programs. Subjective impressions of a student's potential for learning a skill cannot be validated. Criteria should be examined to determine if they are discriminatory on their face; i.e., whether they exclude applicants due to factors based on race, color, national origin, sex or handicap or which have evident adverse impact on protected group applicants. It will also be necessary to determine whether the weightings of criteria are applied consistently.
12. Affirmative action advisory committees should be reactivated and expanded to include representatives of community groups with minorities and women's concern. The committee should institute a process for the evaluation of all textbooks, materials and media for sex and race stereotyping.
13. The affirmative action officer should be a vital part of the administrative team and, as such, should attend all weekly administrative council meetings.
14. The affirmative action officer should have time available to him during the regular day to pursue affirmative action concerns within the vocational school. The affirmative action officer's responsibilities should include a presentation at the new student orientation assembly to identify himself and explain the student grievance procedure.

Section V - Affirmative Action

15. The affirmative action officer should serve on all screening/selection committees of the vocational school. Recruitment of minority and women candidates for non-traditional positions should be a regular function of the affirmative action officer.
16. The affirmative action officer needs to continually keep abreast of new laws and information which may affect the employment status and instructional program at the school. Additional professional days for this purpose would be recommended.
17. The district's budget should reflect a commitment to affirmative action with money allotted for recruitment, postings, public information, community outreach and in-service. The district affirmative action officer should be aware of the budget allocation.
18. The CIE training agreement should contain an assurance of non-discrimination to be signed by the employer.
19. The guidance counselor's role has been expanded to include recruitment and admissions in addition to counseling 800 students. Part of the affirmative action officer's time could be spent working with the counselor in recruiting efforts. Clerical support might also assist the counselor in freeing more of her time. Presently, one secretary is shared by three professionals. Recruitment tools should be examined to assure that they are free of sex and race discrimination and stereotyping.
20. Cooperation and communications must be improved between the sending districts' guidance departments and the vocational counselors. The county affirmative action officer, the Office for Equal Education Opportunity and the Office for Equal Access could provide in-service programs on the elimination of race and sex bias and stereotyping for the combined group. Attitudes toward vocational schools must be examined. A "hands-on" guidance day, such as was implemented recently at Middlesex County Vocational School, is an effective way to develop positive attitudes toward vocational schools. Information is available through the Office for Equal Access.
21. Craft Committees should examine curriculum to determine if current techniques and methods are brought to the attention of the students. Industry representatives, brought in as speakers, can aid students in keeping current.
22. A recruitment "road show" for students might be developed for presentation in the sending districts to inform them of their career options without regard to race or sex.
23. Craft Committees should examine curriculum to determine if minority interests are represented, particularly in areas such as Beauty Culture and Food Service.

Section V - Affirmative Action

24. Admissions tests should be examined for race and sex stereotyping. Only tests free of bias and stereotyping should be administered.
25. Lavatories and locker rooms should be equally accessible to both sexes. Mechanisms or signs "occupied and vacant" should be utilized in those shop areas where there is one lavatory. This procedure is used on planes. A plywood partition down the middle of a locker room is an inexpensive way of providing a changing room to both sexes which will provide an entrance on both sides.

SECTION VI - FINANCE

A. Findings

1. The management of the financial resources of the institution was a one man operation.
2. Decisions were made arbitrarily in an autonomous manner. Matters pertaining to finance were zealously guarded. For example, the preparation of budgets, transfers, open orders, etc. was handled by one fiscal officer with little or no input from others.
3. The county superintendent has dual conflicting roles in the budget making and approval process, since as a member of the board of education he approves the budget. After the board's approval, the budget is submitted to the county superintendent for his approval.
4. Questions asked relating to financial and budgetary items were either ignored or the person was told not to worry, since the matter was in capable hands.
5. The preparation of the budget was a one man operation with few, if any, working papers available. Although department heads submitted budget requests by line item, the notification of the approval of these budgets was given on a lump sum total basis. The department head did not know what line items were reduced or not approved at all.
6. Budget transfers were made solely by one individual periodically throughout the year and approved by the board after the fact in many cases.
7. The committee was informed that there was commingling of funds between the Vocational Center and the Technical Institute accounts. For example, fuel expense should have been charged 45 percent to the Vocational Center, and 55 percent to the Technical Institute. Instead, 200 percent was charged to the Technical Institute.
8. Evidence indicates that there was no proper breakdown of revenues or expenditures. For example, monies received from the Division of Vocational Education and Career Preparation for projects were credited to each respective department and these funds then lost their identity and became commingled with other funds of that department.

Section VI - Finance

9. The use of open orders became a subterfuge for the commingling of monies and the charging of expenditures. The "open order" system was abused. Instead of being cancelled at the end of the year, many orders were kept open for four or five years. Moreover, in our opinion the number of open orders was excessive. An open order was initiated at the whim of the man responsible for fiscal management. This open order policy was probably used to curry favors with other personnel.
10. Evidence indicates that the use of confirming orders for expenditures under \$500 was not only permitted, but its use was widespread throughout the school. This is contrary to good accounting and fiscal practice.
11. The voucher system for the payment of expenditures lacked specificity and sufficient detail. The procedure for the approval of out-of-state trips, conventions, conferences, etc. was ineffective since most of these expenses were charged to open orders and lacked proper justification.
12. The allocation and proration of administrative, utility expenses, etc. were decided by one individual.
13. Our findings indicate that there is a redundancy of supervision with no one really responsible for the construction of the Special Needs building. The architect is not paid for daily supervision of construction. He does, however, approve change orders and voucher payments. In addition to the architect, there is also a full-time clerk of the works, a staff member of the school, plus an outside engineering consulting firm, all involved in overseeing the construction of the Special Needs building. It is interesting to note that the salary of the clerk of the works was not budgeted. He is being paid out of building contingency funds which have been exhausted.
14. Upon investigation, it was determined that all revenues are deposited in one general operating account, whether they be funds for the Vocational Center or the Technical Institute. Building funds are not maintained separately, but are also deposited in this general operating account.
15. The board of education was given a monthly summary of the budget and expenditures. Apparently the board was unaware that a detailed computer printout budget analysis, revenue analysis, etc. was available or even that they existed.

Section VI - Finance

16. The Annual Audit Report submitted by an independent certified public accountants firm is too general and lacks specificity.
17. Our findings reveal that the Union County Coordinating Agency for Higher Education was not aware that for FY 1980 approximately \$123,000 was committed and that the Union County Technical Institute has received or is in the process of receiving these postsecondary vocational funds from the Department of Higher Education. The Agency had not seen or approved the proposal requests, the budgets, etc. They did not know if there were duplications involved between the Institute and Union County College.
18. The Union County Coordinating Agency for Higher Education is responsible for approximately 60 per cent of \$1,976.311 of the total budget for the Union County Technical Institute.
19. Although there are seven bargaining units for which standards and guidelines have been determined, the nonbargaining personnel must bargain on an individual basis for salary increases and termination benefits. There are no standards or guidelines that apply to all. The best terms depend upon a person's ability to negotiate or else hire a competent lawyer for that purpose.
20. The board of education has felt it necessary to the continued success of the U.C.V.Ss. to negotiate the release of two former president/superintendents.
21. There were no monies budgeted for F.Y. 1979-80 for operating expenses for Special Needs out of a total Vocational Center budget estimated to be \$2,105.941.
22. The committee determined that the legal costs were paid by vouchers and purchase orders. The total cost to date for the year 1979-80 amounts to \$48,680 (of this amount \$2,000 was a retainer fee, \$14,389 represented the purchase orders, \$32,291 was paid by vouchers). In addition, legal fees for the Special Needs Center were paid by voucher for a total of \$16,085. Total legal costs incurred were \$64,765.
23. The fee for the annual audit conducted by an outside auditing firm was \$5,400.
24. Due to the improper recording of minutes by the previous board secretary, the board was obligated to employ a professional recorder who would furnish a detailed transcription of all the minutes.

