Between the Times

**NEW JERSEY
STUDY COMMISSION
ON ADOLESCENT EDUCATION**

Volume II

BETWEEN THE TIMES

Report of the
New Jersey Study Commission
on
Adolescent Education

Prepared for Fred G. Burke, New Jersey Commissioner of Education

January, 1978

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NOTES OF APPRECIATION

The Commission is indebted to many individuals who have given support and encouragement throughout the process of study, debate and production of the final report. It is through their contributions that we are able to present recommendations which we feel will make education for New Jersey's youth a more meaningful experience.

Our initial note of thanks is to Commissioner Fred G. Burke who gave us the opportunity to study the "state of the art" and to make recommendations for its heightened effectiveness. The creation of the Commission as an autonomous group with free rein showed concern and courage on the part of the Commissioner.

It was through this opportunity afforded by Commissioner Burke that we were able to open debate and comment on education in New Jersey to the community of educators and concerned citizens.

We express our appreciation to all of those citizens and educators who gave freely of their personal and professional time, through formal presentations, testimony at public hearings and informal converstions. Their ideas and expertise added breadth to the discussions and were instrumental in shaping our thoughts.

Another group of individuals who always responded when called upon for aid were staff within the Department of Education. In particular we thank members of the Divisions of Research, Planning and Evaluation, Administration and Finance, and Vocational Education whose encouragement, information and time were invaluable.

Another group who deserves our thanks is the following Commission staff members who prepared the final report:

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Their ability to record the thoughts of such a diverse group of individuals is commendable, and we thank them for their tireless effort. A special word of thanks goes to Lucy Knight who acted as final editor, putting finishing touches on the report. We also appreciate the work done by the following people who served on the Commission staff at various times: Betsy Barnard, Diane Dvorin, Grace Egan, William Foley, Gary Natriello, Barbara Taylor and Bob Weber.

Our appreciation also goes to George Nawrocky who designed the cover and to Vivian Sobke who typeset the report. And, for administrative assistance and support we thank Tom Hamill and his staff at the Educational Improvement Center-Northwest.

All of these individuals were invaluable in aiding us to reach our goal of recommending changes and initiatives in education for New Jersey's youth.

FOREWORD

This report represents almost 18 months of effort by the Commission to determine the state of the art in adolescent education in New Jersey, and then to provide recommendations for its improvement. A conscious decision of the Commissioner in appointing members of the Commission was to select practitioners acquainted with the educational scene. This was done in the hope that recommendations would be reasonable and able to be implemented rather than global or conceptual.

Throughout its endeavors, the Commission was cognizant of the T & E process mandated by Chapter 212, Laws of 1975. No effort was made to repeat the appropriateness of this process to aspects of this report. Suffice it to say the Commission endorses the T & E process and encourages its application to recommendations as appropriate.

The Commission also recognizes that these recommendations, when implemented, may present challenges to principals whose training and experience did not prepare them to deal with such challenges. It is incumbent upon the Commissioner to seek to provide funds for in-service activities which will permit principals to become proactive for the recommendations, rather than reactive to them.

Like most Commissions we could have used more time. It took months to learn and to share. The result was that the final weeks were crowded and left little time for review and comment. We are sorry that dialogue had to be shortened and concerns compressed in time in order to meet deadlines. In addition, as with any group endeavor,total agreement on recommendations was not possible. Included in the final report are minority reports from specific Commission members on particular recommendations.

The Steering Committee is grateful to the Commission for its dedication and efforts. We are especially indebted to the staff for work and devotion well beyond its normal duties and hours of work during times of stress and some uncertainty. The staff's effort is commendable, for without its dedication, completion of the Commission's activities would have been greatly delayed.

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January, 1978

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HIGHLIGHTS

1. The high schools should be responsible for monitoring and facilitating the identification and provision of needed social services to all adolescents through the age of 20; the actual identification and provision of these services would be done not only by the schools but by social services agencies as well.

2. The Governor should establish an interagency policy group to produce a state plan for the delivery of social and educational services to adolescents. This group should also develop a state plan for education and work programs. Further they would be responsible for developing and maintaining an interagency data bank on New Jersey adolescents.

3. Students from kindergarten through grade 12 should be thoroughly educated in the basic skills of communication and computation.

4. Each student should be taught how to make decisions, how to analyze information, how to make good use of leisure time, how to be a good parent, how to maintain their health, and how to appreciate the arts.

5. The state should initiate pilot programs for an advocate/broker process which would link students to their community's social service resources.

6. To help students find jobs, a counselor from the state employment office should work at least part-time in each high school.

7. The high schools should broaden their curriculum to include optional course work in their communities and to develop opportunities for work education and job training for credit.

8. The community should participate in discussions about the high school's curriculum, and their interests should shape its content. Community advisory councils should advise the high schools on their programs. All members of the community should be insured maximum access to the use of the school.

9. All professional high school staff should be required to take in-service and continuing education courses. In addition, a program should be offered which permits selected staff members to be granted one-year sabbatical leaves every six years to work outside the school.

10. The state should establish a plan to provide all of its students with extended entitlements. Under this entitlement system every individual would be guaranteed 15 years (from kindergarten through two years of education beyond high school) of free education in New Jersey's public institutions regardless of when in life he or she chooses to enroll.

11. Each district must have a uniform policy on the subject of student attendance which is in compliance with state law and procedures.

12. The attendance procedures should include: 1) a conference with parents or guardians; (2) adjustments in school instructional programs to include out-of-school options; and 3) an evaluation by the child-study team, with expulsion to be considered only as a last resort.

I: BETWEEN THE TIMES

When a society changes, its institutions must also change or run the risk of hindering, if not hurting, the people they were designed to help. The changing times of the 1970's have made the lives of adolescents today very different from the lives of adolescents in earlier decades, not to mention centuries. The institutions serving today's adolescents--that is, the high schools, and the social service institutions that counsel, protect, punish and supervise youth--must change as well if they would continue to meet youth's needs.

The changes that must be made are the subject of this report. They come in the form of recommendations made by the Study Commission on Adolescent Education to the New Jersey Commissioner of Education, Dr. Fred G. Burke. The task of the Commission, as assigned to it by the Commissioner, was to examine *"the state of the art and the problems of adolescent education in New Jersey,"* and to *"formulate new policies and recommendations for research and development."*

The Study's Focus

Although we chose to define an adolescent as an individual as young as 12 and as old as 20, most of the Commission's attention was focused on the world of the adolescent in high school. We did this because we found that the educational and social services provided to youth in middle schools, junior high schools and community colleges posed problems different from those posed by the services provided to high school age adolescents. These problems deserve separate treatment. Unable to cover thoroughly all three areas, the Commission chose to focus on the high school age group.

Soon after we began our investigation into *"the problems of adolescent education in New Jersey,"* we found it necessary to make a second decision. Our mandate, it was true, was to deal with education. Yet we soon saw that we could not safely deal with only the high schools and hope to truly understand the nature of the problems. Because each adolescent's life is touched not only by the high school but by family, friends, and the larger community, our report must deal with these areas. To understand the problems, we have to consider the whole adolescent, in all of his or her roles.

Following the Commissioner's mandate, the Commission formulated 58 recommendations. These appear, numbered and indented, within the narrative of this report. In each case, after we explain our findings and reasons for making a recommendation, the recommendation itself is given. We emphasize that the order of the recommendations suggests neither importance nor priority status.

These recommendations represent the final conclusions of the 29 working professionals who make up the Commission. We are school principals, superintendents, high school and college teachers, family and social service workers, personnel officers, industry representatives, health officials, juvenile justice workers and researchers. This group met periodically for 18 months, beginning in January of 1976, and completed its work in November of 1977, with the issuance of a summary, and the publication of the final report. The report is in two volumes. Volume I is the narrative, while Volume II contains the narrative and the relevant data we could locate that

described adolescents in New Jersey and the factors affecting them.

With the state having these recommendations in hand, we hope substantial planning can begin. To the extent possible it is important that the state avoid settling policy issues in the area of adolescent problems on an emergency basis, in reaction to a crisis of some kind. Good planning, based on information and judgment, is the best alternative.

Taskforces

Because of the large number of members on the Commission and because of the broad nature of the subject we were responsible for studying, we decided to divide ourselves into three smaller taskforces, each with a narrower subject to investigate. These were:

- the taskforce on the educational process and social institutions;
- the taskforce on the educational process and the internal environment of the schools; and
- the taskforce on the educational process and the community.

A steering committee of five was also chosen and these members worked most closely with the staff of the Commission on producing the final report (a list of the members of the Commission, the steering committee, and staff appears in the front of this report.) Public hearings were held to allow citizens and professional associations to respond to the Commission's questions on a number of topics. Presentations from authorities in particular subjects were given through professional forums. In addition, we visited twenty-eight schools to talk with students and staff. We also looked closely at reports on adolescents done by other commissions in other states. More information on these can be found in the Appendices.

Between the Times

The title of this report is meant to describe where New Jersey finds itself as it continues to provide a broad range of educational and social services to adolescents.

In certain areas of our national life, conditions are changing but have not yet changed completely. We stand, in this decade, with the old behind us and the new just beginning to take shape. The patterns are shifting, leaving those who knew the old world feeling disconnected and uncertain.

What are these changes? In the past, with the exception of the Depression years, ours has been an economy rich with jobs. In the future, as technology expands, we face the possibility of job openings being scarce. In the past the nature of a job did not often change during a person's lifetime. In the future, again because of technological advances, individuals can expect their jobs to change or even expect to be forced to change jobs. In the past people produced their own goods at home. In the future (and this future is already here), we must be skilled at being wise consumers of others' products. In the past we knew many people and facts first hand. In the future (and this future, too, is already here), we must make decisions based on

information from a third party, and the flow of that information around us is continuous.

In the past we often lived in one place all of our lives. In the future we can expect to move often. In the past the spotlight was on youth. In the future the population over 65 years of age will significantly increase while youth between the ages of 10 and 19 will decrease. In the past our natural resources seemed unlimited. In the future we may find them very limited indeed.

Other changes have taken place within the world of formal education. Behind us is the experience of increasing enrollments in the schools; decreasing enrollments will be our experience in the future. Our orientation towards students, too, may be changing. Where previously our schools tried to meet the broad needs of large groups of students, we now find them increasingly serving the specific needs of smaller groups of students.

For all these reasons, the Commission's recommendations on how to improve the state's services to adolescents are truly being made at a moment when our society finds itself *"between the times."*

The title is also descriptive of where the New Jersey Department of Education finds itself in its implementation of major reform in state educational policy. The Public School Education Act (Chapter 212 of the Laws of 1975) was passed two years ago, but its full impact has not yet been felt. Here, too, New Jersey is *"between the times,"* making it an especially appropriate time for the state to also make major reforms in its policies for adolescents. It is no coincidence that many of the Commission's recommendations are based on philosophies associated with Chapter 212. These include a commitment to accountability, to community involvement and to making an equal educational process available to all students, and, most important, a belief in the school's capacity to cope with change and to improve itself.

The conclusions in this report, which specify the directions the Commission would like to see those improvements follow, are based on a large quantity of information that the Commission gathered. Much of this data has never been brought together before, despite the fact that all of it deals with adolescents and the activities of their lives. Because we felt it was important that all of it be available together in one place, we are publishing it along with this report as a second volume.

The conclusions of this report are also based on the experienced judgments of our Commission's membership. Because we have depended both on data and human judgment, we hope that our report is pragmatic both in its assessment of the present problems and in its recommendations for the future. We are confident that the leaders of the state will give this report's contents their full attention. If the state's policies for this special group are *"between the times,"* as we assert, then that circumstance should be of great concern to us all.

II: THE WORLD OF THE ADOLESCENT

Adolescence is the bridge between childhood and adulthood; a time of transition which, by its nature, must be confusing. It is also an intensely experienced phase of one's life and one that, more than any other phase, is powerfully shaped by the influence of one's friends.

An adolescent's friends, both close and not so close, make up his or her most important world, and one that, in the twentieth century, has become increasingly separate. Today adolescents make up a socially distinct group in our society, with its own music, language and style of dress. Although this separateness has been encouraged and cultivated by the consumer product industry, it is substantially due to all of the social policies our society practices to keep youth nonadults longer. The high school, by extending the length of their education, encouraging them not to work, and by keeping them apart from the regular adult-filled world, has played an important role in this as have labor laws prohibiting the employment of children.

As is true of most powerful forces, the adolescent peer culture is neither good nor bad in itself but capable of having both very good and very bad effects. Friends may persuade a youth to return a found wallet to its owner or encourage him or her to pick it from its owner's pocket. They can help a youth whose parents alternately ignore or abuse him or her feel loved or they can prod that youth to thwart a just parent's authority in order to win their approval.

The Commission, recognizing the existence and power of the peer culture, is concerned about the narrow view of the world that can result. A strong family can provide some healthy balance but in an ideal world an adolescent should know and have friends among people of all ages. In situations where the peer group is providing a strong negative influence, such diversity is especially needed. Many of the recommendations presented later in the report should help to reduce to a more sensible proportion the extent of the peer group's influence over an adolescent.

Although having friends with poor judgment can be confusing enough for an adolescent, recent developments in the American society--specifically in the family and the economy--are making adolescence an even more difficult experience for some youth today.

The Family

In the family, national statistical trends have recently been marking increases in the numbers of mothers working, the number of girls and women having children out of wedlock, the number of divorces, the number of times families move and the number of adults being laid off due to periodic recessions. These trends express, on a national scale, the difficult circumstances and unexpected jolts individual families have been experiencing. Judging from statistics, the chances are increasingly good that an adolescent growing up in the 1970's will be growing up in a family where one or more of the following conditions exist:

- the mother has recently started going to work;
- the father has lost his job;
- an unmarried sister has become pregnant;

- the parents have recently gotten divorced; or
- the family has just moved.

And what are the statistics? The proportion of mothers working outside of the home has doubled within the last 25 years. One-third of mothers with pre-school children and one-half of mothers with school age children now work. The divorce rate has increased to the point where 2 out of 5 marriages now end in divorce. The general unemployment rate, down to 5 percent in 1970 now remains in the 7 percent range. The proportion of births out of wedlock has increased from 1 in 20 in 1960 to 1 in 8 today, and the birth rate for teenage mothers is increasing. Finally, the average American now moves 14 times during a lifetime.[1]

These trends cannot be taken lightly because the traumas they measure have serious consequences for adolescents. An adolescent experiencing too much change may begin doubting his or her security. Feeling confused and uncared for, he or she may turn to friends for refuge and security. While such a group can be a positive influence, often they are not. If these friends are also troubled and inexperienced, he or she may be drawn into habits of drinking, drugs, and theft. Such youth are not a large proportion of the adolescent population but they are a needy one.

One of the tragedies of such a situation is that the youth is likely to be isolated from people of different ages. As was mentioned earlier, ours is an age-segregated society, with the result that a youth in trouble may be out of touch with adults who could help him or her gain a perspective on his or her actions. Thus isolated, the youth is even more likely to drop out of school, be unable to get a job and sink into deeper trouble. Behind the increases in the divorce rate, the illegitimate birth rate, and the unemployment rate lies this reality for youth.

The Economy

The state of the economy in the 1970's, like the state of the family, poses special problems for the adolescent. In addition to possibly having a father or mother who is unemployed, the youth himself or herself may be unable to find a job. The rate of adult unemployment in New Jersey doubled over the five year period 1970-1975, reaching 10 percent in 1975.[2] Youth unemployment rates have been even higher. In 1970, the 16-19 year old unemployment rate in New Jersey was 13.0 percent, in 1975 it had risen to 21.6 percent.[3] Across the country, about half of all those unemployed are between the ages of 16 and 24. (A disproportionate number of these are youth from minority background.)[4]

Nor does the future look any better. As mentioned earlier, technology continues to reduce the number of jobs. Economic forecasters are inclined to predict a low growth economy for the near future. New Jersey, once a major center of industrial growth, now ranks below the national index

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[1]Joseph A. Califano, *American Families: Trends, Pressures and Recommendations*, A Preliminary Report to Governor Jimmy Carter, September, 1976.

[2]New Jersey Department of Labor and Industry, Division of Planning and Research.

[3]United States Department of Commerce, Bureau of the Census. *Current Population Survey*, 1970 and 1975.

[4] Willis Harman, *Changes in the Nature of the Problems of Youth,* Paper prepared for the National Commission on Youth, May 11, 1977, p. 1.

in the number of its production jobs, successful small businesses, total construction contracts and retail sales.[5]

Not only are jobs scarce, but youths' chances of getting jobs are less than an adult's chances for several reasons. Sometimes employers are loath to hire youth, fearing they will be less reliable, harder to manage and be less disciplined. Employers, having to pay youth the same wage they pay adults, see no savings in return. Inadequate vocational education programs are also a problem. High schools sometimes do not have the equipment they need to train youth for jobs in the new fields (or modernized fields), where skilled workers are still needed.

Trends in today's family life and economy seem to conspire to make things difficult for youth. The picture is not entirely bleak, of course. Many developments, including the continuing improvement in the quality of public education, the country's general prosperity and the educational value of some television programming, generally has improved life for adolescents. But worsening conditions in the family and the job market press hard against the young, counteracting many positive forces.

The Indicators of Youth Problems

Under these pressures, some youths find themselves in serious trouble, and, unfortunately, the number of such youths seem to be increasing. Juvenile arrests for major offense (i.e., murder, manslaughter, atrocious assault, larceny/theft and car theft) increased 56.5 percent in New Jersey between 1970 and 1975. Overall juvenile arrests went up 40.3 percent.[6] While incidence of drug abuse is difficult to measure, the number of reported arrests for narcotic law violations has increased 59 percent since 1970.[7]

Unwanted pregnancy is a particular kind of trouble that adolescents can get into. Here, too, statistics show an increase. Adolescent girls from the ages of 10 to 14 are the only age group of women in the nation for whom the birth rate is now rising. In 1975, the 12,566 babies born to teenaged mothers represented 13.7 percent of all babies born in New Jersey. This compared to 12 percent in 1966.[8] The chances are good that these babies bring with them a great many problems. Since teenage women are themselves in the process of growing, the added burden of carrying a child often leaves them unhealthy. The cost both financially and emotionally of having a child is another burden.

The related problem of venereal disease is also on the rise. The reported incidences of venereal disease in adolescents between the ages of 10 and 19 increased from 1,059 cases in 1966 to 5,401 cases in 1975. The increase was disproportionate since the number of cases in adults did not increase at the same rate. While adolescents had represented 12.1 percent of the cases in 1966, they were 26.5 percent of the cases in 1975.[9]

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[5]New Jersey Department of Labor and Industry. *New Jersey Economic Indicators,* January 1977.

[6]State of New Jersey, Division of State Police. *Uniform Crime Reports* 1970-1975.

[7] *Ibid.*

[8]New Jersey Department of Health. *New Jersey Health Statistics* 1966-1975.

[9] *Ibid.*

The fact that there have recently been significant increases in the number of adolescents caught up in these kinds of problems is reason for alarm. These youth, though they represent a small portion of all the state's adolescents, are in special need of help. That their numbers are growing is a tragic trend that good state policy must and can reverse.

The system that society has created to help youth--we should really call it a nonsystem--is made up of two components: the high school and the public and private social service agencies. These agencies, which cover the areas of health, welfare, justice and labor, have policies and practices that can do as much good or harm for youth as can the larger trends in the family and the economy. Having established that certain contemporary trends are providing youth with special difficulties, we will next look at the youth-serving institutions in New Jersey to see what kind of services they are providing and to gauge the extent to which these institutions need to respond to the changing times in order to serve youth better.

III: THE HIGH SCHOOL

Although the members of the Commission spent much of their time investigating ways that public high schools in New Jersey could be improved, they did not discount this institution's significant achievements. Across the country, high schools have gone from serving 10 percent of the adolescents in 1900 to 90 percent in 1977, graduating 75 percent.[10] Vocationally related courses are now reaching over 200,000 students in New Jersey,[11] and more than 140,000 students are being served by special education classes.[12] The number of minority undergraduates enrolled in New Jersey's colleges, many of whom attended the state's public high schools, has more than doubled since 1970.[13]

As these figures make clear, secondary education over the past 75 years has been dominated by the problems and challenges that come with rapid growth. Along the way, certain policy decisions were made that determined the nature of secondary education in this country, among them the decision to try to educate all of the different types of students in one school. To do that, educators had to develop a new type of institution of secondary education: the comprehensive high school. It is a uniquely American phenomenon.

Indicators of Alienation and Frustration

One of the comprehensive high school's major accomplishments has been the preparation of students for college. Although a tiny percentage of the 17-year old population in 1900 went to college, in 1976, that figure stood at 50 percent. In fact, the goal of sending students on to colleges has shaped the curriculum of the high school and determined its educational methods. The Commission notes that in high school, like college, almost all of the education takes place in classrooms, with teachers usually giving lectures or leading discussion. The curricula in high schools also imitate that of colleges, being organized around the established disciplines.

But is the goal of sending some students off to college a sufficient goal for a high school? What of the other students, the non-college bound who make up the remaining 50 percent? Here, indeed, the high schools, although they call themselves comprehensive, and describe themselves as being committed to the ideal of serving all students, have done less well. Described to provide an equal education to all students, they have yet to do so.

Their failure to reach and educate all students is reflected in certain statistics. For example, in New Jersey the cumulative dropout rate over 4 years for the graduating class of 1975 was between 16 and 19 percent[14], and absentism is high (in selected urban school districts the daily rate often reaches 40 percent).[15]

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[10]The Education of Adolescents. Summary Conclusions and Recommendations of the Report of the National Panel on High Schools and Adolescent Education.

[11]New Jersey Department of Education, Division of Vocational Education.

[12]New Jersey Department of Education, Bureau of Special Education and Pupil Personnel Services.

[13]Department of Higher Education, *Department of Higher Education Data Briefs*, No. 12, September 1975.

[14]New Jersey Department of Education, Division of Administration and Finance, Office of Management Information, Fall Survey Reports.

[15]New Jersey Department of Education, Division of Administration and Finance.

Thus it is that some youth are alienated and/or frustrated by the American system of education. Of all of the ways that youth express their frustration and alienation, vandalism is perhaps the most dramatic. Acts of vandalism against the school suggest that the students committing them do not respect their school nor feel it is important to them.

Because of the widespread and serious nature of the problem, the New Jersey School Boards Association appointed an ad hoc committee to study the subject. The best information available on the cost and extent of school vandalism in New Jersey was gathered by this committee and is presented in its report.[16]

The Association conducted a survey of 586 school districts to gather the information. Unfortunately, only 249 districts were willing to cooperate with the survey. All of the total figures projected by the Association to describe the extent of vandalism in the state are based on projecting projections from the data supplied by the 249 districts. This is a serious methodological flaw in the survey.

Based on these possibly erroneous projections, the report estimated that in 1975 vandals did:

- $1,884,162 worth of glass damage
- $912,567 worth of fire damage (arson)
- $992,641 worth of theft
- $1,020,644 worth of property destruction

The total value of the damage done in New Jersey in 1975 was $5,144,485. In addition, the study estimated that the cost of making buildings more secure against vandals in 1974-1975 came to $12,576,073 ($512,381 for exterior building and lighting, $3,085,198 for security equipment, $585,469 for break-resistant windows and $8,393,023 for security personnel).

Vandalism occurred most often during those times when the buildings were not in use, the report indicated. Other studies have also found this to be true. Community programs that make use of the buildings during evenings and weekends are therefore not only desirable because the community benefits but also because vandalism is discouraged. Such programs might make it possible for a school to spend less on security prevention measures, which, as we see from the figures above, are more than twice as costly as is the cost of repairing vandalism once it has been done.

Thus do these indicators point to the need for reform in the comprehensive high school. But to show that certain students are in some way alienated from the institution is not to show what new shape the institution should take to reach and educate those students. In addition, there are other students who, while not dropping out or committing acts of vandalism, are nevertheless, frustrated by the poor quality of education they are receiving. The Commission was concerned that it address the needs of all students, not just those at one end of the spectrum or the other.

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[16]New Jersey School Boards Association, Report of the Ad Hoc Committee to Study School Vandalism, 1975 School Vandalism Survey.

Directions of Reform: Youth and the World of Work

Recognizing that schools are already making some attempt to prepare adolescents for the world of work that awaits them as adults, the Commission believes the preparation that is available is not sufficient. Schools must go beyond vocational education programs to prepare students in other ways--ways that will educate them about the broad range of job possibilities that exist and will provide them with actual work experience and training as part of the school curriculum.

In order for students to know what range of jobs are available they must have received some type of career education. Ideally, such career education will have been integrated into the student's entire curriculum from kindergarten through the second year of college. The Commission makes the recommendation:

1. **A curriculum that fosters career awareness should be integrated into a student's entire curricular program, from kindergarten through two years beyond high school.**

Career education is important because it prepares all students to assess their options for future employment and to be ready for changes in careers if need be. It is not a topic for a single course but a perspective that should inform through every course. Career education looks at the individual as a total person and does not categorize him or her as either *"college-bound"* or *"career-oriented."* We believe it is imperative that students not be categorized this way.

Students who have been exposed to an integrated curriculum of career awareness will move naturally into work-study programs organized by the school. A great many such programs are needed to give students real work experiences, provide them with job training and involve them in community service projects.

To promote the spread of education/work programs, the Commission recommends that a statewide education/work program be developed. The program should seek to expand the number of work opportunities for adolescents by providing financial incentives to the private sector to develop jobs. The program should also coordinate the state's implementation of the Youth Employment and Demonstration Projects Act of 1977. This would involve both providing technical assistance to local education agencies and overseeing the coordination of Comprehensive Employment and Training Act (CETA) prime sponsors. To the extent that the federal government was interested in developing a national comprehensive youth service program, the proposed state program would work with the government as the liaison. The recommendations follow:

2. **The state should develop a comprehensive education/work program.**

This program should:

a) seek to expand the number of work opportunities available to adolescents by providing financial incentives to the private sector to develop jobs.

b) coordinate the state's implementation of the Youth Employment and Demonstration Projects Act of 1977 by providing technical assistance to local education agencies and by overseeing the coordination of

Comprehensive Employment and Training Act prime sponsors; and

c) serve as the state liaison with the federal government in the development of a comprehensive youth service program at either a national or a state level.

d) In addition, we would like the program to sponsor certain kinds of proposals to reconsider the legal constraints prohibiting adolescents from working, such as the child labor laws and the minimum wage restriction for youth. Such constraints no longer protect adolescents from exploitation, the reason for their initial institution.

The Commission is concerned that education/work programs in the schools not define "*work*" too narrowly. Work, in our view, may be for pay or not for pay and can include creative activities. This perspective should be promoted by the state education/work program just described:

This program should:

e) seek to redefine our concept of work to include remunerative and nonremunerative service and creative activities.

Such a program should be developed under the supervision of a policy group representing the major state agencies that provide services for adolescents. Elsewhere we will delineate other responsibilities of this proposed interagency group.

The Commission gave some thought as to how an education/work program might be operated at the local level. We feel strongly that it should be open, unlike current cooperative education programs, to all adolescents, whether or not they are enrolled in a vocational education program. With the cooperation of local businesses and industry and labor, internships, apprenticeships, entry-level employment and observation opportunities can be developed, while the school, working through various local agencies, should coordinate a community service program.

The recommendations:

3. **A variety of work and community service experiences should be available to all adolescents through local community and interagency coordination.**

   a) Local business, industry and labor should cooperate to develop internships, apprenticeships, entry-level and observation opportunities.

   b) Schools, working through various community organizations and agencies, should coordinate a community service program.

The effects of all these programs should not go unstudied:

c) the State Department of Education should undertake or commission a systematic study of the intellectual, social and other experiential effects of these programs on both the adolescents participating and on their employers or supervisors.

In addition to supporting these programs for the assistance they will give students in eventually becoming responsible and employable adults, the Commission sees other benefits. Most important, perhaps, is that such programs, as well as others described below, allow students to learn by doing. According to many leading learning theorists, including Piaget, Adelson, Kohlberg and Goodlad, that is the way that adolescents learn best.

The addition of such programs to a high school's offerings would also promote a student's personnal growth by introducing him or her to adults from various agencies in the community, providing for a range of people from which to pick role models. Such opportunities for cross-generational relations have, unfortunately, been greatly discouraged by the public schools' policy of isolating children into their own age groups. Through friendships developed in the community, many youth might find it possible to successfully weather serious crises at home and thus avoid the downward slide of dropping out, drinking, drugs and crime that is often what otherwise awaits them.

Education/work programs are hybrid creations with one leg in curricular reform and the other leg in job counseling. Because such programs challenge the curricular assumptions of the schools that adopt them, they lead naturally to a reconsideration of the policies affecting the curriculum--what may be taught, and when, and whether or not for credit. This is a direction of reform which we will take up later in this report. Education/work programs also raise questions regarding what types of job placement and job counseling services a school may offer. It is this area which we would like to address next.

Directions of Reform: Job Placement and Counseling

There is no question that students, whether or not they go on to college, will need jobs when they finish with their schooling. In order to make this transition as easy as possible, students should be well informed regarding both the range of types of jobs open to them and the future trends in the job market.

If schools are to prepare students to adapt to the future, they must begin by giving students the best available information about what to expect. The results of a recent study show that without such information students may be unrealistic in their expectations. The New Jersey Profile of High School Seniors: A Longitudinal Study 1976, which was based on a sample of 40 schools, revealed that 42.1 percent of New Jersey graduating seniors that year aspired to professional jobs. Since enough professional jobs to employ almost half of the senior class every year are simply not available, some number of those students must be disappointed. Schools must help students be realistic about their job expectations and encourage them to bear in mind the changing nature of the job market. Therefore, we recommend that:

4. **The Department of Education, Division of Vocational Education in cooperation with the Department of Labor and other appropriate agencies develop a comprehensive career guidance and information program for students. Through this program, students would be**

provided with such information as manpower projections and labor market analyses.

5. **All secondary schools should maintain a job placement office staffed by state employment counselors, at least on a part-time basis.**

   a) Through this office the schools should provide a program to help students understand labor market information. Group sessions with the state employment counselors would be arranged before each student had signed up for his or her courses for the next school year.

   b) The job counseling office should work with such programs as the Youth Conservation Corps, and the Comprehensive Employment and Training Act youth programs to insure that the youth most in need of those programs apply.

Those students not seeking jobs right after high school but going on to college also need good information and counseling from postsecondary institutions.

6. **Postsecondary institutions should provide high school students with better information about the costs, financial aid possibilities, academic offerings, requirements, and justification and rationalization of educational pursuits.**

As is apparent from the recommendations made, the Commission fully endorses programs authorized under the Comprehensive Employment and Training Act (CETA), including those programs created by the recent CETA youth legislation. In August, 1977 President Carter signed into law a bill that authorizes the existing network of CETA prime sponsors to use federal funds to create job and training opportunities for youths in and out of school, with 22 percent of each prime sponsor's allocation under the Youth Employment and Training Program (YETP) reserved for projects jointly developed by the prime sponsor and the local schools. The Commission fully endorses the programs created by the Youth Employment and Demonstration Projects Act (P.L. 95-93).

The job counseling and job placement services, which the Commission feels it is important that high schools provide, should be supplemented in each high school by the work of a new staff member which the Commission has chosen to call a broker. The broker's first job, as will be explained in detail later in this report, will be to put students in touch with the social and educational services of his/her community. However, in addition, brokers could, through their knowledge of the community, put students in touch with labor and industry. And if the state employment counselor was not already employed part-time in the high school's job placement office, the broker might put students in touch with such a counselor as well.

7. **The broker at each high school should serve as a resource person to students. He/she would be a liaison to labor and industry and to the state**

employment counselors.(Faculty might also make use of the broker's services).

In making these recommendations, the Commission considered the work of guidance and counseling offices in the high schools. We chose not to recommend that any additional responsibilities be added to those offices because we believe they already have enough to do. Guidance and counseling personnel help students select courses and choose colleges; they also deal with disciplinary and personal problems.

In addition to all of this, these same staff are expected to maintain student test score records, which involves a lot of paperwork. From our visits to schools we learned that counselors need more clerical staff to handle their scheduling and record-keeping responsibilities so that the counselors can be free for more student contact. In the 28 schools which members of the Commission visited, the student counselor ratios revealed this need for additional support staff. The ratio was as high as 808:1 and as low as 188:1, with an arithmetic mean of 291:1 and a median of 271:1. These ratios may reasonably be compared with the ratio of 250:1 that the American Personnel and Guidance Association recommends.

Child study teams are also overworked. Here we found that the ratio of students to teams is 2000:1. The State Department of Education recommends 1500:1. In the light of this information, we make these recommendations:

8. **The work of guidance counselors and child study teams should be supported by:**

   a) scheduling that allows time for group sessions in which the counselor, teachers and/or students might serve as discussion leaders for the purpose of formal and informal counseling;

   b) the employment of clerically or paraprofessionally trained persons to handle routine clerical functions related to record keeping and scheduling;

   c) the provision of a sufficient number of child study teams to allow for the extension of diagnostic and referral services to a broader population of students.

With the above support, we hope that counselors could provide programs for the specific needs of entry or first year students, since our visits to the schools indicated that 9th graders often have difficulty adjusting to high school and, as a result, tended to be disruptive.

In addition, in proceeding from one grade to another, students can become confused academically or psychologically because each year introduces new school work, a new teacher, and perhaps new classmates and friends. In order to minimize this occurrence and to provide a smoother transition, we make these recommendations:

9. **a) High schools should be encouraged to upgrade their orientation and counseling for entry year students.**

b) Elementary and Secondary Education Act Title IV Part C funds should be made available for model programs in this area.

c) On-going special counseling and orientation programs should be developed to help students in all grade levels, K-14, progress smoothly through each grade transition.

Directions of Reform: Changes in Curricula and Related Areas

In the Commission's view, there is a great need for high schools to broaden and diversify their curricular offerings in order to allow students to learn more through experience. To do this high schools should add to their curricula not only educational work programs but also other new programs which deal with subjects of natural concern to youths and which are taught, in appropriate cases, at least partially outside the classroom.

10. **Each district should be encouraged to give credit for approved experiential learning.**

Plan B

In making this recommendation--that the schools add new kinds of courses involving more first hand experience to their curricula-we are reminded of an earlier state effort to encourage such courses: Plan B (also known as Option B). Since 1973, the New Jersey Administrative Code 6:27-1.13, of which Plan B is a part, has permitted districts to grant credit upon the basis of successful completion of curricular activities which are based on specific instructional objectives. These objectives may be developed according to either the needs of an individual student or to the needs of a group, and may include work experiences.

Unfortunately, Plan B has not been exercised very widely. To foster the wider use of this important innovative curricular option, we make this recommendation:

11. **Each local district should develop plans for the implementation of Plan B.**

Further, we believe that the uses of Plan B should be extended to allow students to complete their course work and graduate from high school, if necessary, by being involved in school-supervised activities outside of the regular school program. Under the type of program we have in mind, the school would provide on-going supervision and support for students who decided to leave the school either temporarily or permanently to pursue other options.

Specifically, we recommend:

12. **a) Each school district should be authorized to establish an individualized system to permit students, 13 years of age and over, to pursue a variety of alternatives outside of the regular school program.**

b) Such a program would be developed under an agreement signed by the student, parents, school officials and other persons involved in this program. This agreement could provide for on-going supervision by the appropriate school administrator and for high school accreditation of the student's experiences.

The Department of Education could be responsible for the administrative code changes necessary to develop this proposal. Under such a program a student might pursue job training, voluntary community service in such places as senior citizen centers or day care centers, or possibly college level courses.

In addition to these innovations, some simpler policy changes in the high schools' view towards providing credit for courses not taught in the high school would make a contribution to the broadening of the curriculum and its options, and would encourage the desirable goal of diversity in programming sought by the state in the Public School Education Act of 1975. Specifically:

13. **a) Students should be permitted, if necessary, to take approved courses outside the district, in order to provide for the individual student's needs.**

    b) Academic credit or advanced placement should be given in high school for previous coursework taken in junior high or middle school, so that a student does not have to redo work already accomplished.

    c) Similarly, credit or advanced placement should be given in college for course work done in high school.

One other recommendation regarding the content of the curriculum addresses our concern that a student's studies not be distorted by the traditional compartmentalization of knowledge practiced in most curricula. Our recommendation is that:

14. **Every effort should be made to reduce compartmentalization of knowledge into discrete subject areas. Whenever appropriate, subjects should be fused and attention be placed on problem-centered activities.**

This kind of approach makes particular sense in dealing with such contemporary topics as the energy shortage. A course on that subject, for example, would embrace the perspectives of natural science, politics and history. In a later section, *"Educating the Whole Student,"* we will consider other curricular areas the schools should expand.

We do not want to leave the subject of school policy on curricula without indicating our

belief that all students should be able to take advantage of the full range of curricular offerings. A student studying a vocation in school, for example, should not be limited to a single track of courses. Our recommendation:

15. The full range of curricular offerings be made easily available to all students, and that students not be limited to a single track curriculum orientation.

The previously mentioned community-based programs can only succeed if the schools and members of the local community can achieve a high level of cooperation. To encourage cooperation and to allow members of the community to be able to contribute to the shaping of the school's programs, the Commission recommends that curriculum-school program advisory councils be established in every district and that the council's membership include: citizens-at-large, industry and business representatives, current high school students, recent graduates and professionals in the areas of youth education and work.

16. a) Curriculum and school program advisory councils be developed in local districts. Such councils' membership should include: citizens-at-large, industry and business representation, current students and recent graduates, as well as, persons with professional competence in areas which the council considers.

b) Each council would review all programs in the school and determine the extent to which they would endorse them.

The council would also examine the extent to which that school might need or desire to add to its curriculum other new courses.

Later on in this report, we will be making specific proposals for areas which high schools should consider including in their curricula. It is the Commission's expectation that the advisory council described here would assess the need and desire for such programs including parenting education, comprehensive health, citizenship and moral education, as well as for those already proposed, such as education/work programs.

Local Participation

As the recommendation for the advisory councils reveals, we are interested in the general goal of increasing the involvement of a community in its schools and vice versa. Therefore, we feel strongly that curricular offerings should be determined by local needs, and that school staff and facilities be as accessible as possible to members of the community.

17. As a general principle, curricular offerings should not be mandated by the state but should grow out of needs expressed at the local level.

18. Optimal use should be made of existing school staff and facilities in a way to insure maximum access by all members of the community.

This second recommendation may imply a rescheduling of the normal school and social service agency day to provide (more realistically) for the educational and social service needs as defined by the community.

One way to avoid such rescheduling or to simplify the coordination would be when needed to construct a new multipurpose facility that would be designed to house both the high school and at least some of the various social service agencies in the community. This idea is discussed in more detail, and presented as a recommendation, later in the report. Such a building would provide the school and those in the community with many natural and easy ways to work together.

The fact that high school students often find themselves segregated from children and adults of other ages has been commented on frequently in this report. As we indicated earlier, we believe that such segregation can result in tension and alienation. In addition it can prove to be an obstacle to educational growth, by preventing peer teaching and reducing the number of potential role models to which a young person is exposed. Learning is transmitted through example as well as through books.

In our view, age segregation in school should be replaced with cross generational education, which could involve members of all ages in the school's community. To encourage high schools and communities to establish such programs, the Commission recommends that the State Department of Education field test some demonstration projects, perhaps using the support of the Elementary and Secondary Education Act, Title IV, Part C funds.

19. a)The State Department of Education should field test demonstration programs which integrate the school and the community, and integrate all age groups. These field tests should be completed before statewide recommendations are made.

b)One alternative for this program development could be the Elementary and Secondary Education Act, Title IV, Part C funding.

Such programs, according to the well known national study *Youth: Transition to Adulthood*[17] by James Coleman, are likely to succeed. Proof lies in the steady participation of youth in adult education programs and the recent increase in the number of older adults attending school. In 1976 in New Jersey, over 45,335 citizens 60 years of age and over participated in adult educational programs that were sponsored, not by senior citizen programs, but by public schools. This figure is an increase of 172 percent over 1974,[18] and suggests that the elderly are increasingly willing to learn with people other than those of their own age.

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[17]James Coleman et. al., *Youth: Transition to Adulthood*, Report of the Panel on Youth of the President's Science Advisory Committee, (Chicago, Illinois: University of Chicago Press, 1974).

[18]New Jersey Department of Education, Bureau of Adult, Continuing, and Community Education, *Summary of the Annual Report Information Concerning the Utilization of Advisory Councils and Citizen Involvement*, 1976.

Before leaving the subject of the citizen involvement in the schools, we wish to briefly mention a related problem, and that is the lack of community felt by students in the schools. When members of the Commission visited schools, students and staff agreed that many students seek out small group settings because such settings give them a sense that they can participate, and that they are responsible to the group. Major research findings confirm that students have this need.

During the last decade experiments attempting to organize community settings within schools -- schools within schools, learning communities and alternative programs -- have been viable options. The Commission would like to see the findings of these experiments shared across the state, in order to encourage other schools to adopt and adapt them.

Academic Skills

Since its creation, the high school's first job has been to improve students' skills in reading and writing. Yet, in the 1970's a significant number of students have shown serious deficiencies in these skills. Wishing to address this problem, the state legislature, in September of 1976, passed a law (Chapter 97, Public Laws of 1976) requiring the Commissioner of Education and the State Board of Education to establish minimum standards in basic communication and computation skills for all publicly-educated students.

In an effort to measure student's minimum competencies in these areas, the state administered the previously developed state Educational Assessment Program (EAP) tests to all 7th and 10th grade students in public schools in the fall of 1976. Although the EAP tests were designed for a broader purpose, the results gave state officials a rough idea, a *"proxy measure,"* of the extent of the need for better educational services in reading and math. Almost 25.8 percent of the 7th graders tested were not at the state's established proficiency level in their reading; 39.6 percent fell below the state level in math. Of students in 10th grade in 1976 who were tested, 33 percent were below the state level in reading and 26 percent in math.

We accept the state's decision to establish minimum competencies but also note that for the high schools the work has just begun. Programs need to be developed now to improve the performance of secondary students, especially those falling below these state proficiency levels. An additional observation from the 1976 Educational Assessment Program suggests that the burden of developing and implementing these programs will fall more heavily on some districts and high schools than others. A greater proportion of students from districts with lower levels of socio-economic status tended to score below the established proficiency levels. High schools in these districts will have to make a greater effort to provide the necessary remedial programs.

We realize, of course, that the schools are not solely responsible for these students' low scores; but they are responsible for offering remedial courses to the students that need them; as well as for identifying which students are falling behind while the students are still young, so that the gap does not widen as they get older. It is very important that schools design programs and teaching approaches which meet these students' needs. Equal educational opportunity, a goal of *"a thorough and efficient education"* must be provided.

Declining test scores from another set of tests have increased the public's growing suspicion that the high schools, especially in New Jersey, are not providing the services that are required. From 1972-1973 to 1974-1975, the mean test scores of New Jersey college-bound seniors on the Scholastic Aptitude Test (SAT) in math and verbal skills declined a total of 29 points. This was worse than the

decline in the national score, which was 20 points.[19] New Jersey did have a higher percentage of its high school graduates taking the tests than did the nation as a whole (68 percent as compared to 33 percent). One hypothesis then, is that New Jersey's scores were lower because there were more low-achieving students being tested in New Jersey than in the nation. However, since the scores of New Jersey students from high socio-economic backgrounds also declined, that cannot fully explain the lower scores.

The national Advisory Panel on the Scholastic Test Score Decline[20], after analyzing the data, presented some interesting, tentative explanations for why the nation's average scores have fallen 49 points on the verbal test and 31 points on the math test over the past 14 years. In the Panel's judgment the reasons for the decline over the first 7 years (1963-1970) are different than the reasons for the decline in more recent years (1970-1975).

Two thirds to 3/4 of the first period's decline was due to the change in the proportion of different types of students taking the tests. Students from two subpopulations that traditionally have not scored as high as the mean for all test takers--that is, low income students and women students--began taking the tests in record numbers.[21]

A second more complex collection of social forces may have led to the continuing decline from 1970 to 1975, the Panel believes. The social forces include bad television programming, the distracting influence of national crises and changes in the structure of the family. In citing these, however, the Panel is careful to point out that no *"clear causal relationship can be proven"* to exist between any of them and the declining scores.

In addition, the Panel noted that there are certain trends to which the schools have contributed. Specifically, the schools have

- allowed students to take too many mini-courses, with the result that the students have lost the opportunity to study major subjects with any continuity. Without such an opportunity they may not be able to learn to think logically and critically or to express themselves precisely; and

- created an atmosphere that discouraged teachers from setting high standards in the mastery of skills and knowledge.

All of this assumes that the SAT's measure the skills and knowledge they claim they measure. It is possible they do not. It may be, in fact, that both the high schools and the tests are in need of reform.

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[19]New Jersey Department of Higher Education, Research Report 76-3, *The Scholastic Aptitude Test Score Declines and Their Inpact on Admissions in New Jersey Public Colleges,* prepared by Robert E. Fullilove, III, June, 1976.

[20]*On Further Examination,* Report of the Advisory Panel on the Scholastic Aptitude Test Score Decline, (New York: College Entrance Examination Board, 1977).

[21]The Report concludes that students whose families earned under $5,000 have traditionally scored 100 points lower than those from families with incomes over $18,000. Women students have tended to score 50 points lower than the mean score in mathematics.

Be that as it may, the Commission feels that if there have been reductions in the continuity of study in major fields, diminished attention paid to teaching students to think and express themselves precisely and a lowering of standards, then schools must begin to reverse these trends.

Schools should be less willing to believe that transient educational fads and their accompanying unsupportable theories of education are panaceas for students' lack of basic skills. We confirm the State of New Jersey's commitment to teaching the basic skills throughout a student's education:

20. Basic skills in communication and computation should be the first educational priority from kindergarten through grade 12.

Members of the Commission who work in the schools and other members who visited them while working on this report have noted that some students seem more serious in purpose today than they have in the recent past. We hope that schools will be able to harness this new sense of purpose as they develop new programs that stress precision in thinking and expression. All youth, regardless of their ethnic, cultural and economic backgrounds and regardless of their learning styles, need these skills.

Educating the Whole Student

In thinking about the skills students are being taught in school and the skills they need to have to be successful adults in the world, the Commission came to the collective conclusion that there is a broad area of personal skills which the high schools have only begun to teach and to which they should devote more attention. These also are skills which all youth need. This new category of "*basic skills*" includes knowing how to

- make decisions;
- take tests;
- analyze information (including that presented by various broadcasting and print media);
- memorize;
- make use of leisure time;
- be a good parent; and
- be a critical consumer.

Accordingly, we make the following recommendation:

21. The basic skills should be supplemented by additional skills such as, but not limited to:

a) tools, techniques and methodologies in decision making;

b) test taking, memory training, speed reading, data analysis, formal logic skills in analyzing, critiquing and evaluating the message of the media (i.e., printed media, records, movies and television);

c) parenting, leisure planning, and training for self-management .

Recent social trends make these skills especially needed today. People are now faced with a multitude of options in their personal lives (what career to choose, where to live, whether to get married and have children), and in making decisions they will be considering an enormous amount of information. This information will have to be analyzed carefully, not only in order to make personal decisions but also in order to make good decisions as an employee, an employer, a citizen, a parent and a consumer. We can no longer afford to rely on intuition or tradition to any great extent. Analytical and decision making skills are essential.

There are other areas of knowledge not always considered as part of the normal school curriculum which every student should study. Among those areas which the Commission feels, most strongly, the need for are health education, parenting education, arts education and moral/civic education.

Health education is an important area. Despite the passage in 1970 of state legislation requiring each secondary school to incorporate drug education material into its health education curriculum, students continue to abuse drugs, including alcohol.[22]

Part of the failure of these programs can be tied to the facts that 1) the programs have not been evaluated, 2) the curricula have not been upgraded, and 3) teachers have not been continually retrained to keep up with current trends and innovative practices. Also, in some cases the focus of these programs has not been broad enough. In particular, they have tended not to cover the area of preventive health education. Since we believe that the possession of personal and societal health (emotional, physical and mental) is essential to the maintenance of a sound participatory democracy, we recommend that the State Department of Education, in cooperation with the State Department of Health and other involved agencies, develop a model health curriculum that stresses preventive health education and problems of malnutrition, poor care of the body, sex education, venereal disease, abortion and pregnancy, and mental health.

22. The State Department of Education in cooperation with the State Department of Health and other involved agencies should develop a model health curriculum that address the areas of preventive health and areas of nutrition, care of the body, sex education, venereal disease, abortion and pregnancy, and mental health.

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[22]Specifically, N.J.S.A. 18A:4-28 (1-7) mandates that:

> *On and after January 15, 1971, each school district having secondary school grades shall incorporate into its health education curriculum, the recommended drug education unit provided for in Section II heretofore, during a minimum of ten clock hours per school year as part of on-going health education curriculum for secondary school grades.*

In addition, N.J.S.A. 18A:35-4 charges that, public schools in New Jersey have the responsibility for providing alcohol education to our school aged youth.

It is also essential that high school students have the skills they need to be good parents. Believing this, and noting that recent reports show that some people abuse or neglect their children when they are under various kinds of stress, we make this recommendation:

23. a) The Department of Education should cooperate with the Division of Youth and Family Services and other state agencies to develop models of a parenting curriculum which would approach the subject of parenthood according to diverse cultural customs and mores.

b) Such a curriculum should include a component addressing the nature and consequences of child abuse and neglect, and should describe the helping resources currently available to fight against child abuse.

A complete rationale for this recommendation has been outlined in a report that was submitted to the Commission by the Division of Youth and Family Services, and is available for examination.

As part of their preparation for leading a responsible and satisfying adult life, students should also develop an appreciation of the arts. Possessing such appreciation is especially important in a society which, as we discussed earlier, is providing its citizens with more and more leisure time.

The Commission feels that three objectives should be pursued in arts education. First, all students should be given the opportunity to express themselves artistically without fear of criticism. Second, all students should be given the opportunity to develop their own artistic and craft skills. Therefore, we would like to see all districts develop creative arts programs which allow all students to experience a variety of arts and to work with professionals in the various fields.

24. All school districts, individually and in consortium, should develop creative arts programs which allow all students to try a variety of arts experiences and to work with professionals in the field.

A third objective in arts education should be to provide opportunities for students who are artistically gifted to develop their skills. We make this recommendation:

25. A residential summer arts institute for the fine and performing arts should be established for exceptionally talented students.

We suggest that this institute operate only in the summer for two reasons. First, a summer arts institute is less expensive and thus more readily implemented. Second, it would make it possible for gifted students to contribute artistically to their school and neighborhood community during the rest of the year.

Students for the program should be selected on the basis of talent and interest, but a system

would need to be devised to insure that students from a cross section of socio-economic groups in New Jersey were represented. We suggest that the Department of Education be responsible for seeking state or foundation support for financing the summer arts institute.

The Commission recognizes that presently the state is committed to promoting the arts, particularly through the Garden State Arts Center. In fact, one of the aims of this recommendation is to expand New Jersey's talent pool.

Another critical area of knowledge, one that was much more central to many school curricula in the 19th century than it is today, is moral/civic education. Students on their way to becoming adults find themselves forced to deal with a myriad of moral, ethical questions. Confusion over moral questions can lead to delinquency, teenage pregnancy, abortion and venereal disease.

To prevent students from making such mistakes, the Commission believes the schools should teach certain concepts:

26. The social concepts and human values of love, justice and cooperation should be emphasized in an integrated curriculum.

These perspectives must be taught to youth if we wish to see them become loving parents and cooperative and caring citizens of just communities.

The process of integrating these values can also be encouraged via students' involvement in school government. A part of this involvement includes the issue of student rights. We feel strongly that students, like all individuals, have rights of due process before the law, and likewise, that students must take upon themselves the responsibilities that are inherent in the exercising of human rights in a community setting. During the time when we were preparing to make this report, the Commission participated in a professional forum called, *"Transitions to Responsible Adulthood: Concerning Moral/Civic Education,"* which reminded us that the school government and all of the issues raised by it offers students an education into these rights and responsibilities which govern our society. We make this recommendation:

27. Students should be involved in the on-going administrative and disciplinary school governance process; through their participation they can learn important lessons about the nature of decision-making and of the operations of *"just communities."*

In closing this section on areas where an expansion of the high school curriculum is needed, we wish to note that we gave some though to requiring these changes of the schools. But, although we were tempted at times to advise the State Department to mandate that all districts restructure or supplement their curricula in one way or another, we resisted the temptation because we believe that such an approach would violate a more important principle: that of respecting the diversity of student populations across the state.

Testing

Before leaving the subject of school curricula, the Commission would like to comment on

the recent positive trend towards increased evaluation of student progress. Today's students, grades 7-12, are the most tested in the history of education. We would like to see students continue to be tested, not only on their basic skills, but also on their decision-making skills and their personal skills, because their progress in these areas needs close monitoring and assessment. The Commission believes that tests have the potential to make the educational process and students' progress transparent.

There have been some problems, however, in the delivery of data to those who must use it once it has been gathered, and to the public. To solve these problems:

28. **a) The program of testing should be continued, but, in the process, data delivery on test results should be improved and expanded to make students' educational progress more clearly understood.**

b) The Department of Education should improve the reporting of statewide assessment tests scores to the public by including simple explanations of scores relevant for districts, schools and individuals. County Offices and Educational Improvement Centers should improve their data access system to report statewide testing results on a regular basis and provide technical assistance to school districts as needed.

Furthermore, some of the tests used should be designed with the cooperation of teachers. Indeed, the development of tests and the delivery of their results should take place through discussion among teaching staff, students, parents and the community. This would make the whole process of education more accountable to the public as well as make it possible for all of these groups to realistically assess the meaning of the test results.

c) The state's testing system should encourage an interactive process involving teaching staff members, students, parents and the community. This would make education more accountable to the public and allow these individuals to make realistic assessments based on data. Therefore

(1) Testing programs should be amplified to permit the inclusion of testing profiles including standardized test and teacher-made tests;

(2) Skills training in test-taking for students and test design for teachers should be included in the testing program; and

(3) Workshops in test diagnosis for teachers should be designed and conducted by the Educational Improvement Centers.

The Commission has a recommendation regarding another service provided by the Education Improvement Centers which may be appropriate to mention here. Because the EIC's are in a good position to provide local districts with much information on educational questions, they can play an important role in encouraging the schools to carry out some of the recommendations involving school programs found in this report. The Commission would like the existing EIC's, as well as state colleges and universities, to be used to their fullest potential. We make the recommendation:

29. Educational Improvement Centers should strengthen and increase their capacity to disseminate information on all program areas using pertinent research.

The issue of determining minimum levels of proficiency in basic skills and mandating these for high school graduation is now being discussed in New Jersey. The testing discussed in this section could be used to determine if students are meeting the mandated minimum levels of competency. The Commission believes, however, that the notion of minimum competency and assessment must be tied first to the on-going process of education before it is tied to graduation requirements. Therefore, it is recommended that:

30. Minimum competency tests should be given but the test scores should not be tied to graduation for at least three years.

Before minimum competencies in basic skills are mandated, this recommendation should be considered along with those made by the New Jersey Committee on High School Graduation Requirements.

Continuing on the subject of measuring students' achievements, we would like to say a few words about the policy of calculating each student's class rank. We recommend the policy be ended because we find it inconsistent with our state's commitment to assessing students individually and in as flexible a way as possible. Nor does it make sense educationally, since it can discourage a student from taking a course he or she wants to take, because that course is worth fewer points than the other courses in the ranking process. And the results are not very useful since the process used differs widely from school to school. Finally, we are opposed to class rank because it places the burden of conducting the appropriate interviewing and selection process on the secondary schools when it belongs on the postsecondary institutions.

We make the recommendation:

31. Class rank should be eliminated because of its inconsistency with the general thrust toward individual assessment and flexibility.

Staff Development

Central to the quality of every student's education is the quality of the teachers he or she is assigned. Improvements and additions to the curriculum depend on good teachers for their effectiveness. High quality staff development programs for teachers can have a direct bearing on the

quality of educational experience adolescents gain.

Now more than ever before these programs are particularly important because of the declining proportion of new teachers, the predicted decline in the number of high school students that will be enrolling in high schools over the next decade, and the anticipation of low-growth budgets. The implication of these facts is that few new teachers will be entering the field in the near future because few will be retiring and few new jobs will be created. The quality of education depends on the quality of the teachers already employed.

For these reasons, the Commission recommends that in-service and continuing education experience be required for all professional staff.

In-service programs should be designed only after all of the staff's program and supervisory/ evaluation needs have been assessed. The Commission believes that programs based on staff needs could provide a crucial way to revitalize education in New Jersey.

Once the needs have been identified, all sources of assistance should be tapped. Such sources include district staff, college and university staff, Educational Improvement Centers, labor organizations, professional associations and community people.

In considering the nature of the ideal in-service program, the Commission came up with a substantial list of suggestions, which describe, at the minimum, what such a program should contain. We make the following recommendations:

32. Participation in in-service and continuing education experiences should be required of all professional staff.

In-service training programs might provide:

a) In the area of training for teachers:

(1) training to develop one's own curriculum; this would allow the teacher to avoid having to always rely on packaged curricula. It would make the in-service program a process in staff curriculum development

(2) training in teaching strategies and evaluation techniques;

(3) training to sensitize teachers to deal with the human relations problems that may arise in their work with students;

(4) training/work periods could be made available in model alternative education programs;

(5) follow-up evaluations on the effectiveness of the training; such evaluations must be an integral part of any training program.

b) other suggestions:

(1) in-service programs for administrators. These programs could cover not only managerial skills but also new areas of curriculum development.

(2) programs which use the *"interning for learning"* and *"teaching centers"* methodologies that have been used so successfully at the elementary school level.

(3) programs which emphasize cognitive, affective and experiential learning theories; exposure to these theories would help teachers teach basic skills as well as to supervise experiential learning activities.

(4) programs which disseminate information to teachers, support personnal and administrators about what services are available in the community to which adolescents may be referred.

In addition, the Commission recommends the establishment of laboratory demonstration schools where teachers could go to teach on in-service internships. Such schools could be established (or designated) in several geographical regions of the state. The recommendation:

33. Laboratory demonstration schools should be established within several geographical regions of the state to provide in-service internships for teachers and administrative staff.

Students participating in the laboratory demonstration schools would be selected by a lottery to attend voluntarily. Teachers and administrative staff near the mid-point in their teaching careers (i.e., with at least 15 years of service) would be eligible to participate. They would need to be willing to involve themselves in an extended study and laboratory program.

Whether a teacher or administrator was participating in a regular in-service program or in the demonstration school program, he or she should not be financially penalized for doing so. Therefore school districts must pay for realeased time for all in-service program participants.

34. Released time should be made available for in-service program participants.

Both the in-service programs and the in-service demonstration schools should be the joint projects of a number of organizations across the state, including the Department of Education, Colleges and Universities, professional associations, the Educational Improvement Centers, appropriate agencies of the government and community members.

In addition, in order to broaden teachers' and counselors' horizons and expose them to the working worlds their students will be entering, professional staff should be offered a one-year sabbatical every sixth year to work outside of the school system. Such an opportunity is particularly valuable for the counseling staff who must help students in making career decisions. The recommendation:

35. **a) Professional staff should be offered a one year sabbatical every sixth year to work outside of the school system to broaden his/her practical awareness and to infuse such experiential learning into the curriculum.**

b) The participants' tenure and benefits would be protected during such a sabbatical. The salary of the participant would be borne by the hiring agency. It is suggested that the effort to involve school personnel in outside job related activities be aided by interagency cooperation.

Although school board members are not usually thought of as participants in in-service training programs, the Commission believes they should be. Despite the fact that local boards of education are becoming increasingly important public policy makers with expanding work loads, board members still work on a voluntary basis and with little assistance. The need to maintain competent and informed board members for local districts leads the Commission to make the following recommendations:

36. **a) Opportunities for in-service development services should be provided for every school board member.**

b) The Commission encourages public support for local boards of education; furthermore it favors the proposal that business, industry, and government agencies allow their employees who are board members released time.

c) The New Jersey School Boards Association should develop in conjunction with the Department of Education, a system of information and indicators that will enable board of education members to understand how their school district operates and how its operation relates to board policy.

d) Such a system would be useful as it would make the school district accountable to the board and to the community.

Media as a Teaching Tool

Educational television programming for young children is now well established in this country by the creation of such programs as *"Sesame Street"* and *"The Electric Company"* but no comparable programming covering subjects of educational value to adolescents has yet been developed. More generally, the Commission believes that the media's full potential for teaching adolescents has not yet been realized. To develop it, however, we will need for funds to be invested in research and development activities. Therefore we make this recommendation:

37. **To increase our knowledge and use of television and other media as supplemental tools in the learning process, more funds should be allocated for research and development activities.**

Youth in Urban School Districts

Youth in every high school face difficulties, but it would seem fair to say that the youth in the urban school districts face especially challenging ones. The same could be said of the administrators and the teachers in those districts. The urban school systems and their communities today must deal with complex issues. In addition to the ongoing problems of serving transient populations and a disproportion of disadvantaged students, they have experienced shrinking tax bases and racial tensions.

These problems, although most severe in the 60's, remain a part of the picture in the 1970's. The problems have not disappeared. They exist in many communities, indeed, wherever significant conditions of poverty are affecting the quality of life. The violence in New York City during the blackout in the summer of 1977 served to vividly remind the nation of the high level of frustration and despair which continues to exist in many urban neighborhoods.

The Commission has a number of recommendations to make regarding special efforts which should be taken by urban school districts in order to improve the services they provide the often troubled adolescents they serve. Many of these recommendations are based on lessons learned from the failures of Model City programs. In general, to summarize, we believe schools should strive to involve their neighboring urban community in all that they do and should hold themselves accountable to that community. Jobs for unemployed youth should be for projects that will improve the community. In all ways possible the schools should work with the community to identify problems and appropriate solutions.

Increased funds are, of course, one possible way to improve urban education. And the state has made an effort to help the financially pinched urban districts by establishing increased aid for those as well as other types of school districts. The equilization aid formula in the Public School Education Act (Chapter 212, Laws of 1975) provides larger amounts of aid to school districts with low property tax bases than to those with high property tax bases. Most urban districts fall into the low property tax base category, and therefore receive greater state aid than their suburban counterparts. However, the availability of this additional aid has not always improved the urban districts' fiscal positions. Such improvement will only occur if state funds are used as a supplement rather than a substitute for existing funds. Some districts have, however, been forced to reduce their local support for education. The reason for this is that caps (Chapter 212, Laws of 1975, 18A:7A-25), limit the increases in school district expenditures. If the increase in a district's state aid is greater than its cap, then local support for education must be reduced to stay within the cap. A number of urban districts receive substantial state aid but because their per pupil expenditures are high, they also have tight caps on their budget increases. When the district must substitute the state aid for locally raised tax revenues, no increase takes place in the level of educational spending. This problem needs attention by the state.

With clear limitations on large increases in funding, other solutions for city schools must also be examined. Neither, in any case, is more money the only answer. In order for the urban schools to improve, some well planned comprehensive strategies must be developed at all levels of the governmental bureaucracy--national, state and local. The problems of our urban centers and schools are too complex and too intense to be dealt with on an ad hoc, disjointed basis.

We would particularly like to address the kind of planning that needs to be done at the local level, since the success of local planning will undoubtedly be critical to the success of any broader reform efforts. The Public School Education Act contains within it the requirement that communities develop their goals through a particular process. This community-centered goals development process

offers citizens in urban areas a primary method for dealing with their education system's problems. We make this point as a recommendation:

38. **a) The community-centered goals development process already in motion should be recognized and used as a primary method for dealing with urban education problems.**

    b) The development process should receive strong support and sufficient funds. Also, better use should be made of existing funds.

A community-based process should involve both the identification of problems and the exploration of solutions. In addition, a proper community-based process should lead to certain changes in the way decisions are being made. Via a recommendation, we endorse the wisdom of these changes.

39. **The community-based process should lead to changes in the way decisions are being made. Such changes include:**

    a) funds being allocated according to the needs identified by the community;

    b) the community holding the schools accountable both for the process and the product, with an understanding that educational problems are interrelated;

    c) long term goals and strategies rather than the crisis intervention methods more often adopted.

    d) The community-based process should follow certain policies:

    (1) built-in monitoring by an outside agency

    (2) in-service training, also by an outside agency, for participants in the process.

And finally we recommend that the community-based approach give attention to the problem of youth unemployment.

e) Jobs for unemployed youth should be directly linked to community improvement projects.

In addition to local organizational efforts, the state can play an important role. Here, we have two recommendations to make:

40. **In the urban areas, the state agencies should accelerate and intensify their efforts to cooperate in delivering services to adolescents.**

41. The State Department of Education should persist in its development of an in-depth analysis of urban problems and should expand its capacity to provide technical assistance to urban school districts.

Efforts to improve urban schools must, of course, include staff development. Because of the nature of urban educational problems, it is especially important that the teachers who teach in the urban schools have the skills they need to teach multi-cultural students. General support for in-service programs is critical because of the intense demands placed on the staff in urban schools. We make this recommendation:

42. Supportive services for continuing professional development should be increased to support effective teaching and management practices in urban districts.

Other areas in need of improvement are: educational programs in basic skills and decision-making skills, work and community service programs, and management (particularly the management of crises). In sum, the urban schools should seek to become facilities which can meet the life-long educational, social, cultural and recreational needs of its students and community.

Any planning process committed to solving urban education problems should give priority consideration to the problems related to youth unemployment. The recent United States Department of Labor statistics estimate the national rate of unemployment for urban minority youth between ages of 18 to 22 years is about 40 percent. (Unfortunately, at the state and local level, data is not available to confirm or deny these estimates.) Such a high unemployment rate can have serious implications in the area of social health. From a recent report[23], the relationship between employment and social health is clearly documented:

> . *Testimony before Senator Mondale's Subcommittee on Children and Youth indicates that the economic uncertainty brought on by unemployment and marginal employment is a principle reason families deteriorate;*
>
> · *Leonard Woodcock reports than when unemployment reached 20 percent in Flint, Michigan, Flint became the city with the highest rate of alcoholism in the country, drug abuse treatment centers had caseloads twice what was projected and the incidence of child abuse soared;*
>
> · *recent research suggests that the variable that most frequently relates to child abuse is the father's unemployment;*

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[23]Joseph A. Califano, *American Families: Trends, Pressures and Recommendations,* A Preliminary Report to Governor Jimmy Carter, September, 1976.

· *a study in the state of New York covering 127 years revealed that the number of admissions to mental hospitals rose drastically in periods of high unemployment;*

· *research also indicates there is a strong correlation between suicide and unemployment. One study of 100 men laid off by a Detroit auto plant revealed that these men had a suicide rate 30 times the rate of an average group of 100 men;*

· *studies also show that both maternal and infant mortality rates increase when the level of unemployment increases.*

In addition, the expansion of job opportunities would considerably reduce crime, drug and alcohol abuse and increase youths' chances for economic security.

In recommending that priority should be given to finding jobs for youth, we underscore recommendation 39 (e) which calls for youth employment which is tied to community improvement projects.

Earlier in this report we stated most of the reasons why youth have such a difficult time finding jobs. Here we would like to focus on the problem of minority students (many of whom live in the cities), female students and handicapped students, who are unable to find jobs. The difficulty may be partially explained by their under-enrollment in vocational education programs. All three types of students are not represented in those programs to the same extent as they are represented statistically in the student population. While the reasons for this have yet to be satisfactorily explained by researchers, the Commission feels it is important that administrators and teachers, with the help of the New Jersey Department of Education's Division of Vocational Education, do what they can to improve representation. Conferences, workshops and curriculum development efforts should be undertaken in order to increase the enrollment of these students. Labor unions and business organizations should be encouraged to welcome all trained students into their ranks. Tokenism is unacceptable.

The recommendation:

43. The Division of Vocational Education in the New Jersey Department of Education should assist administrators and teachers in more adequately serving the needs of female, minority and handicapped students. Conferences, workshops, and curriculum development should be aimed towards increasing the enrollment levels of these groups of students.

Student Attendance

Student attendance was one of the most controversial issues addressed by the Commission. In this, the Commission caught the mood of the schools and their communities. We feel that any school district's policy on student attendance should begin with the legal requirement as it appears in the state law. The New Jersey Statutes Annotated (13A:38-25) reads, in part:

Every parent. . .having custody and control of a child between the ages of six and sixteen years shall cause such child regularly to attend the public schools of the district.

The statute also defines the days when children are required to attend:

Such regular attendance shall be during all the days and hours that the public schools are in session in the district. (18A: 38-26)

On this subject, we recognize that while the importance of a student's being present in a classroom to participate in activities can vary from subject to subject and from teacher to teacher, each district must have a policy that can be applied uniformly to diverse situations. This policy should be adopted and implemented by each Board of Education and parents, students and staff should be involved in its development as appropriate.

Our specific recommendations on this subject, hammered out in long, well debated sessions, follow:

44. Each Board of Education should adopt and implement a policy on attendance. This policy should be developed with appropriate involvement of parents, pupils, and staff. It should include, but not be limited to:

a) recognition of legitimate absence because of personal illness, death in the family or legal obligation with appropriate provisions for make-up of work missed during such absences.

b) recognition of the New Jersey Administrative Code 6:20-1.3(k) which states:

The Commissioner shall annually prescribe a list of religious holidays on which it shall be mandatory to excuse pupils for religious observance upon the written request signed by the parent or person standing in loco parentis.

c) Procedures for dealing with non-excused absences provide for an intervention process as follows:

(1) A conference with parents or guardians should be convened to attempt to correct the situation and to inform them of the school's authority under N.J.S.A. 18A:38-29.

(2) The school should consider modifications of any of its instructional programs for the student to determine in-school solutions, such as alternative programs.

(3) The child study team should conduct an evaluation of the reasons for continued absenteeism and seek to involve other youth serving agencies in developing an educational prescription for the student which may include out-of-school components in the prescription.

(4) Expulsion should be considered only as a final procedure.

The Commission feels that a pupil's participation in all regularly scheduled classroom learning activities or in approved alternative programs is important if he or she is to receive the maximum benefits of a thorough educational program. Frequent absences from regular classroom learning experiences disrupt the continuity of the instructional process, causing the benefit of regular classroom instruction to be lost. Nor can it be entirely regained, even by extra after-school instruction. Therefore, as a final recommendation for an attendance policy, the Commission recommends that:

45. **The grading policy which each board adopts will recognize the importance of pupil participation in classroom learning activities. Pupils illegally absent from classes will not have the opportunity for make-up of missed classroom activities and therefore will have attendant diminuation of grades or credits.**

The student has the opportunity to participate in a variety of in-and-out-of-school supervised programs. If he or she is not pursuing one of these alternatives and does not at least appear in the classroom, school/student communication and problem solving is hindered.

Vouchers and Entitlements

In considering the state of education for adolescents in New Jersey, the Commission examined several proposals aimed at giving students more choice in when and where they attended school. On two proposals in particular, we wish to make comment.

The first suggests that New Jersey adopt a voucher system. A voucher is a promise made by the state that it will pay for the costs of a student's education for one year. Students would receive a certain number of vouchers, which they could then spend at any educational institution, public or private, that they wished to attend. The intent of such a system is to encourage institutions to have strong programs in order to attract students.

The Commission is strongly opposed to the use of the voucher system in the state. We are not opposed to the idea as it is conceived but to the proposal's practical effects. This system as it has operated in other states has tended to make education too costly and too commercialized.

The second proposal is that New Jersey adopt an educational entitlement system. Under the entitlement method, each student is guaranteed fifteen years worth of schooling in public

institutions. This would not mean that students would *"shop around"* among elementary or secondary schools, as they are free to do under the voucher system, but that if they dropped out of school at any time before they had completed the second year of study beyond high school (i.e., completed two years of college), they could return to public school at the state's expense to use the remainder of their alloted years. The state would not pay for the costs of private school but that period of education would count against the entitlement. To foster the spread of the entitlement system, the Commission recommends that the state establish a plan.

46. The state should establish a plan of educational entitlement by which every individual is entitled to fifteen years (i.e., kindergarten to two years beyond the traditional high school) of free education at New Jersey public institutions.