Section VI - Finance

25. Concerns were expressed about the possible use of vocational funds or local taxpayer monies for the construction of the Education Facilities Building and the Administration Building at Union County College. The committee determined that neither vocational funds nor local taxpayer funds were used for either building.
26. Change Orders
 - a. Appropriate process is being followed.
 - b. Maintains accurate records are maintained by district administrator.
 - c. Board of education takes appropriate action.
 - d. Board secretary maintains accurate records.
 - e. Total of change orders as of 4/28/80 is \$159,229, estimated at 2.7 percent of total cost of building.
 - f. The major change orders seem to be caused by an underdesign condition.
 - g. "Anticipated liabilities" are included in accounting leading to the conclusion that the project contingency is totally encumbered.
 - 1) "Anticipated liabilities" are the costs for items which contractors contend cannot be delivered at bid cost; the liabilities are the difference between bid cost and "new cost."
 - h. Little or no supervision of the construction is provided by the board's architect.

B. Recommendations

1. The management of the financial resources should be administered by the business manager and supervised by the superintendent of schools. The superintendent should be a person who is knowledgeable about the financial operations of educational institutions and has a good grasp and understanding of accounting and budgets.
2. The committee recommends that the budget no longer be prepared unilaterally. The budget making process should involve the active participation of the business manager, as well as the superintendent, the department heads, and any other interested parties. Once the budget is approved, interested parties should receive copies by line item of their approved budget requests and copies of the overall

Section VI - Finance

- budget should be distributed to those individuals who are actively involved or responsible for the financial operations.
3. Requests for budget transfers should be approved by the superintendent and the board of education before the fact.
 4. Separate budgets and separate accounts should be established for the Technical Institute and the Vocational Center. Individual ledgers should be set up by project for vocational monies received; and expenditures should be recorded on each individual project ledger. At the end of the fiscal year the data for the completion of the vocational project financial reports could be easily ascertained.
 5. All presently outstanding open orders should be frozen immediately and cancelled by the end of the fiscal year. In the future, orders that have been committed and not paid by the end of the year should become part of the accounts payable and no further charges placed against the order.
 6. The use of confirming orders for small amounts by most staff members should be abolished except in case of emergency for maintenance, custodial, etc. contingencies. Should any of these emergencies occur, the use of confirming orders should be approved in advance by the superintendent or his representative.
 7. The present voucher system should be improved. The expenditures on the voucher should be more detailed and specific. Requests for expenditures such as out-of-state travel, conventions, conferences, meetings, etc. should be submitted in advance to the superintendent with proper justification for the expense explaining why, how, where, and when. Also, after the person completes the trip, conference, convention, etc. he should submit a brief report to the superintendent explaining the results obtained and how it will benefit the school.
 8. The allocation and proration of administrative, utility expenses, etc. should be reviewed annually and adjustments to the proration instituted. The allocation and proration should be determined by the superintendent, business manager and other interested parties.
 9. Revenues should not be placed in one general operating account. Instead, separate accounts should be set up for

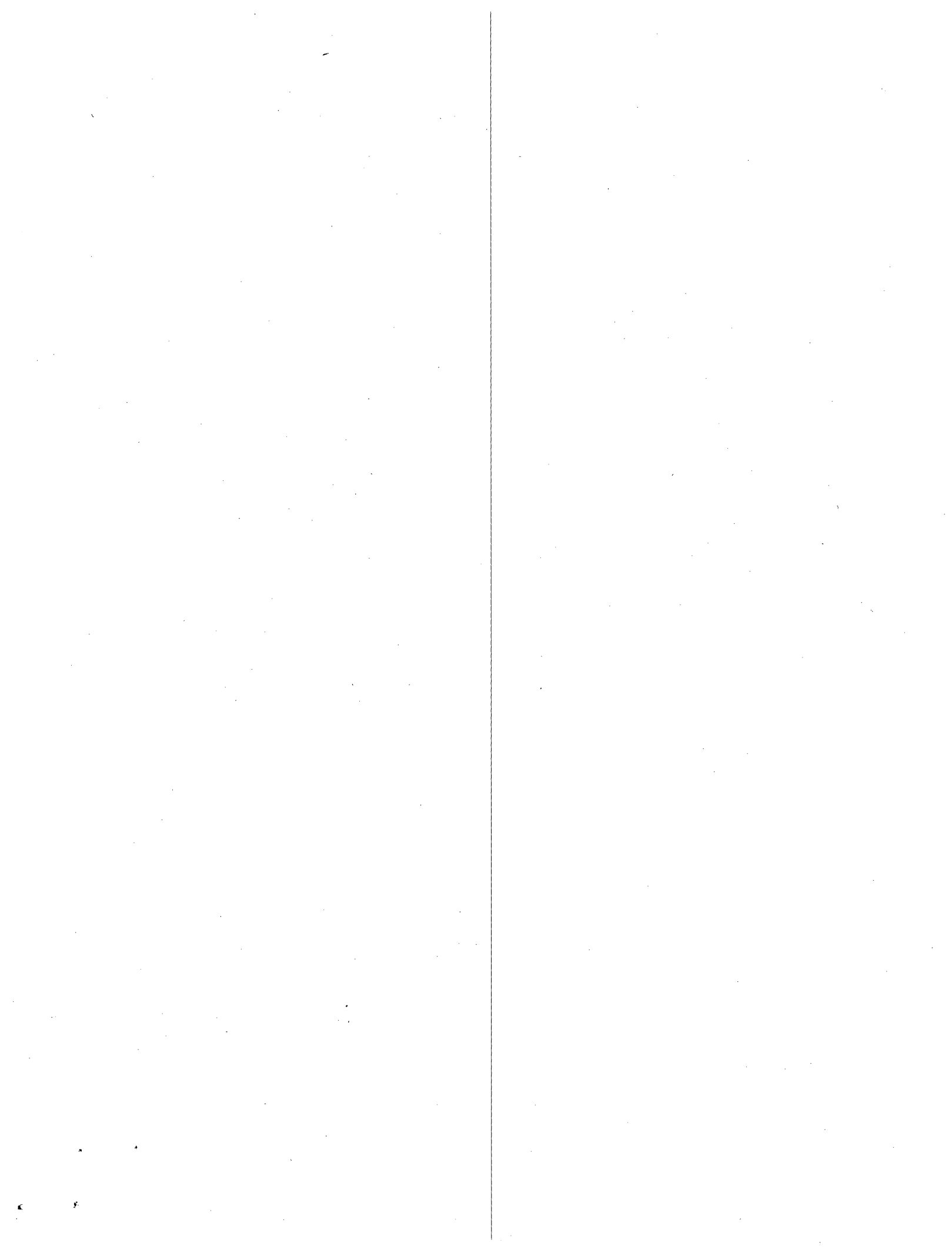
Section VI - Finance

the Institute revenues and separate accounts should be set up for the Vocational Center revenues. In addition, a separate audit of revenue funds should be made monthly, and these accounts should be reconciled with the business office accounts.

10. The board of education should insist on more monthly detailed budget, expenditure and revenue reports, etc. Operating procedures and operating accounts should be explained to the board in layman's language. The board also should insist on periodic evaluations and analysis of financial data, including but not limited to such items as open orders, surpluses, deficits, etc.
11. The board of education should insist on a more detailed audit report with more specifics. The audit report should include weaknesses as well as recommendations for better control and improvement. The committee was concerned that the open order system, commingling of funds, and no detailed breakdown of Federal and State monies were reported.
12. The agency should become more actively involved in budget preparation, expenditures, revenues, reports, and any other fiscal data that pertains to either the Technical Institute or to Union County College.
13. While it is desirable for the board of education to have some flexibility in negotiating the terms of an employee's release for the non-bargaining personnel, standards and guidelines should be established that would apply uniformly to all.
14. Thought should be given to removing the county superintendent from serving on the board of education so that he would not be approving the budget as a member of the board and again later as the county superintendent.
15. Conduct a further review of working drawings done by the board's architect to determine the extent to which incomplete design contributed to the change orders and, thus, how much of the additional cost can be recaptured through legal action.

Section VI - Finance

16. Board solicitor should research the legality of "anticipated liabilities" to determine if the board is being over-charged by certain contractors and thus establish a climate in which to recapture the additional cost through "legal" action.
17. The Union County Coordinating Agency for Higher Education should insist that all proposals for programs and funds for both the Technical Institute as well as the Union County College be forwarded to them for review, evaluation and approval before being submitted to the Department of Higher Education. This would enable the Coordinating Agency to exercise better control and avoid duplication of programs and efforts. The Agency should become more actively involved in budget preparation, expenditures, revenues, reports, and any other fiscal data that pertains to either the Technical Institute or to Union County College.



APPENDIX A

Concerned Parents - group conference April 10, 1980

George Albanese, Union County Manager

Kathryn Brock, Attorney for Concerned Parents, Education Law Center

Janet Bromberg, President, New Providence Board of Education

Thomas Dunn, Jr., Assistant Superintendent, Elizabeth, N.J.

Rhoda Fried, President, Union Township Board of Education

Leo E. Galcher, N.J.E.A., Department of Higher Education
Field Representative

Ramona Lucadamo, President, Union County Parent Teacher Assoc.

Richard W. Lucas, Director, Union County Coordinating Agency
for Higher Education

Malcolm McGowan, President, Union County Technical Institute
Education Association

Al Miele, Assistant Director, Union County Coordinating
Agency for Higher Education

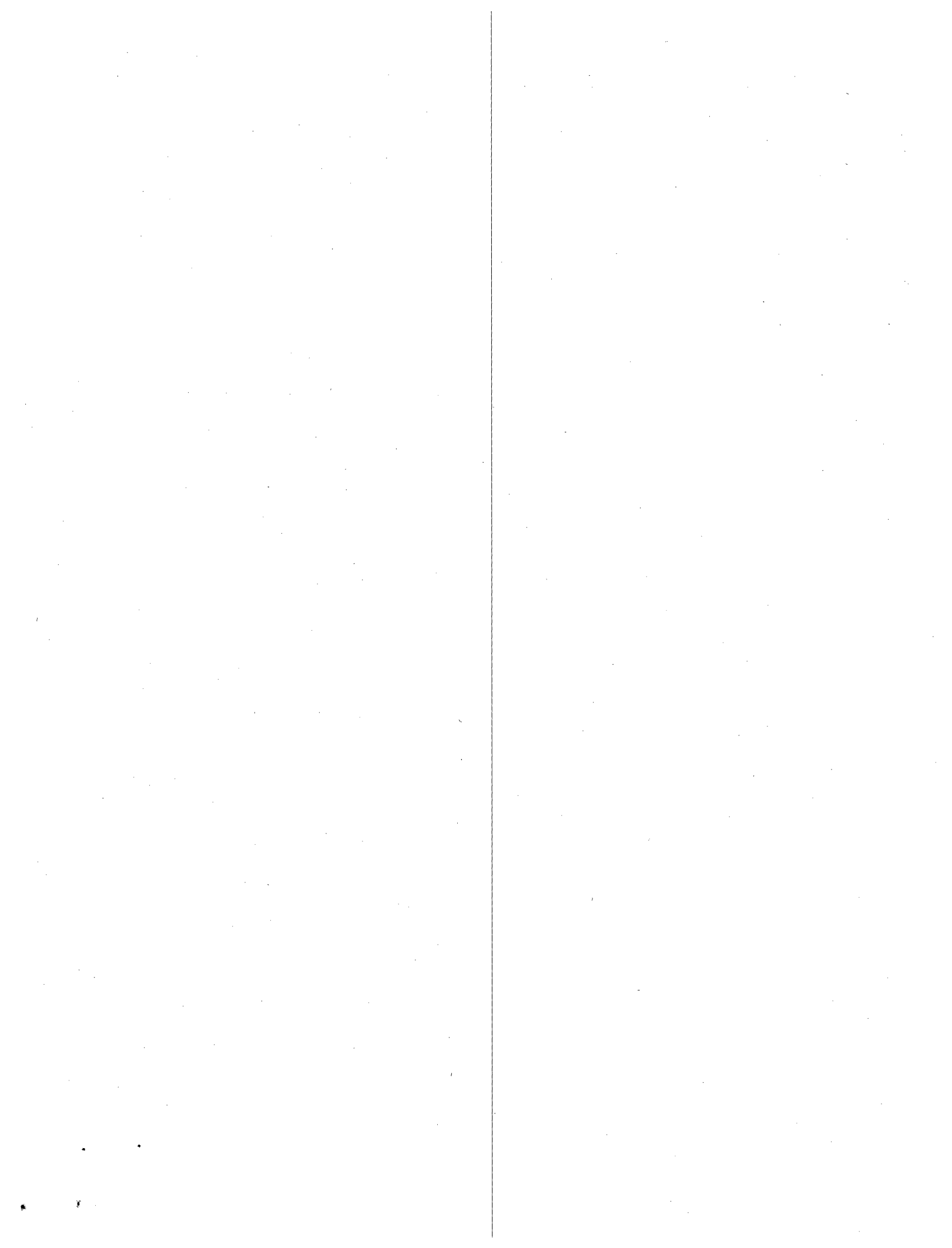
Bernard J. Mondri, Union County Coordinating Agency for
Higher Education

Eveline Roth, President, Concerned Parents of Special Needs
Students of the Union County Vocational Center

Raymond Smith, Coordinator of Vocational Education, Department
of Higher Education