Entitlement programs work especially well at encouraging citizens to participate in community education.

In spite of the fact the Commission finds there are some major problems in the secondary schools, we do not think the present system should be dismantled. Rather we would like to see it reshaped. The new shape is summed up in a new name. Instead of calling the institution a comprehensive high school, we propose to call it a comprehensive system of secondary education.

By emphasizing its systematic aspect, we have in mind the increased number of options which it would offer all students. If the program options we recommend that schools adopt--education/work programs, extensive and high quality remedial courses, health education and parenting education, to name a few--were to be made available, the special, individual interests of students would be well served.

Extensive use of the community around the school would be the foundation of such a system of secondary education, making it possible for the schools to give students important opportunities to learn outside of the classroom in work, artistic or volunteer settings. Students enjoy and benefit from such experiences, anxious as they are to know more about the adult world.

In developing a comprehensive system of secondary education, schools will need to employ many new program models, and, there are many available. During the past decade a great deal of effort has gone into developing innovative program models for secondary education. Some of these models were short-lived, for a variety of reasons, but others have stood the test of time. These have been evaluated extensively and been successfully transplanted into new settings.

The problem, of course, is often simple communication. Schools seeking such models do not always know of those that already exist. To help spread the information, in the appendix we have included a list of innovative program and project models now or recently in operation in secondary schools. The list is meant to be representative; a good number of excellent programs were not listed for lack of space. We do not intend to endorse or recommend any that do appear; rather we list some to make the information available and to indicate to those who are not aware that secondary school programming can be fairly specialized.

In describing what a comprehensive system of secondary education might look like, we have begun with the high school. Now we must turn to the other youth-serving institutions in our state, the social service agencies. Like the high schools, their growth has been enormous in the last seventy-five years, and like the high schools they, too, have had problems.

IV: SOCIAL SERVICES AND ADOLESCENTS

Up until the time of the Civil War, the public school was virtually the only public institution responsible for care of adolescents. This was no accident. There is a belief, which has been part of our philosophy of government since the time of its origin, that holds that most of youths' problems are best dealt with by the family or by private organizations. This belief, strongly rooted in our culture's devotion to the concept of individualism and the right of families to privacy, has proven to be a powerful barrier to the establishment of public social services.

Because of this belief, the only social organizations for many years to venture to care for the needy, including adolescents, were the churches and their affiliated charity groups. During the period following the Civil War, the situation began to change. In the 1880's in two of America's largest cities, a new form of institutionalized community support arose: the settlement house. These houses--the Neighborhood Guild and Henry House in New York City and Jane Addam's Hull House in Chicago--came into existence to address a particular problem: the oppressed plight of the poor, especially the immigrant poor, in the large cities. Whittier House in Jersey City, founded near the turn of the century, was one of the better known settlement houses in our state.

During the same period, services for children also began to be institutionalized, in response to the terrible problem of child abuse. In 1874 the New York Society for Prevention of Cruelty to Children was founded and by 1900, over two hundred specialized child welfare agencies had been established across the country.

Our nation's social services policy has evolved in rather a hit and miss fashion over the years, but today it is a billion dollar enterprise, affecting thousands of people. Public organizations such as the juvenile courts and the welfare offices, and private agencies like youth crisis centers and the YMCA all offer services.

Does this mean, then, that youth are being well-served? Unfortunately not. Simply stated the problem is one of confusion. Upon looking into the federal and state situation, the Commission found that state and local agencies, some spawned by duplicating federal programs, work in isolation from each other, setting separate goals. The result is a confusion in policy; it is unclear who is responsible for what, which services overlap, and which needs are not being met.

The federal/state welfare system, one of the social services that deals with adolescents in New Jersey, illustrates the point. For example, a recent study of that system conducted by the federal Department of Health, Education and Welfare, reported the *"multiple, often overlapping, programs and fragmented responsibility across various levels of government have resulted in a system or nonsystem which is neither coherent to taxpayers and Congress nor subject to clear control by federal, state or local government."*[24] Adolescents, as participants in this chaotic system, are, in another sense, ignored by it. Although their needs are different, they receive few

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[24]U.S. Department of Health, Education, and Welfare, *A Summary of the 1977 Welfare Reform Study* , (Washington, D.C.: U.S. Government Printing Office), 1977, p. 13.

special services. They do not even exist as a category about which information is gathered. The Commission was unable to learn how many youths are served by the welfare system in New Jersey because the statistics had not been gathered in that way. Youth was not a category.

The confusion in New Jersey's welfare system may be partially the result of confusion at the federal level of the federal program's purposes and goals. Other social services, those designed for adolescents in New Jersey, have the same problems without that same excuse. We believe the confusion is of the agencies own making.

New Jersey Agencies Dealing with Adolescents

The Division of Youth and Family Services (DYFS) of the New Jersey Department of Human Services is the primary state agency in New Jersey responsible for the state's adolescents. It began life in 1899 as the State Board of Children's Guardians and received its new name in 1973. The agency offers a wide range of services: adoption, foster care, placement of homeless children, protective services for abused and neglected children, casework with troubled families, counseling, and daily supervision for troubled youth.

It is not, however, the only New Jersey agency responsible for youth. The Department of Community Affairs, the Department of Education, the Department of Labor and Industry, the Department of Health, and the state court system also have extensive programs, and several other agencies have smaller programs. In theory, of course, these different departments should have different responsibilities, but, in fact, each has diversified its services to such an extent that their programs frequently overlap.

Present developments suggest that, left unattended, this trend will continue. Consider the situation in the courts. During the past several years, the juvenile courts have become increasingly involved in providing services to divert youth from entering the court system. With the courts offering these services, coordination with the Division of Youth and Family Services is more needed than before.

Duplication is also a problem, as the results of a statewide survey confirm. Conducted by the New Jersey County and Municipal Government Study Commission, the survey found that the state *"system"* of 2,626 public, semi-private and private agencies that provide social services is plagued by the problem of duplication.[25]

Symptomatic of the way these agencies developed their services is the fact that each knows very little of what the others are doing. Communication between them appears to be very poor. In fact, one such agency could not even provide us with a history of its own adolescent programs.

All of this is the case despite the fact that, back in 1973, DYFS itself announced in its annual report its intent to develop *"an overall unified and comprehensive social service delivery system."* The report continued: *"The aim is to convert New Jersey's presently fragmented, unrelated and uncoordinated service delivery system into a logical, rational and efficient operation."*

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[25]County and Municipal Government Study Commission, *Organization and Dynamics of Social Service Delivery Report*, June, 1977.

Interagency Planning

To the Commission, it appeared that the main reason this attempt to coordinate failed was that DYFS was not the only agency responsible for social services for youth. To really solve the problem an interagency group on adolescents must be formed among the appropriate agencies, whose task would be to oversee the development of a comprehensive statewide plan for delivering services to New Jersey's youth. This policy group should be designated or appointed by the Governor after he has examined the effectiveness of existing interagency youth planning organizations.

47. The Governor, after examining the effectiveness of existing interagency youth planning organizations, should designate or appoint a single, consolidated, interagency policy group on adolescence to achieve an integration of information regarding critical issues and to formulate policy affecting adolescents. This group shall oversee the development of a conprehensive statewide service delivery plan to adolescents.

The above is one of the Commission's central recommendations. Until such a group is established, we see little hope for the emergence of a coherent and achievable system of delivery for youth services in the state of New Jersey.

In addition, to better integrate the school and social service(s) delivery system at the local level, we recommend the following:

48. a) The State should facilitate the future integration of school-community services by establishing a multi-purpose facilities construction authority.

b) The State should investigate the existing Educational Facilities Authority, Neighborhood Facilities Authority, Permanent Commission on Capital Improvements and the Urban Loan Authority in an effort to coordinate their mandates and responsibilities to arrange for the construction of multi-purpose community facilities to house government offices, schools, health and social services. The costs could be paid through revenue bonds, whereby said bonds would be retired by rents paid by the user agencies.

In a community where municipal service and school facilities are old, the authority could offer funds to the municipality to construct a multi-purpose service facility. Alternatively, the funds could be used to renovate present school facilities currently underutilized due to enrollment decline, or to relocate other existing social services within these facilities

The construction of such facilities could also create jobs and job training for youth. Funds to support just such jobs and training are available under the Youth Employment and Demonstration Project Act and the Comprehensive Employment and Training Act.

Interagency Cooperation Through a Data Access System

The coordination of data must be part of any plan to increase interagency cooperation. In researching facts and figures for this report, we were astonished to discover the disjointedness and incompleteness of the data on adolescents in New Jersey. Different agencies used different ages to determine who were youth and who were not; in some cases youth were not even counted as a separate category in the data, making it impossible to tell their rate of participation in a particular program.

Since the Commission believes that the demand for data on youth is on the increase, and that such data, if well collected and analyzed, can be extremely useful to policy makers in setting educational goals. We make this recommendation:

49. A common, interagency data bank on New Jersey adolescents should be created. The proposed governor's interagency policy group on adolescents should help determine the types of information to be gathered and the form in which it should be compiled, analyzed, and disseminated. Funds to finance such an effort should be provided on an interagency basis.

In order to have a high quality interagency data system it is critical that the agencies contributing to it have their own data collecting practices in order. We therefore recommend that the Department of Education evaluate its own data processing system and expand it to meet state and local needs.

50. The Department of Education should evaluate and expand its own data processing system in order to meet state and local needs.

In order for local districts to make known their data needs and to retrieve data, they would need to be linked in some way to the broader system. The Educational Improvement Centers might serve well in this capacity.

One specific area of data that the Commission would especially like to have included in the data bank is data on local unemployment. According to the U.S. Bureau of Labor Statistics, the only valid unemployment data available is national data. This fact has been confirmed at the state level by our own Department of Labor, which reports that their state, county and local figures fail to give a true picture. The Department has indicated that no one actually knows the number of unemployed people in any given area.

The first problem, then, appears to be finding a mechanism that will allow the state to gather valid and reliable data on the number of unemployed adolescents in local areas. Perhaps the Departments of Education, and Labor and Industry could undertake a pilot study to develop such a mechanism.

Financing for an interagency data bank must be found. Funds would not come solely from the Department of Education but from several state agencies. It would be a question of rechanneling the total pool of state fiscal resources. At the initiation of the proposed interagency policy group, the State Departments of Education, Human Services, Labor and Industry, and the State Law Enforcement Planning Agency (SLEPA) should review their resources to see how they could support such a data bank. If no support could be found, the interagency policy group could take on the responsibility of finding funds, by drawing up new legislation to fund the bank. The Commission feels strongly that funding for the bank must be found somewhere because it is needed and because its existence would aid in the implementation of the recommendations of this report.

An important additional area for the policy group to become involved in is one already discussed earlier in this report, that of education and work programs. The policy group should supervise the development of a statewide comprehensive education and work program. This program should encourage the creation of jobs for youth by making financial incentives available to the private sector. The program should also coordinate the statewide implementation of the Youth Employment and Demonstration Projects Act of 1977 by providing technical assistance to local education agencies and by overseeing the coordination of Comprehensive Employment and Training Act prime sponsors.

Returning to our earlier point, that agencies serving the state's youth have worked in isolation from each other, we feel it is especially important that the Department of Education be a member of the interagency policy group. In the past the public education system has been perhaps the most isolated of the social service agencies, both at the state and local level. The point is documented on a national level by a survey of 26 states reported by Kathleen G. Heintz in *Evaluation Magazine* which found that in those states not a single comprehensive community service agency could identify a single formal relationship between themselves and any state or local education agency.[26]

The High School's Role

As the institution that has been given first responsibility for all adolescents, the high school ought to be closely involved not only in planning with other agencies at the state level but also in planning with other social service agencies in the community. Indeed, after giving the matter further thought, the Commission concluded that the high school can provide the most effective institutional link to all of the community's adolescents. Therefore, we strongly recommend that each high school across the state assume the responsibility in their community for monitoring and facilitating the identification and provision of needed social services to all adolescents through the age of 20.

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[26]Kathleen Heintz, *State Organizations for Human Services, Evaluation Magazine,* Vol. 3, No. 1-2, (1976), pp. 106-111.

51. The school should assume responsibility for monitoring and facilitating the identification and provision of needed social services to all adolescents under 20 years of age, but the school should not be solely responsible for providing such services.

As we indicate in this recommendation, the school should not be viewed as solely responsible for providing these services. On the contrary, the school's primary focus must remain on providing academic skills. It has neither the resources, in people and facilities, nor the time, to take over the entire task. Nor is such a drastic reorganization necessary, since the social services agencies are already organized and are operating outside of the schools. The range of services is technically available and adequate to serve the needs of almost every adolescent. But the number of options is so large that the average youth, even if given the information available in a resource directory, has difficulty choosing the service appropriate to his or her needs. And even if they do manage to choose an agency to go to, they may feel reluctant to seek it out, if they have never dealt with it before.

What is needed is a better linking between these services and the adolescents who need them, all of whom pass through the high school. These students need advice, information and encouragement to seek out the appropriate service when they need it. They need to be told how much the service costs (or is it free?),who to talk to, and how to get there. And they need to be told that there is such a service for them to use at the moment when they most need to know about it.

Better linking between the high school and the community's services could be provided if the school and the local groups were to devote time and energy to integrating their services. Therefore we make this recommendation:

52. At the local level, school districts should work with local agencies and organizations to develop an efficient process for integrating education and social services.

Such cooperation at the local level, which has already been organized in many communities for the narrower purpose of assisting handicapped students or providing school lunches, could do much to help.

To answer the need for better linking of high school students with their communities' social services, the Commission recommends that an individualized referral service be created in every high school. To establish such a service, the high school would employ one or more brokers to help students find out about such services as job counseling, crisis intervention centers, family counseling and psychological counseling, health services and alternative education programs. In addition these brokers would be responsible for linking adolescents to the opportunities in the community for education/work programs, as we described earlier in this report.

53. The Department of Education, in conjunction with other state agencies, should develop models for an advocate/brokerage system which would link the school with other agencies (both public and private) that exist outside the school. The broker would serve as a referral agent, an ombudsman and

a student advocate. She/he would be responsible for making available formal therapeutic services (i.e., crisis intervention, family counseling, psychological counseling), as well as the whole range of health services provided by professionals within community agencies to students at locations outside the school plant and during non-school hours. Interagency funding alternatives should also be investigated for this system.

The term *"broker"*, while a familiar one on Wall Street, recently has come into use in the education community as well. Just as a stockbroker assesses all of the possibilities for client investment and then suggests appropriate options which fit the individual clients' financial situations, so the youth broker would assess all of the various agencies' programs, services and opportunities and suggest which options would fit each youth's aspirations, needs and potential.

In various parts of the country brokering services are now available to high school students and older adults who want to apply to college but who don't know where they should go or which program is best suited to their needs.

In proposing such a referral service, the Commission considered that the state should experiment with such a system in a few pilot schools at first, to see whether the benefits would justify the costs. To do this, a sponsoring agency should be appointed.

While supporting some pilot programs would call for an initial outlay of money, we are confident that the system, if expanded, has some long-range cost saving possibilities. We expect the system could be very economical for the state for two reasons. First, it would increase significantly the chances that adolescents would be served at an early stage of need, when providing service is less expensive than later, when the youth may be involved in drugs, have committed a crime and require more expensive supervision and treatment. Second, such a system would put existing services to more efficient use, making it possible for unneeded services to discontinue or shift themselves into areas where services were lacking.

The proposed brokerage system is intended as a structural remedy to a serious defect in the current service delivery system. Neither an academic advisor nor psychologist nor corrections officer but a referral and placement agent, this official could help each youth negotiate his or her way through an increasingly complex network of bureaucracies and organizations. Opportunities for improvement and growth have been available to youth all along but youth have not used them well because they did not know about them, were unsure how to use them or were simply afraid. By means of a brokerage system, the service bureaucracy can be changed into an opportunity structure. It will lead to communities finding new ways to collaborate and to the evolution of new networks. Adolescents' problems cannot be solved by any institution. They must be solved by the adolescent. But the institutions can help a great deal, if the adolescent knows how and where to find them and feels assured that the people there will offer needed assistance.

Whenever society has noted a change in the pattern of adolescent needs, conventional wisdom has suggested that schools pursue one or the other of two opposite responses. The first is to return to *"basic"* education. Let that be the school's sole responsibility, the supporters of this wisdom argue. The school is not responsible for dealing with the adolescent in the nonstudent roles.

The second response is excessive in the other direction. Supporters of this wisdom believe that the school should be responsible for all of the students needs. It is the school's job, they argue, to provide services to the total adolescent.

The Commission believes that choosing either of these responses would be unwise. While we recognize the importance of serving the total adolescent, we question both the wisdom and usefulness of the school's assuming sole responsibility for delivering all services to the students in its own facility using only its own personnel.

Instead, as we have described in detail in this report, we believe the schools should seek the *"common ground"* between the two extremes. Public secondary schools should develop the capacity to monitor and facilitate the delivery of a total range of services to the adolescent. However, it should not be the schools themselves that actually deliver the services, but rather the social service agencies in the community.

Our nation's first century of secondary education has been enormously successful overall. One reason has been the high schools' willingness to grow. Until now much of that very necessary growth was physical: in plant capacity, staff size and teaching resources. Now, *"between the times,"* a different kind of growth is required: it is a growth in perspective, and involves arduous but very rewarding cooperation.

V: FUNDING AND IMPLEMENTATION

The Commission spent its early months reviewing all of the studies done by other states and national commissions on adolescence, from which we gained much information and many insights. One of those was that each state's study had the same striking flaw: no implementation plan was provided to make sure that the recommendations made would in fact be given serious consideration by the state. Therefore most commission reports never yielded the intended results. To prevent our recommendations from *"dying on the page,"* we have therefore addressed ourselves to problems of implementation, including funding.

Funding Issues

The first funding issue is in regard to the interagency policy group delineated in recommendation number 47. In addition to coordinating existing agency programs, the interagency policy group should seek funds for any new initiatives jointly undertaken by agencies serving adolescents. Interagency funding mechanisms should be sought to pay for these innovative programs.

54. The proposed interagency policy group on adolescents should investigate interagency funding mechanisms for innovative program development.

Although it costs more to educate a high school student than it does a grade school student, the present formula structure for state funding aids both types of institutions on an equal basis. Since this is plainly an illogical situation, the Commission recommends that a different *"caps"* formula be devised which would allow high schools to receive more funds.

55. A differentiated *"caps"* formula should be devised which would permit a higher level of expenditure for secondary schools.

One means might be to allow the high schools' funding to increase by a larger percentage each year than the percentage increase set for the elementary schools.

Such a change would provide some of the additional funds needed. A second proposal, also recommended by the Commission, would be that the State Department of Education maintain secondary education as a priority category for funding in the federally sponsored, state administered Elementary and Secondary Education Act, Title IV, Part C program. Under this program, for which Congress appropriated $194 million for fiscal 1978 each state may set its own priorities from among the innovative activities authorized under the law. Secondary school projects have been under-represented in the group of projects which have been funded. At the national level in 1976 only 26 of the 146 validated projects were related specifically to secondary schools. The same pattern had been true within New Jersey. Through 1972 only 8 of the 49 funded projects related specifically to secondary schools. In recent years secondary school projects have been given a priority status, within the state. The Commission recommends that this priority for secondary projects be maintained and extended.

56. a) A priority category should be established within the Elementary and Secondary Education Act, Title IV, Part C development program which would give preference to requests for proposals related to projects in secondary schools for a minimum of five years.

b).The needs of secondary education should be prioritized within all other funding categories for the same period of time.

The same priority status should be given to secondary school projects in other state administered federal programs such as education for the handicapped, vocational education and Elementary and Secondary Education Act, Title I. Among these secondary school projects, priority consideration should be given to projects from the middle schools and junior high schools where students especially need preparation in basic skills, remedial programs, and programs to identify early which students are experiencing social difficulties that may be blocking their educational process.

The Commission hopes that these recommendations will result in the appropriate state agencies cooperating in developing plans for the use of these funds.

Also, while we are on the subject of state funding policies, we would like to address the problem of providing state funding for the education of children under the Department of Human Services' (DHS) care. DHS is funded under the category of general state operations. In contrast, basic support for education costs must be drawn from income tax revenues. Because it is against the law to spend income tax revenues on the category of general state operations, none of the funds intended to pay for educational expenses can be used by DHS to educate the children in its charge. Neither can DHS find alternative revenues through general state operating funds as these monies have been legally capped by the legislature.

A second similar problem involves DHS being unable to receive proper payment from local districts to cover the costs of educating children who have been put in a residential placement. While the local district has a clear legal responsibility to pay for the educational costs of these children (50 percent of which costs are reimbursable by the State under the Beadleston Act), payment is not always forthcoming because of jurisdictional disputes between the school districts.

Part of the problem is also attributable to the fact that school districts may only claim state aid reimbursements for special educational services for children included in the September 30 report each year. If it is determined that a child needs residential placement after September 30, the school district must provide funds out of its own local property tax levy for the fiscal year, with 50 percent of the cost reimbursed from the Department of Education the following year. The net result is the impedement of the Division of Youth and Family Service's ability to pay for the education of these children.

The Commission looks to the Garden State School District to solve the problem of funding for these educational needs. Operating in much the same way as a local school district, The Garden State School District presently provides for the education of children in state institutions. It is the Commission's recommendation that:

57. **The state should establish a fund within the Department of Education--preferably the Garden State School District--to finance educational services for all students not properly assignable to local school districts, e.g., juveniles in need of supervision in shelter care, children in detention homes, in private and out of home placements, in drug and alcohol facilities, and in state residential facilities.**

If the present Garden State School District were properly funded, it could coordinate this policy and provide the service where appropriate.

Implementation Plan

Returning to the broader subject of implementing the recommendations of this Commission, we recommend that the Department of Education review the final report promptly, after which it should conduct an assessment of the recommendations.

58. **The Department of Education should promptly review this report, conduct an assessment of the recommendations and develop strategies for implementation of the recommendations in accordance with the methodology and guidelines outlined in the report.**

This task could most logically be assigned to the existing Priority Planning Committee of the Department, which was earlier created to improve policy and to guide new programs for secondary schools. This committee should be asked to produce an analysis of the report within 60 days of when the final report is published.

In thinking about how the committee might analyze the recommendations most effectively, the Commission arrived at some categories that seemed useful. These are administrative actions, legislative actions, and research/development actions. For each of these groups, a schedule of implementation could be planned, bearing in mind the general constraints of low growth budgeting declining enrollments in high schools, the overriding principles and procedures of the Public School Education Act and the specific constraints of how acceptable the action would be to various interest groups. In addition consideration should be given to how long it would take to accomplish the recommendations, what kind of legislation or guidelines would have to be written, what kind of operational structures would have to be set up and how much it would cost.

Each of the recommendations, having been analyzed according to the attached sample matrix could then be prioritized. In doing so, the impact of each recommendation on the other recommendations should be assessed.

This analysis would be only the first step. It, in turn, could be used as the basis for a comprehensive implementation plan. The Commission would like to see such a comprehensive plan completed 90 days after the final report became available. The plan should include provisions for monitoring and evaluating the activities, to insure they became permanent and that the bureaucracy is held accountable. One hundred and twenty days after the report is released, we would like

the final implementation plan to be put into effect. An implementation group should be established in accordance with the priority planning process to direct the monitoring and evaluation activities as the plan evolves. This group would serve for three years beginning in February 1978.

It is important, too, that the general public, but especially those citizens who work in education and the social services, be familiar with our Commission's recommendations. Therefore, a copy of our final report should be distributed to all school districts and to all of the secondary schools (including junior high and middle schools), and to the social services agencies directly involved in adolescent programs. At the same time, it should be mailed to all state legislators, professional organizations and youth advocacy groups. Most important the public should be aware of the Commission's work in order for it to participate as much as possible in future efforts.

To quote Karl Menninger:

> Public education and involvement are the first steps in any permanent, constructive change in our wretchedly inadequate, self-destroying, self-infusing, crime-encouraging system. Not that the public will straightaway rise up and ask for the radical changes that ought to be made. But once it knows, once it really perceives that the present pretentious procedure is falling on its face and endangering us all, once the public becomes informed, it will become correspondingly aroused. It will let its demands be known to legislatures and officials, and the situation will change.[27]

We believe the time is right to make the changes we suggest. The students, caught up in the frustration and sorrows caused by changes in the family and by the experience of being unemployed, are ready to be served. The high schools, having been criticized for not serving their students better, are aware of the need to broaden their curricula into education/work areas and to serve noncollege bound students with quality programs. The social services agencies are aware of their lack of policy and cohesion

We will not be in between the times much longer. We must act now to be ready for the new times when they come.

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[27]Karl Menninger, *The Crime of Punishment,* (New York: The Viking Press), 1968, pp. 278-279.

STRATEGIC CHOICE METHODOLOGY

TEST MATRIX

Recommendation	Cost	Time	Codes and Guidelines	Interagency Considerations	Structural Constraints	Acceptability to Actor/interest Groups	Other Constraints
1.							
2.							
.							
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n							

APPENDICES

APPENDIX A

Description of the Study Process

APPENDIX A

DESCRIPTION OF THE STUDY PROCESS

The method of study that was adopted permitted consideration of any major concern from multiple perspectives. By referring to the list of major activities and the following flow chart (see Appendix A-1), the reader may see the several cycles of activity. The varying perspectives which were built into the study included those provided by means of (1) literature reviews carried out by the professional staff; (2) submissions from outside consultants; (3) submission of data elements, or position papers from youth-serving agencies within the Department of Education or from other public or private groups; (4) interactions with the public and (5) deliberations within the Commission's taskforces.

The specific elements of the study process included:

1. Preparation of literature by the staff for review by the Commission:

   — the developmental themes involved in the adolescent maturation process, with particular attention given to the process of forming a positive identity, the dynamics of career exploration and choice, the means by which adolescents acquire life skills, and the acquisition of knowledge about society.

   — the major dysfunctions that occur in the developmental process, as represented by crime rates, levels of drug misuse, rates of school dropouts, numbers of teenage pregnancies, etc.

   — the socio-economic and political framework within which education functions, with particular attention given to emergent trends such as severe youth unemployment and underemployment.

   — the strident criticism of schooling put forth by major critics. This activity culminated in the preparation of reviews and synopses of several critics' works.

   — the several existent, state or national level commission reports on adolescence, or schooling. This activity led to the production of a report which summarizes the several studies and the preparation of a taxonomy of their recommendations.

2. The initiation of the Study Commission's work:

   — the review, revision and adoption of a plan of operation.

   — the development of a set of operating rules and procedures.

— the division of the Commission into three taskforces:

youth in society
youth in the school
youth in perspective.

— the appointment of a steering committee.

— the definition of the Commission's priority concerns.

3. The following people authored papers for the Commission's review:

1. John Henry Martin - Transcript of Presentation August 6, 1976
2. Edgar Friedenberg - Transcript of Presentation August 26, 1976
3. Jay Yanoff - "Establishing an Educational System Responsive to the Cognitive and Emotional Development of Adolescents"
4. Ron Schurin - "Career Education: Program Overview and Analysis"
5. Martha Larkins - "Adolescence and Senescence"
6. Gary Natriello - "Adult Role Models in Secondary Schools"
7. Maureen Daley - The Identity Formation Process
8. Leonard Brown - "Community-Based Models for Dealing with Disruptive Students"
9. Howard Didsbury - "Youth, Community Service and the Future" and "Career Assessment Index"
10. Nicholas R. Scalera - "The Need for Parenting Courses in High Schools", April 6, 1977 and "A Proposal for Rationalizing the Funding of a 'Thorough and Efficient Education' for Children Who Require Out-of-Home Placement or Services", April 11, 1977
11. Thomas Lickona - "Moral/Value Education: Current Theory and Practice"

4. The work carried out in taskforces:

— the development of a data profile on adolescents and education.

— the review of pertinent materials.

— the solicitation of interagency input.

5. Public interaction:

— four public hearings (see Appendix A-2)

— two professional forums

— a program visitation to 28 secondary schools (see Appendix A-3)

The following individuals made presentations at the professional forums:

1) Forum: Toward a Policy for Education and Work in New Jersey
December 7, 1976

Dr. Fred G. Burke
New Jersey Commissioner of Education

Mr. William J. Clark
Assistant Commissioner for Workplace Standards

Mr. Harold Goldstein
Former Director, Bureau of Labor Statistics
"A Prospectus on Education and Work"

Mr. William J. Elliott
Manager of Educational Relations
American Cyanamid Company
"Collaboration Between Industry, Labor and the Teaching Profession"

2) Forum: Transition to Responsible Adulthood: Concerning Moral/Civic Education
January 11, 1977

Mr. Howard Edelman
Great Neck, New York
"Moral Civic Education: Possibilities and Pitfalls"

Dr. Howard Didsbury
Kean College
World Futures Society
"Service Internships"

Mr. Leonard Berman
School Program Coordinator
Camden County Office
Values Clarification

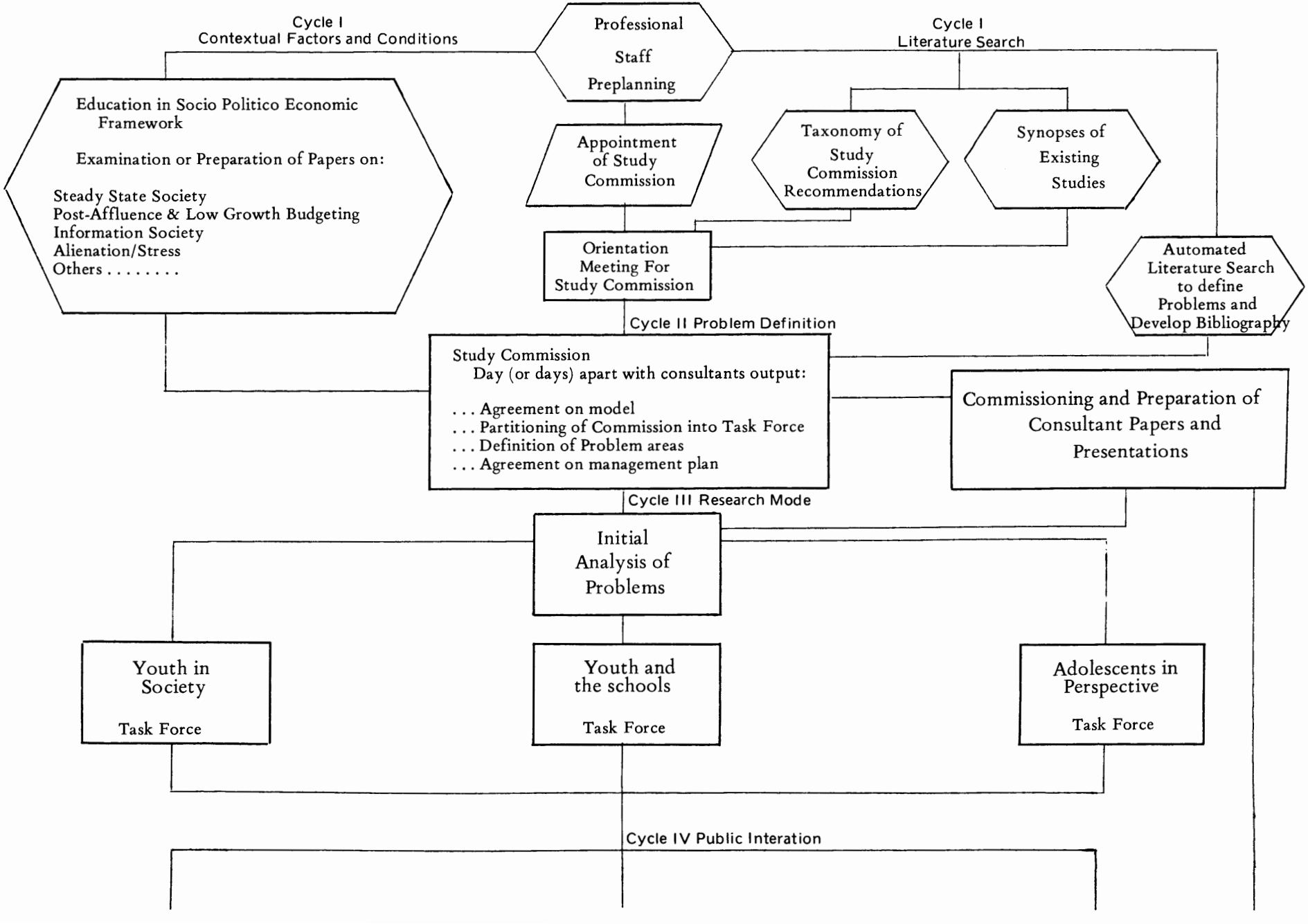
Dr. Harry Cavanaugh
Cognitive Moral Development Theory as Outlined by Dr. Kohlberg

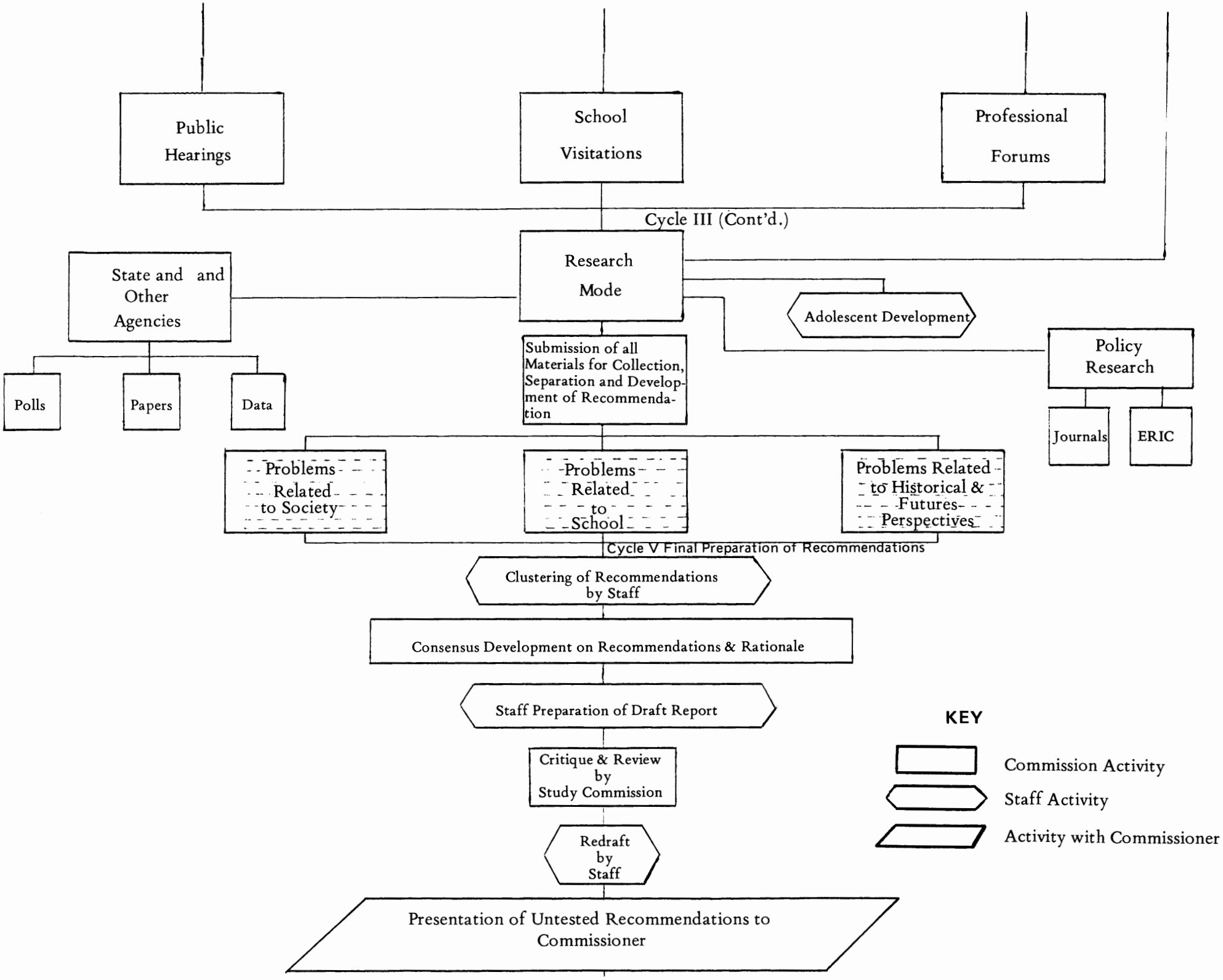
Appendix A-1

New Jersey Study Commission On Adolescent Education

STUDY METHOD

(An Iterative Approach)




Public Hearings
School Visitations
Professional Forums
Cycle III (Cont'd.)
Research Mode
State and and Other Agencies
Polls
Papers
Data
Adolescent Development
Policy Research
Journals
ERIC
Submission of all Materials for Collection, Separation and Development of Recommendation
Problems Related to Society
Problems Related to School
Problems Related to Historical & Futures Perspectives
Cycle V Final Preparation of Recommendations
Clustering of Recommendations by Staff
Consensus Development on Recommendations & Rationale
Staff Preparation of Draft Report
Critique & Review by Study Commission
Redraft by Staff
Presentation of Untested Recommendations to Commissioner
KEY
Commission Activity
Staff Activity
Activity with Commissioner

Appendix A-2

NEW JERSEY STUDY COMMISSION ON ADOLESCENT EDUCATION
SCHEDULE OF TESTIMONY

Senate Chambers, State House, Trenton, January 18, 1977

NAME	TOPIC	REPRESENTING
Mr. Norman Goldman	(1) Comprehensive Approaches to Adolescent Education (2) Educational Needs (3) Graduation Standards	New Jersey Education Association
Mr. Peter Harris	(1) Comprehensive Education (2) Community Education	Trenton Education Association
Mr. James Auerbach	Career Education and Transitions to Adulthood	American Federation of Teachers
Reverend Edward Prindle	Changing Priorities in Education	(Unspecified)

Appendix A-2 (Continued)

NEW JERSEY STUDY COMMISSION ON ADOLESCENT EDUCATION

SCHEDULE OF TESTIMONY

Holly Bush, Glassboro State College, March 14, 1977

NAME	TOPIC	REPRESENTING
Ms. Mary Cudemo	Program for Working with Disaffected High School Students	Lenape High School
Mr. James Powell	Work with Potential School Dropouts	Vocational Education Association of New Jersey
Mr. Charles Rosica	Concern for Disaffected Students; National Guard Cooperative Education Project	Southern Division of New Jersey Cooperative Industrial Education Coordinators Association
Dr. William Lemoine	Potential of Community Education Programs	Association for Adult Education in New Jersey
Mr. John Funston, Mr. William Clark	Multi Faceted Program for Disruptive Students	Pennsauken High School; Pennsauken High School
Mr. Jay Schultz	Potential of Adult High School Programs	Gloucester County Office of Education
Dr. Donald Edge	Need for Better Articulation Between Groups Providing Basic Education	Camden County College
Mr. Stuart Sovtsky	Inter-relationship Between Juvenile Justice System and School System	Altantic County Youth Service Bureau
Mr. Lew Maul	Need for Coordination and Direction Among Agencies Service Adolescents	Atlantic County Council of Educational Associations

Appendix A-2 (Continued)

NEW JERSEY STUDY COMMISSION ON ADOLESCENT EDUCATION
SCHEDULE OF TESTIMONY

Robert Treat Hotel, March 16, 1977

NAME	TOPIC	REPRESENTING
Dr. Emeka Manuwuike	For a More Efficient and Effective Utilization of Resources	Newark Board of Education
Fredric C. Peterson	Response to Commission's "Outcome Statement"	N.J. Association of School Business Administrators
Mr. A. Krenicki	Passaic Career Education Center-An Alternative School	Passaic Public Schools
Ms. Corene Collins	Alternative Education As Part of School Programs	East Orange Youth Service Bureau
Ms. Sue-Ann Scopie Forte	School Suspensions	American Civil Liberties Union
Mr. Larry Leverett	The Need For Alternatives -The Role of the Community	Passaic Youth Service Bureau
Ms. Charlotte B. Kohn	High School Curriculum Not Preparing Students to Function in an Adult World.	Youth Service Bureau
Mrs. Gross-Mr. Novick	Educational Guidance and Counselling	Woodbridge Twp. School District
Mr. Raymond Aumack	Programs for Adolescents	Jersey City Juvenile Project
Dr. Ajose	Need for Metric Education Programs	Kean College
Ms. Ursula Bobel	The Critical Issues as Outlined in Summary of Appendage to Outcomes Statement	Union Dept. of Youth Services
Mr. Ken Ludviksen	Should Secondary School Facilities Be Open All Year? (Person over 20 attending a secondary school)	North Arlington, New Jersey
Mr. Bob Failla	Goals & Priorities of Our Program and What Makes it work	Independence High School
Mrs. Barbara Harris	School Size (2) Concepts of Comprehensive High School	Newark Teacher's Associations
Ms. Nancy Coon	Art Education (A personal statement)	
Mr. David Sousa	Response to Report "A Call for Action"	Essex County Education Association

Appendix A-2 (Continued)

NEW JERSEY STUDY COMMISSION ON ADOLESCENT EDUCATION
SCHEDULE OF TESTIMONY

Governor Morris Inn, Morristown, March 17, 1977

NAME	TOPIC	REPRESENTING
Mr. Dario Valcarcel	Education Environment and Cogniture Achievance	North Hunterdon Regional High School District
Mr. William Conwell	Humanistic Processes as a Motivational Factor in Education	Voorhees High School
Mr. Robert Kish	Curriculum Facilitation Schedule	North Hunterdon School
Dr. Sanford Clarke	Continuous Professional Development Program	William Paterson College
Mr. William Brady	Alternative Learning Environments for Court Referred Youth	Passaic Valley Regional High School
Mr. John Papas Dr. Pearl Greenberg	Needs of Art in Secondary Education	Dumont Public Schools Arts Educators of New Jersey - Kean College
Dr. Alta Garfield	Adolescent Education: Sex Education, Family Planning and Parenting Education	New Jersey Department of Health
Ms. Jacquelyn Walker	Health Education to Include Parenting Skills, Sexual Responsibility Decision Making	Planned Parentage North West, New Jersey
Mr. W. Carl Burger	Visual Literacy and Its Integration into Society	Kean College
Dr. Joan Abrams	Necessity of Equal Standards of Educational Excellence and Employment Aspirations for Young Women	Red Bank Public Schools, OWL, Women's Caucus of AASA

APPENDIX A-3
REPORT ON SCHOOL VISITATIONS

From January 10 through March 8, members and staff of the New Jersey Study Commission on Adolescent Education conducted field visitations in twenty-eight (28) secondary schools. Although these schools were selected on a voluntary basis, they were representative of the 719 schools which serve New Jersey adolescents.

In October 1976, a letter of request was sent out to the principals of each of the 719 schools. One-hundred and ten (110) schools indicated their willingness to host a visitation. Recognizing the impossibility of visiting so large a sampling of schools, the Steering Committee selected 35 schools for visitation. The committee evolved criteria to insure that:

—visitations would be conducted in urban-core, older-suburban, newer-regionalized and small-town settings.

— visitations would be made in 3-4 year public, junior and middle, private and parochial schools.

— visitations would be conducted in schools that lie across the state and lie within the several Educational Improvement Center regions.

— visitations would be conducted in schools representative of a spectrum of operational and organizational styles.

The final list of schools included:

School	County	Type
Bloomfield High School	Essex	Secondary
Bergenfield High School	Bergen	Secondary
Gill/St. Bernard	Bernardsville, Somerset	Independent
Roselle Catholic	Union	Parochial
Moorestown High School	Burlington	Secondary
Barringer High School	Essex	Secondary
Middle Twp. Middle School	Cape May	Middle
Camden County Voc. Tech. H.S.	Camden	Special-Vocational
Ewing High School	Mercer	Secondary
North Hunterdon	Hunterdon	Secondary
Piscataway High School	Middlesex	Secondary
Camden High School	Camden	Secondary
Rancocos Valley Regional	Burlington	Secondary
Teaneck High School	Bergen	Secondary
Butler High School	Morris	Secondary
Mountain Lakes High School	Morris	Secondary

School	County	Type
Passaic County Voc. Tech.	Passaic	Voc. Tech.
Point Pleasant Beach	Ocean	Secondary (7-12)
Roosevelt Jr. High School	Union	Middle
Princeton Day School	Mercer	Independent
Henry Hudson Regional	Monmouth	Secondary
Damon House	Middlesex	Drug Rehab.
George Washington	Elizabeth, Union	Elementary
Teaneck Alternative	Bergen	Public-Alternative
Central Regional	Ocean	Secondary
Somerset County Voc	Somerset	Vocational
Thompson Junior High School	Monmouth	Middle
Bergen Catholic	Bergen	Parochial
Woodstown Middle	Salem	Middle
Thomas Jefferson High School	Union, Westfield	Secondary
Rahway Junior High School	Union	Junior
West Windsor Plainsboro	Mercer	Secondary
Lounsberry Hollow M.S.	Sussex	Middle
Hunterdon Central High School	Hunterdon	Secondary
Clearview Regional	Gloucester	Middle-Secondary

To summarize, the sample included:

18	public 3 or 4-year high schools
7	public junior or middle schools
2	public 7-12th grade secondary schools
2	vocational/technical high schools (one with a unit for special needs students)
2	parochial 4-year high schools
2	private 7-12th grade secondary schools
1	public alternative high school
1	school in a drug rehabilitation center
Total 35	

A community elementary school was also visited.

Seven schools that were to be visited, were not for varying reasons.

In each visitation, the team spent from 3-6 hours in the school complex. The school also provided the study Commission team with a packet of descriptive materials including:

Course Descriptions
Student Handbook
List of Extra Curricular Activities
Average Daily Attendance - Percentage Absent
Local Requirements for High School Diploma
School Newspaper (any issue)
Guidance Manual - Services Offered by Guidance
Any Information on Innovative Programs

A set of seven questions were used to initiate inter-action. In most cases, however, both commission and school persons moved far beyond the formal questions.

Major Observations:

- For the most part the achievement oriented student is being well served by the schools of New Jersey.

- The matter of school size has been overstressed in the literature. While an optimal range seems to exist in the range of 1200 to 2000 students per building for 3-4 year high schools and 400-800 for junior and middle schools, the more important variable is how students are treated, and whether provision is made for establishing smaller communities for establishing identity and responsibility.

- Significant problems exist in the entry year into the comprehensive high school. Many students are overwhelmed by the number of course offerings and the sense of anomie.

- Quality of school life seems to be related to the ability of schools to affirm examples of student creativity and expression; not only in terms of classical and adult standards, but also in terms of the standards of the peer culture.

- Even with the development of modular scheduling and mini-course offerings, there remains a need for program diversity. The need is not so much for a diversity of content as it is for a diversity in teaching/learning styles.

- The more successful programs seem to offer a diversity of styles with a stress on experiential learning.

- There is a need to bring about earlier identification and treatment of both the learning and behavioral problems of individual students.

- There is little understanding or usage of "Plan B" (N.J.A.C. 6:27-1.13) as a means of awarding credit for graduation.

- School officials are frustrated by attendance problems and by the lack of support by the courts of the present standards.

- Senior high schools are paying the price for the past practice of social promotion.

- Administrators, teaching staff and students agree that a disproportionate amount of time is being spent with a small number of disaffected students.

- All students need opportunities to demonstrate their competencies and feel successful.

- Schools are open to the establishment of specialized curricula, programs and school within schools (learning communities). They are less supportive of options outside the public system.

- Schools are also open to the establishment of special purpose schools on a county-wide or other regionalized basis designed for students at all performance levels who have specific needs or skills (e.g., learning disabilities, special dramatic or musical skills, behavioral or emotional problems).

- Success in program administration and program development seem to be more highly related to a person's competence in skillfully and humanely managing change than to the brilliance or strength of particular program ideas.

- Remediation of basic skills is itself a special skill which involves both competence in interpersonal relations and specific teaching competencies.

- Professional school people feel that a narrow stress on basic skills may eliminate the enrichment perspectives that help provide the motivation for achievement.

- An inordinate amount of counselors' time and counseling program time is spent on scheduling.

APPENDIX B

Public School Education Act of 1975

APPENDIX B

PUBLIC SCHOOL EDUCATION ACT OF 1975

New Jersey has recently embarked upon a massive structural reorganization of its school system. With passage in 1975 of the Public School Education Act (N.J.S.A. 18A:7A-1 et seq.), the Legislature took a giant step toward assuring that New Jersey's system of schools would become the finest in the country. The legislative goal is *"to provide to all children in New Jersey, regardless of socioeconomic status of geographic location, the educational opportunity which will prepare them to function politically, economically and socially in a democratic society."* (N.J.S.A. 18A:7A-4)

For the many who may wonder how the term *"thorough and efficient"* found its way into the law, it may come as a surprise to know that an amendment to the New Jersey Constitution, enacted in 1875 directed the Legislature to:

> *Provide for the maintenance and support of a thorough and efficient system of free public schools...*

It took over a quarter of a century before the Legislature placed responsibility on the State Board of Education and the Commissioner to take steps to implement the Constitutional amendment. In 1903, the board was authorized to:

> *"inquire into and ascertain the thoroughness and efficiency of operation of any of the schools of the public school system of the state."*

The matter rested there until 1972, when suit was brought against the State in the courts of New Jersey, charging that Robinson, the plaintiff, was not receiving educational opportunity equivalent to that existing in other communities, and that reliance on property taxes as a means of financing schools further contributed to that inequality of opportunity (Robinson vs. Cahill). In 1973, the courts, deciding for the plaintiff, directed the State Board to define the educational obligation intended by the phrase "thorough and efficient" and to develop a plan of financing to meet the Constitutional mandate. The Act was the Legislature's response to the State Supreme Court decision. That law is now New Jersey Statutes Annotated 18A:7A-1 et seq.

Recognizing that "thoroughness and efficiency" of a school system is a condition which would vary with present and changing needs of both the State and each school district and community, the Act provides for democratic decision-making in the local school district in areas such as hiring and dismissal of personnel, the curricula of the schools, and the establishment of district budgets. There must be a maximum of citizen involvement, and decisions must be consistent with Statewide goals, guidelines and standards. Most school systems have been doing all along a large part of what the Act now calls for.

This law encourages schools to go about their efforts in ways which hold even greater promise for present and future generations of youngsters to enable them to achieve to the fullest the potential given to them.

The result of the step-by-step process should be that schools that are even more responsive to the needs of parents, children, the community and the State; schools that are accountable in the sence that they produce demonstrable results; schools that are dynamically moving continuously toward greater quality of learning for all of New Jersey's children.

The general principles of T & E are as follows:

—Local Autonomy Protected

Autonomy in the running of local schools is enhanced by the Act and by the plan for implementing it. The local district sets its own goals, objectives, and standards for improvement. Nothing in the law demands any particular curriculum, mode of teacher training or system of evaluation.

—Implemented Over Time

This is a long-range improvement effort and districts may move through it at different rates. As described later, a well-paced, serious, systematic effort at goal setting will be developed, followed by needs determination, and program planning, implementation and evaluation. In addition, programs may be introduced at different points in time and may have different timelines to accomplish objectives.

—Recognizes Individuality of Districts as a Baseline for Improvement

Districts vary widely not only in their educational needs, but in the resources and programs they require to meet needs. The Act does not expect, in fact would discourage, every district from having precisely the same programs because community and student needs differ. It does expect districts, however, to move through a process which targets the meeting of their needs in an organized way.

—Does Not Necessarily Eliminate Present School Programs

It will take several years for the process envisioned by the Act to be completely operational. Consequently, while gearing up to implement the Act, schools may continue existing educational programs introduced to achieve school improvement. When evaluation evidence supports the utility of these programs, continued use will be encouraged.

—Makes Information and Technical Assistance Available to Districts at Every Step Along the Way

The experience and knowledge of New Jersey's school districts, the County Offices and Educational Improvement Centers (EICs) of the State Department of Education, and the State Department's dissemination and diffusion network and the tie-in to the national network from which successful programs and processes from the rest of the country can be obtained, will be organized for ready access by districts. From these resources local districts may request general or specific information, materials, technical training and technical assistance to help plan and implement efficiently each step in the T and E process.

—Nothing in the Act Reduces Breadth of Program to Meet Individual Student Needs

> Differences of pupils in ability, interest, achievement, personality and culture continue to demand individualization in educational programs. Attention is not to be directed away from students with special education, bilingual needs or educational disadvantages.

—Priority Attention to Achievement in Basic Communication and Computational Skills

> By law (N.J.S.A. 18A:7A-11), verbal and computational skills are singled out for priority by all districts and all schools of the State. In so doing, the Legislature has affirmed its belief that these skills are basic to all learning and to later success as adults.

—Nothing in the Act Which Restricts Goals, Objectives or Educational Programs to Cognitive Achievement Only

> While the law is specific in assigning high priority to achievement in verbal and computational skills, local districts must specify additional goals consistent with the intent of State goals and may add additional goals to reflect community aspirations.

—Assessment Methods Not Restricted to Standardized Tests

> Local districts may select their own means of measuring achievement or progress in ways they can justify as being valid, reliable and practical. "Procedures for such assessment shall include but not be limited to interviews and informal/formal evaluation techniques, cumulative pupil records, local and state test results and medical examinations" (Title 6, N.J.A.C. 6:8-1 et seq.)

Most school districts in New Jersey are familiar with a secondary school approval process in which they participate every ten years, using a process which includes comprehensive self-evaluation. The Act carries this process to its logical conclusion by emphasizing the need to develop and implement plans for improvement where needs are disclosed and reducing the time cycle to five years. In lieu of the previous process of intensively gearing up for the self-evaluation and producing the required report in preparation for the State and County visitation, the continuing assessment, planning and evaluation cycles should produce a better paced effort at the school district level. The new process can be described in six steps:

- planning and conducting a goal setting process with community involvement
- planning and conducting an objectives/goal indicators and standards setting process
- planning and conducting a needs identification process by assessing where pupils are at present in relation to the objectives/goal indicators and standards

- establishing educational programs to achieve objectives
- measuring the effectiveness of the educational programs in achieving those objectives and making changes as needed
- budgeting annually for the educational plan and program.

APPENDIX C

Minority Reports

The following papers were submitted by Commission Members who wished to express opinions not reflected by the final report.

APPENDIX C

MINORITY STATEMENT

The purpose of this minority statement is not necessarily to disagree with recommendations presented by the Study Commission. It is to emphasize and focus attention upon several critical statements which must serve as the basic framework for further consideration of these findings.

The role of this Commission was to encourage further consideration of perceived problems and potential solutions. As is the case with all such commissions, certain assumptions and philosophies underlie both the selection of the problems to be reviewed and the alternatives proposed for their resolution. Such assumptions evolve naturally within commissions whose members share common experiences, concerns, and interests. Regardless of whether such assumptions are "right" or "wrong," it is the responsibility of the Commission itself to draw the reader's attention to the existence of these assumptions. This responsibility is particularly important in a report which emerges from a government sponsored group whose findings are designed to provide a foundation for governmental response.

By virtue of its sponsorship and the expertise made available to it, this report recommends many programs which reflect the conclusions and proposals of many sincere public servants. Regardless of the appropriateness or validity of these "educated opinions," it is important to emphasize that they are premised on judgments and do not constitute absolute truth.

The responsibility of this Commission was significant in both the size and complexity of its task. Its responsibility is awesome in terms of consequences of its deliberations. To identify and dissect problems of the magnitude addressed by this report, and to "brainstorm" possible responses to those problems, is a significant and appropriate effort. However, to propose that government agencies mandate the implementation of specific solutions is more significant and not appropriate. To do so raises fundamental questions concerning the degree to which state government, as a socially responsive institution, should impose even well reasoned intentions on institutions such as the school. These questions are of particular importance when the intent is based upon what an "elite" group perceives to be in the best interest of the "common good."

The necessity for modeling and validating these proposals is recognized in Recommendation 16a. (Developing representative curriculum and school program advisory councils in each district to assess the local need and desire for recommendations contained in this report). It is crucial for the readers and potential users of this information to remain cognizant of this expressed intent. The Commission's analysis and recommendations are not to be considered justifications for a multitude of government mandates.

Recommendations, numbers 35 and 36, are of particular concern to me. In both instances, my concern is founded upon (a) an inability to understand the recommendation; (b) a belief that important terms are improperly used; and (c) a conviction that what is proposed is much more complex than its description would lead the reader to believe.

Recommendation 35 suggests a one year sabbatical be granted to each professional staff member every six years to work outside of the school system. The possible implications of such a proposal to collective negotiations under Chapter 123 must be considered. Mandating such a program would legislatively establish a fringe benefit which is now a mandatorily negotiable subject. In any

event, such a program must be agreeable to both local school district staff and governing bodies, if it is to work in practice. It is conceivable that such an opportunity should be earned and not guaranteed. Additionally, the term "sabbatical" has a commonly accepted meaning in collectively negotiated agreements which is not the meaning of the term as described within the recommendation. Sabbaticals involve leave with pay; the recommendation does not. While the Commission might recommend that districts consider leaves for faculty members to broaden their experiences, there should not be a state mandate to this effect.

Recommendation 36 calls for inservice development opportunities for school board members and a "system of information and indicators that will enable board of education members to understand how the school district operates and how it relates to board policy." Many opportunities for inservice development have for some time been available to every school board member through the New Jersey School Boards Association. Support for business, industry, and government release time for board members under their employment is laudable. Whether such opportunities should be legislatively required involves important questions about the representative nature of school boards, which require considerable investigation and deliberation. What is meant by a "system of information and indicators" is unclear. If it means a planning and evaluation system which continuously provides information to policy makers about objectives and progress towards objectives, then the Public Education Act of 1975 (Chapter 212) and its companion Administrative Code already provide a framework within which local districts can establish a variety of systems to accomplish those ends. I believe that what is embodied within this recommendation, but not articulated, is support for the "management team" concept. Successful management cannot be mandated; it must be accomplished. The Department of Education should be a model of this concept and encourage its use through example and literature.

I strongly support the Commission's recommendations regarding expansion and improvement of inservice education programs for teaching staff members. However, I am concerned that a study which purports to address what schools can do to meet the needs of adolescents makes only passing reference to sound and effective staff evaluation procedures. Few would argue that qualified and competent staff are not the most important aspect of any school system which hopes to make some positive difference for the students with whom it is entrusted. Relevant and effective inservice education is essential. However, school districts must be encouraged to identify incompetent and ineffective staff, provide the opportunity to satisfactorily improve performance and failing to do so, to remove them.

A district's first obligation is to its students. Its obligation to its employees are important but secondary to its prime purpose. Dismissal procedures must be fair, efficient, and affordable in time and money. Anything less will preclude our schools from maintaining the "highly qualified staff" required by Chapter 212 and the "T and E" Administrative Code. In my opinion, this report's failure to articulate and emphasize this concern is a major oversight.

These thoughts are offered with the sincere intent of furthering the report's potential for making a positive contribution to the educational community's efforts to service society's needs by meeting the needs of our society's young women and men.

Dr. William M. Klepper
September 27, 1977

NEW JERSEY STUDY COMMISSION ON ADOLESCENT EDUCATION RECOMMENDATIONS

The comments with respect to the Recommendations are submitted by us as members of the Commission and do not necessarily represent the position of our respective state agencies.

Recommendation 30

"Minimum Competency Tests should be given in the senior year, but the test scores should not be tied to graduation for at least three years."

The New Jersey State Legislature (1976-1977) mandated that minimum competency tests be a requirement for graduation from New Jersey public high schools. A Commission was subsequently established to develop minimum competency tests. The entire New Jersey public school system has been alerted to this situation and it is expected that the minimum competency tests would be administered to all high school juniors during the 1977-78 school year. The fact that the public school system in New Jersey has been aware of this requirement for over a year, and that students would have reading, writing, and mathematics deficiencies identified in their junior year of high school is sufficient time for school administrations to provide remedial programs to correct the deficiencies of students identified in the junior year of high school. We, therefore, cannot support that portion of Recommendation 30 that would delay for three years the requirement of minimum competency tests.

In 1976 all high schools in New Jersey had to identify students with basic skills deficiencies and additional state funds were provided to assist the schools in helping students to overcome their deficiencies in basic skills. To delay further the requirement for minimum competency in basic skills for graduation would be a disservice to the students and the image of the public schools. It is to be expected that over the next few years we will improve the effectiveness of our competency testing. It is essential, however, that the elementary/secondary schools meet their responsibilities of providing these basic skills to students. In Recommendation 7 the Commission goes on record stressing the importance of basic skills in communication and computation. It would be unfortunate if the Commission did not support this position by requiring the achievement of certain minimum skills levels in reading, writing, and mathematics as a pre-requisite for graduation from high school by recommending its implementation beginning in the school year 1978-79.

Recommendation 31

"Class Rank be eliminated because of its inconsistency with the general thrust towards individual assessment and flexibility."

We believe that the development of class ranking for students using weighted ratings for different courses which require higher academic effort such as science, math, and liberal arts should be continued. At present a student can complete high school taking courses with minimum academic or intellectual challenge. This is reasonable since it allows each student a choice regarding the program of study that he or she would like to pursue in high school. There is no penalty associated with this for the student who chooses that particular path. These students usually do not have intentions to continue their education in a formal manner beyond high school.

Those students who are intellectually oriented towards the more demanding academic subjects in high school and who intend to continue their education beyond high school, should have the opportunity to be recognized for their academic achievement. We certainly have not been reluctant to recognize performance on the athletic field by providing a great variety of awards, nor have we been reluctant to recognize the achievement of students who are interested in participating in other extracurricular activities. The high academic achiever, however, has usually been neglected in regard to recognition for his or her intellectual achievement.

No case has been set forth in the report to show,for example, the proportion of college-bound students who are penalized by taking nonacademic courses. In order to enroll in college, students must demonstrate that they have met certain basic requirements* for academic courses, but they certainly have considerable latitude in selecting nonacademic courses which would be weighted less than the academic courses. We believe this recommendation of the Commission is set forth without sufficient statistics to support it. We oppose this recommendation on the basis that the students who do put forth a greater effort in the academic area be recognized for their effort by means of a rank in class. Further, the Commission did not assess the impact of this recommendation on college-bound high school graduates who apply for admission to colleges that utilize class rank as one of the indicators used for admissions selection.

Recommendation 32

"In-Service and continuing education experience be required for all professional staff persons. Such programs might include, but not be limited to the following suggestions:

Listing of items a) 1-5 and b) 1-4.

The set of recommendations under (a) and (b) for in-service and continuing education programs would appear to be similar to existing in-service education program opportunities. As the Commission points out, the present in-service education system in New Jersey public schools is a fragmented, incoherent and ineffective system. It usually comprises half-day seminars on a variety of subjects, courses taken by teachers for credit (primarily to get credit for advancement of salary) and presentations by book publishers on how to use their text books.

We believe it would be more effective for Recommendation 32 to propose that each school district be required to identify staff (both teaching and administrative) educational needs and to develop requests for proposals for outside agencies or organizations to provide suitable comprehensive programs to meet these needs. The staff at all levels should participate in identifying these needs and suggesting alternative programs that would help them in developing greater proficiency as teachers and administrators.

On a regular basis each school district should evaluate staff performance and identify the deficiencies of their staff. Programs should be developed to help staff overcome their deficiencies.

Since an effective staff development program is costly, we believe that the school districts should review staff members periodically, say every three to five years, and have a process for

*Admission requirements to New Jersey State Colleges include four units of English, two units of mathematics, two units of social studies, and one unit of laboratory science.

recertifying or removing certification from a teacher or administrator based on classroom performance, peer evaluation, testing, or whatever means are necessary to evaluate effectively the performance of teachers and administrators in meeting their responsibilities in the schools. This recertification review would be done regardless of whether the individual was tenured or not.

Unfortunately, there is not a single recommendation in the entire report that addresses the serious concern of the public at large regarding the issue of teacher competency and preparation. We should do everything to encourage the continuing development of teachers and to retain the majority of highly qualified professional teachers in our school districts.

At the state level a program should be established to review the process of certification and assess the quality and standards of teacher education programs.

Recommendation 33

"A laboratory demonstration school should be established within several geographic regions of the state to provide in-service internships."

This recommendation is inserted without any argument to support it. There are no studies referenced as to the effectiveness or lack of effectiveness of laboratory demonstration schools which were in existence in New Jersey for many years. The Commission did not discuss this concept in detail nor did it review alternative methods for providing internships for teachers and administrators in mid-career. In fact, we do not know if the New Jersey colleges were contacted to obtain their comments regarding demonstration schools that had previously been in existence.

Recommendation 45

"...The grading policy which the Board adopts will recognize the importance of pupil participation in the classroom learning activities. Pupils illegally absent from classes won't have the opportunity to make up missed classroom activities and, therefore, will have attendant diminuation of grades or credits."

This recommendation mandates that the student attend class and sets forth no requirement for the teacher that the classroom environment or participation in learning activities is an integral part of the requirement for the final grade. There are many courses which do not involve student participation. A teacher can be dull or uninteresting, can read from notes, can have students copy material from the blackboard which the teacher could just as well have reproduced as notes, and if the student finds this environment not stimulating, he or she will be penalized for missing class even though they can obtain the notes and material from their classmates and can perform well on all tests given to the class.

In a previous section of the report, the Commission goes on record urging school districts to utilize Option B under which students have many options to earn credits for high school graduation. Thus Recommendation 45 seems to be in contradiction to another primary recommendation by the Commission for increased program flexibility. If the student does well in tests and fails to attend class, he should not be penalized in the final grade or credits received for that course. The tests, if well done, should assess the student's knowledge and understanding of the subject material. If they do not, there is a deficiency in the test.

Throughout its recommendations, the Commission has made every effort to allow for a variety of educational approaches to provide flexibility for students attending secondary schools.

This recommendation is restrictive and punitive and is, therefore, not in keeping with the other recommendations that encourage a multiplicity of student options in obtaining his or her education.

We do recognize that there is a serious problem in attendance. This should be addressed by school systems and appropriate measures can be developed to reduce absenteeism when it interferes with the student's performance.

Recommendation 46

"The State establish a plan of educational entitlement by which every individual be entitled to fifteen years, (i.e., kindergarten, to two years beyond the traditional high school) of free education at New Jersey public institutions."

We are unable to support Recommendation 46, not because the principle on which it is based is faulty, but rather that the Commission did not have sufficient opportunity to gather a reliable data base on which to make such a recommendation. Further, we are unable to concur in the narrative of the report that precedes this recommendation, which stated that, "The Commission wishes to make the point that it is strongly opposed to the development of a voucher system for the State. The opposition is not centered on conceptual grounds rather on the fact that actual operation of this system in other states has made education too costly and too commercialized." The Commission simply did not have sufficient opportunity to gather evidence and data on which to make an intelligent judgment either for or against a voucher system. As a result, we dissent from the language of the narrative regarding the advisability of a voucher system and suggest as an alternative that the Department of Education conduct a separate research study to determine the cost benefits and feasibility of implementing a voucher system in New Jersey, including the pilot testing of a voucher experiment.

Recommendation 50

"The Department of Education evaulate and expand its own data processing system in order to meet state and local needs."

This recommendation implies that the Department of Education should acquire extensive computer hardware and software in order to establish its own data processing system. During discussions of the Commission it was never intended that the Department expand its own data processing system, but rather that information collection and dissemination be done more effectively. This does not necessarily require that the Department have its own data processing system to accomplish this goal.

To have a multiplicity of data systems distributed throughout all the Educational Improvement Centers (EIC) would be a further expense that could not be justified at this time and was not discussed by the Commission.

The Commission did express its concern regarding the poor quality of the data collection system of the Department of Education, the collection of data which was never used or justified by the Department, data that was never or rarely analyzed by the Department, and the failure of the Department of Education to distribute information to the school districts that would be of value to the school districts in their own analysis and evaluation. It called for improved data collection analysis and dissemination. This is not a mandate for the Department of Education to acquire extensive data processing systems.

Dr. Adolph Katz
Director, Office of Research and Planning
Department of Higher Education*

Mr. Matthew Martin
Chief of Treatment and Rehabilitation Services
Division of Narcotics and Drug Abuse Control*

Mr. Nicholas R. Scalera
Assistant Director for Program Management
New Jersey Division of Youth and Family Services*

September 28, 1977

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*State Agencies are shown only for the purpose of identification.

A FUTURIST DISSENT

The challenge of assuring a sound education for all young people in the "basics" (reading, writing and computation) is the minimum goal of the educational system. To this end, what specific suggestions does the Commission Report contain? What has been suggested to lessen juvenile unemployment, crime and delinquency? What does it recommend for inculcating a sense of personal responsibility for the well-being and security of the individual's community? In these respects, the Report offers little specific, new guidance.

The characteristics of a technological society such as electronic communication media, films, tapes, cassettes, computers, and its unique problems of automation, technological unemployment, rapid tempo of change, great physical mobility, and changing attitudes toward work seem to be ignored or given insufficient attention. Instead of fresh approaches or the suggestion of novel solutions, the recommendations essentially consist of proposals for tinkering with the present educational structure, a structure which is remarkable for its ability to resist fundamental, radical change.

A further unfortunate limitation is that educational professionals and government personnel are over-represented. One cannot help but suspect that this tended to limit the Commission's perspective. Genuine innovation and imaginative suggestions often stem from a more heterogeneous mix.

The scant attention given the importance of developing a concrete program which provides for some form of systematic community service on the part of all young people in the state is, I believe, a grave deficiency. With this in mind, I wish to submit, as I did to the Commission, a proposal entitled "Youth, Community Service and the Future" as a basis for discussion and appropriate modification to suit the special conditions of New Jersey. (Listed in the Appendices)

In addition, I believe it is incumbent upon government, in conjunction with the business and industrial community, to develop a more sophisticated means of ascertaining career and job trends in our technological society. This information would be most helpful and should be readily available to parents, educators and young people. A paper which specifically deals with this subject entitled a "Career Assessment Index" is also appended. (Listed in the Appendices)

I hope that these papers may elicit a general discussion of these topics which may in turn ultimately lead to action in these areas of vital importance to all adolescents and to our whole society.

Howard F. Didsbury, Jr.
October 7, 1977

APPENDIX D

Exemplary Programs

These reviews are examples of innovative programs in secondary schools.

In gathering this list, we asked ourselves what qualities the projects had that contributed to their success. We found that:

- each project was the culmination of intensive effort within a district to find a program that addressed the specific needs of their students;
- the staff were actively involved in developing the program;
- attention was paid to the necessity of diagnosing students' skills and interests;
- the program was cost-effective;
- the program was well-managed;
- the value of experiential learning in life settings was appreciated, even as the curriculum sought to synthesize all the modes of learning: cognitive, affective and psychomotor; and
- the program was extensively evaluated, and refined.

These generalizations are useful as they suggest points high schools should keep in mind as they pursue their own efforts to develop or borrow and adapt new program models.

It should be emphasized that these are not the only innovative programs to be found in secondary schools. These are representative of many fine programs we were unable to include due to space.

EMERGENT EXEMPLARY PROGRAM MODELS FOR SECONDARY EDUCATION

Program	Reported in/or Recommended by:	Description
Action-Learning Program Ames High School, Ames, Iowa	Phi Delta Kappa in The New Secondary Education (Gibbons, 1976)	Students spend a part of their time doing volunteer work in the community, such as: tutoring work in hospitals, churches, day-care centers and retirement homes. The booklet 25 Action-Learning Schools outlines the "action-learning" concept.
Applied Education Center Beverly Hills High School Beverly Hills, California Dean Turner, Director	"	It is, in effect, a new department of the school with its own head. It identifies and locates community learning stations as well as placing and supervising students.
Canada World Youth Organization Montreal, Quebec	"	One month of the nine month program is spent in training, four months working on service projects with students from host foreign countries, and four months working in such countries as Malaysia, and Tunisia. An evaluation is made immediately after the nine-month period and two months later in follow-up sessions.
The Central New York External High School Diploma Program	"	A competency-based high school diploma program for adults, recognizing basic skills as well as life skills. Open testing is employed. One year's successful employment with verification by the same employer may be presented as evidence of entry-level job skills fulfilling occupational/vocational requirements. A performance assessment may also be arranged on the job.
City-As-School Brooklyn, New York	"	Constructed for juniors and seniors who have completed their math and science requirements. Students will engage in learning in agencies, companies, institutions, etc.