A. Teitelbaum, Public Service Electric and Gas Company,
General Advisory Board

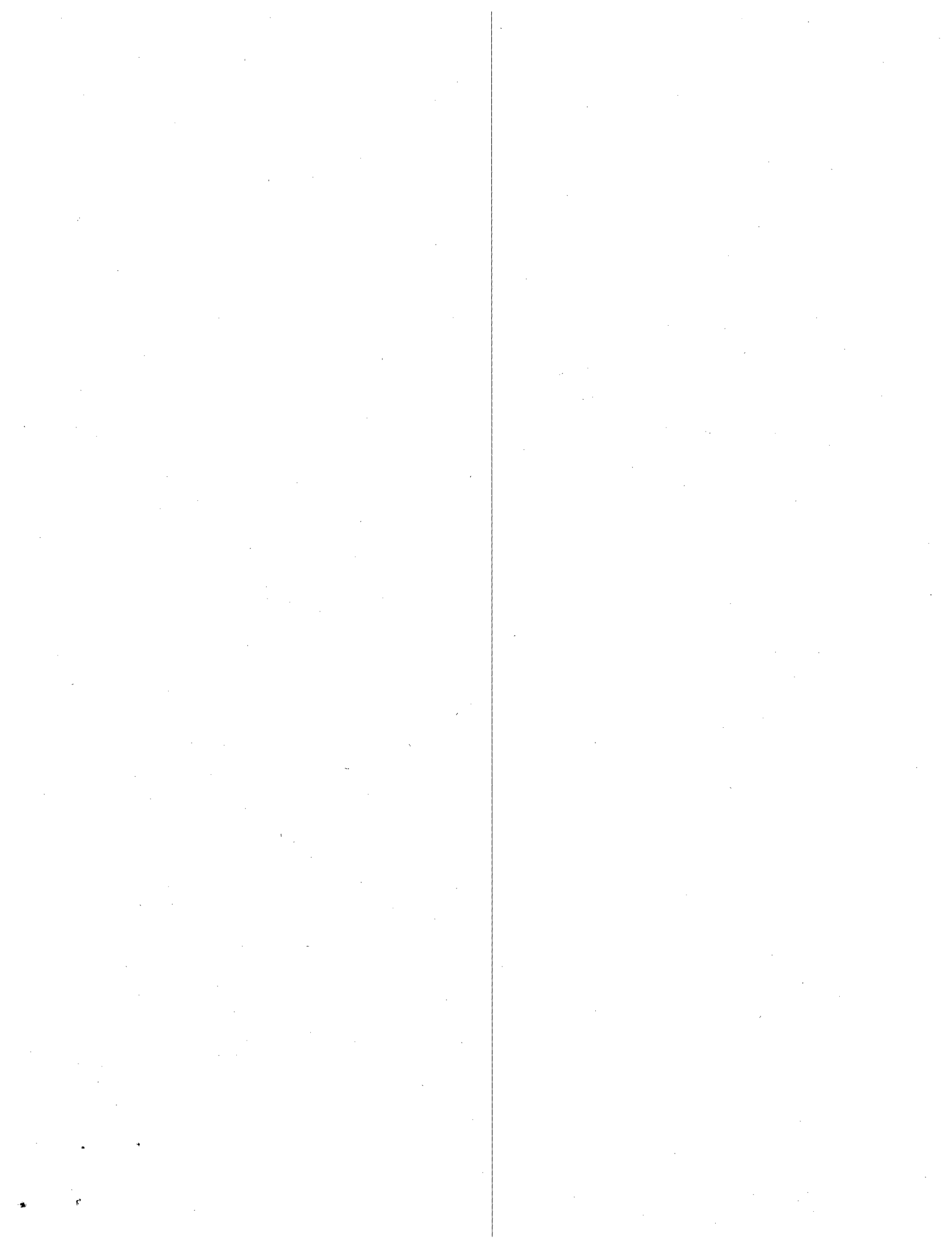
Ann M. Whitford, N.J.E.A., Union County Field Representative



APPENDIX B

Individuals and Groups having individual and group conferences

- I. Superintendents of Schools in Union County
- II. Directors of Special Education in Union County
- III. High School Guidance Directors in Union County
- IV. Students of Union County Vocational School - Technical Institute
- V. Students of Union County Vocational School - Vocational Center
- VI. Students of Union County Vocational School - Special Needs Div.
- VII. Individuals Interviewed:
 1. George Albanese, Union County Manager
 2. James Avery, Chairman, Union County Coordinating Agency for Higher Education
 3. Matthew Bistis, Vice President, Board of Education
 4. Jay Bloom, former board attorney
 5. Eugene Carmody, Union County Freeholder
 6. James Clancy, Union County Superintendent of Schools
 7. Myron Corman, Acting Superintendent, U.C.V.S.
 8. Thomas J. Dillion, Vice Chairman, Union County Freeholders
 9. Frederick Hahn, member, Union County Board of Education
 10. Joyce Henning, President, Secretaries Association, Union County Technical Institute-Vocational Center
 11. Helen Huber, former board member
 12. Leslie Kiray, Director of Vocational Center, Union County Vocational Schools
 13. Thomas Long, Union County Freeholder
 14. Richard Lucas, Director, Union County Coordinating Agency for Higher Education
 15. Charles Mancuso, President, Board of Education
 16. James McGowan, Union County Coordinating Agency for Higher Education
 17. Henry Mineier, Union County Coordinating Agency for Higher Education
 18. Andrew Neroda, Treasurer, Union County Board of Education
 19. Cynthia Niv, Dean of Technical Institute, Union County Vocational Schools
 20. Saul Orkin, President, Union College
 21. Mitchell Potempa, former board member
 22. JoAnne Rajoppi, Chairwoman, Union County Freeholders
 23. Marion Rohr, Acting Secretary, Union County Board of Education
 24. Rose Marie Sinnott, Union County Freeholder
 25. James Spagnoli, Attorney, Union County Board of Education
 26. Elaine Stemmele, Director of Special Needs Division, Union County Vocational Schools
 27. William West, former Union County Superintendent of Schools



ARTICLES OF AGREEMENT

BETWEEN

THE COORDINATING AGENCY FOR HIGHER EDUCATION OF
UNION COUNTY AND UNION COUNTY TECHNICAL INSTITUTE

THIS AGREEMENT, made this 17th day of July, 1979, between the Coordinating Agency for Higher Education of Union County, hereinafter called the AGENCY, and the Board of Education of the Vocational Schools in the County of Union, on behalf of Union County Technical Institute, hereinafter called the INSTITUTE.

WHEREAS, in accordance with the provisions of Chapter 180 of the Laws of 1968 of New Jersey, the AGENCY is charged with certain duties and responsibilities with respect to public higher education in Union County; and

WHEREAS, in the exercise of these duties and responsibilities the AGENCY has determined to utilize the INSTITUTE to meet in part the needs of the County with respect to public higher education on the level of the first two years of education beyond the high school; and

WHEREAS, the budget of the County of Union adopted by the Board of Chosen Freeholders for the ensuing fiscal year provides for the AGENCY a sum for the purpose of compensating the INSTITUTE for such public higher educational services as it shall render; and

WHEREAS, it is provided by law that the AGENCY shall contract on behalf of the county and in accordance with county budgetary provisions, and with the approval of the Chancellor and State Board of Higher Education, for just compensation to institutions utilized by it for the purpose of public higher education;

NOW, THEREFORE, the AGENCY and the INSTITUTE mutually covenant and agree as follows:

A. Financial:

1. In consideration of payment by the AGENCY to the INSTITUTE of just compensation for such public higher educational services as shall be required of and rendered by it hereunder, not to exceed the amount provided for in the budget of the County of Union and the sums allocated by the State Department of Higher Education in accordance with the annual Appropriation Act and other applicable laws, the INSTITUTE agrees to render such public higher educational services as shall be required of it by the AGENCY, subject to availability and adequacy of facilities and resources.

2. The INSTITUTE concurs with the AGENCY that it is desirable that the AGENCY be adequately financed and staffed

to perform its functions and discharge its responsibilities effectively and efficiently, and to that end, in the event that the County of Union at any time fails to provide such support, the INSTITUTE agrees to consult with the AGENCY as to the manner in which such deficiency may be met with due regard to the best interests of the AGENCY, the INSTITUTE and the County.

3. Expenditures by the INSTITUTE for services required of it by the AGENCY and for their support shall be made under the supervision of the AGENCY and exclusively for purposes and programs approved by it, pursuant to the provisions of paragraph 5 of Chapter 180 of the Laws of 1968 and the supplements thereto and amendments thereof.