Program	Reported in/or Recommended by:	Description
Craig City School Craig, Alaska	Phi Delta Kappa in The New Secondary Education (Gibbons, 1976)	Minicourses lasting three weeks have been implemented. The school emphasizes practical living skills, academic skills, and career skills. Many of these skills are taught in the field. Graduation requirements as well as staff salaries are performance based.
Quincy Senior High II Quincy, Illinois	"	This school provides students in 11th and 12th grade to choose from among seven alternatives within the main school: Traditional School, Flexible School, Project to Individualize Education School, Fine Arts School, Career School, Work-Study School, and Special Education School.
Experience-Based Career Education, Oakland, California, School District	"	This school emphasizes learning through direct experience in adult activities. It merges the traditional academic, general, and vocational tracks in a long-range attempt to help students select, enter, advance, and find satisfaction in careers.
Individually Guided Education (IGE) Secondary Madison, Wisconsin Patrick Struve	"	The common features are individualized student learning, continuous progress, and the development of the school as a community resource. A demonstration school is under way, utilizing the planning procedures.
Mariner High School Mukilteo, Washington Cliff Gillies, Principal	"	Students take the "critical path" approach to learning. Community courses are offered. All members of the professional staff act as student advisors. Projects such as apprenticeships with public officials, travel social service, and research are approved.

Program	Reported in/or Recommended by:	Description
The Metro High School Chicago's School Without Walls	Phi Delta Kappa in The New Secondary Education (Gibbons, 1976)	Metro High uses the facilities of the city as classrooms. Students respond especially well to units of study where they feel they can make a unique personal contribution to a group investigation or project.
Mini-Walkabout Campbell River Senior Secondary School Campbell River, British Columbia David Brown and Dale Kelly	"	This program includes Walkabout challenges, teacher-planned activities called "tasks", and student-planned activities called "projects/challenges." Tasks are tied in with biology, geography, and social studies.
The Peterborough Project Peterborough, Ontario Russell, Leithwood, and Baxter 1973 The Peterborough Project	"	Students spend approximately half the school day working in social agencies in the community. Students have regular work responsibilities and identify one problem of the agency to study and make recommendations for solving it.
Pilot Walkabout Program Ernest W. Seaholm High School Birmingham, Michigan John C. Schulz	"	Students begin by forming an advisory committee composed of a teacher-sponsor, their parents, a community resource person, the principal, and any student resource person who may be of help.
Project Advance Syracuse University in cooperation with Manhassatt High School and 30 others Warren McGreagor, Principal	"	College course in such subjects as psychology, music, English, and government are taught on the high school campus. Students receive college credit if completed satisfactorily.

Program	Reported in/or Recommended by:	Description
Quest Bracebridge and Muskoka Lakes Secondary School Bracebridge, Ontario K.H. Black	Phi Delta Kappa in The New Secondary Education (Gibbons, 1976)	Quest features projects to provide five basic challenges: adventure, creativity, service, practical skill, and logical inquiry.
The REAL Program North Bethesda Junior High School Bethesda, Maryland	"	Students register every six weeks for their four major REAL courses. Nonclass time is utilized by doing a variety of things, including community work. A formal grievance procedure for airing teacher and student complaints has been included.
Resource Center for Environmental Education New York, New York Vernon H. Smith Robert D. Barr	"	Students leave their schools one day each week to attend environmental workshops in the Federal Hall National Monument in New York City.
St. Paul Open School St. Paul, Minnesota	"	"With the help of their advisors and parents, students plan their own programs. Students may choose from among classes on a trimester schedule, their own independent study in the building or at a community agency or business, or participate in open lab activities."
School and Community Service Project Rampo, New York	"	Community services include work in the Mental Health Complex, the New York Rehabilitation Hospital, West Street Day Care Center, Rockland County Infirmary, Camp Jawonio, and Boy Scouts in New York City.

Program	Reported in/or Recommended by:	Description
The Senior Year: A Laboratory for Living Wissahickon School District Ambler, Pennsylvania Albert B. Jacobs	Phi Delta Kappa in The New Secondary Education (Gibbons, 1976)	This project emphasizes long-term social involvement, volunteer effort, involvement with older and younger people, productive work, and opportunity to "try oneself" in real life, classroom discussion, and sharing of field experiences.
State of Oregon	"	Students cannot get their high school diplomas until they have demonstrated competence in the everyday, practical skills necessary for getting and holding a job, managing a household, and participating in the political and social life of the community.
The Walkabout Project in North Central High School Indianapolis, Indiana Gary Phillips, Coordinator	"	The curriculum is built around seven challenge areas: volunteer service, cognitive skills, practical skills, creativity, futurism and decision making, research and inquiry, and adventure. Community resources are heavily used. Parents, students, and teachers write their own curricula.
Andover High School Shawsheen Road Andover, Mass. Philip F. Wormwood, Principal	National Association of Secondary School Principals in 25 Action-Learning Schools (NASSP, 1974)	Forty senior students are in the internship program. These students are assigned 4 days a week to a service or work station for one quarter. On the fifth day the students meet with fellow interns and their teacher for planning and discussion.
Bell Fourche High School Bell Fourche, South Dakota Louis Graslie, Principal	"	Work Related Programs offered in Auto Mechanics, Radio and TV Repair, and Carpentry. School cooperates with Youth Conservation Corps. Twenty students with a camp director, an environmental specialist, and three group leaders design camp grounds and trails, employ construction practices, thin trees, etc.

Program	Reported in/or Recommended by:	Description
Castle Rock High School Castle Rock, Washington Marvin B. Lam, Principal	National Association of Secondary School Principals in 25 Action-Learning Schools (NASSP, 1974)	Agencies such as hospitals, Progress Centers and professional firms are served. Paid job stations include: retail stores, city offices, timber companies, etc. Unpaid stations include: churches, logging class, engine repair shops, etc.
Champlain Valley Union High School Hinesburg, Vermont Lucian Lambert, Principal	"	Project called DUO (do unto others). The evaluation process is comprehensive. Students self-evaluate. The supervisor evaluates and the staff writes a report. Growth, learning, and performance are "judged" but are not given a letter grade.
East Lansing High School East Lansing, Michigan Gerald Kusler, Principal	"	East Lansing operates a Capitol Area Career Center. This provides training in such areas as: construction, heating and refrigeration, cosmetology, etc. Senior option could be a full-time program of community service, foreign study or travel, work experience, or some combination of these.
John Dewey High School Brooklyn New York Sol Levine, Principal	"	Dewey has 5 "mini terms" of 7 weeks each. Students going off campus take the "4 in 1 program" which involves students working in the community one day a week and remaining in school 4 days a week. Students also have a third option. They may select the "Student Internship Program" whereby the entire 7-week cycle is spent in a community internship.
Mariemont High School Cincinnati, Ohio Gary W. Stamm, Principal	"	Students took advantage of opportunities to participate in the cultural life of Cincinnati. Sixteen students volunteered at five area hospitals. Nine stretched out a helping hand to older people. Various other volunteer jobs were taken on by the rest of the students.

Program	Reported in/or Recommended by:	Description
McQuaid Jesuit High School Rochester, New York Father Leon Hogenkamp, Principal	National Association of Secondary School Principals in 25 Action-Learning Schools (NASSP, 1974)	Two community service programs are offered. One works with approximately 35 students (nursing homes, tutorial, recreational) who are in the 11th and 12th grades. The other, Magis, is being gradually implemented from 9th to 12th grade. Magis, covers a wide variety of community service groups (elderly, handicapped, ecology, etc.).
Newton High School Sandy Hook, Connecticut Alvah H. Cramer, Principal	"	Students in Community Service programs spent at least one hour in classroom instruction per week and three hours on-the-job. All work was on a volunteer basis and for school credit.
Wissahickon High School Ambler, Pennsylvania Ben Napier, Principal	"	The off-campus service courses include "Big Brother."
Academic Advancement Program Mathematics and Language Arts Morristown, New Jersey Joseph H. Dempsey, Director Adacemic Advancement Program Morris School District 40 Mills Street Morristown, New Jersey 07960	Educational Programs That Work (New Jersey Department of Education, 1975-76)	The Academic Advancement Program (AAP) is a program of individualized self-paced instruction in language arts and mathematics for grades six through eight and for remediation in the high school. It follows the precepts of mastery learning and is based on a sequential hierarchy of basic skills to accomodate a wide range of skill levels. The learning materials, commercially produced have been reassembled into skill sequences adapted to meet the needs of heterogeneously grouped students. Students can move from one set of materials to another on one skill level or upward as mastery is displayed. Within an AAP classroom it is possible to find twenty or more students all working at different levels.

Program	Reported in/or Recommended by:	Description
Career Analysis and Planning (Adult Vocational Guidance) Woodbridge, New Jersey Bernard Novick, Associate Director Career Planning and Continuing Education Woodbridge Township School District P.O. Box 428, School Street Woodbridge, New Jersey 07095	Educational Programs That Work (New Jersey Department of Education, 1977)	The career Analysis and Planning Program is a service sponsored by the Woodbridge Township School District, designed to meet the career development needs of out-of-school youth and adults who are underemployed, unemployed or returning to the labor force. These individuals request and require help in clarifying what it is they have to offer to the world of work, information about what opportunities the world of work offers them, and help in building on their strengths to improve their career development. Some agencies in some communities deal with certain dimensions of these populations, but by and large, the overwhelming percentage of people in these categories have nowhere to turn.
Center on Teaching Parsippany-Troy Hills Muska Mosston, Director Sara Ashworth, Program Coordinator 133 Benner Street Highland Park, New Jersey 08904	"	The Center on Teaching (COT) was established to implement the Spectrum of Teaching Styles, research its impact on teaching and learning behavior and develop training programs for teachers and administrators in its alternative teaching styles. Conceived and developed by Muska Mosston (Teaching: From Command to Discovery, Wadsworth Publishing Co., Belmont, California,1972), the Spectrum is a theorectical structure comprising seven alternative teaching styles ranging from Command to Discovery. It is an integrated theory which shows the place of each style on the Spectrum, identifies the assets and liabilities of each, highlights the relationship among the styles rather than their disparity, and delineates the specific roles of both teacher and learner in each style. This specificity clarifies expected behaviors for both teacher and learner in a given episode.

Program	Reported in or Recommended by:	Description
Center on Teaching (continued)	Educational Programs That Work (New Jersey Department of Education, 1977)	It does not promote a single teaching style since human learning behavior is multiple, warranting several teaching styles. Operating on the theory that the same learner is capable of different learning styles at different times, it trains teachers to employ alternative teaching styles. By thus providing mobility along the Spectrum, teachers and administrators are encouraged to eliminate their own general idiosyncrasies, personal opinions and random teaching behavior in favor of developing objective methods and teaching assessments which will enhance their impact on the cognitive, affective, social, and physical development of their students.
Project CYCLE Newton, New Jersey Dr. Harry H. Selover Assistant Superintendent Newton Board of Education 57 Trinity Street Newton, New Jersey 07860	"	Project CYCLE is an integrated management system designed to achieve, through individualized instruction, a thorough and efficient education for a community's children (K-12.)The cycle process consists of five components: 1. Goal setting 2. Baseline data collection 3. Strategy selection 4. Assessment 5. Feedback These five steps are implemented at four levels: the system, building, program and pupil levels. The basic assumption of the project is that use of the system's approach to educational decision-making at every level of the school system will facilitate the implementation of individualized instruction. Individualized instruction is defined as instruction meeting the needs of a child in the way that he/she learns best, it is efficient education. The needs are defined as the difference between the child's goals--Where he would like to be, and the baseline--Where he is now. The way that the child learns best is translated into use of a proper teaching strategy.

Program	Reported in or Recommended by:	Description
Differential, Data Based Educational Programming for Teachers and Students Palisades Park, New Jersey Barbara Pentre Hilde Weisert EIC N.W. Halko Drive Cedar Knolls, New Jersey 07097	Educational Programs That Work (New Jersey Department of Education)	Differential, Data Based Programming for Teachers and Students provides a step by step process of teacher training and student instruction to achieve an efficient education in the basic skills of reading, math, and spelling. Developed in a 12 district special education region in suburban-exurban Bergen County, New Jersey, the program addresses a K-12 population, where student classifications include: emotionally disturbed, neurologically impaired, socially maladjusted, multiple handicapped, and the retarded. Despite previous progressive approaches, the level of student achievement and continuing behavior problems prompted this new "systems approach" to improve both teacher and student performance. Integrating a variety of proven techniques - contingency management, precision teaching, individualized instruction, use of performance objectives and reinforcement - the project first trained its Special Education and regular teachers according to the model by using individualized and performance based approaches to improve their techniques in the classroom. Secondly, the "systems approach" was applied to the students in the form of behavior development and "high intensity" reading and math systems. The program has two major components: 1. Training of regular class teachers by special education teachers to equip them for working with special students. Skills are identified in two areas: a. Responsive teaching, comprising a compendium of techniques used by teachers approximately 3 hours per day: to improve students' motivation and social behavior.

Program	Reported in or Recommended by:	Description
Differential, Data Based Educational Programming for Teachers and Students (continued)	Educational Programs That Work (New Jersey Department of Education, 1975-76)	b. Individualized instruction in reading and math, 40 minutes, three times per week, to improve students' academic performance. 2. Training of special students in needed survival skills--both social and cognitive.
ESSP Educational Services for Schoolage Parents E. Cassandra Jordan Director of Pupil Personnel Services New Brunswick Public Schools, 225 Comstock Street, New Brunswick, New Jersey 08902	"	This program was developed at New Brunswick's Family Learning Center to provide educational, nutritional and social services for pregnant students. Pregnant adolescents and their offspring are high risk individuals...educationally, medically, and socially. Pregnancy is the greatest single cause of females dropping out of school. The children of adolescents are more likely to die in the first year of life than those of any other age group; they are ususally of lower birth weight (less than 5.5 pounds); and more likely to grow into children with low I.Q.'s, perceptual and motor disturbances, and speech problems than are babies of higher birth weights. Pregnant teenagers often have an academic history of poor motivation, excessive absence, and truancy. Their educational prognosis is, therefore, usually poor.
Project HEAR (Human Educational Awareness Resource) Willingboro, New Jersey Ms. Merle Breitenfeld, Director Project HEAR c/o Cogent Associates 575 Ewing Street Princeton, New Jersey	"	Project HEAR, is a career educational curriculum for grades 4-12, designed to provide students with a wide range of information which they can use to make career decisions. The focus is in three parts: 1. extending the knowledge of one's own ability (needs, skills, strengths, aptitudes, and motivations) 2. extending the knowledge of available careers 3. creating exercises which promote experiences in choosing and eliminating career stereotypes.

Program	Reported in/or Recommended by:	Description
Project HEAR (continued)	Educational Programs That Work (New Jersey Department of Education, 1977)	This approach is used in each of the three curriculum units -- Primary (4-6), Intermediate (7-9) and Secondary (10-12). The purpose is to provide students with a meaningful and realistic exploration of the world of work, and to remove myths and stereotypes from career choices. The materials are non-sexist, ungraded, skill-building, student-centered, sequentially organized and experiental. They can be used in any existing classroom structure with any discipline, and for multiple learning needs. The materials were field-tested in 13 school districts with 3,000 students in New Jersey.
Individualized Language Arts: Diagnosis, Prescription and Evaluation Weehawken, New Jersey	"	This project was designed to develop effective methods of analyzing students' writing and to prescribe and apply individualized instructional techniques to teach greater writing facility. The project's rationale is that linguistics, the study of language, provides knowledge which can be translated into techniques for improving writing instruction. These techniques can be blended with a language-experience approach, so that the language, feelings, and ideas of students can be used to promote motivation, precision, and control. Such instruction uses writing activities in all parts of the curriculum and can be organized within a diagnostic-teaching framework. Teachers and students can thus have continuous diagnosis of the writing needs, prescription of relevant methodology, and evaluation of results. The project staff devised both a method for teachers to analyze students' writing, and guidelines, strategies and specific examples of how to teach writing. The method also includes ways for teachers to develop and reinforce other language arts skills. The approach can be used with either graded or non-graded classes in any kind of classroom organization.

Program	Reported in or Recommended by:	Description
Institute for Political and Legal Education "Turning Students on to Active Citizenship" EIC-S, Pitman, New Jersey Barry Lefkowitz, Director Institute for Political and Legal Education c/o Educational Improvement Center-South P.O. Box 426 Pitman, New Jersey 08071	Educational Programs That Work (New Jersey Department of Education, 1977)	The Institute for Political and Legal Education (IPLE) has devised a curriculum wherein high school teachers and students in twenty-seven New Jersey districts participate in a community-based social studies program designed to provide high school students with practical experience in, and understanding of, politics, government and law. This curriculum "to turn students on to active citizenship" encompasses three units: voter education; the decision making process in state, county and local government; and individual rights. All units in the year-long course are independent of each other and can be offered as mini courses. The IPLE staff conducts the initial training required of teachers adopting the program. A student from each adopting district is encouraged to participate in the training sessions and these subsequently serve as student leaders and peer teachers. The institute provides supplementary activities throughout the year for teachers and students, which include workshops on specific aspects of the curriculum, plus a three day Model Congress. The staff has prepared resource material for both teachers and students which are available at cost.
Junior High School Program to Increase Humanistic Instruction and to Decrease Dropout Proneness Among Underachievers Woodbridge, New Jersey Dr. Alfred D. Kohler, Director Project MOPPET Indiana Ave. School (No. 18) Indiana Avenue Iselin, New Jersey 08830	"	In a previous program, Project MOPPET (Media Oriented Program Promoting Exploration in Teaching), the project staff designed a humanities approach enabling the regular classroom teacher to integrate a comprehensive program of poetry, creative drama, music, art, dance or movement, and film-making with the regular elementary curriculum. This program extends and adapts to the junior high school level the basic process that was developed in MOPPET. Funded by a 3-year ESEA Title III grant, 1973-76, the project staff worked with junior high teachers (grades 7-9) to develop lessons that integrated the communications avenues of the arts with units of English, Social Studies, Science, Math, etc. These lessons were designed to culminate in creative arts experiences, in which each student is able to express his or her individual impressions and ideas.

Program	Reported in or Recommended by:	Description
Multi-Unit High School, Annandale, New Jersey DarioValcarcel, Jr. Director NH Multi-Unit High School North Hunterdon Regional High School District Route 31 Annandale, New Jersey 08801	Educational Programs That Work (New Jersey Department of Education, 1977)	The Multi-Unit High School (MUHS) combines an instructional strategy, organizational structure, and staff development process into a model that helps schools meet student perceived needs, assessed needs, career requirements, and human development needs. Successful implementation of the model produces a school environment more open, trusting, cohesive, and positive for staff and students alike via Learning Communities (LCs) and a multi-elective structure. "Learning Communities"-- a new concept in secondary education--offer the student an alternative personal approach to securing an education in the basic areas of English, Social Studies, Math and Science. Complementing the Learning Communities, and an integral part of the total project, is the multi-elective structure which attempts to address the human needs of students as well as their learning needs. Schools in the past have often stressed knowledge accumulation at the expense of human needs, whereas alternative schools have often stressed the human needs at the expense of knowledge. Some students do well in a school where the curriculum is developed around the subjects, while others need a curriculum centered on the student. The program provides for both types of students by giving them a "supermarket" of resources where students,with the help of teachers, counselors and parents,can select those resources or combinations of resources that will maximize their learning.

Program	Reported in or Recommended by:	Description
Multi-Unit High School (Continued)	Educational Programs That Work (New Jersey Department of Education, 1977)	From the synthesized information evolved the North Hunterdon model. It differs from other programs in that it consists of Learning Communities which form the basic administrative units within the school and act as autonomous student centered mini-schools within a departmentalized school of 300 multi-elective courses. Both students and staff may reside for a given period of time in a given academic year in either one or both worlds– individual or knowledge. The current high school staffing positions are preserved and interwoven into the Learning Community (LC). The model is, therefore, comprehensive in nature and inclusionary rather than exclusionary as to staff and student needs. Basically the LC, or mini-school model, consists of a teacher team representing English, Social Science, Mathematics and Science; about 20-125 pupils; and a Guidance Counselor. Pupils spend at least 40% of the school day in LCs. Upper-classmen can enter an LC (or participate entirely in the regular elective system) where they can get specialized study which appeals directly to their interests. There are LCs for many interests, such as General Education, Performing Arts, Math-Science, Social Science, Vocational Education, and Philosophical Foundations. Upperclass LCs are both single and multi-graded. Freshmen, who generally have a harder time adjusting to high school, are required to enter a Learning Community. They can choose from five: Humanities, Liberal Arts, Vocational-Business, Mathematics-Science, and General Education.

Program	Reported in or Recommended by:	Description
Project S.A.I.L.-Mathematics Student Achievement in Individualized Learning Wharton, New Jersey Michael H. Stillman, Project Director Mathematics Coordinator Wharton Public Schools E. Central Avenue Wharton, New Jersey 07885	Educational Programs That Work (New Jersey Department of Education, 1977)	Project SAIL-Mathematics is an eclectic diagnostic-prescriptive mathematics program designed for Middle School students (grades 6-8) with a range of topics from whole number place value to pre-Algebra skills and concepts. A sequence of 25 mathematical topics is used to establish broad learning goals for students, while specific learning objectives for each student are determined by diagnostic test. Students then receive individual prescriptions based upon their learning needs. A variety of materials and techniques are utilized in the prescriptions to provide students with many avenues for success: student-teacher conferences, student-student tutoring, large group instruction, small group activities, games, textbooks, mini-texts, workbooks, movies, worksheets, cassette tapes, filmstrips, activity cards, learning kits, and special projects. The mathematics teachers continually monitor student progress via achievement tests (after each unit of study), student record sheets, homework assignments, quizzes, and inclass interaction with students.
Secondary Study Skills Program, Cherry Hill, New Jersey Roland E. LaVoie, Project Director The Cherry Hill Secondary Study Skills Program, Cherry Hill High School, East, Kresson Road, Cherry Hill, New Jersey 08003	"	The Cherry Hill Secondary Study Skills course is a process oriented program in basic skills pursuits essential to the academic success of secondary students, especially in grades 7 through 10. The course is designed to increase competency in nine basic skills areas through cumulative, sequential development. These areas are: listening, finding main ideas, drawing conclusions, taking notes, taking tests, surveying textbook material, using parts of textbooks, locating specific information, and following directions. The program presently comprises three courses, each lasting for 25 sessions and geared to a particular group of "A" 'B" or "C" students, according to their needs. Thus, not all 9 skills are taught in all courses. The format of the program is adaptable so that an adopting district can "custom tailor" the individual skills units to fit its own needs.

Program	Reported in or Recommended by:	Description
Senior Elective Program, Rumson-Fair Haven Regional High School Rumson, New Jersey Newton Beron, Project Director Assistant Superintendent Rumson-Fair Haven Regional High School Rumson, New Jersey 07760	Educational Programs That Work (New Jersey Department of Education, 1977)	The Senior Elective Program, designed by eighteen high school students and six high school faculty members in the summer of 1971, was initiated as part of an effort to update curriculum and as a complement to the construction of an open-space building to be used exclusively by seniors. The study group made the following recommendations to the Board of Education: 1) Redesign the school calendar from four marking periods to five, called "facets," each to conclude with one of the regular vacation periods. 2) Encourage students to telescope the traditional academic courses into the first three years of high school, thus leaving the senior year primarily for elective courses. 3) Design senior elective courses to reflect student and faculty interests. Electives should vary in length from one to five facets and be graded either pass-fail or with letter grades according to student choice. 4) Encourage seniors to develop independent study projects under the guidance of a faculty member during the middle two or three facets. 5) Assign seniors randomly to small discussion groups or "precepts" led by faculty members whose goals would be to provide support for independent study and contribute to individual understanding through group interaction. 6) Allow seniors the freedom of an open campus whereby they attend classes but need not be present during unscheduled time.

Program	Reported in or Recommended by:	Description
Teacher-Advisors in a Ninth Grade Guidance Program, Hazlet, New Jersey William P. McDermott Project Co-Directors Raritan High School Middle Road Hazlet, New Jersey 07730	Educational Programs That Work (New Jersey Department of Education, 1977)	The Teacher-Advisors in a Ninth Grade Guidance Program, developed at Raritan High School, Hazlet, is a guidance oriented project which uses the regular teachers as adjunct part-time advisors in the Guidance Department, in order to meet the special needs of ninth grade students. These advisors work under the direct supervision and control of the professional guidance counselors. With enrollment at the high school averaging 2,000 students including 500 ninth graders, and only five professional guidance counselors available, each counselor was responsible for some 400 students each year, a considerably heavy load. Since counselors devote more time to the upper classmen whose problems appear more urgent, freshmen were often deprived of adequate guidance necessary during a critical period of their school life. Under the program, ten classroom teachers serve as teacher-advisors working under the direction of the five regular counselors, two advisors each, with 50 students to each advisor. They are trained at an in-service workshop before the start of school, with weekly follow-up training for the first three months of school, and in bi-monthly sessions thereafter.
United States History: A Differentiated Approach to Learning Pitman, New Jersey R. Marshall Genter, Project Director Pitman High School Linden Avenue Pitman, New Jersey 08071	"	U.S. History: A Differentiated Approach to Learning (DAL) is a two year social studies program for high school students. The heterogenously organized classes offer the student a variety of learning activities: 1) Large group, teacher-dominated classes are used to present concepts, audio-visuals or outside resource persons; 2) Small group situations create an atmosphere wherein students can interact in groups of ten to fifteen persons; 3) Independent study activities permit students to develop individual skills according to their ability and interest. The three activities are organized under a team-teaching approach. Each student receives a student learning packet with each unit. The packet contains unit rationale and goals, behavioral objectives, large and small group situations, independent study guidelines, unit assignments, due dates, schedule and grading procedures. The student follows the packet guidelines and teacher planned activities to complete the unit work.

Program	Reported in or Recommended by:	Description
Project WORK-ED World of Related Knowledge and Educational Development Hackettstown, New Jersey Virginia A. Fraleigh, Director Project WORK-ED Hackettstown High School Warren Street Hackettstown, New Jersey 07840	Educational Programs That Work (New Jersey Department of Education, 1977)	Project WORK-ED is a year long career-education course of study for 9th graders designed to make non-college bound students aware of the many careers available, to enable them to evaluate their own interests and abilities with respect to future goals, and to qualify them to make appropriate choices among high school courses in preparation for their careers. WORK-ED is a daily two-period course comprising two major components: an area of basic skills in communications, and an area of information and experience in career clusters. Project WORK-ED has great applicability for school districts with large populations of non-college bound students and for urban areas, in a threefold manner: it stresses skill proficiencies needed by students to secure and maintain jobs; it exposes them to careers available in their communities and in the world, many of which would be otherwise unknown to them; and it enhances their own feelings of self-worth in its aspects of values clarification.
Exemplary Center for Reading Instruction (ECRI) Salt Lake City, Utah June Coultas, Right to Read Office New Jersey Department of Education 225 West State Street Trenton, New Jersey 08625	"	ECRI has identified teaching techniques important for reading success. These include abilities to: elicit correct responses from nonresponding pupils; establish high mastery levels of responses with performance and rate as criteria; vary number of practices (and time) to each pupil's learning rate; correlate language arts activities to increase responses; utilize effective management and monitoring systems; and diagnose and prescribe instantly when errors or no responses occur. Techniques are incorporated into specific directives during reading, oral language, spelling, dictation, creative writing, and penmanship instruction. Student advancement depends on rate of mastery. Small group instructions occur (keeping ahead of fastest pupil) but individual conferences are held daily.

Program	Reported in or Recommended by:	Description
Exemplary Center for Reading Instruction (ECRI) (Continued)	Educational Programs That Work (New Jersey Department of Education, 1977)	ECRI teacher instruction varies from university classes with practicum experiences to teaching on the job. Instructional methods used by ECRI teachers are prescribed–verbal directives provided. No special staff or organizational pattern are necessary in schools where teachers use ECRI techniques. Existing language arts and reading materials may be used. ECRI has 20 selfinstructional teacher-training kits available at $20 each in lieu of inservice training, if desired. This project is being implemented in 13 school districts in New Jersey.
FOCUS Roseville, Minnesota Sybil Nadel Field Trainer Educational Improvement Center-NE 86 South Harrison Street East Orange, New Jersey 07018	"	Designed to decrease the incidence of alienation among students, faculty, and the community at large, Project FOCUS provides an alternative educational plan for disaffected secondary students showing lack of motivation, lack of confidence and low self-esteem. Many also have reading problems and function in school well below their capacity socially and/or academically. FOCUS uses a school-within-a-school approach. Students are screened for admission but enroll voluntarily and are required to be in the program for at least three hours a day, part of which is a family course using group counseling techniques. FOCUS also offers modified versions of required high school courses (social studies, English, math) as well as work experience. Biology, art, and physical education are taken in the regular school. A combination of various teaching strategies and styles includes both group and individualized instruction. FOCUS students are involved in the development and evaluation of course materials. Results have shown significant increase in academic achievement

Program	Reported in or Recommended by:	Description
FOCUS (Continued)	Educational Programs That Work (New Jersey Department of Education, 1977)	and improved self-concept and school attitude. Implementation may be done without special staff, but by regular classroom teachers following a four day training period. Facilities and space found in any typical secondary school are adequate. Ideally the project would be alloted a cluster of classrooms with nearby office space. Overall enrollment should be limited to 75-100 students. No new materials need be purchased. A teacher manual is available.
The New Model Me: Curriculum for Meeting Modern Problems Lakewood, Ohio Sybil Nadel Field Trainer Educational Improvement Center-NE 86 South Harrison Street East Orange, New Jersey 07018	"	The NEW MODEL ME is a positive, preventive approach to the study of human behavior and aggression, designed to help high school students deal with available alternative actions for solving personal problems as well as their short- and long-range consequences. The curriculum incorporates the causal approach to understanding human behavior and includes much material that is affective in nature, including a variety of activities that promote student and teacher interactions. Flexible and adaptable to student needs in a variety of school settings, the program can be used as a course in itself, to supplement existing courses, or with units selected as mini-courses. Evaluation data showed significant growth in both cognitive and affective areas. Basic texts include a student book and a teacher's manual which suggests appropriate supplementary audio-visual materials and books. The NEW MODEL ME program can be implemented with a trained classroom teacher or counselor in a typical classroom in which chairs can be moved for various activities. No special equipment is needed. Start-up costs relate to a two-day training period and purchase of a student book and teacher manual, averaging $6 per student. This project is being implemented in eight New Jersey school districts.

Program	Reported in or Recommended by:	Description
Occupational and Career Development Program Cobb County, Marietta, Georgia Marie Jantos Curriculum Development Specialist Division of Vocational Education New Jersey Department of Education 225 West State Street Trenton, New Jersey 08625	Educational Programs That Work (New Jersey Department of Education, 1977)	The program provides career development, designed for orientation and information at the elementary level, information and exploration at the middle-school level, and exploration and preparation at the secondary level. It includes:(1) student evaluation of self-characteristics; (2) exploration of broad occupational areas; (3) introduction to the economic and social values of work; (4) introduction to psychological and sociological meanings of work; (5) explanation of educational avenues; and (6) development of decision-making process. Six components are incorporated into all units at all grade levels: (1) hands-on activities; (2) role playing; (3) field trips into the community; (4) resource people in the classroom; (5) subject matter tie-ins; and (6) introduction to occupations in the community relevant to each unit. Serving as unit guides are 60 teacher-developed units, K-12. Key for all participating students is regularity in interview, internalization, decision-making, and experiencing success. Training comprises a two-day period, and start-up costs aggregate $80 for the set of 60 units, which may be reproduced by adopters as needed. This program is being implemented in five New Jersey districts.

Program	Reported in or Recommended by:	Description
Vocational Reading Power Project Pontiac, Michigan Cathy Alexander Process Consultant Educational Improvement Center-NW Halko Drive Cedar Knolls, New Jersey 07927	Educational Programs That Work (New Jersey Department of Education, 1977)	The goals of the Vocational Reading Power Project are to: (1) minimize or eliminate the communication-learning gap arising from differences in student reading abilities and text-reading demands in vocational education; (2) enrich teacher knowledge, attitudes, and skills as they relate to text utilization and reading-related activities; and (3) augment cognitive learning in vocational education. Designed for secondary students in a vocational curriculum, the project has attempted to reach these goals through development of teacher training materials and reading support materials for vocational students, plus extensive work with personnel representing various commercial publishing firms. The program has developed 19 auto-instructional modules on teaching Reading in Content Areas (RCA's). These modules were developed for teacher training either on an auto-instructional basis or in a workshop/seminar mode and may be used in general secondary staff development programs. Thirty-two Occupationally Specific Key Word Glossaries representing 32 different occupational areas have been developed for student reading support. Costs relate to a 2-3 day training workshop and purchase of the Reading Modules and Key Word Glossaries. Start-up costs approximate $15 per pupil. This project is being implemented in two New Jersey districts.

APPENDIX E

New Jersey Child Labor Law Abstract

MW-129 (R-7-77)

THIS NOTICE IS TO BE POSTED IN A CONSPICUOUS PLACE

NEW JERSEY CHILD LABOR LAW ABSTRACT

34:2–21.1 to 34:2–21.64 N. J. S. A. and Rules and Regulations

KIND OF EMPLOYMENT*	MINIMUM AGE	HOURS OF WORK	PROHIBITED HOURS	CERTIFICATE OR PERMIT REQUIRED**
THEATRICAL – (Professional employment in a theatrical production, including stage, motion pictures, and television performances and rehearsals therefor.)	**8** (Minors 8-16 must be accompanied at all times by an adult who is a parent, guardian, or representative of employer.)	**8-16** – Not more than 2 performances daily or 8 weekly. 5 hours daily, 24 hours weekly, 6 days a week. (Includes rehearsal time. Combined hours of school and work not to exceed 8 hours daily.) **16-18** – 8 hours daily 40 hours weekly 6 days a week	**8-16** Before 7 A.M. After 11:30 P.M. **16-18** Before 6 A.M. After 11:30 P.M.	**8-16** SPECIAL THEATRICAL PERMIT **16-18** EMPLOYMENT CERTIFICATE
AGRICULTURE – (No restriction on work performed outside school hours in connection with minor's own home and directly for his parent or legal guardian.)	**12** outside school hours **16** during school hours	10 hours daily 6 days a week	NONE	SPECIAL AGRICULTURAL PERMIT (For minors 12-16 only.)
NEWSPAPERBOYS AND GIRLS – (Minors who deliver, solicit, sell and collect for newspapers **outside of** school hours on residential routes.)	12	Combined hours of school and work not to exceed 8 hours daily, 40 hours weekly. 7 days.	**12-14** Before 6 A.M. After 7 P.M. **14-18** Before 5:30 A.M. After 8 P.M.	**12-18 SPECIAL** NEWSPAPERBOY PERMIT (Issued by New Jersey Publishers only.) **12-16** SPECIAL NEWSBOY PERMIT **16-18** EMPLOYMENT CERTIFICATE (Issued by local Issuing Officer.)
STREET TRADES – (Male minors who sell, offer for sale, solicit for, collect for, display, or distribute any articles, goods, merchandise, commercial service, posters, circulars, newspapers or magazines or in blacking shoes on any street or other public place or from house to house.)	**14** outside school hours **16** during school hours **GIRLS** must be **18**	8 hours daily 40 hours weekly 6 days a week (Combined hours of school and work not to exceed 8 hours per day for minors under **16.**)	**14-16** Before 7 A.M. After 6 P.M. **16-18** Before 6 A.M. After 10 P.M. (For 16 - 18 during regular school vacation - 11 P.M.)	SPECIAL STREET TRADES PERMIT or EMPLOYMENT CERTIFICATE
GENERAL EMPLOYMENT – (Includes mercantile establishments, golf caddying, private bowling alleys, offices, gas stations, garages, and other places or means of gainful occupation unless otherwise specified.)	**14** outside school hours **16** during school hours	8 hours daily 40 hours weekly 6 days a week (Combined hours of school and work not to exceed 8 hours per day for minors under **16.**)	**14-16** Before 7 A.M. After 6 P.M. **16-18** Before 6 A.M. After 10 P.M. (**Male** minors 16 - 18 during regular school vacation - 11 P.M.)	EMPLOYMENT CERTIFICATE

	ever, if a minor attends school he may work only until 10 P.M. on days preceding a school day. Must be paid in accordance with the State Wage and Hour Law.			
PUBLIC BOWLING ALLEYS	Same as for "General Employment" except that (a) Male pinsetters at least 16 years of age may work until 11:30 P. M. with a special permit during the school term, (b) Male minors at least 16 years of age may work until 11:30 P.M. during any regular vacation season, and (c) Male minors at least 16 years of age not attending school may work until 11:30 P.M.			
DOMESTIC SERVICES IN PRIVATE HOMES – (No restriction on work performed outside school hours in connection with minor's own home and directly for his parent or legal guardian.)	14 outside school hours 16 during school hours	NO RESTRICTION (Except combined hours of school and work not to exceed 8 hours per day for minors under 16.)	NONE	EMPLOYMENT CERTIFICATE
MESSENGERS FOR COMMUNICATIONS COMPANIES UNDER SUPERVISION AND CONTROL OF F.C.C.	14 outside school hours 16 during school hours	NO RESTRICTION	NONE	EMPLOYMENT CERTIFICATE
FACTORY	16	8 hours daily 40 hours weekly 6 days a week	Before 6 A.M. After 10 P.M.	EMPLOYMENT CERTIFICATE

*A minor who is at least 17 years of age and a graduate of a vocational school approved by the Commissioner of Education may engage in those pursuits in which he majored in said vocational school during those hours permitted for persons 18 years of age and over, provided an employment certificate is issued and accompanied by the minor's diploma or a certified copy thereof.

**No certificate or permit required for minors at least 14 years of age employed when schools in his district are not in session at agricultural fairs, horse, dog, or farm shows the duration of which do not exceed 10 days.

GENERAL INFORMATION

MINORS UNDER 18 YEARS OF AGE MUST RECEIVE A 30 MINUTE MEAL PERIOD AFTER 5 CONSECUTIVE HOURS OF WORK.

MINORS UNDER 16 YEARS OF AGE MAY NOT BE EMPLOYED DURING THE HOURS THEY ARE REQUIRED TO ATTEND SCHOOL.

MINORS WHO ARE GAINFULLY EMPLOYED MUST HAVE WORKING PAPERS. THESE ARE SECURED FROM THE ISSUING OFFICER OF THE SCHOOL DISTRICT WHERE A MINOR RESIDES. A MINOR MUST APPLY IN PERSON.

READ "WORKING PAPERS" CAREFULLY. THEY CONTAIN INFORMATION THAT IS IMPORTANT TO YOU. PAPERS ARE VALID ONLY FOR PERIOD OF TIME AND CONDITIONS STATED THEREON.

AN AGE CERTIFICATE MAY BE REQUIRED BY AN EMPLOYER OF A MINOR WHO IS BETWEEN THE AGES OF 18 AND 21. THIS CERTIFICATE IS OBTAINED FROM THE ISSUING OFFICER AND PROTECTS THE EMPLOYER AGAINST THE POSSIBILITY OF AGE MISREPRESENTATION.

RECORDS REQUIREMENTS

FOR ALL MINORS UNDER THE AGE OF 19, EXCEPT THOSE ENGAGED IN DOMESTIC SERVICES IN PRIVATE HOMES AND IN AGRICULTURAL PURSUITS:

Name, address, date of birth, hours of beginning and ending daily work periods and meal periods, number of hours worked each day, and wages paid to each minor.

FOR NEWSPAPERBOYS AND GIRLS:

Name, address, birth date, date he or she commenced and ceased delivering newspapers, number of newspapers sold, and a general description of the area of the route served.

A COPY OF THIS ABSTRACT AND A SCHEDULE OF HOURS AND ANY INFORMATION CONCERNING THE CHILD LABOR LAW MAY BE OBTAINED FROM:

OFFICE OF WAGE AND HOUR COMPLIANCE
DIVISION OF WORKPLACE STANDARDS
DEPARTMENT OF LABOR AND INDUSTRY
Post Office Box 875
Trenton, New Jersey 08625

Oiling, wiping, or cleaning machinery in motion or assisting therein.

Operation or helping in the operation of power driven woodworking machinery; provided, that apprentices operating under conditions of bona fide apprenticeship may operate such machines under competent instruction and supervision.

Grinding, abrasive, polishing or buffing machines, provided that apprentices operating under conditions of bona fide apprenticeship may grind their own tools.

Punch presses or stamping machines if the clearance between the ram and the die or the stripper exceeds one-fourth inch.

Cutting machines having a guillotine action.

Corrugating, crimping or embossing machines.

Paper lace machines.

Dough brakes or mixing machines in bakeries or cracker machinery.

Calendar rolls or mixing roles in rubber manufacturing.

Centrifugal extractors or mangles in laundries or dry cleaning establishments.

Ore reduction works, smelters, hot rolling mills, furnaces, foundries, forging shops, or any other place in which the heating, melting, or heat treatment of metals is carried on.

Mines or quarries.

Steam boilers carrying a pressure in excess of fifteen pounds.

Construction work of any kind.

Construction work means work which involves the skilled craftsmen, including laborers and helpers who work in the building or construction industry in the fabricating of any building, road or structure or performance of any other operation, including, but without limitation, excavation which has a permanent site or location, and the laying of conduit, wiring or piping in any such excavation and the filling of such excavation. It shall also include any function or work performed within thirty feet of any part of the construction work. The term "construction" shall not include the building, painting, or repairing of fences or small outbuildings have a height of not more than twelve feet when the building, painting or repairing of such fences or small outbuildings is not in any way connected or related to any other construction work.

Fabrication or assembly of ships.

Operation or repair of elevators or other hoisting apparatus.

Any establishment where alcoholic liquors are distilled, rectified, compounded, brewed, manufactured, bottled, or sold for consumption on the premises; (EXCEPT, minors at least 16 years of age may be employed as pinsetters only in PUBLIC bowling alleys, and in restaurants but not in the preparation, sale or serving of alcoholic beverages, nor in the sale of cigarettes or other tobacco products, nor in the preparation or sale of photographs, nor in any dancing or theatrical exhibition or performance while so employed; and minors at least 14 years of age may be employed as golf caddies and pool attendants.)

Pool and billiard rooms.

The transportation of payrolls other than within the premises of the employer.

Distribution or delivery of goods or messages by females.

Corn pickers, power hay balers, power field choppers, including work in or on same.

A junk or scrap metal yard (which is defined as "the place where old iron, metal, paper, cordage, and other refuse may be collected or deposited or both and sold or may be treated so as to be again used in some form or discarded, or where automobiles or machines are demolished for the purpose of salvaging of metal or parts.")

Any place or condition operated or maintained for immoral purposes or a disorderly house.

Demolition of buildings, ships, or heavy machinery.

PROHIBITIONS - ACTORS AND PERFORMERS

Appearing as a rope or wire walker or rider, gymnast, wrestler, boxer, contortionist, acrobat, rider of a horse or other animal or rider of any vehicle other than that normally used as a toy.

Appearing in any illegal, indecent, or immoral exhibition or practice.

Any practice or exhibition dangerous to the life, limb, health or morals of a minor.

Performance upon any premises licensed for the sale and consumption of alcoholic beverages.

Appearance or exhibition of any physically deformed or mentally deficient minor.

APPENDIX F

Glossary of Terms

APPENDIX F

GLOSSARY OF TERMS

1. **Affective Variables** are components referring to feelings or emotions, as differentiated from cognitive variables (knowing and thinking) and psychomotor variables (movement).

2. **Basic Skills** refer to the areas of communication and computation which are considered essential areas of competence.

3. **Broker** is a person who mediates between the student and the social services available to him/her. The job of the broker is to work on behalf of the student, rather than the operation of the school. As such, the broker is a referral agent, advocate and advisor. The broker is knowledgeable about the availability and quality of services.

4. **Caps** refer to the limit on the annual increase in school districts' Net Current Expense Budget as defined by N.J.S.A. 18A:7A-25. Districts with below average expenditures per pupil are permitted to increase their budgets at a more rapid rate than districts with above average expenditures per pupil. The purposes of the caps are (1) to prevent large and inefficient spending increases, (2) to provide for expenditure equalization, (3) to limit increases in state liability for educational expenditures, and (4) to provide for property tax relief. Under certain conditions specified in the law, districts may seek a waiver from the Commissioner of Education permitting a budget increase greater than that allowed by the cap.

5. **Career Education** refers to the instructional process which fosters a knowledge base about professions and occupations which enables students to make appropriate career/job choices and to maximize the probability of matching appropriate student strengths to the potential career/job choices.

6. **Child Study Team** means a group of three specialists including a learning disabilities specialist, a psychologist and a social worker employed by a school to do diagnostic assessment of potentially handicapped students.

7. **Class Rank** is the relative academic standing of each student in a grade, computed on the basis of grades and course credits.

8. **Comprehensive Employment and Training Act (CETA)** is Federal legislation which "provides job training and employment opportunities for economically disadvantaged, unemployed, and underemployed persons, and assures that training and other services lead to maximum employment opportunities and enhance self-sufficiency by establishing a flexible and decentralized system of Federal, State, and local programs". (Public Law 93-203)

9. **Comprehensive Employment and Training Act Prime Sponsor** means any unit of general local government with a population of 100,000 or more which serves as an agent for Manpower Employment and Training Services. Regardless of population the largest unit of general local government in any State is eligible. Consortiums of adjoining units which include an eligible city or county could qualify as prime sponsor. A limited number of CEPs serving rural areas could also be designated by the Secretary of Labor as prime sponsor. In addition, the State is eligible to be prime sponsor for those areas not served by local sponsors.

10. **Comprehensive High School** refers to the most familiar type of secondary school which characteristically offers a wide variety of curricula in New Jersey. It includes 4, 5, and 6 year schools, excludes middle school, junior high schools and vocational schools.

11. **Cooperative Education Program** is a program which allows a pupil to spend half time in school and half time on the job under supervision by the school. During the inschool portion, one period of related instruction conducted by the respective Cooperative Education Coordinator is required daily. Cooperative programs are conducted in the following educational disciplines: Agriculture, Business and Office, Distributive, Health, Home Economics, and Industrial Education.

12. **Data Bank** means an organized set of information which pertains to a particular topic or topics, which is easily and periodically updated and from which specific datum is easily retrievable in usable form by a variety of people.

13. **Education/Work Program** refers to any of a variety of local, State or Federal projects which integrate work into the school day for the students. In some programs the students are paid, in others they are not; their incentive being the experience they gain.

14. **Elementary and Secondary Education Act, Title I** refers to the program which provides Federal aid ". . . to local education agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means. . . which contribute particularly to meeting the special educational needs of educationally deprived children" (Section 101, Public Law 89-10, as amended).

15. **Elementary and Secondary Education Act, Title IV, Part C** is Federal legislation which provides support for local projects designed to develop exemplary programs to serve as models for other school systems and innovative programs offering new approaches to specific educational problems.

16. **Equalization Aid** refers to state support for current expense that is inversely related to district property wealth per pupil. This aid tends to equalize the tax effort, required by districts to support a given level of spending. According to N.J.S.A. 18A:7A-18:

"Equalization support for current expenses of all school districts shall be paid in accordance with the following calculations:

a. Divide the district equalized valuation per pupil by the guaranteed valuation per pupil and subtract the quotient from 1.0000 to obtain the district's State support ratio.

b. Multiply the district's State support ratio by the smaller of (1) the net current expense budget for the prebudget year or (2) the product of the resident enrollment and the State support limit. The amount obtained is the current expense equalization support.

c. Notwithstanding any other provision of the section, no district shall receive less in current expense equalization support than 10% of the State support limit."

17. **Experiential Learning** is the development of skills through a process of on-site, out-of-the classroom exposure to different settings.

18. **Garden State School District** is a local education agency within the New Jersey Department of Education that was established to develop, implement, monitor, and evaluate educational programs in State institutions within the New Jersey Department of Corrections. The school district is also responsible for the development and evaluation of Federal educational programs in State institutions within the Department of Human Services and has responsibility for the programs in the divisions of Mental Retardation, Mental Health and Hospitals, Youth and Family Services, and the New Jersey Commission for the Blind and Visually Impaired.

19. **In-Service Program** refers to any type of on-going or periodic information, guidance or training given by employers to current employees. In education, that which the school district provides for faculty, administrators and other school staff.

20. **Interagency** refers to coordinated planning by two or more public or private agencies.

21. **Laboratory Demonstration School** is an example of "experimental learning" for teachers. The school provides a training or retraining ground for teachers as well as a good education for the students. Usually such schools have model as well as an experimental curricula.

22. **Minimum Standards** refer to minimum levels of pupil proficiency in the basic skill areas of communication and computation. These achievement levels are used as initial screening points for identifying children in need of remedial instruction in these areas. (N.J.A.C. 6:39-1.5).

23. **Pilot Program** means a set of planned activities or strategies which is experimental in nature. These activities and strategies are field tested to gather data on feasibility and usability to facilitate replication.

24. **Plan B** refers to N.J.A.C. 6:27-1.13 which permits a non-traditional program option for students in New Jersey public schools. This plan can be used for promotion and graduation purposes and allows credit to be given for curricular activities or programs that are based on specific instructional objectives. These programs can be planned for either an individual or a group of students.

25. **Public School Education Act, Chapter 212 of the Laws of 1975** is the legislation which outlines a systematic approach by which the State shall provide a better and more equalized education to all New Jersey children.

26. **Referral Service** means the provision of information about a variety of available programs or services which might be of interest to, or required by an individual client; the directing of an individual to a particular service.

27. **Residential Placement** refers to the home of a child who is temporarily or permanently a ward of the State or local government.

28. **Scholastic Aptitude Test (SAT)** is the national standardized test required as part of the entrance requirements for most colleges. The basic SAT is in two parts: verbal and numerical skills.

29. **Social Service Agencies** are either branches of a social institution or independent bodies which provide for specific educational, religious or social needs (e.g. the YMCA, the Division of Youth and Family Services).

30. **Staff Development** is the upgrading of the skills of staff members.

31. **Standardized Test** is a test that has been empirically developed for which there are definite directions for both administration and scoring. Also there is evidence of test validity and reliability in addition to norms.

32. **Teacher-Made Test** means a test which is not standardized, but rather grows out of the teacher's own initiative; the traditional classroom test.

33. **Technical Assistance** is the provision of consultant services offering guidance and information. Most often it involves a higher level government such as the State assisting a lower level government such as a municipality. Technical assistance is procedural in nature.

34. **Validated Projects** are exemplary programs/projects which have undergone an intensive evaluation cycle, and are seen as both exportable and cost effective. Validated projects also produce significant outcomes for students.

35. **Vocational Education** is the teaching of skills related to a specific occupation.

36. **Youth Employment and Demonstration Projects Act of 1977** is the Federal legislation designed to reduce the number of unemployed youth in our nation.

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Data Base

INTRODUCTION

The appendices in this report are provided as supplemental materials to Between the Times: Report of the New Jersey Study Commission on Adolescent Education (1978).

Contained in the appendix are two types of data bases, one pertaining to school related issues and the other to social and economic indicators. As background to the development of the data bases, it should be noted that when the Study Commission initiated its work, no unified data base on adolescents was available and hence the development of a data base on youth and factors surrounding youth in New Jersey became a spin-off responsibility for the Commission. The data base itself is not comprehensive, nor was it intended to be comprehensive. Rather the data offers a profile on the many dimensions impacting on youth and on social and economic indicators in New Jersey. It is hoped that the existence and continued development of this data base will catalyze similar efforts in other state agencies which impact on youth, thereby broadening, codifying and enhancing the existent data base on youth and adolescents. The year 1975 was established as the cut-off point for the data base since it reflected the point at which a common core for all data elements could be established.

It should also be stated that some of the tables reflect a synthesis and analysis aspect of existing data developed by members of the research staff of the Study Commission.

The data base generally is ancillary to the report and hence the tables per se have no accompanying narrative in the body of the text. However, some of the tables' findings and trends are profiled in the text of the report and hence are dealt with in greater detail.

For simplification of use, the tables in the appendix have been grouped under sub-categories in each of the sections.

Page

Data Base

APPENDIX I

School Related Issues

FIGURE 1

PROJECTED ENROLLMENTS
NEW JERSEY PUBLIC SCHOOL DISTRICTS
FALL 1977-78 TO FALL 1986-87

Year 2/	Births 3/	Fall Enrollment 1/														Fall Enrollment 1/				Total N,U, SE,PG 4/	Total All Grades 4/	High School Grads.	Year
		K	1	2	3	4	5	6	7	8	9	10	11	12	Total K-12 4/	N	U	SP. ED.	PG 5/				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)
1967-68	116,091	119,311	117,682	110,304	109,415	108,403	108,071	103,273	100,942	98,285	104,387	99,118	89,969	80,271	1,349,431	470	7,024	17,884	1,556	26,934	1,376,365	78,444	1967-68
1968-69	114,101	121,452	115,854	113,387	110,342	110,483	108,916	108,957	105,690	100,423	110,215	101,196	93,183	85,180	1,385,278	1,285	7,776	21,287	1,306	31,654	1,416,932	83,407	1968-69
1969-70	117,232	122,150	116,324	112,646	113,777	111,661	111,732	110,343	111,884	104,612	112,073	106,495	95,382	89,116	1,418,195	1,278	9,947	24,161	797	36,183	1,454,378	86,498	1969-70
1970-71	120,168	116,833	116,310	113,213	112,128	113,831	111,696	111,672	112,012	109,706	115,650	108,718	99,362	90,445	1,432,176	3,100	22,694	24,746	737	51,277	1,483,453	87,718	1970-71
1971-72	111,376	111,734	113,702	114,829	114,149	114,025	115,087	113,277	114,105	111,696	121,379	113,306	102,133	94,736	1,454,158	1,744	14,698	25,834	1,407	43,683	1,497,841	91,629	1971-72
1972-73	99,050	106,723	107,298	110,086	113,949	113,520	113,427	114,846	114,386	112,190	121,158	117,855	106,865	96,115	1,448,418	2,350	19,482	26,270	1,347	49,449	1,497,867	91,507	1972-73
1973-74	94,024	101,572	103,055	103,830	108,433	113,542	113,339	114,102	116,807	113,714	122,154	116,904	108,075	97,317	1,432,344	2,686	18,824	26,347	1,404	49,261	1,481,605	94,067	1973-74
1974-75	94,242	101,692	99,986	100,764	103,863	109,002	113,758	113,563	115,316	115,462	122,473	116,947	107,940	100,121	1,420,887	3,385	15,660	26,611	413	46,069	1,466,956	97,985	1974-75
1975-76	91,457	101,729	99,994	95,844	95,012	102,533	107,684	113,040	115,082	113,839	125,769	117,320	109,795	101,411	1,403,052	3,038	17,991	27,637	1,161	49,827	1,452,879	96,866	1975-76
1976-77	90,549	95,403	101,371	97,048	95,231	98,535	102,336	108,163	114,503	113,038	122,429	118,734	108,905	101,689	1,377,385	3,059	11,131	28,794	979	43,963	1,421,348	98,000	1976-77
1977-78	91,000	85,000	95,000	98,000	96,000	95,000	99,000	102,000	109,000	112,000	122,000	115,000	110,000	101,000	1,341,000	4,000	11,000	29,000	1,000	44,000	1,386,000	97,000	1977-78
1978-79	91,000	81,000	85,000	93,000	97,000	96,000	95,000	99,000	103,000	107,000	121,000	115,000	107,000	103,000	1,302,000	4,000	10,000	29,000	1,000	44,000	1,346,000	99,000	1978-79
1979-80	91,000	81,000	81,000	83,000	92,000	97,000	96,000	95,000	100,000	101,000	116,000	114,000	107,000	100,000	1,261,000	4,000	10,000	28,000	1,000	44,000	1,305,000	96,000	1979-80
1980-81	91,000	79,000	81,000	78,000	82,000	92,000	97,000	96,000	96,000	98,000	109,000	109,000	106,000	99,000	1,222,000	5,000	10,000	28,000	1,000	44,000	1,266,000	95,000	1980-81
1981-82	91,000	78,000	79,000	79,000	78,000	82,000	92,000	97,000	97,000	94,000	105,000	103,000	101,000	99,000	1,183,000	5,000	9,000	28,000	1,000	44,000	1,226,000	95,000	1981-82
1982-83		78,000	78,000	76,000	78,000	78,000	82,000	92,000	98,000	95,000	102,000	99,000	96,000	94,000	1,145,000	6,000	9,000	27,000	1,000	43,000	1,189,000	90,000	1982-83
1983-84		78,000	78,000	76,000	76,000	78,000	78,000	82,000	93,000	96,000	103,000	96,000	92,000	89,000	1,113,000	6,000	9,000	27,000	1,000	43,000	1,157,000	85,000	1983-84
1984-85		78,000	78,000	76,000	75,000	76,000	78,000	78,000	83,000	91,000	104,000	97,000	89,000	86,000	1,087,000	7,000	9,000	27,000	1,000	43,000	1,130,000	82,000	1984-85
1985-86		78,000	78,000	76,000	75,000	75,000	76,000	78,000	78,000	81,000	98,000	98,000	90,000	83,000	1,063,000	7,000	9,000	27,000	1,000	43,000	1,107,000	79,000	1985-86
1986-87		78,000	78,000	76,000	75,000	75,000	75,000	76,000	79,000	77,000	84,000	92,000	91,000	84,000	1,039,000	8,000	8,000	26,000	1,000	43,000	1,082,000	80,000	1986-87

1/ For Fall of indicated school year.

2/ Calendar year; e.g., 1967-68 births are for year ending December 31, 1967.

3/ Births from 1977 to 1981 are estimated.

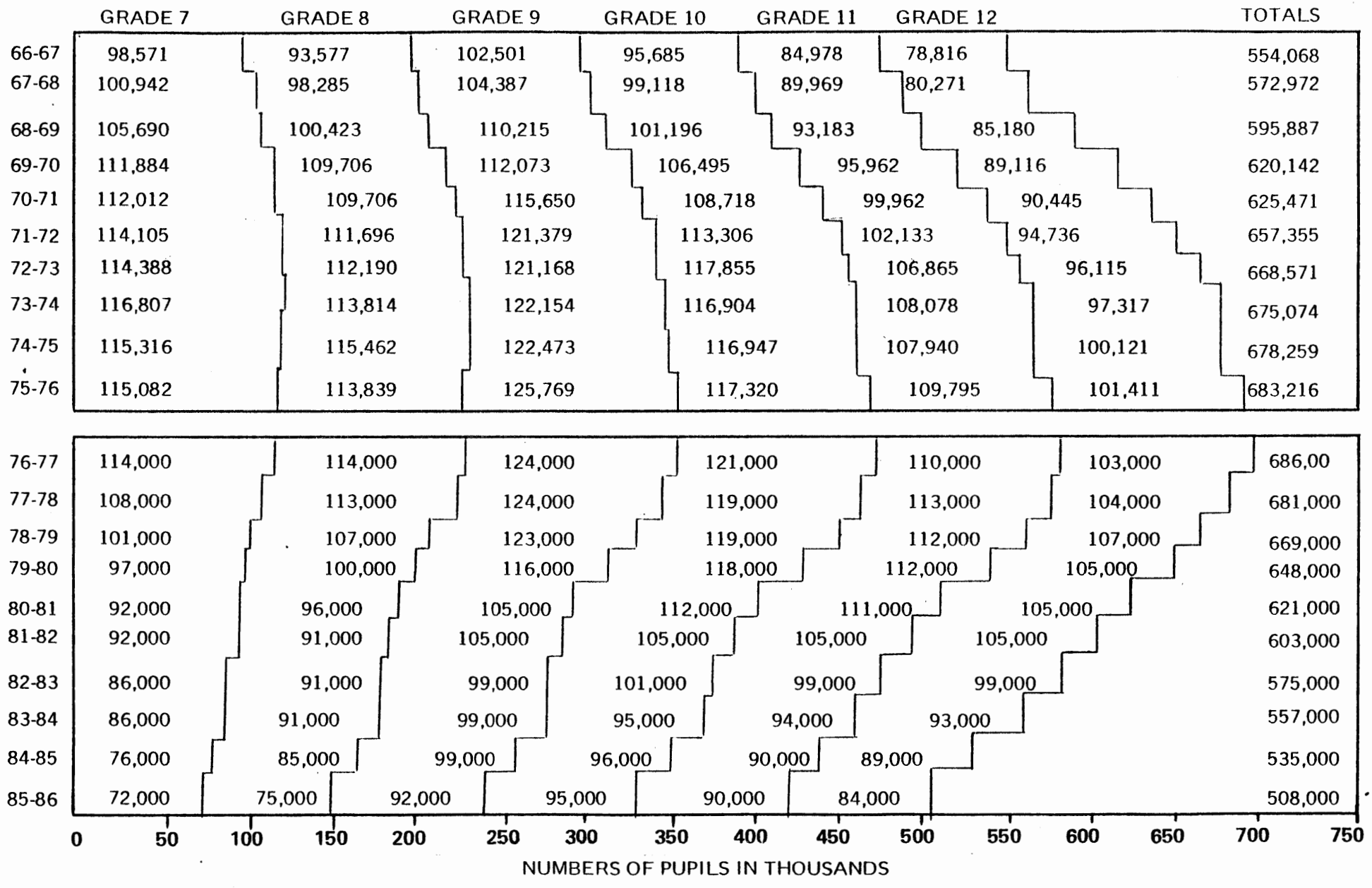
4/ All projected enrollments are rounded to the nearest thousand. Because rounding was done after additions were completed, the sum of rounded numbers will not always agree exactly with totals.

5/ Postgraduate: A student who has already graduated from high school, but has returned for additional courses at the secondary school level.

Source: New Jersey State Department of Education, Office of Management Information, July, 1977.

FIGURE 2

TREND ANALYSIS
ENROLLMENT OF ADOLESCENTS IN PUBLIC SCHOOLS
IN NEW JERSEY
1966 PROJECTED 1986



Source: Office of Management Information, New Jersey State Department of Education, July 1976 data. Developed by research staff of the Study Commission on Adolescent Education in New Jersey

FIGURE 3
COMPARISON OF PUBLIC SCHOOL ENROLLMENTS
BY COUNTY AND ETHNIC/RACIAL ORIGIN
1967/1975

	1967					1975					1967/1975		
	WHITE		MINORITY		TOTAL	WHITE		MINORITY		TOTAL	WHITE	MINORITY	TOTAL
COUNTY	Enrollment	Percent	Enrollment	Percent	Enrollment	Enrollment	Percent	Enrollment	Percent	Enrollment	% Change	% Change	% Change
Atlantic	23,333	72.3	8,943	27.7	32,276	25,218	67.3	12,275	32.7	37,493	8.1	37.3	16.2
Bergen	161,433	96.3	6,171	3.7	167,604	145,274	92.0	12,634	8.0	157,908	-10.0	104.7	- 5.8
Burlington	60,952	89.5	7,137	10.5	68,089	65,366	83.1	13,309	16.9	78,675	7.2	86.5	15.5
Camden	71,375	79.6	18,236	20.4	89,611	75,045	75.9	23,772	24.1	98,817	5.1	30.4	10.3
Cape May	8,741	88.2	1,173	11.8	9,914	10,938	87.5	1,559	12.5	12,497	25.1	33.0	26.1
Cumberland	20,272	74.8	6,828	25.2	27,100	20,603	66.1	10,568	33.9	31,171	1.6	54.8	15.0
Essex	99,583	57.9	72,505	42.1	172,088	74,814	44.7	92,752	55.3	167,566	-24.9	27.9	- 2.6
Gloucester	34,234	88.6	4,406	11.4	38,640	37,081	88.0	5,063	12.0	42,144	8.3	14.9	9.1
Hudson	57,894	68.1	27,102	31.9	84,996	39,676	45.2	48,157	54.8	87,833	-31.5	77.7	3.3
Hunterdon	15,837	98.8	199	1.2	16,036	19,223	98.2	302	1.8	19,525	21.3	51.8	21.8
Mercer	39,609	73.1	14,585	26.9	54,194	38,135	68.4	17,603	31.6	55,738	- 3.7	20.7	2.8
Middlesex	110,684	91.9	9,794	8.1	120,478	103,492	86.5	16,195	13.5	119,687	- 6.5	65.4	- 7
Monmouth	85,034	87.8	11,827	12.2	96,861	92,722	85.1	16,204	14.9	108,926	- 9.0	37.0	12.5
Morris	77,527	97.1	2,347	2.9	79,874	86,627	95.0	4,599	5.0	91,226	11.7	96.0	14.2
Ocean	38,252	95.9	1,647	4.1	39,899	56,230	92.4	4,623	7.6	60,853	47.0	180.7	52.5
Passaic	63,831	77.2	18,872	22.8	82,703	55,571	64.4	30,753	35.6	86,324	-12.9	63.0	4.4
Salem	12,059	79.6	3,087	20.4	15,146	10,763	77.0	3,209	23.0	13,972	-10.7	3.4	- 7.8
Somerset	43,304	95.6	2,008	4.4	45,312	42,727	92.7	3,358	7.3	46,085	1.3	67.2	1.7
Sussex	16,507	99.6	72	.4	16,579	24,360	98.8	302	1.2	24,662	47.6	319.4	48.8
Union	86,013	83.3	17,202	16.7	103,215	66,211	70.4	27,865	29.6	94,076	-23.0	62.0	- 8.9
Warren	15,499	98.4	251	1.6	15,750	17,294	97.4	407	2.6	17,701	11.6	62.2	12.4
Totals	1,141,973	83.0	234,392	17.0	1,376,365	1,107,370	76.2	345,509	23.8	1,452,879	- 3.0	47.4	5.6

Source: Based on New Jersey State Department of Education, Office of Management Information data. Developed by research staff of the Study Commission on Adolescent Education in New Jersey.

FIGURE 4

STATE SUMMARY OF SECONDARY COURSE ENROLLMENTS,
COURSE COUNT AND PERCENT OF COURSES IDENTIFIED AS "OTHER"
1975-1976*
(By Rank Order of Percent Specified as "Other")

	SUBJECT AREA	Enrollments	Course Count	Other	% Other
1	VOCATIONAL RELATED COURSES	18,938	271	179	66.1
2	ENGLISH	764,808	6,190	3,219	52.0
3	SOCIAL STUDIES	516,883	4,054	1,615	39.8
4	MATHEMATICS	409,169	4,094	1,421	34.7
5	SCIENCE	378,023	3,379	880	26.0
6	HOME ECONOMICS	138,255	2,258	540	23.9
7	INDUSTRIAL ARTS	212,961	3,414	767	22.4
8	SPECIAL EDUCATION	11,341	621	137	22.1
9	ART	154,064	2,010	408	20.3
10	MUSIC	142,574	2,244	426	19.0
11	BUSINESS	271,153	5,113	682	13.3
12	VOCATIONAL-TECHNICAL	56,305	1,991	239	12.0
13	FOREIGN LANGUAGES	226,833	5,198	551	10.6
14	HEALTH AND PHYSICAL EDUCATION	903,407	2,206	200	9.1
	TOTALS	4,205,714	43,043	11,264	26.2

*A "Course Designation and Coding Task Force" is in the process of developing recommendations for an update of standard course titles. Current plans are to again collect the updated subject and course date in the Fall of 1978.

Source: Fall Survey, Secondary School Course Enrollments 1975-76. Prepared as Briefing Document for New Jersey State Board of Education.

FIGURE 5

ESTIMATED SECONDARY SCHOOL ENROLLMENTS
NEW JERSEY PUBLIC AND NONPUBLIC SCHOOLS
1965-66 TO 1973-74

Secondary School Enrollments				
Public 1/		Nonpublic 2/		
Number	Per-cent	Number	Per-cent	Total
440,004	87.8	61,122	12.2	501,126
450,187	87.4	65,179	12.6	515,366
464,703	87.5	66,086	12.5	530,789
483,293	87.3	70,229	12.7	553,522
493,006	88.0	66,923	12.0	559,929
506,566	87.6	71,750	12.4	578,316
525,342	89.3	63,133	10.7	588,475
525,384	88.6	67,900	11.4	593,284
528,321	88.9	65,726	11.1	594,047
530,094	88.8	66,680	11.2	596,774

1/ From annual Fall Reports of the New Jersey State Department of Education, Office of Data Collection and Statistics. Secondary includes all pupils in grades 9-12 and post-graduate classes, plus those in grades 7 and 8 of approved junior high schools and six year high schools.

2/ From annual Statistics of New Jersey School Media Programs of the New Jersey State Department of Education, Library Development Bureau.

These reports include only pupils enrolled in schools receiving Federal funds under Title II of Public Law 89-10. (It is believed that these include virtually all nonpublic school pupils in the State.)

Source: New Jersey Department of Education, Office of Management Information (formerly Office of Data Collection and Statistics). From: Report Number 15, February, 1975.

FIGURE 6

ENROLLMENT IN FOUR-YEAR ROMAN CATHOLIC HIGH SCHOOLS IN NEW JERSEY BY DIOCESE IN 1975-1976

Diocese	Counties Served	Schools	Number of Students Enrolled
CAMDEN	ATLANTIC, CAMDEN, CAPE MAY, CUMBERLAND, GLOUCESTER, SALEM	12	8,043
NEWARK	BERGEN, ESSEX, HUDSON, UNION	50	24,738
PATERSON	MORRIS, PASSAIC, SUSSEX	15	6,746
TRENTON	BURLINGTON, HUNTERDON, MERCER, MIDDLESEX, MONMOUTH, OCEAN, SOMERSET, WARREN	22	16,301
	TOTAL	99	55,828

Source: New Jersey Catholic Conference data. Developed by research staff of the Study Commission on Adolescent Education in New Jersey.

FIGURE 7

NUMBER OF PUPILS WITH LIMITED
ENGLISH SPEAKING ABILITY
BY ETHNIC CLASSIFICATION AND COUNTY
OCTOBER 1, 1975

County	Total Limited English Speaking Ability	Ethnic Classification										
		Hispanic	Portugese	Italian	Greek	Korean	Indian	Arabic	Viet-namese	Chinese	Japanese	Other
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Atlantic	477	453	6	3	8			1	5			1
Bergen	1,224	484	46	150	86	33	18	38	17	39	160	153
Burlington	260	123	28	3	8	54	3		26	11	2	2
Camden	1,245	1,099	7	11	34	25	11		6	20	8	24
Cape May	18	18										
Cumberland	900	884	1	2	1	4				6		2
Essex	5,138	3,706	888	134	45	19	60	3	38	40	4	201
Gloucester	71	51		7			1		8	1	1	2
Hudson	3,944	3,502	26	88	36	37	58	69	12	14	10	92
Hunterdon	33	6	8	9					5			5
Mercer	749	625	1	28	2	19	3	2	8	17	11	33
Middlesex	1,296	1,033	17	24	30	37	45	4	21	39	4	42
Monmouth	689	511	27	17	17	18	2	4	40	15	3	35
Morris	418	316	1	17	12	7	10	4	8	12	5	26
Ocean	195	150	4	16		6			11	2		6
Passaic	3,903	3,363	12	154	9	6	21	114	8	2	6	208
Salem	22	21		1								
Somerset	132	69	2	9	6	7	6	2	7	8	3	13
Sussex	12	5		2					2			3
Union	1,526	1,116	144	75	35	34	12	5	20	11	8	66
Warren	13	10		2		1						
State Total	22,265	17,545	1,218	752	329	307	250	246	242	237	225	914

Source: New Jersey Department of Education/Office of Management Information. New Jersey Educational Statistics 1975-76, p. 9.