4. The annual tuition and fees established by the INSTITUTE shall be subject to the approval of the AGENCY.

B. Services to be Rendered:

1. The services to be required of the INSTITUTE are:

a. As a part of the Union County Community College System, and in accordance with the generally recognized philosophy of a community college, which may be described as an open door, nondiscriminatory policy of education adapted to the individual needs of qualified students, to maintain, but not limited to, (1) programs in technical and semi-professional fields designed to develop career occupational competence for individuals entering the work force or being re-trained to meet changing job requirements or desirous of extending their previous occupational training to a higher level of competency - the "career ladder" concept; to which end Union College agrees that those post secondary courses taken by students in non-degree programs could be used, wherever possible, for free elective credit provided all other degree requirements are fulfilled, (2) continuing education in a wide variety of courses and programs for individuals of all ages, (3) guidance and counseling services for students regardless of age, and (4) cultural, civic and recreational programs coordinated with Union College for the enrichment and betterment of community life.

b. In cooperation with Union College, with whom the AGENCY contracts, to function in such a manner to provide for Union County a community college system that shall serve in lieu of a county college (as defined by New Jersey law) effectively meeting the needs of students.

c. Specifically, to provide within the community college system, those courses, programs and curricula designed to provide the INSTITUTE students with technological

occupational curricula as may be approved by the AGENCY, and appropriate continuing education courses.

d. The degree programs for 1979-80 academic year offered at the INSTITUTE are:

Associate in Applied Science (offered jointly with Union College) - Accounting/Data Processing, Computer Science/Data Processing, Secretarial Sciences, Fire Science Technology, Chemical Technology, Civil Technology, Electromechanical Technology, Electronics Technology with an option in Laser Electro Optics, Mechanical Technology, Dental Laboratory Technology, Medical Records Technology, Medical Laboratory Technology, Therapy Technology/Respiratory Therapy, Therapy Technology/Physical Therapy Assistant, Therapy Technology/Occupational Therapy Assistant. Dental Hygiene is offered in cooperation with the New Jersey College of Medicine and Dentistry.

Preparatory Programs are: Pre-Business; Pre-Technical, Pre-Health.

Certificate Programs are: Travel and Tourism, Ward Clerk, Office Practices, Dental Laboratory Technician, Respiratory Therapy Technician.

Diploma Programs are: Dental Assisting, Practical Nursing and Medical Assisting.

In addition, the INSTITUTE shall maintain any program or activity conducted under private or public grant or contract with local, state, federal or private organization as well as special, community service, and appropriate continuing education courses which receive AGENCY approval.

The INSTITUTE, in consultation with Union College, and the AGENCY may mutually agree to cancel a degree program, or sections thereof, if enrollments do not warrant its continuance.

e. So to arrange the pattern of each degree program and the frequency with which courses therein are offered that a full-time day student who embarks on a program for which he has satisfied the stated prerequisites and who devotes himself continuously and successfully to this program thereafter shall be able to complete the program within not more than two academic years plus one summer, subject to sufficient enrollment and availability of resources.

f. To reconsider its activities in the light of the Union County Master Plan if and when adopted by the AGENCY and approved by the New Jersey State Department of Higher Education.

g. In order to increase opportunity for each student, the course and program offerings will be designed for development and maintenance of the career ladder concept.

C. Academic Control:

1. By "academic oversight" is meant the responsibility of Union College to assure itself that all programs, curricula, and courses offered for degree credit within the institutions utilized directly or indirectly by the Coordinating Agency (and therefore part of the Union County Community College System) are given by qualified instructors, are offered on the college level, maintain generally accepted college standards, and are both in content and instructional pattern appropriate to the degrees to which they lead.

2. For the purpose of ongoing evaluation, there shall be established a Joint Committee on Technical Degree Programs, composed of the AGENCY Director or his designee, and three representatives of Union College and three representatives of the INSTITUTE. The representatives of the institutions shall be appointed by each institution, respectively. The Committee shall meet monthly. To this Committee shall be referred for consideration and advice all questions of an academic or educational character that may arise concerning these programs. This Committee shall also review and coordinate course offerings and educational procedures, and shall formulate recommendations designed to serve the best interests of the students in achieving their desired goals, as well as meeting the educational needs of the County as determined by the AGENCY. The Committee shall make periodic reports and recommendations to the INSTITUTE and through the Superintendent of the INSTITUTE to the AGENCY regarding the general effectiveness of the degree programs.

3. Alterations or modifications of any program in the INSTITUTE leading to the Associate Degree in Union College or the establishment of additional such programs will be made only with the concurrence of the INSTITUTE, Union College and the approval of the AGENCY.

4. The INSTITUTE agrees Union College shall exercise academic oversight over any and all such programs that lead to an academic degree to be conferred by Union College, and over any courses that are creditable toward such degrees, in the manner set forth in paragraph C, and otherwise as may be necessary to meet the requirements and guidelines of accrediting agencies having cognizance of the activities of the community college system.

5. The INSTITUTE agrees Union College, as the degree granting accredited institution, shall be responsible for the integrity of all courses leading to its degree and shall make suitable provisions to assure that conduct of all such courses meet creditable standards and serve the best interests of the students enrolled in the Community College System of Union County.

For the purpose of review, Union College, in conjunction with the INSTITUTE, will be responsible for making such evaluations

of syllabi, text-books, examinations, course outlines, faculty credentials and other available evidence as seems necessary and appropriate, affecting these evaluations by such means and methods as deemed appropriate, such as internal joint faculty committees, other existing joint mechanisms, or internal or external expert consultants or professional evaluators.

In order to assure the integrity of degree programs, the AGENCY agrees to assume the cost, not to exceed \$2,500, of such consultants as may be deemed necessary by the College to evaluate and make recommendations concerning said programs.

6. The INSTITUTE agrees to follow the Regulations and Standards of the State Department of Higher Education governing County Community Colleges to the extent applicable.

7. The INSTITUTE shall provide the AGENCY with a yearly report regarding transfer, placement, and attrition rates, and such other relevant information the AGENCY may require, provided sufficient notice of the request is given.

D. Administrative Staff:

1. A table of organization and staff to be maintained by the INSTITUTE for the year 1979-80 shall be furnished to the AGENCY when reported to the Department of Higher Education. Additions to the table as reported shall require prior consultation with the AGENCY.

2. The INSTITUTE, as part of the Community College System, agrees that Union College, in conjunction with the INSTITUTE, will provide:

a) a unified service for the admission of students; encompassing and including the provisions of the agreement of August 15, 1977 relating to admissions and annexed hereto as "Exhibit A";

b) a unified system for record keeping and issuing official transcripts; encompassing and including the provision of the agreement of August 15, 1977 relating to the records system and annexed hereto as "Exhibit A";

c) coordinated policies for the libraries and learning resources pursuant to the report of March 1, 1977;

d) complete and prepare for publications for the 1980-81 academic year a joint course numbering system;

e) a coordinated public information policy pursuant to the agreement of May 18, 1977 and guidelines annexed hereto as "Exhibit B";

f) a coordinated grant seeking program pursuant to the agreement and guidelines annexed hereto as "Exhibit C";

g) a coordinated computer services operation pursuant to the computer plan adopted by the Agency on August 7, 1978, annexed hereto as "Exhibit D";

h) a unified veterans' affairs program;

i) coordinated services in student affairs, especially regarding student activities, intramurals, intercollegiate athletics, student ID cards, and other operational items agreed to.

3. The INSTITUTE agrees, in cooperation with Union College, to submit to the AGENCY by January 15, 1980, proposals/reports with respect to coordination of the following functions: continuing education, institutional research, women's centers, and examine possibilities for further cooperation in student affairs.

E. AGENCY Responsibilities:

1. The AGENCY shall be responsible for determining "the needs of the county with respect to public higher education on the level of the first 2 years of education beyond the high school, including curricula designed to enable the student to transfer to 4 year colleges or universities, curricula designed to provide for semiprofessional employment, and curricula essentially complete in themselves that are designed for other purposes".

2. The AGENCY shall determine to what extent existing institutions located in the county shall be utilized to meet such needs in whole or in part.