FIGURE 8

PUBLIC SCHOOL STUDENTS ENROLLED
BY RACIAL/ETHNIC ORIGIN
1975-76

County	White		Black		Spanish		American Indian, Oriental, Other		Total Number of Students Enrolled	Percent County Minority Enrollment
	Number of Students Enrolled	Percent	Number of Students Enrolled	Percent	Number of Students Enrolled	Percent	Number of Students Enrolled	Percent		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Atlantic	25,218	67.3	9,999	26.7	2,102	5.6	174	.5	37,493	32.7
Bergen	145,274	92.0	7,296	4.6	2,680	1.7	2,658	1.7	157,908	8.0
Burlington	65,366	83.1	11,003	14.0	1,230	1.6	1,076	1.4	78,675	16.9
Camden	75,045	75.9	17,723	17.9	5,383	5.5	666	.7	98,817	24.1
Cape May	10,938	87.5	1,370	11.0	160	1.3	29	.2	12,497	12.5
Cumberland	20,603	66.1	6,820	21.9	3,552	11.4	196	.6	31,171	33.9
Essex	74,814	44.7	76,303	45.5	14,660	8.8	1,789	1.1	167,566	55.4
Gloucester	37,081	88.0	4,578	10.9	325	.8	160	.4	42,144	12.0
Hudson	39,676	45.2	19,083	21.7	26,554	30.2	2,520	2.9	87,833	54.8
Hunterdon	19,223	98.5	143	.7	64	.3	95	.5	19,525	1.6
Mercer	38,135	68.4	14,923	26.8	2,139	3.8	541	1.0	55,738	31.6
Middlesex	103,492	86.5	8,694	7.3	6,018	5.0	1,483	1.2	119,687	13.5
Monmouth	92,722	85.1	12,909	11.9	2,338	2.2	957	.9	108,926	14.9
Morris	86,627	95.0	2,270	2.5	1,513	1.7	816	.9	91,226	5.0
Ocean	56,230	92.4	2,857	4.7	1,429	2.4	337	.6	60,853	7.6
Passaic	55,571	64.4	18,060	20.9	11,557	13.4	1,136	1.3	86,324	35.6
Salem	10,763	77.0	2,957	21.2	245	1.8	7	.1	13,972	23.0
Somerset	42,727	92.7	2,524	5.5	437	1.0	397	.9	46,085	7.3
Sussex	24,360	98.8	92	.4	137	.6	73	.3	24,662	1.2
Union	66,211	70.4	21,128	22.5	4,682	5.0	2,055	2.2	94,076	29.6
Warren	17,294	97.7	242	1.4	124	.7	41	.2	17,701	2.3
State Total	1,107,370	76.2	240,974	16.6	87,329	6.0	17,206	1.2	1,452,879	23.8

Source: New Jersey Department of Education, Office of Management Information. New Jersey Public School Racial/Ethnic Enrollments, 1975-76, p. 1.

FIGURE 9

NEW JERSEY PUBLIC SCHOOL DROPOUTS
BY RACIAL/ETHNIC ORIGIN
SEPTEMBER 1974 to AUGUST 1975

County	White			Black			Spanish Surnamed			American Indian, Oriental, Other			Total Number of Dropouts
	Number of Dropouts	Percent of Dropouts	Percent of Enrollment	Number of Dropouts	Percent of Dropouts	Percent of Enrollment	Number of Dropouts	Percent of Dropouts	Percent of Enrollment	Number of Dropouts	Percent of Dropouts	Percent of Enrollment	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Atlantic	372	51.1	1.5	311	42.7	3.1	44	6.0	2.2	1	.1	.6	728
Bergen	1,086	88.4	.7	64	5.2	.9	54	4.4	2.2	24	2.0	1.0	1,228
Burlington	776	83.5	1.2	140	15.1	1.3	10	1.1	.9	3	.3	.3	929
Camden	1,116	71.6	1.5	352	22.6	2.1	90	5.8	1.7				1,558
Cape May	195	81.3	1.8	44	18.3	3.1	1	.4	.6				240
Cumberland	489	58.4	2.4	208	24.8	3.1	140	16.7	4.2	1	.1	.6	838
Essex	685	26.2	.9	1,514	57.9	2.0	368	14.1	2.6	50	1.9	1.9	2,617
Gloucester	497	86.3	1.3	71	12.3	1.6	8	1.4	2.3				576
Hudson	839	48.1	2.0	318	18.2	1.7	576	33.0	2.3	13	.7	.6	1,746
Hunterdon	208	97.7	1.1	4	1.9	2.7				1	.5	1.2	213
Mercer	465	37.6	1.2	688	55.7	4.6	83	6.7	4.1				1,236
Middlesex	1,133	79.3	1.1	152	10.6	1.7	143	10.0	2.4	1	.1	.1	1,429
Monmouth	1,167	77.7	1.2	268	17.8	2.1	63	4.2	2.6	4	.3	.5	1,502
Morris	632	90.8	.7	44	6.3	2.0	20	2.9	1.4				696
Ocean	847	85.9	1.6	84	8.5	2.9	54	5.5	3.9	1	.1	.4	986
Passaic	642	41.0	1.1	588	37.6	3.3	313	20.0	2.9	22	1.4	2.9	1,565
Salem	104	73.8	1.0	34	24.1	1.1	3	2.1	1.4				141
Somerset	311	87.1	.7	40	11.2	1.7	6	1.7	1.4				357
Sussex	313	97.5	1.3	4	1.3	4.0	4	1.3	3.4				321
Union	559	54.3	.8	303	29.4	1.4	145	14.1	3.3	23	2.2	1.3	1,030
Warren	265	96.4	1.5	7	2.6	2.8	1	.4	.8	2	.7	5.0	275
Total	12,701	62.8	1.1	5,238	25.9	2.2	2,126	10.5	2.5	146	.7	.9	20,211

Source: New Jersey Department of Education/Office of Management Information. New Jersey Public School Racial/Ethnic Enrollments, 1975-76, p.2.

FIGURE 10

NUMBER OF PUPILS DROPPING OUT OF EACH GRADE IN THE
PUBLIC SCHOOLS OF NEW JERSEY
BY COUNTY, AND, SEX
SEPTEMBER 1974 to AUGUST 1975

County	Grade																	Sex			
																		Male		Female	
	N	K	1	2	3	4	5	6	7	8	9	10	11	12	U	Sp Ed	PG	Total	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)
Atlantic			1		1					3	191	264	154	92	1	21		728	412	56.6	316	43.4
Bergen		2		1				1		4	140	292	418	347		23		1,228	783	63.8	445	36.2
Burlington		3	1		1				1	9	124	245	274	251		20		929	539	58.0	390	42.0
Camden		4	1	2		1	2	1	20	105	387	356	378	252	1	48		1,558	891	57.2	667	42.8
Cape May									1	3	59	58	71	43		5		240	141	58.8	99	41.3
Cumberland		1					1	1	10	23	178	225	238	121	15	25		838	460	54.9	378	45.1
Essex	3	34	30	21	18	12	19	19	33	74	484	672	613	429	48	108		2,617	1,498	57.2	1,119	42.8
Gloucester		1	1	2	1	1		1		19	106	169	152	104		19		576	337	58.5	239	41.5
Hudson		4	3	5	3	6	4	15	62	87	437	455	439	203	3	20		1,746	1,069	61.2	677	38.8
Hunterdon		1	2	1	1					1	13	56	77	61				213	135	63.4	78	36.6
Mercer		5	5	2	3	2	5	3	2	20	73	593	315	202		6		1,236	720	58.3	516	41.8
Middlesex		3	1	1				2	4	21	169	333	471	404	1	19		1,429	879	61.5	550	38.5
Monmouth		2	1	2	1	1			1	24	140	439	497	374		20		1,502	929	61.9	573	38.2
Morris							1		1	2	94	130	255	200		13		696	415	59.6	281	40.4
Ocean		3	1	3		1				2	192	235	277	254		18		986	576	58.4	410	41.6
Passaic		1	3			3	2	1	4	41	223	424	517	283	5	58		1,565	850	54.3	715	45.7
Salem		3								3	22	43	34	35		1		141	69	48.9	72	51.1
Somerset			1				1	1		4	35	72	115	126		2		357	216	60.5	141	39.5
Sussex							1		2	3	58	74	111	58		14		321	197	61.4	124	38.6
Union		2								8	145	356	279	229		11		1,030	618	60.0	412	40.0
Warren	1			1					1	6	33	64	102	57		10		275	166	60.4	109	39.6
Total	4	69	51	41	29	27	36	45	142	462	3,303	5,555	5,787	4,125	74	461		20,211	11,900	58.9	8,311	41.1
Percent of Total State Enrollment in this Grade	.1	.1	.1	.04	.03	.02	.03	.04	.1	.4	2.7	4.7	5.4	4.1	.5	1.7						

Source: New Jersey Department of Education/Office of Management Information. New Jersey Vital Education Statistics, 1975-76, p. 11.

FIGURE 11

NUMBER OF NEW JERSEY DROPOUTS BY MAJOR REASON IN RELATIONSHIP TO TOTAL COUNTY ENROLLMENT BY COUNTY SEPTEMBER 1974 to AUGUST 1975

County	Involuntary		Voluntary		No Information		Total Dropouts	Percent of	
	Number	Percent of All County Dropouts	Number	Percent of All County Dropouts	Number	Percent of All County Dropouts		Sept. 74 County Enroll-ment	Total Dropouts in State
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Atlantic	126	17.3	583	80.1	19	2.6	728	2.0	3.6
Bergen	91	7.4	1,102	89.7	35	2.9	1,228	.8	6.1
Burlington	187	20.1	734	79.0	8	.9	929	1.2	4.6
Camden	183	11.8	1,291	82.9	84	5.4	1,558	1.6	7.7
Cape May	25	10.4	177	73.8	38	15.8	240	1.9	1.2
Cumberland	147	17.5	558	66.6	133	15.9	838	2.7	4.2
Essex	186	7.1	2,285	87.3	146	5.6	2,617	1.5	13.0
Gloucester	51	8.9	516	89.6	9	1.6	576	1.4	2.9
Hudson	56	3.2	1,580	90.5	110	6.3	1,746	2.0	8.6
Hunterdon	16	7.5	197	92.5			213	1.1	1.1
Mercer	153	12.4	1,024	82.9	59	4.8	1,236	2.2	6.1
Middlesex	154	10.8	1,231	86.1	44	3.1	1,429	1.2	7.1
Monmouth	297	19.8	1,075	71.6	130	8.7	1,502	1.4	7.4
Morris	82	11.8	612	87.9	2	.3	696	.8	3.4
Ocean	89	9.0	837	84.9	60	6.1	986	1.7	4.9
Passaic	73	4.7	1,430	91.4	62	4.0	1,565	1.8	7.7
Salem	18	12.8	123	87.2			141	1.0	.7
Somerset	28	7.8	329	42.2			357	.8	1.8
Sussex	63	19.6	258	80.4			321	1.3	1.6
Union	158	15.3	807	78.4	65	6.3	1,030	1.1	5.1
Warren	26	9.5	242	88.0	7	2.6	275	1.6	1.4
Total	2,209	10.9	16,991	84.1	1,011	5.0	20,211	1.4	100.0

Source: New Jersey Department of Education/Office of Management Information. New Jersey Vital Education Statistics, 1975-76, p. 10.

FIGURE 12

SEX, RACE, HIGHEST DEGREE HELD, AND CERTIFICATE HELD BY
ADMINISTRATORS AND SUPERVISORS EMPLOYED IN THE
PUBLIC SCHOOLS OF NEW JERSEY
BY COUNTY
OCTOBER 1, 1975

County	Total Number	Sex				Minority		Number By											
		Male		Female				Highest Degree Held					Certificate Held						
		Number	Percent	Number	Percent	Number	Percent	None	Bachelors	Masters	Doctors	Other	Regular	Provisional	Emergency	Temporary	Intern	Part Time Voc.	None
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
Atlantic	211	177	83.9	34	16.1	30	14.2	5	40	154	9	3	204	2	1	2			2
Bergen	792	668	84.3	124	15.7	13	1.6	25	56	635	69	7	776			1			15
Burlington	335	293	87.5	42	12.5	17	5.1	4	26	292	12	1	329	2					4
Camden	438	360	82.2	78	17.8	59	13.5	12	84	322	18	2	429	2		1	3		3
Cape May	61	52	85.2	9	14.8	3	4.9		9	50	2		58	3					
Cumberland	107	90	84.1	17	15.9	11	10.3	2	9	91	5		105			1			1
Essex	903	686	76.0	217	24.0	221	24.5	11	84	743	62	3	885	4		9			5
Gloucester	166	152	91.6	14	8.4	6	3.6	4	18	139	5		163	1					2
Hudson	389	281	72.2	108	27.8	34	8.7	5	54	309	21		387						2
Hunterdon	97	88	90.7	9	9.3			3	4	84	4	2	95						2
Mercer	264	209	79.2	55	20.8	39	14.8	4	31	203	24	2	261						3
Middlesex	595	477	80.2	118	19.8	26	4.4	10	46	502	30	7	579	2		2			12
Monmouth	521	434	83.3	87	16.7	24	4.6	23	49	420	24	5	491			4			26
Morris	468	406	86.8	62	13.2	6	1.3	11	43	389	25		461	1		3	1		2
Ocean	238	215	90.3	23	9.7	4	1.7	4	12	214	7	1	237	1					
Passaic	391	294	75.2	97	24.8	38	9.7	9	36	321	23	2	378	3					10
Salem	86	75	87.2	11	12.8	3	3.5	1	17	65	3		86						
Somerset	218	190	87.2	28	12.8	5	2.3		13	174	31		213	1		3			1
Sussex	105	95	90.5	10	9.5			3	11	79	12		102			1	1		1
Union	455	385	84.6	70	15.4	38	8.4	5	27	377	43	3	453	2					
Warren	64	60	93.8	4	6.2			1	7	52	4		61			1			2
Total	6,904	5,687	82.4	1,217	17.6	577	8.4	142	676	5,615	433	38	6,753	24	1	28	5		93
							Percent	2.1	9.8	81.3	6.3	.6	97.8	.4	.01	.4	.1		1.4

Source: New Jersey Department of Education, Office of Management Information. New Jersey Vital Education Statistics, 1975-76. p. 18.

FIGURE 13

NUMBER OF FULL-TIME STAFF EMPLOYED IN THE PUBLIC SCHOOLS
OF NEW JERSEY
BY COUNTY AND MAJOR ASSIGNMENT CATEGORY
OCTOBER 1, 1975

County	Certificated Staff				Percent of Total Certificated Staff	Non-Certificated Staff
	Administrators and Supervisors	Classroom Teachers	Special Services	Total		
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Atlantic	211	1,926	223	2,360	2.4	1,264
Bergen	792	9,253	1,200	11,245	11.6	3,996
Burlington	335	4,365	473	5,173	5.3	2,461
Camden	438	5,266	600	6,304	6.5	2,843
Cape May	61	730	93	884	.9	438
Cumberland	107	1,572	168	1,847	1.9	876
Essex	903	9,288	1,401	11,592	12.0	4,857
Gloucester	166	2,269	243	2,678	2.8	1,311
Hudson	389	4,603	511	5,503	5.7	1,702
Hunterdon	97	1,111	137	1,345	1.4	483
Mercer	264	3,002	444	3,710	3.8	1,906
Middlesex	595	6,850	893	8,338	8.6	3,146
Monmouth	521	5,976	725	7,222	7.4	2,668
Morris	468	5,128	654	6,250	6.4	2,439
Ocean	238	3,112	355	3,705	3.8	1,913
Passaic	391	4,360	535	5,286	5.4	2,061
Salem	86	808	100	994	1.0	367
Somerset	218	2,723	319	3,260	3.4	1,227
Sussex	105	1,395	169	1,669	1.7	611
Union	455	5,316	756	6,527	6.7	2,235
Warren	64	957	106	1,127	1.2	363
Total	6,904	80,010	10,105	97,019	100.0	39,167
Percent	7.1	82.5	10.4			

Source: New Jersey Department of Education, Office of Management Information. New Jersey Vital Education Statistics, 1975-76. p. 17.

FIGURE 14

NUMBER OF TEACHERS BY VOCATIONAL ASSIGNMENT REPORTED AS FULL-TIME EQUIVALENTS AND STATUS OF TEACHER TRAINING

VOCATIONAL PROGRAMS (a)	UNDUPLICATED (b)	NUMBER OF TEACHERS				NUMBER OF ENROLLEES IN TEACHER TRAINING		NUMBER COMPLETING STATE PLAN REQ.	
		SECONDARY	POST-SECONDARY	ADULT					
		F.T.E. (c)	F.T.E. (d)	FULL-TIME (e)	PART-TIME (f)	PRESERVICES (g)	INSERVICE (h)	PRESERVICE (i)	INSERVICE (j)
1. TOTAL UNDUPLICATED	8,825	7,194.0	1,406.0	143	2,499	1,430	1,390	231	217
2. AGRICULTURE	79	69.0	9.0	1	19	29	29	21	2
3. DISTRIBUTION	343	249.0	94.0		59	119	59	27	15
4. Health	451	85.0	343.0	23	72	55	135	12	12
5. CONSUMER AND HOMEMAKING	1,346	1,301.0			665	230	165	41	15
6. OCCUPATIONAL PREPARATION HOME ECONOMIS	84	69.0	2.0		42	36	40	7	
7. OFFICE	2,912	2,644.0	268.0		256	454	208	96	
8. TECHNICAL	634	128.0	506.0		134	13	120	3	2
9. TRADES AND INDUSTRY	2,010	1,703.0	184.0	99	1,222	312	448	24	64
10. GROUP GUIDANCE (Prevocational)	966	946.0		20	30	182	186		45
11. PRE-POST SECONDARY									
12. REMEDIAL									
13. COOPERATIVE PART G	(136)	(136.0)	( )			( )	(79)	( )	(11)
14. DISADVANTAGED	(834)	(822.0)	(12.0)	( )	(32)	( )	(4)	( )	( )
15. HANDICAPPED	(314)	(314.0)	( )	( )	( )	( )	( )	( )	( )
16. EXEMPLARY, PART D	(69)	(67.0)	(2.0)	( )	( )		( )		( )
17. OTHER									

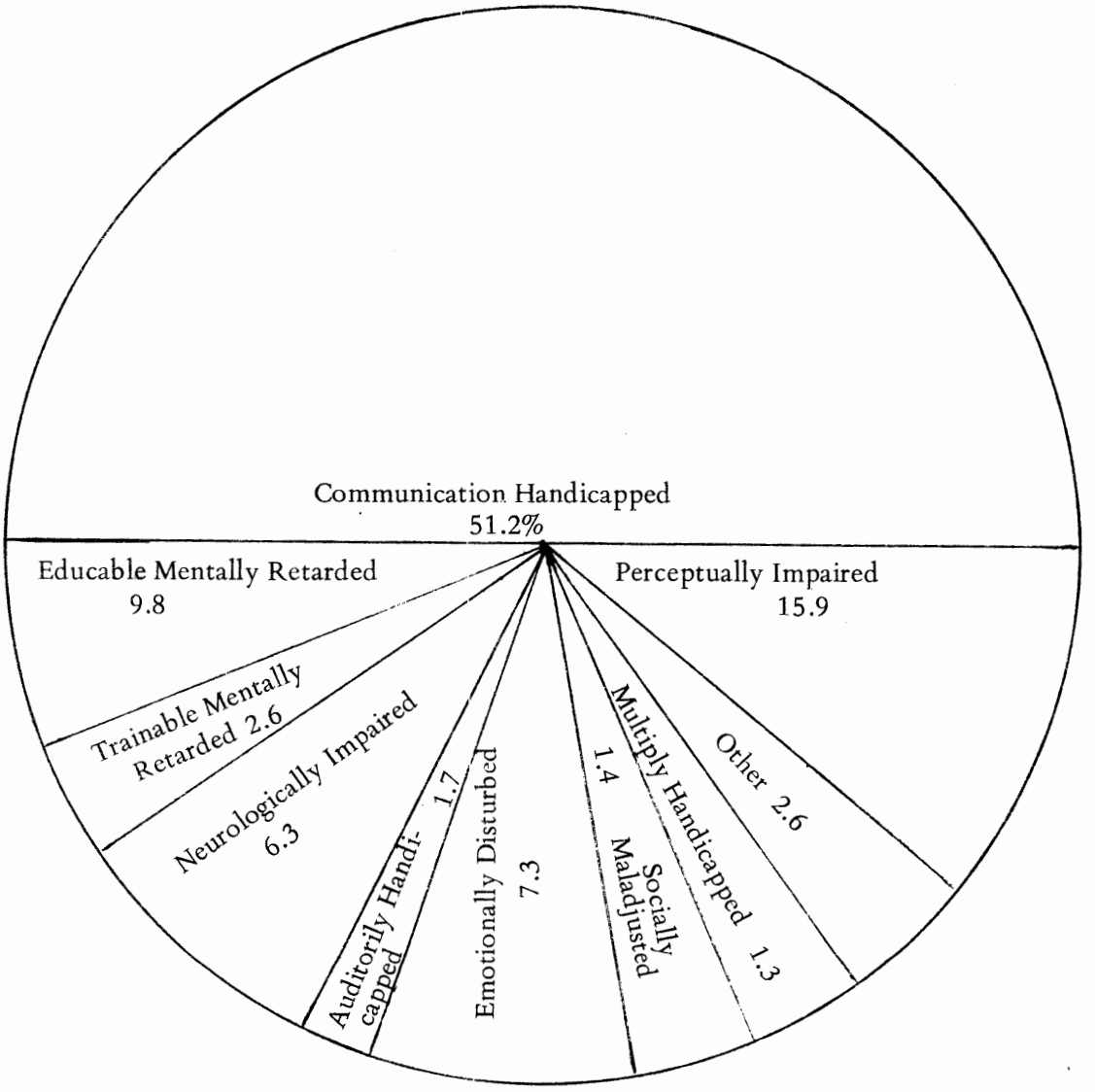
LOCAL ADMINISTRATIVE PERSONNEL

PERSONNEL (a)	UNDUPLICATED (b)	SECONDARY		POST SECONDARY		ADULT	
		FULL-TIME (c)	PART-TIME (d)	FULL-TIME (e)	PART-TIME (f)	FULL-TIME (g)	PART-TIME (h)
1. TOTAL, UNDUPLICATED	666	298	329	32	23	37	73
2. DIRECTOR	161	66	58	21	11	13	28
3. SUPERVISOR	228	90	127	4	2	16	30
4. GUIDANCE	150	86	81			8	12
5. OTHER	127	56	63	7	10		3

Source: Based on USOE - Form 346-2 data. Developed by research staff of the Study Commission on Adolescent Education in New Jersey.

FIGURE 15

Total New Jersey School Age Handicapped
by Handicap



Source: Based on data from New Jersey State Department of Education, Division of School Programs. Statistics of the School Aged Handicapped in New Jersey 1975-76. p. 8.

FIGURE 16

New Jersey State and Federal Percentages:
Various Handicap Enrollments Compared with
Total School Enrollment
1975-76

HANDICAP PROGRAM	NEW JERSEY	NATIONAL INCIDENCE
	%	%
Mentally Retarded (EMR + TMR)	1.09	2.3
Perceptually Impaired plus Neurologically Impaired	1.95	1.0
Orthopedically Handicapped	0.07	0.1
Visually Handicapped	0.08	0.1
Auditorily Handicapped	0.15	0.6
Communication Handicapped	4.50	3.5
Emotionally Disturbed	0.64	2.0
Socially Maladjusted plus Chronically Ill	0.16	0.4
Multiply Handicapped	0.11	0.06
Classification Unavailable	0.04	--
TOTAL	8.79%	10.06%

Source: New Jersey State Department of Education, Division of School Programs, Statistics of the School-Aged Handicapped in New Jersey, 1975-76. p. 5.

FIGURE 17

Number of Students Aged 13+ by Handicap
and Location or Source of Special Instruction in
New Jersey Public Schools
1975-76

Handicap	Special Education	Research Room	State Operated Programs	Home Instruction	Supplemental Speech	Supplemental Instruction (Non-Speech)	Non-Public
Educable Mentally Retarded	6,742	1,354		65	995	1,174	70
Trainable Mentally Retarded	1,669	6		13	628	167	156
Perceptually Impaired	761	1,960		29	286	1,260	9
Orthopedically Handicapped	292	16	82	17	52	28	27
Neurologically Impaired	704	647		39	267	382	454
Visually Handicapped	27	22	3	6	8	7	3
Auditorily Handicapped	407	70	367	3	196	60	19
Communication Handicapped	6	12		1	69	12	27
Emotionally Disturbed	398	738	26	680	143	557	1,910
Socially Maladjusted	626	190		157	29	164	98
Chronically Ill	248	18		91	6	24	1
Multiply Handicapped	180	79		40	101	125	118

Source: New Jersey State Department of Education, Division of School Programs. Statistics of the School Aged Handicapped in New Jersey 1975-76. p. 11.

FIGURE 18

Federal Outlays for Major Programs Affecting the Employment of 14-21 Years Old, Fiscal Year 1976

	Total Outlays (Millions of Dollars)	Percent to Youth	Outlays to Youth (Millions of Dollars)
EDUCATION			
Guaranteed Student Loan (GSL)	297	100%[a/]	297
National Direct Student Loan (NDSL)	301	100	301
Supplemental Education Opportunity Grants (SEOG)	268	100	268
College Work-Study (CWS)	362	100	362
Basic Education Opportunity Grant (BEOG)	905	100	905
Vocational Education	586	100	586
Subtotal Education	2,719	100	2,719
TRAINING			
CETA Title I	1,698	57	968
CETA Title III (other than Summer Youth)	126	47	59
CETA Title IV (Job Corps)	181	100	181
Work Incentive Program (WIN)	307	17	52
Veterans Readjustment Benefits[b/]	5,079	7	356
Subtotal Training	7,391	22	1,616
JOB CREATING			
CETA Title II	544	22	120
CETA Title VI	1,872	22	412
CETA Title III (Summer Youth)	459	100	459
Youth Conservation Corps	35[c/]	100	35[c/]
Subtotal Job Creating	2,910	35	1,026
TOTAL	13,020	41	5,361

a/ For purposes of this analysis it was assumed that 100 percent of student assistance funds went to youth. It is likely that a small percentage goes to older students, but there is no program data from which to make an accurate estimate.

b/ Also supports education activities.

c/Half of these outlays were actually made during the transition quarter.

Source: U.S. Congress, Congressional Budget Office, Budget Options for the Youth Employment Problem, Background Paper No. 20, March 1977, p.10.

FIGURE 19

PERCENTAGES OF STUDENTS IN THE SEVEN MINIMUM STANDARDS CATEGORIES FOR SEVENTH GRADE READING

DFG*	NUMBER TESTED	CATEGORY 1 0-19% MASTERY	CATEGORY 2 20-24% MASTERY	CATEGORY 3 35-49% MASTERY	CATEGORY 4 50-64% MASTERY	CATEGORY 5 65-79% MASTERY	CATEGORY 6 80-94% MASTERY	CATEGORY 7 95-100% MASTERY	AT OR BELOW TWENTIETH PERCENTILE
A	20,815	0.7%	11.3%	16.6%	23.4%	24.5%	21.7%	1.7%	43.3%
B	8,218	0.3	5.1	9.7	17.8	25.5	36.6	5.1	25.5
C	9,798	0.2	4.4	8.8	16.4	24.4	40.3	5.5	22.9
D	9,713	0.1	2.9	6.9	14.3	24.5	44.4	6.8	18.0
E	8,416	0.1	2.7	5.8	12.6	24.6	45.8	8.4	15.7
F	5,898	0.0	2.1	4.8	11.3	22.9	49.0	9.8	13.4
G	11,214	0.1	1.4	4.1	10.7	21.5	51.6	10.6	11.3
H	13,489	0.0	1.4	4.0	9.7	19.9	52.0	13.0	10.8
I	8,987	0.0	0.8	3.0	8.2	18.9	54.7	14.4	8.1
J	10,156	0.0	0.8	2.5	6.8	16.8	55.9	17.1	7.1
V	846	0.0	3.0	10.0	16.5	29.1	36.2	5.2	21.4
Z	1,314	0.0	2.1	5.1	10.7	23.8	48.4	9.8	12.9
TOTAL	108,864	0.2%	4.0%	7.6%	14.0%	22.5%	43.1%	8.6%	21.1%

Source: Koffler, Stephen L. N.J. Statewide Minimum Standards: Results from the Program's First Year. Occasional Papers in Education Series. N.J. State Department of Education, Division of Research, Planning and Evaluation, March 1977. p. 16.

*DFG stands for District Factor Group. The DFG's categorize all districts on the basis of the socioeconomic status of the district. There are ten DFGs, labelled A to J; DFG A contains districts with the lowest relative socioeconomic status, and DFG J contains districts with the highest relative socioeconomic status. Additionally, there are two other DFG categories; DFG V contains all Vocational-Technical LEA's; DFG Z contains all LEA's for which no census information was available, and hence no socioeconomic determination possible.

FIGURE 20

PERCENTAGES OF STUDENTS IN THE SEVEN MINIMUM STANDARDS CATEGORIES FOR SEVENTH GRADE MATHEMATICS

DFG*	NUMBER TESTED	CATEGORY 1 0-19% MASTERY	CATEGORY 2 20-34% MASTERY	CATEGORY 3 35-49% MASTERY	CATEGORY 4 50-64% MASTERY	CATEGORY 5 65-79% MASTERY	CATEGORY 6 80-94% MASTERY	CATEGORY 7 95-100% MASTERY	AT OR BELOW TWENTIETH PERCENTILE
A	20,845	0.8%	12.7%	25.0%	29.7%	21.8%	9.6%	0.4%	40.9%
B	8,197	0.4	6.2	15.9	26.4	30.6	19.1	1.4	24.0
C	9,793	0.2	5.2	13.9	24.8	30.6	23.2	2.0	20.9
D	9,702	0.1	3.8	12.3	24.0	31.3	26.8	1.8	17.5
E	8,420	0.1	3.1	9.9	21.2	32.8	29.7	3.3	14.2
F	5,901	0.0	2.6	8.7	21.1	32.4	31.7	3.5	12.3
G	11,211	0.1	2.2	8.1	18.8	31.8	34.4	4.6	11.4
H	13,487	0.1	1.9	7.3	17.6	30.1	37.0	6.1	10.1
I	8,973	0.1	1.5	5.9	16.0	29.7	39.7	7.2	8.2
J	10,156	0.0	1.2	4.6	13.5	28.5	43.5	8.7	6.4
V	844	0.0	5.1	16.6	29.4	34.4	14.5	0.1	24.2
Z	1,313	0.1	3.4	7.8	22.2	32.7	29.9	3.8	12.7
TOTAL	108,842	0.2%	4.9%	12.4%	22.0%	29.1%	27.7%	3.6%	20.3%

Source: Koffler, Stephen L. N.J. Statewide Minimum Standards: Results from the Program's First Year. Occasional Papers in Education Series. New Jersey State Department of Education, Division of Research, Planning and Evaluation, March 1977. p. 17.

*DFG stands for District Factor Group. The DFG's categorize all districts on the basis of the socioeconomic status of the district. There are ten DFG's, labelled A to J; DFG A contains districts with the lowest relative socioeconomic status, and DFG J contains districts with the highest relative socioeconomic status. Additionally, there are two other DFG categories; DFG V contains all Vocational-Technical LEA's; DFG Z contains all LEA's for which no census information was available, and hence no socioeconomic determination possible.

FIGURE 21

PERCENTAGES OF STUDENTS IN THE SEVEN MINIMUM STANDARDS CATEGORIES FOR TENTH GRADE READING

DFG*	NUMBER TESTED	CATEGORY 1 0–19% MASTERY	CATEGORY 2 20-24% MASTERY	CATEGORY 3 35-49% MASTERY	CATEGORY 4 50-64% MASTERY	CATEGORY 5 65-79% MASTERY	CATEGORY 6 80-94% MASTERY	CATEGORY 7 95-100% MASTERY	AT OR BELOW TWENTIETH PERCENTILE
A	16,443	0.6%	9.0%	18.6%	22.6%	23.8%	21.6%	3.8%	45.0%
B	8,761	0.3	4.3	9.8	16.6	25.1	34.6	9.4	26.0
C	8,262	0.3	2.8	9.0	15.6	25.7	37.9	8.8	22.9
D	10,005	0.1	2.0	5.8	12.1	24.7	42.4	12.9	16.4
E	9,241	0.0	1.9	5.1	12.1	25.0	42.7	13.3	15.1
F	8,106	0.1	1.6	4.3	10.1	21.8	45.1	17.0	12.8
G	12,283	0.1	1.2	3.8	9.7	21.2	46.1	17.9	11.4
H	11,546	0.0	1.3	4.0	8.7	20.0	45.8	20.1	11.1
I	12,411	0.0	1.0	2.4	6.1	16.9	48.2	25.4	7.3
J	8,151	0.0	0.6	1.9	5.5	14.6	47.7	29.6	6.2
V	3,694	0.1	3.7	11.1	22.7	31.5	27.4	3.5	30.8
Z	524	0.0	2.1	3.6	12.8	26.5	42.2	12.8	15.1
TOTAL	109,427	0.2%	2.9%	7.2%	12.7%	22.2%	39.9%	15.0%	19.1%

Source: Koffler, Stephen L. New Jersey Statewide Minimum Standards: Results from the Programs's First Year. Occasional Papers in Education Series. New Jersey State Department of Education, Division of Research, Planning and Evaluation, March 1977. p. 18.

*DFG stands for District Factor Group. The DFG's categorize all districts on the basis of the socioeconomic status of the district. There are ten DFGs, labelled A to J; DFG A contains districts with the lowest relative socioeconomic status, and DFG J contains districts with the highest relative socioeconomic status. Additionally, there are two other DFG categories; DFG V contains all Vocational-Technical LEA's; DFG Z contains all LEA's for which no census information was available, and hence no socioeconomic determination possible.

FIGURE 22

PERCENTAGES OF STUDENTS IN THE SEVEN MINIMUM STANDARDS CATEGORIES FOR TENTH GRADE MATHEMATICS

DFG *	NUMBER TESTED	CATEGORY 1 0–19% MASTERY	CATEGORY 2 20-34% MASTERY	CATEGORY 3 35-49% MASTERY	CATEGORY 4 50-64% MASTERY	CATEGORY 5 65-79% MASTERY	CATEGORY 6 80-94% MASTERY	CATEGORY 7 95-100% MASTERY	AT OR BELOW TWENTIETH PERCENTILE
A	16,327	0.3%	4.8%	17.2%	28.8%	26.1%	19.0%	3.8%	42.4%
B	8,663	0.1	2,8	10.3	21.6	26.7	30.9	7.7	27.8
C	8,238	0.1	2.1	7.5	20.9	27.6	33.6	8.2	23.2
D	9,966	0.1	1.6	5.7	15.7	26.2	38.5	12.2	17.5
E	9,214	0.1	1.4	5.4	16.2	25.9	38.6	12.4	17.1
F	8,073	0.1	1.6	4.6	13.9	22.7	40.2	16.8	14.7
G	12,272	0.0	1.1	4.3	13.2	23.4	40.4	17.6	13.7
H	11,531	0.0	1.3	4.1	12.2	21.9	39.9	20.5	13.0
I	12,382	0.1	0.6	2.7	9.0	18.4	44.6	24.6	8.7
J	8,136	0.0	0.4	2.6	8.1	18.3	43.4	27.2	7.9
V	3,688	0.1	2.4	10.7	26.8	32.0	24.7	3.3	31.1
Z	524	0.0	1.3	5.2	18.7	30.2	36.1	8.6	17.2
TOTAL	109,014	0.1%	1.9%	7.1%	16.8%	24.0%	35.7%	14.4%	20.1%

Source: Koffler, Stephen L. New Jersey Statewide Minimum Standards: Results from the Program's First Year. Occasional Papers in Education Series. New Jersey State Department of Education, Division of Research, Planning and Evaluation, March 1977. p. 19.

*DFG stands for District Factor Group. The DFG's categorize all districts on the basis of the socioeconomic status of the district. There are ten DFG's, labelled A to J; DFG A contains districts with the lowest relative socioeconomic status, and DFG J contains districts with the highest relative socioeconomic status. Additionally, there are two other DFG categories; DFG V contains all Vocational-Technical LEA's; DFG Z contains all LEA's for which no census information was available, and hence no socioeconomic determination possible.