3. The AGENCY shall give consideration to present needs and future development of institutions utilized for the purpose of public higher education.

4. The AGENCY shall ascertain the cost of carrying out any plan of development which it recommends.

5. The AGENCY shall develop and continuously evaluate a Master Plan which defines the educational needs of the citizens of Union County and how they are to be met.

6. The AGENCY, with appropriate institutional input, shall review and develop guidelines as they pertain to (a) program development and review, (b) budget development, submission, review and implementation.

and thereafter representatives of the AGENCY and of the Board shall seek to resolve the issue in conference. If such efforts fail, the AGENCY shall submit its recommendations for punitive action to the Chancellor, and upon receiving his approval, shall implement them.

8. This Agreement is expressly made subject to all provisions of Chapter 180 of the Laws of 1968, and in particular subject to the approval of the Chancellor and the State Board of Higher Education.


9. Term and Renewal of Agreement:

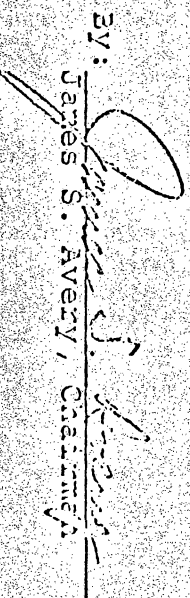
a. This Agreement shall become effective on July 1, 1979, for a term of one year ending June 30, 1980. This Agreement may be modified only by mutual consent and approval of both parties to the Agreement. The parties agree to conduct discussions between February 1, 1980 and May 15, 1980, as to the contents of a new contract, to become effective on July 1, 1980.

IN WITNESS WHEREOF, the parties hereto have caused these presents to be signed by their proper officers and their seals affixed hereto, the day and year first above written.

WITNES:

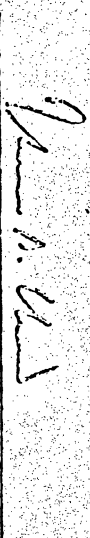
COORDINATING AGENCY FOR HIGHER
EDUCATION OF UNION COUNTY



Bernard J. Yonai, Secretary

BY: 
James S. Avery, Chairman

WITNES:

BOARD OF EDUCATION OF THE VOCATIONAL
SCHOOLS IN THE COUNTY OF UNION


Joshua S. Chow, Secretary

BY: 
Frederick E. Mann, President
OR
Charles S. Mancuso, Vice Pres-

7. The AGENCY shall compile, approve, submit, and defend an annual budget for the Community College System which reflects the amount needed to service the educational needs of the County. The AGENCY shall evaluate and review the implementation of that budget.

8. The AGENCY shall have general visitorial powers with respect to all aspects of the operation of the INSTITUTE, and the INSTITUTE agrees promptly to furnish any information requested by the AGENCY in the exercise of these powers.

7. General:

1. Prior to October 1, 1979, the INSTITUTE shall submit to the AGENCY in such form as the AGENCY shall require, a budget for the ensuing fiscal year, 1980-81, showing estimated income from all sources and proposed expenditures.

2. A full financial report of the condition and operation of the INSTITUTE for the current fiscal year, prepared by a Certified Public Accountant, shall be filed with the AGENCY as soon as possible after June 30th thereof.

3. For the fiscal year July 1, 1979 - June 30, 1980, the AGENCY shall reimburse the INSTITUTE according to a schedule to be agreed upon by the INSTITUTE, AGENCY and County officials.

4. If any conflicts arise between the INSTITUTE and Union College or any other contracting institution, the AGENCY, in consultation with appropriate state agencies, shall endeavor to resolve the dispute and issue appropriate directives.

5. In the event any provision of this Agreement should be declared null and void or should the parties agree to the deletion of any clause of this Agreement, the remaining clauses are to remain in full force and effect, providing the invalidity of any provision does not substantially alter the meaning of any other provision.

6. Any Agreement that is executed between the INSTITUTE and Union College or any other institution shall be subject to and consistent with the terms of this Agreement.

7. In the event that the INSTITUTE fails to comply with the provisions of this Agreement or with reasonable directives of the AGENCY within the scope of its jurisdiction, such omission shall be regarded as a breach of contract and the INSTITUTE shall be subject to such penalties as the AGENCY, with the specific concurrence of the Chancellor of Higher Education in each instance, shall impose. If the AGENCY believes that there has been a breach of contract, it shall formally notify the Board of Education of the INSTITUTE to this effect by letter addressed to the Chairman or Secretary of the Board and sent by certified or registered mail, setting forth specifications supporting the allegations of breach. The Board shall make timely response,

UNION COUNTY COORDINATING AGENCY - STATUTE

18A:64B-1. Application for state support; form of application; terms defined

The board of chosen freeholders of any county which grants financial assistance to a qualified junior college in the county, pursuant to chapter 43 of the laws of 1941 (C. 40:23-8.2 et seq.) or chapter 42 of the laws of 1962 (C. 40:23-8.2a), shall be entitled to apply to the board of higher education for and may receive state support toward the operational costs of such junior college in accordance with the provisions of this chapter.

The county's application shall be upon forms prepared and provided by the board of higher education and shall contain such information as the board of higher education shall require to carry out the provisions of this chapter. Each application shall contain a certification by the county board of chosen freeholders that the higher educational requirements of the county and surrounding areas make it necessary and in the public interest for the county and state to provide financial assistance to the junior college for which state support is sought.

For the purposes of this chapter, a "qualified junior college" or "qualified county-assisted junior college" shall mean a junior college, other than a junior college established pursuant to the provisions of chapter 64A of this title,¹ which is certified annually, on or before January 31, by the chancellor to the state treasurer to be operated in accordance with the applicable rules and regulations relating to the operation of county junior colleges which have been adopted by the board of higher education pursuant to the provisions of chapter 64A of this title.

¹Section 18A:64A-1 et seq.

18A:64B-2. Operational support by state; limitation; use of funds

The board of higher education shall formulate annual budget requests for funds for state support of qualified county-assisted junior colleges. Within the limits of funds appropriated to the board of higher education for such purposes, the board of chosen freeholders of any county having a qualified county-assisted junior college may apply to the board of higher education and receive state support for the operational costs of such junior college in an amount equivalent to the annual amount last appropriated and paid by the county for junior college support or \$200.00 per equated full-time student in the junior college who is a resident of the state, whichever is the lesser amount.

Funds paid to a board of chosen freeholders pursuant to the provisions of this chapter shall be used by said board only for the purpose of paying the operational costs of the junior college and shall be paid to the junior college in the manner prescribed by the board of higher education. Such funds that are unexpended at the end of a fiscal period shall be returned by the county board to the general treasury of the state unless the board of higher education and the director of the division of budget and accounting of the department of the treasury shall otherwise direct.

18A:64B-3. Rules and regulations

The board of higher education may adopt such rules and regulations as shall be necessary to implement the provisions of this chapter.

18A:64B-4. Certificate of residence; filing; payment of tuition by county of residence

A certificate of residence as described in paragraph b. of section 18A:64A-23 of the New Jersey Statutes may be filed with any county assisted college in another county in the same manner as with the county college and for each such nonresident student enrolled in the county assisted college the county of residence may pay to the county assisted college in the manner provided in paragraph d. of said section a pro rata share of his tuition. Such share shall be computed as the amount of assistance granted to the college by the county in which it is located during the term or terms during which such nonresident student is enrolled, divided by the number of full-time equivalent students resident in that county during the same term or terms; provided, however, that in no case shall the payment exceed one-third of the total tuition charged to the nonresident student.

L.1968, c. 179, § 2, eff. July 1, 1968.

18A:64B-5. Coordinating agency for higher education

The board of chosen freeholders of any county which grants assistance to a qualified junior college in accordance with chapter 43 of the laws of 1941 (C. 40:23-8.2) or chapter 42 of the laws of 1962 (C. 40:23-8.2a) may, with the consent of the State Board of Higher Education, establish a board to be known as the coordinating agency for higher education in the county.

L.1968, c. 180, § 1, eff. July 19, 1968.

Title of Act:

An Act to provide for the establishment of a coordinating agency for higher education in counties granting assistance to qualified junior colleges pursuant to chapter 43 of the laws of 1941 (C. 40:23-8.2) or chapter 42 of the laws of 1962 (C. 40:23-8.2a), defining its powers and duties, and supplementing chapter 64B of Title 18A of the New Jersey Statutes. L. 1968, c. 180.

18A:64B-6. Membership; appointment; terms; vacancies; compensation

The coordinating agency for higher education shall consist of 2 representatives of the county assisted college, nominated by the board of trustees of the college; 2 representatives of each public educational institution, other than a high school or a State college, located in the county and offering terminal programs of instruction above the level of a high school to high school graduates, nominated by the governing board of that institution; the county superintendent of schools; and 4 residents of the county having no official connection with the educational institutions hereinbefore mentioned. Except for the county superintendent of schools, all appointments shall be made by the director of the board of chosen freeholders with the advice and consent of that board for terms of 4 years each, except that the initial appointments shall be made 2 for 1 year, 2 for 2 years, 2 for 3 years, and 2 for 4 years. Terms of all members of the agency shall begin on November 1. Each member shall serve until his successor shall have been appointed and qualified. Vacancies shall be filled in the same manner as the original appointment for the remainder of the unexpired term. The members of the agency shall serve without compensation for their services, but shall be entitled to receive reimbursement for all reasonable and necessary expenses incurred by virtue of service of the member for the agency.

L.1968, c. 180, § 2, eff. July 19, 1968.

18A:64B-7. Annual organization; election of officers

The agency shall organize annually on the first Monday in November by electing by majority vote one of its members as chairman and such other officers as the agency shall determine.

L.1968, c. 180, § 3, eff. July 19, 1968.

18A:64B-8. Body corporate; powers

The agency shall be a body corporate to be known as "The Coordinating Agency for Higher Education" (herein insert the name of the county), may have and use a common seal, may appoint and fix the compensation of a director, who shall be the executive officer of the agency, and may engage other necessary employees and fix their compensation in accordance with the county budget and applicable law.

L.1968, c. 180, § 4, eff. July 19, 1968.

18A:64B-9. Duties

Subject to the approval of the Chancellor and the State Board of Higher Education, the agency shall be charged with the duty of determining the needs of the county with respect to public higher education on the level of the first 2 years of education beyond the high school, including curricula designed to enable the student to transfer to 4 year colleges or universities, curricula designed to provide for semiprofessional employment, and curricula essentially complete in themselves that are designed for other purposes, and it shall determine to what extent existing institutions located in the county shall be utilized to meet such needs in whole or in part. It shall give consideration not only to the present needs of the institution or institutions which it may determine shall be utilized for the purpose of public higher education, but also to the future development of such institution or institutions, and shall ascertain and estimate the cost of carrying out any plan of development which it recommends. The agency shall contract, on behalf of the county and in accordance with county budgetary provisions, and with the approval of the Chancellor and State Board of Higher Education with such institution or institutions for just compensation to it or them for the services such institution or institutions, so utilized for the purpose of public higher education, render or shall render, and also for the support, including necessary facilities, of such institution or institutions to the extent necessary to enable it or them to render the services required. The contract shall provide that expenditures for such services and support shall be made under the supervision of the agency and exclusively for purposes and programs approved by it. No utilization shall be made of any institution wholly or in part under the control of any religious denomination or in which any denominational tenet or doctrine is taught.

L.1968, c. 180, § 5, eff. July 19, 1968.

18A:64B-10. Annual report; recommendation; powers

The agency shall make an annual report to the Chancellor of Higher Education and to the board of chosen freeholders, and annually recommend the funds necessary to be included in the county budget for the purpose of public higher education in accordance with the needs for support and facilities as determined by the agency. The agency, so far as may be proper to aid it in the performance of its duties, shall have the power of investigating the finances of any institution utilized for the purpose of public higher education and have access to the books and records of such institution, and shall have all other powers requisite to the performance of its duties under this act, provided that it shall in all respects be subject to the direction of the Chancellor of Higher Education and to the powers vested by law in the Chancellor and the State Board of Higher Education.

L.1968, c. 180, § 6, eff. July 19, 1968.

18A:64B-11. Utilization of institution not chartered as institution of higher education; degrees

In case a coordinating agency for higher education in any county determines to utilize an institution not chartered as an institution of higher education, such utilization shall nevertheless be permitted, provided that the services to be contracted for meet the needs as determined by the agency. In the event that such an institution is not empowered to grant degrees, the county assisted college may, in such manner and to such extent as the Chancellor may approve, accept credits from the non-degree granting institution and apply them toward degrees to be awarded by it, and may, with the approval of the nondegree granting institution, award degrees to students completing programs in that institution.

L.1968, c. 180, § 7, 1968, eff. July 19, 1968.

18A:64B-12. Support for operation and capital outlay expenses

In accordance with rules and regulations adopted by the State Board of Higher Education, an institution utilized by a county coordinating agency for higher education shall be eligible to receive such State support for operation and capital outlay expenses as is available or may become available to colleges organized under the provisions of chapter 64A, of Title 18A of the New Jersey Statutes, and, to the extent State concurrence may be required, such Federal support as is or may become available under the higher education assistance acts or any other appropriate Federal acts. Nothing in this act shall prevent such an institution from receiving any other public or private funds that are or may become available.

L.1968, c. 180, § 8, eff. July 19, 1968.

18A:64B-13. Construction

Nothing in this act shall be construed to impair or modify any power, privilege or responsibility granted to any institution of higher education under its charter, as authorized by the Department of Higher Education or the Department of Education.

L.1968, c. 180, § 9, eff. July 19, 1968.

UNION COUNTY COORDINATING AGENCY FOR HIGHER EDUCATION

UNION COLLEGE

PROGRAM APPROVAL PROCEDURES

Adopted 1/6/75

1. The Executive Director of the Agency and the president of the other institution shall be given immediate notification of any program under consideration or proposed by either institution or by members of the Agency.
2. The Executive Director of the Agency will notify the Department of Higher Education the program is being explored.
3. The institution will develop a preliminary document for submission to the Education Committee of the Agency. This document should contain the following supporting information:
 - a. Documented community need (i.e., by industry, government, the schools, the profession, the general public, etc.)
 - b. Anticipated enrollment (with reference to type and number of students and, whenever possible, a five-year projection of enrollment.
 - c. Primary purpose of the program (i.e., transfer, occupational, general education, community service, etc.)
 - d. Plan for joint development implementation and operation.
 - e. Description of the facilities available to implement the program, and of additional facilities which may become necessary.
 - f. Estimated cost of the program.
 - g. Relation to and compatibility with programs offered by other New Jersey community colleges (regionalization).
4. The Executive Director shall place the program on the agenda of the Agency Education Committee for discussion. The Education Committee shall review the program and recommend to the Agency as a whole, approval, deferral, or rejection and indicate how and where the program shall be developed, and the role of each institution in the implementation of the program. Consistent with the basic concepts of the Agency, due consideration shall be given to the traditional role of each institution; however, it is recognized that the best interests of a comprehensive community college system are served by cooperative programming utilizing existing resources at both institutions.

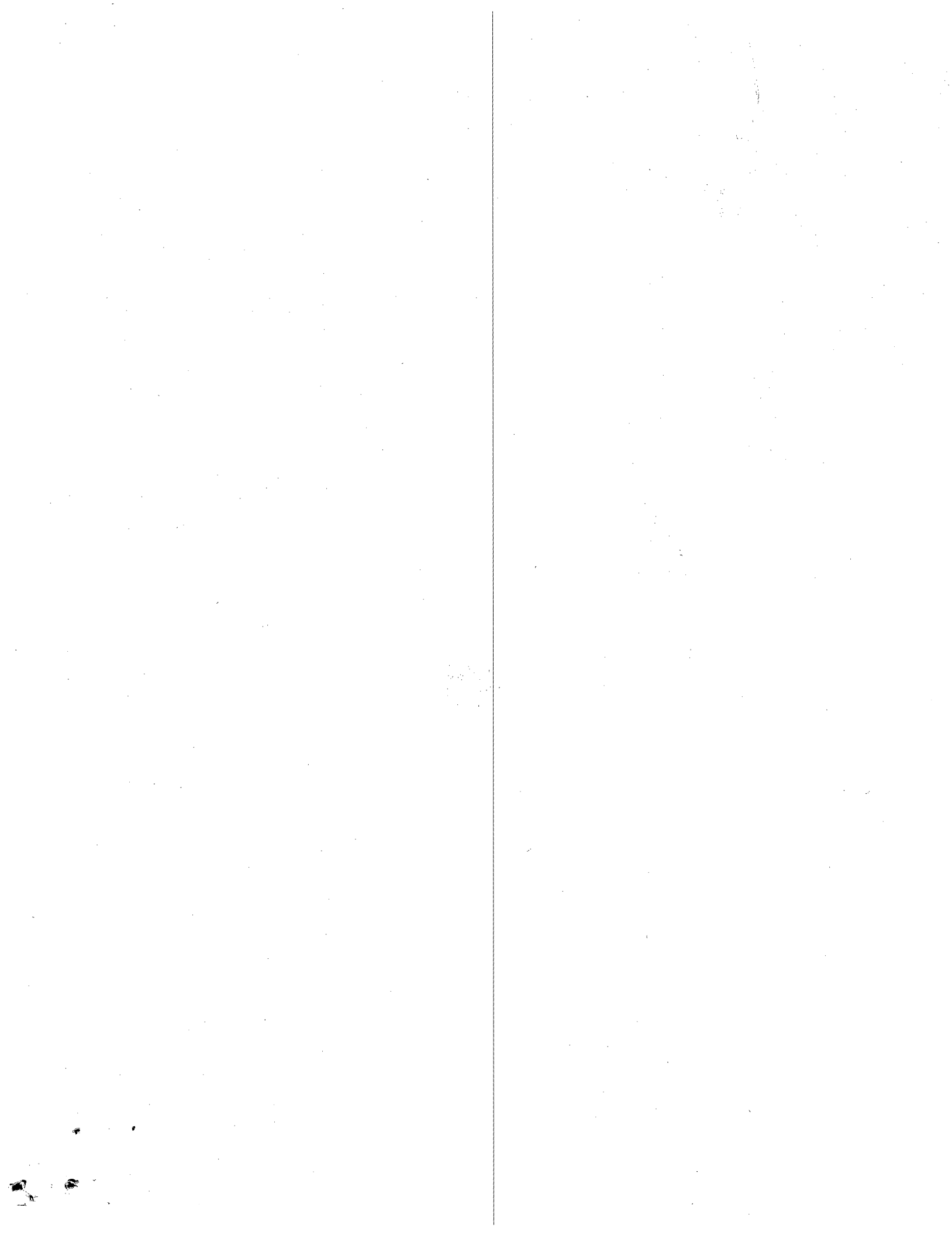
5. Requests for approval of programs by State and regulatory bodies shall be submitted only through and with the approval of the Agency. Upon approval by the Agency, the Executive Director will submit the Preliminary Program Announcement to the Department of Higher Education. This document must be submitted to the Department of Higher Education by August 1 of the year preceding the initiation of the program.
6. In preparing the final document, it is understood that all correspondence and notification from the institutions to the Agency should be submitted by the appropriate president. The following procedures should be observed:
 - a. The designated institution proceeds with the development of the program and preparation of the final document.
 - b. The Executive Director of the Agency will be kept apprised of progress and receive copies of all documents, as will the president of the other institution.
 - c. A document of approval for granting of degrees must be obtained from the appropriate curriculum committee through the president.
 - d. The final program documents for health programs must be submitted to HPEAC with a copy to the Director of Community College Programs. Upon HPEAC approval the documents must be submitted to the State Curriculum Coordinating Committee for approval. All other programs are submitted directly to the Curriculum Coordinating Committee of the Department of Higher Education.
3. The Agency should be notified directly by the Department of Higher Education of any action or reaction. This information should be transmitted without delay to the institutions.
7. Options offered within existing programs should be referred to the Education Committee through the Executive Director for information and approval. A program is not an option if a new degree or licensure is required or if it is a new specific program in place of an old one.

December 26, 1974

UNION COUNTY COORDINATING AGENCY
FOR HIGHER EDUCATIONBUDGETARY GUIDELINES

Adopted January 6, 1975

1. Institutions shall be free to exercise reasonable flexibility in administering budgets approved by the Agency, but the initiation of new activities that will continue beyond the budget year and possibly tend to restrict the freedom of the Agency in dealing with future budget requests is not considered to be within such discretionary power. Such plans shall be discussed with the Agency in advance and Agency approval received.
2. Any major item or line not already in the budget approved by the Agency must receive approval before being acted upon by the institutions.
3. Use of funds in an approved Agency budget for use in other than current operational expense must have the approval of the Agency.
4. In order to develop closer cooperation, to maximize efficiency, and to achieve economy, every effort should be made to eliminate duplication and unnecessary expenditures by consolidation of functions and unification of certain areas as opportunities arise.
5. Inasmuch as institutional budgets are compiled so far in advance, performance against the proposed budget may differ, with the result that an institution's expense may be more than budget or less than budget. In those instances when performance is less than budget, any surplus so created will be considered as carry forwards to the next fiscal year budget as an item of income.
6. Since capital expenditures almost always have implications for future operating budgets, it is expected that planned expenditures for such purposes will be approved in advance by the Agency.
7. All budgets shall be prepared in a manner that conforms to the General Accounting and Procedures Manual for State-Supported County Colleges.



f. During the same time span the Executive Director shall prepare and submit for similar consideration and approval an operating budget for the Agency itself.

2. The institutions shall submit annual certified audited reports on their accounts for Agency approval and for forwarding to state and county officials in accordance with the law. This is also required of the Agency through its Executive Director.

3. The institutions shall provide at any time during the fiscal year additional information and reports as required by the Agency and its Budget Committee regarding the expenditure of funds procured through Agency approval of the budgets. The Agency shall have "the power of investigating the finances of (these) institutions and have access to the books and records of such institutions . . . provided that it shall in all respects be subject to the powers vested by law in the Chancellor and the State Board of Higher Education." This does not restrict the two institutions from providing such information otherwise.

4. The Agency shall provide, as required by law, quarterly reports each year submitted to the Freeholders, of receipts and expenditures of all funds coming from state and county sources.

5. In the consideration of proposed new educational programs, the institutions shall provide information and data regarding the cost of such proposals. Each institution shall also bring to the attention of the Agency and its Budget Committee all possibilities of economy and retrenchment through the elimination of duplication and the extension of cooperation and coordination of existing programs.

6. The expenditure by the institutions of any funds for purposes other than as approved by the Agency in the budgets shall be reported to the Agency for approval before expended.