FIGURE 23

SAT SCORE AVERAGES FOR COLLEGE-BOUND SENIORS
1966-67 — 1975-76*

	VERBAL			MATHEMATICAL		
	Male	Female	Total	Male	Female	Total
1966-67	463	468	466	514	467	492
1967-68	464	466	466	512	470	492
1968-69	459	466	463	513	470	493
1969-70	459	461	460	509	465	488
1970-71	454	457	455	507	466	488
1971-72	454	452	453	505	461	484
1972-73	446	443	445	502	460	481
1973-74	447	442	444	501	459	480
1974-75	437	431	434	495	449	472
1975-76	433	430	431	497	446	472

*The averages for 1966-67 through 1970-71 are estimates of the averages that would have been reported for college-bound seniors of those years if such reports had been produced.

Source: National Report: College Bound Seniors 1975-76, College Entrance Examination Board, by Educational Testing Service, 1976. p. 7.

FIGURE 24

ACHIEVEMENT TEST SCORE AVERAGES, 1972-1976
(Number in thousands)

	1972		1973		1974		1975		1976	
	N	AV	N	AV	N	AV	N	AV	N	AV
Average for all Achievement Tests	335	526	294	527	247	533	228	531	228	538
English Composition	313	516	275	517	228	517	212	515	213	532
Mathematics Level I	240	541	211	537	172	545	158	545	158	546
American History and Social Studies	105	492	87	498	71	498	64	494	64	493
Biology	51	535	51	532	46	545	46	544	46	543
French	52	539	47	544	38	560	34	553	31	553
Chemistry	48	568	43	572	37	581	33	569	34	567
Mathematics Level II	n/a		n/a		n/a		29	660	32	665
Spanish	34	530	33	539	28	560	26	544	26	547
Literature	n/a		n/a		n/a		21	522	22	525
Physics	n/a		n/a		n/a		12	601	16	592
German	n/a		n/a		n/a		7	547	6	555
European History and World Cultures	n/a		n/a		n/a		5	521	3	531
Latin	n/a		n/a		n/a		2	514	2	524
Hebrew	n/a		n/a		n/a		1	577	1	579
Russian	n/a		n/a		n/a		0.5	540	1	559

Source: National Report: College Bound Seniors, 1975-76, College Entrance Examination Board, by Educational Testing Service, 1976. p. 8.

FIGURE 25

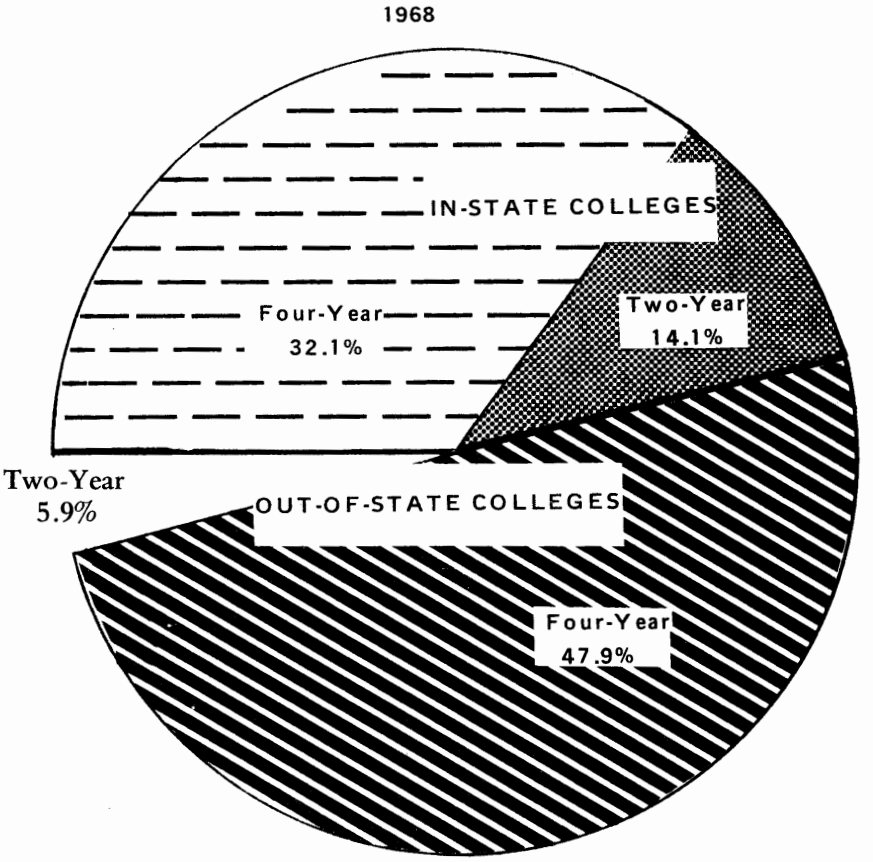
SUMMARY, 1968-1974: NEW JERSEY HIGH SCHOOL GRADUATES' INTENTIONS TO ATTEND

	NEW JERSEY HIGH SCHOOL GRADUATES							
	1968	1969	1970	1971	1972	1973	1974	% Change '68-'74
H.S. Graduates from PUBLIC HIGH SCHOOLS (TOTAL GRADS.)	(78,444)	(83,356	(86,427)	(87,220	(92,117)	(92,009)	(94,380)	(+20.3)
Intending to go to:								
New Jersey Four-Year Colleges	12,202	13,294	14,120	14,911	16,527	17,153	18,241	+49.5
New Jersey Two-Year Colleges	6,096	8,199	9,133	10,257	10,365	9,976	10,348	+69.8
Out-of-State Four-Year Colleges	19,304	20,341	20,843	20,216	19,851	18,326	17,870	- 7.4
Out-of-State Two-Year Colleges	2,618	2,545	2,349	2,073	1,899	1,589	1,521	- 41.9
Total to College	40,220	44,739	46,445	47,457	48,642	47,044	47,980	+19.3
H.S. Graduates from NON-PUBLIC HIGH SCHOOLS (TOT. GRADS.)	(14,971)	(15,441)	(15,723)	(15,476)	(15,452)	(15,255)	(15,016)	(+ .3)
Intending to go to:								
New Jersey Four-Year Colleges	4,294	4,456	4,391	4,567	4,697	4,709	4,747	+10.5
New Jersey Two-Year Colleges	1,150	1,318	1,486	1,638	1,552	1,490	1,477	+28.4
Out-of-State Four-Year Colleges	5,369	5,617	5,844	5,456	5,300	5,107	4,760	- 11.3
Out-of-State Two-Year Colleges	431	420	356	332	241	196	214	- 50.3
Total to College	11,244	11,811	12,077	11,993	11,790	11,502	11,198	- .4
H.S. Graduates from ALL HIGH SCHOOLS (TOTAL GRADS.)	(93,415)	(98,797)	(102,150)	(102,696)	(107,569)	(107,264)	(109,396)	(+17.1)
New Jersey Four-Year Colleges	16,496	17,750	18,511	19,478	21,224	21,862	22,988	+39.4
New Jersey Two-Year Colleges	7,246	9,517	10,619	11,895	11,917	11,466	11,826	+63.2
Out-of-State Four-Year Colleges	24,673	25,958	26,687	25,672	25,151	23,433	22,630	- 8.3
Out-of-State Two-Year Colleges	3,049	2,965	2,705	2,405	2,140	1,785	1,735	- 43.1
Total to College	51,464	56,190	58,522	59,450	60,432	58,546	59,178	+15.0

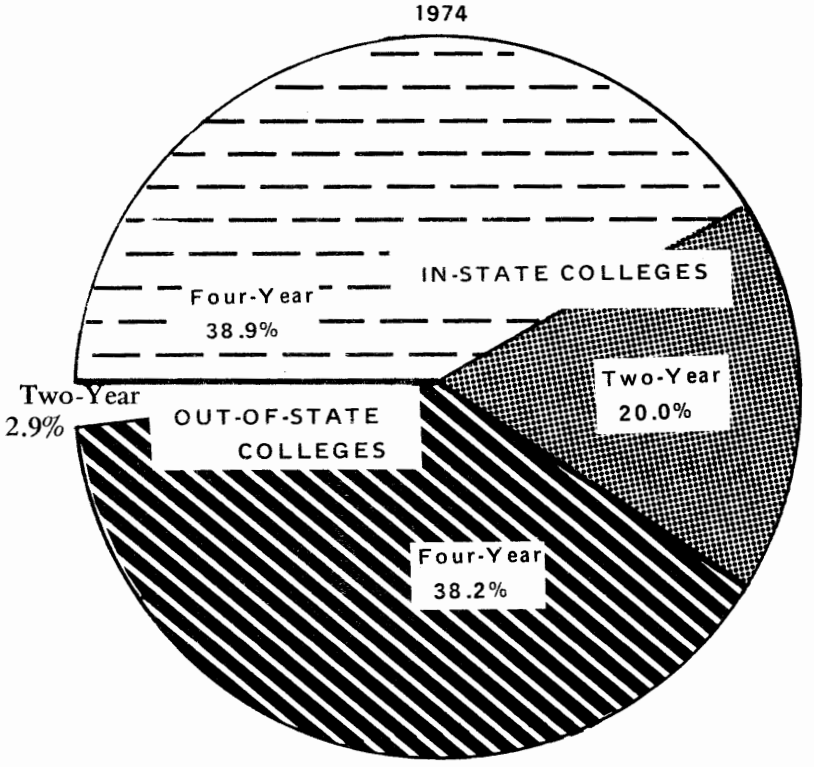
Source: New Jersey Department of Higher Education, Department of Higher Education Data Briefs, No. 11, August 1975.

FIGURE 26

% Distribution of 1968 & 1974 College - bound
N.J. High School Graduates, by College Type/Location



TOTAL TO COLLEGE: 51,464 = 100.00%



TOTAL TO COLLEGE: 59,178 = 100.0%

Source: New Jersey Department of Higher Education, Department of Higher Education Data Briefs, No. 11, Aug., 75.

FIGURE27

SUMMARY OF INTENTIONS OF NEW JERSEY HIGH SCHOOL GRADUATES
(June 1975)

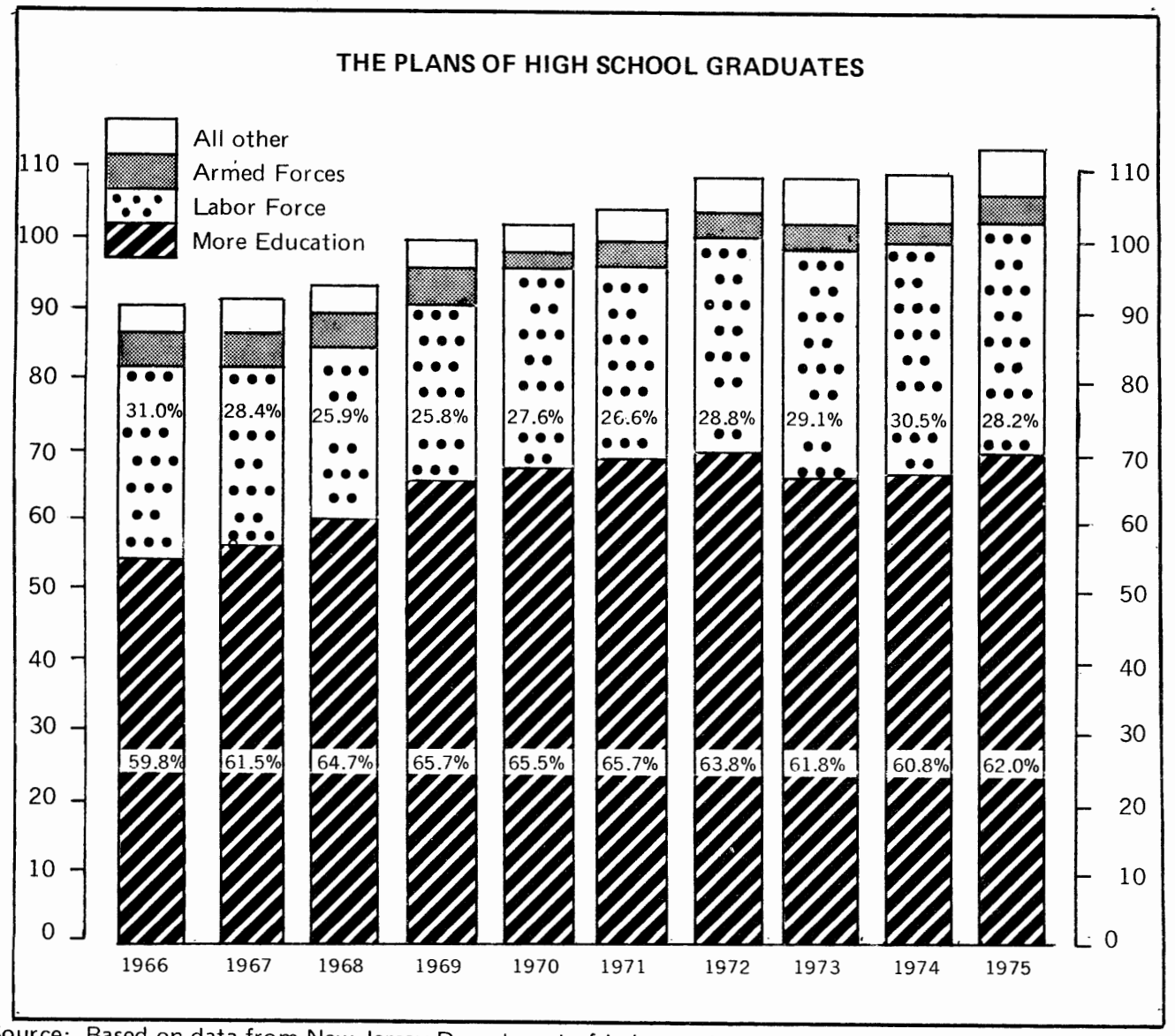
Labor Areas and *(Counties)*	Total Potential Graduates		Continuing Education		Entering Armed Forces		Entering Permanent Labor Force		Entering Labor Force with Job Commitments		All Other	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
Atlantic *(Atlantic)*	2,480	1,243	1,332	698	96	18	877	407	432	183	175	120
Camden	15,256	7,810	8,623	4,452	619	125	4,780	2,500	1,699	1,033	1,234	733
(Burlington)	*5,370*	*2,773*	*3,124*	*1,645*	*254*	*52*	*1,466*	*769*	*523*	*272*	*526*	*307*
(Camden)	*6,944*	*3,567*	*4,120*	*2,088*	*218*	*39*	*2,162*	*1,186*	*888*	*481*	*444*	*254*
(Gloucester)	*2,942*	*1,470*	*1,379*	*719*	*147*	*34*	*1,152*	*545*	*288*	*280*	*264*	*172*
Flemington *(Hunterdon)*	1,253	625	745	415	38	8	421	171	151	54	49	31
Hackensack *(Bergen)*	15,818	7,940	11,039	5,536	244	30	3,847	2,012	1,250	596	688	362
Jersey City *Hudson)*	6,544	3,363	3,968	1,990	194	24	1,842	1,094	500	300	540	255
Lakewood-Toms River *(Ocean)*	3,034	1,499	1,571	827	151	26	857	380	270	109	455	266
Long Branch-Asbury Park *Monmouth*	8,254	4,185	5,123	2,582	358	44	2,291	1,288	1,017	530	482	271
Newark	31,605	16,181	20,935	10,808	708	121	7,673	4,084	2,696	1,365	2,289	1,168
(Essex)	*11,546*	*6,014*	*7,565*	*3,967*	*238*	*40*	*2,767*	*1,488*	*964*	*522*	*976*	*519*
(Morris)	*6,243*	*3,223*	*4,265*	*2,219*	*168*	*31*	*1,347*	*731*	*541*	*279*	*463*	*242*
(Somerset)	*4,317*	*2,271*	*2,948*	*1,582*	*115*	*16*	*938*	*487*	*495*	*215*	*316*	*186*
(Union)	*9,499*	*4,673*	*6,157*	*3,040*	*187*	*34*	*2,621*	*1,378*	*696*	*349*	*534*	*221*
New Brunswick-Perth Amboy-Sayreville *(Middlesex)*	9,583	4,891	5,592	2,847	336	60	3,242	1,747	1,167	582	413	237
Newton *(Sussex)*	1,402	726	789	433	73	13	422	215	243	119	118	65
Ocean City-Wildwood-Cape May *(Cape May)*	1,033	544	475	272	39	9	399	198	266	126	120	65
Paterson-Clifton-Passaic *(Passaic)*	6,765	3,489	4,105	2,142	231	46	2,002	1,047	607	304	426	254
Phillipsburg *(Warren)*	1,249	653	621	309	71	19	455	246	121	67	102	79
Salem *(Salem)*	968	514	530	282	60	11	307	166	94	40	71	55
Trenton *(Mercer)*	4,817	2,347	3,124	1,511	85	13	1,423	722	446	207	185	101
Vineland-Millville-Bridgeton *(Cumberland)*	1,789	914	767	422	77	17	723	351	266	126	222	124
STATE TOTAL: 1975	111,850	56,924	69,339	35,526	3,380	584	31,561	16,628	11,225	5,735	7,570	4,186
1974	109,304	55,247	66,465	33,865	2,470	416	33,315	17,449	14,391	7,235	7,054	3,517
1973	107,127	53,788	66,243	33,302	2,197	288	31,218	16,410	14,367	7,231	7,469	3,788
1972	107,639	54,286	68,687	34,307	2,493	264	31,053	16,914	12,929	7,920	5,406	2,801
1971	103,055	51,806	67,670	33,288	2,941	187	27,374	15,581	13,242	7,519	5,070	2,750
1970	101,110	51,062	66,277	32,209	3,255	146	27,892	16,640	14,481	8,585	3,684	2,067
1969	98,664	49,380	64,822	31,173	4,164	176	25,468	15,641	14,356	8,697	4,210	2,390
1968	92,296	45,926	59,718	28,424	4,698	222	23,924	15,030	12,084	7,490	3,956	2,250
1967	90,072	44,856	55,390	26,482	5,148	248	25,570	15,883	11,793	7,126	3,964	2,243
1966	89,449	44,558	53,480	26,025	4,962	185	27,719	16,563	12,356	7,146	3,288	1,785

The above information covers 443 public and private high schools and college preparatory schools in New Jersey which reported potential graduates for June 1975. Since the survey was made just prior to graduation, it includes some who did not graduate. It excludes adult, evening, and summer school graduates. Included in "Continuing Education" were those planning to enter college or continue full-time education in business, nursing, technical or similar schools. Included in "All Other" were girls planning to marry and not enter the job market, individuals moving out of the area shortly after graduation, and those undecided at the time of the survey. Copies of this report may be obtained from the Division of Planning and Research, Labor and Industry Building, P.O. Box 359, Trenton, New Jersey 08625.

FIGURE 28

PLANS OF NEW JERSEY'S

HIGH SCHOOL CLASS OF '75



Source: Based on data from New Jersey Department of Labor and Industry, Bulletin and Economic Indicators, No. 143, July 30, 1975, p. 9. Developed by Staff, New Jersey Study Commission on Adolescent Education.

FIGURE 29

NUMBER OF 1975 NEW JERSEY PUBLIC HIGH SCHOOL GRADUATES CONTINUING EDUCATION BY COUNTY, LOCATION, SEX, AND MINORITY GROUP

County	Total Continuing Education	Graduates Continuing Education							
		In-State				Out-of-State			
		Total	Male	Female	Minority	Total	Male	Female	Minority
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Atlantic	985	630	279	351	148	355	185	170	68
Bergen	9,210	5,273	2,510	2,763	248	3,937	2,009	1,928	174
Burlington	2,780	1,748	795	953	276	1,032	526	506	132
Camden	3,499	2,239	1,080	1,159	236	1,260	619	641	165
Cape May	372	196	80	116	21	176	84	92	10
Cumberland	742	517	234	283	88	225	96	129	29
Essex	6,946	4,411	2,063	2,348	1,804	2,535	1,229	1,306	561
Gloucester	1,351	932	420	512	100	419	243	176	55
Hudson	2,908	2,439	1,186	1,253	913	469	254	215	140
Hunterdon	682	345	150	195	1	337	171	166	3
Mercer	2,087	1,383	650	733	273	704	332	372	100
Middlesex	5,108	3,966	1,814	2,152	284	1,142	632	510	104
Monmouth	4,192	2,467	1,130	1,337	243	1,725	854	871	141
Morris	4,425	2,573	1,248	1,325	79	1,852	921	931	43
Ocean	1,858	1,361	620	741	53	497	251	246	26
Passaic	3,197	2,456	1,104	1,352	430	741	412	329	95
Salem	435	224	90	134	48	211	111	100	37
Somerset	2,507	1,323	650	673	63	1,184	565	619	45
Sussex	674	358	150	208	7	316	154	162	5
Union	4,781	2,839	1,388	1,451	445	1,942	1,029	913	143
Warren	509	245	117	128	8	264	109	155	6
State Total	59,248	37,925	17,758	20,167	5,768	21,323	10,786	10,537	2,082

Source: New Jersey Department of Education, Office of Management Information. New Jersey Vital Education Statistics, 1975-76. p. 14.

FIGURE 30

NUMBER OF 1975 NEW JERSEY PUBLIC HIGH SCHOOL GRADUATES
NOT IN SCHOOL BY COUNTY, LOCATION, SEX, AND
MINORITY GROUP

County	Total Not Continuing Education	Graduates Not Continuing Education							
		In-State				Out-of-State			
		Total	Male	Female	Total Minority	Total	Male	Female	Total Minority
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Atlantic	1,067	1,036	557	479	270	31	25	6	5
Bergen	4,415	4,252	2,113	2,139	197	163	107	56	5
Burlington	2,392	2,266	1,093	1,173	277	126	79	47	17
Camden	2,685	2,586	1,327	1,259	381	99	57	42	17
Cape May	369	337	149	188	23	32	23	9	10
Cumberland	946	895	446	449	198	51	43	8	15
Essex	3,172	3,096	1,481	1,615	1,082	76	61	15	49
Gloucester	1,411	1,340	649	691	136	71	50	21	10
Hudson	2,299	2,157	1,034	1,123	758	142	62	80	31
Hunterdon	579	570	312	258	4	9	8	1	
Mercer	1,399	1,378	692	686	347	21	19	2	3
Middlesex	3,762	3,655	1,796	1,859	278	107	69	38	8
Monmouth	2,833	2,708	1,314	1,394	341	125	108	17	23
Morris	2,153	2,095	1,053	1,042	96	58	41	17	5
Ocean	1,428	1,394	703	691	64	34	25	9	1
Passaic	2,065	1,996	929	1,067	346	69	54	15	9
Salem	426	371	192	179	79	55	35	20	13
Somerset	1,190	1,135	554	581	74	55	33	22	10
Sussex	720	672	360	312	12	48	36	12	
Union	2,786	2,705	1,310	1,395	730	81	54	27	16
Warren	640	577	272	305	5	63	36	27	
State Total	38,737	37,221	18,336	18,885	5,698	1,516	1,025	491	247

Source: New Jersey Department of Education, Office of Management Information. New Jersey Vital Education Statistics, 1975-76. p. 15.

FIGURE 31

PRESENT STATUS OF NEW JERSEY'S 1975 PUBLIC HIGH SCHOOL GRADUATES
BY COUNTY

County	Total 1975 High School Graduates		High School Graduates Continuing and and Not Continuing Formal Education					
			Continuing		Not Continuing		Other	
	Number	Percent of Grad. in State	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Atlantic	2,052	2.1	985	48.0	751	36.6	316	15.4
Bergen	13,625	13.9	9,210	67.6	3,557	26.1	858	6.3
Burlington	5,172	5.3	2,780	53.8	1,415	27.4	977	18.9
Camden	6,184	6.3	3,499	56.6	1,865	30.2	820	13.3
Cape May	741	.8	372	50.2	260	35.1	109	14.7
Cumberland	1,688	1.7	742	44.0	627	37.1	319	18.9
Essex	10,118	10.3	6,946	68.7	2,302	22.8	870	8.6
Gloucester	2,762	2.8	1,351	48.9	1,056	38.2	355	12.9
Hudson	5,207	5.3	2,908	55.9	1,456	28.0	843	16.2
Hunterdon	1,261	1.3	682	54.1	454	36.0	125	9.9
Mercer	3,486	3.6	2,087	59.9	933	26.8	466	13.4
Middlesex	8,870	9.1	5,108	57.6	2,742	30.9	1,020	11.5
Monmouth	7,025	7.2	4,192	59.7	2,177	31.0	656	9.3
Morris	6,578	6.7	4,425	67.3	1,625	24.7	528	8.0
Ocean	3,286	3.4	1,858	56.5	1,023	31.1	405	12.3
Passaic	5,262	5.4	3,197	60.8	1,464	27.8	601	11.4
Salem	861	.9	435	50.5	253	29.4	173	20.1
Somerset	3,697	3.8	2,507	67.8	891	24.1	299	8.1
Sussex	1,394	1.4	674	48.4	584	41.9	136	9.8
Union	7,567	7.7	4,781	63.2	1,612	21.3	1,174	15.5
Warren	1,149	1.2	509	44.3	411	35.8	229	19.9
Total	97,985	100.0	59,248	* 60.5	27,458	* 28.0	11,279	* 11.5

*Average Percentage

Source: New Jersey Department of Education, Office of Management Information. New Jersey Vital Education Statistics, 1975-76. p. 13.

FIGURE 32

INTENDED SPECIFIC FIELDS OF STUDY - FIRST CHOICE (1975-76 SDQ QUESTION 48)

	NUMBER	PCT
AGRICULTURE		
AGRICULTURE ECON	12	0.0
AGRONOMY	43	0.1
ANIMAL SCIENCE	458	0.8
DAIRY SCIENCE	18	0.0
FISH AND GAME	445	0.8
FOOD SCIENCE	40	0.1
HORTICULTURE	115	0.2
LANDSCAPING	65	0.3
OTHER, UNSPECIFIED	167	0.3
ARCHITECTURE/ENV DES		
ARCHITECTURE	667	1.2
CITY PLANNING	29	0.1
URBAN DEVELOPMENT	20	0.0
OTHER, UNSPECIFIED	330	0.6
ART		
ART HISTORY	41	0.1
COMMERCIAL ART	526	1.0
DESIGN	111	0.2
FASHION DESIGN	310	0.6
GRAPHIC ARTS	138	0.3
INTERIOR DEC	260	0.5
PHOTOGRAPHY	210	0.4
PRINTING	28	0.1
STUDIO ART	165	0.3
OTHER, UNSPECIFIED	675	1.2
BIOLOGICAL SCIENCES		
BACTERIOLOGY	52	0.1
BIOCHEMISTRY	208	0.4
BIOLOGY	726	1.3
BIOPHYSICS	26	0.0
BOTANY	64	0.1
ECOLOGY	128	0.2
MARINE BIOLOGY	566	1.0
PHYSIOLOGY	40	0.1
ZOOLOGY	249	0.5
OTHER, UNSPECIFIED	714	1.3

	NUMBER	PCT
BUSINESS AND COMMERCE		
ACCOUNTING	2,532	4.6
ADVERTISING	110	0.2
BUS MGT AND ADMIN	2,169	4.0
COURT REPORTING	140	0.3
FINANCE	168	0.3
HOTEL ADMIN	227	0.4
INDUSTRIAL MGT	30	0.1
MARKETING	191	0.3
REAL ESTATE	63	0.1
SALES AND RETAINING	267	0.5
SECRETARIAL STUDIES	881	1.6
TRANSPORTATION	45	0.1
OTHER, UNSPECIFIED	786	1.4
COMMUNICATIONS		
COMMUNICATIONS	149	0.3
FILM	85	0.2
JOURNALISM	608	1.1
RADIO AND TV	551	1.0
OTHER, UNSPECIFIED	351	0.6
COMPUTER SCI/SYS ANAL		
COMPUTER SCIENCE	213	0.4
DATA PROCESSING	201	0.4
SYSTEMS ANALYSIS	48	0.1
OTHER, UNSPECIFIED	424	0.8
EDUCATION		
AGRICULTURAL EDUC	2	0.0
ART EDUCATION	114	0.2
BUSINESS EDUCATION	84	0.2
CHILD DEVELOPMENT	492	0.9
ED OF EXC CHILDREN	284	0.5
EDUC OF DEAF	142	0.3
ED OF MENT RETARDED	548	1.0
ELEMENTARY EDUC	1,055	1.9
GENERAL EDUCATION	96	0.2
HEALTH EDUCATION	16	0.0
HOME ECONOMICS ED	56	0.1
INDUSTRIAL ARTS ED	78	0.1
MUSIC EDUCATION	179	0.3
PHYSICAL EDUCATION	1,314	2.4
RECREATION	104	0.2
SECONDARY EDUCATION	285	0.5
SPEECH AND HEARING	194	0.4
VOCATIONAL/IND EDUC	24	0.0
OTHER, UNSPECIFIED	214	0.4

	NUMBER	PCT
ENGINEERING		
AEROSPACE/AERON	400	0.7
AGRICULTURAL ENG	43	0.1
AIR-CONDITIONING	45	0.1
ARCHITECTURAL ENG	178	0.3
CERAMIC ENG	2	0.0
CHEMICAL ENG	306	0.6
CIVIL ENG	340	0.6
CONSTRUCTION/TRNSP	55	0.1
DRAFTING	111	0.2
ELECTRICAL ENG	1,009	1.8
ENGINEERING AIDE	9	0.0
ENGINEERING DESIGN	47	0.1
ENG SCIENCES	73	0.1
INDUST MGT ENG	60	0.1
INDUST LAB TECH	10	0.0
INSTRUMENTATION	14	0.0
MATERIALS SCIENCE	1	0.0
MECHANICAL ENG	409	0.7
METALLURGICAL ENG	9	0.0
MINING AND MINERAL	6	0.0
NAVAL ARCH/MARINE	57	0.1
NUCLEAR TECH	51	0.1
PETROLEUM ENG	4	0.0
PLASTICS TECH	3	0.0
QUALITY CONTROL	1	0.0
SURVEYING	15	0.0
TEXTILE ENG	1	0.0
OTHER, UNSPECIFIED	802	1.5
ENGLISH AND LIT		
CREATIVE WRITING	406	0.7
ENGLISH	190	0.3
LITERATURE	115	0.2
SPEECH	29	0.1
OTHER, UNSPECIFIED	331	0.6
ETHNIC STUDIES		
AMERICAN INDIAN	12	0.0
BLACK STUDIES	15	0.0
MEXICAN-AMERICAN	4	0.0
SPANISH-AMERICAN	12	0.0
OTHER, UNSPECIFIED	4	0.0

FIGURE 32

INTENDED SPECIFIC FIELDS OF STUDY-FIRST CHOICE (1975-76 SDQ QUESTION 48)
(CONTINUED)

	NUMBER	PCT
FOREIGN LANGUAGES		
CLASSICAL LANG	11	0.0
EASTERN LANGUAGES	9	0.0
FRENCH	177	0.3
GERMAN	57	0.1
ITALIAN	14	0.0
LINGUISTICS	34	0.1
RUSSIAN	19	0.0
SPANISH	198	0.4
OTHER, UNSPECIFIED	195	0.4
FORESTRY AND CONSERVATION	834	1.5
GEOGRAPHY	16	0.0
HEALTH/MEDICAL PROF		
DENTAL ASSISTING	119	0.2
DENTAL HYGIENE	430	0.8
DENTAL TECHNOLOGY	147	0.3
HEALTH AND SAFETY	8	0.0
LAB TECHNOLOGY	269	0.5
MEDICAL ASSISTING	171	0.3
MED RECS LIBRARIAN	20	0.0
MEDICAL TECHNOLOGY	490	0.9
NURSING-PRACTICAL	167	0.3
NURSING-REGISTERED	2,728	5.0
OCCUPATNL THERAPY	139	0.3
OPTOMETRY	81	0.1
PHARMACY	477	0.9
PHYSICAL THERAPY	730	1.3
PREDENTISTRY	393	0.7
PREMEDICINE	2,265	4.1
RADIOLOGY/X-RAY	283	0.5
OTHER, UNSPECIFIED	550	1.0
HISTORY AND CULTURES		
AMERICAN	366	0.7
ANCIENT	51	0.1
AREA AND REGIONAL	9	0.0
EUROPEAN	45	0.1
OTHER, UNSPECIFIED	278	0.5
HOME ECONOMICS		
CLOTHING	91	0.2
FAMILY RELATIONS	9	0.0
FOOD AND NUTRITION	174	0.3
CHILD CARE	29	0.1
INSTITUTIONAL MGT	5	0.0
OTHER, UNSPECIFIED	130	0.2
LIBRARY SCIENCE	47	0.1
MATHEMATICS		
STATISTICS	81	0.1
OTHER, UNSPECIFIED	931	1.7
MILITARY SCIENCE		
AIR SCIENCE	143	0.3
MERCHANT MARINE	48	0.1
MILITARY SCI-ARMY	68	0.1
NAVAL SCIENCE	80	0.1
OTHER, UNSPECIFIED	47	0.1
MUSIC		
COMPOSITION/THEORY	112	0.2
INSTRUMENTAL MUSIC	372	0.7
MUSIC HISTORY	8	0.0
VOICE	140	0.3
OTHER, UNSPECIFIED	305	0.6
PHILOSOPHY AND RELIG		
PHILOSOPHY	52	0.1
RELIGION	85	0.2
SCHOLASTIC PHIL	2	0.0
THEOLOGY	60	0.1
OTHER, UNSPECIFIED	35	0.1
PHYSICAL SCIENCES		
ASTRONOMY	74	0.1
CHEMISTRY	334	0.6
EARTH SCIENCE	32	0.1
GEOLOGY	45	0.1
METEOROLOGY	89	0.2
OCEANOGRAPHY	179	0.3
PHYSICAL SCIENCES	62	0.1
PHYSICS	158	0.3
OTHER, UNSPECIFIED	187	0.3
PSYCHOLOGY		
CHILD PSYCHOLOGY	499	0.9
EXPERIMENTAL PSYCH	103	0.2
GENERAL PSYCHOLOGY	313	0.6
SOCIAL PSYCHOLOGY	309	0.6
OTHER, UNSPECIFIED	825	1.5
SOCIAL SCIENCES		
ANTHROPOLOGY	106	0.2
CORRECTION ADMIN	45	0.1
ECONOMICS	122	0.2
FIRE SCIENCE	15	0.0
FOREIGN SERVICE	43	0.1
INDUSTRIAL REL	11	0.0
INTERNATIONAL REL	91	0.2
POLICE SCIENCE	711	1.3
POLITICAL SCIENCE	1,235	2.3
PUBLIC ADMIN	33	0.1
SOCIAL WORK	572	1.0
SOCIOLOGY	271	0.5
OTHER, UNSPECIFIED	352	0.6
THEATER ARTS		
DANCE	123	0.2
DRAMA	224	0.4
THEATER ARTS	136	0.2
OTHER, UNSPECIFIED	168	0.3
TRADE AND VOCATIONAL		
AIRLINE HOSTESS	182	0.3
AUTO MAINTENANCE	95	0.2
AVIATION MAINT	28	0.1
BUILDING CONSTRUC	34	0.1
CARPENTRY	59	0.1
COSMETOLOGY	28	0.1
MORTUARY SERVICE	34	0.1
OTHER, UNSPECIFIED	52	0.1
OTHER	1,125	2.1
UNDECIDED	2,418	4.4

Source: College Entrance Examination Board, Admissions Testing Program. Admission Testing Program Summary Report, College-Bound Seniors for New Jersey, 1975-76, Table 10B.

FIGURE 33

THE TEN OCCUPATIONS WITH MOST JOB OPENINGS IN NEW JERSEY

Occupation	Number Employed 1970	Number Employed 1980	% Change	Rank in 420 Occupations By % Change	Annual Average Job Openings
Secretaries, Other	112,500	159,900	42.1	92	14,490
Sales Clerks, Retail Trade	85,700	108,600	26.7	164	7,670
Other Managers, Administrators	117,300	155,500	32.6	141	7,650
Elementary School Teachers	52,300	70,000	33.8	131	5,480
Typists	49,400	63,300	28.1	162	5,470
Bookkeepers	62,500	76,400	22.2	186	5,310
Registered Nurses	28,800	45,200	56.9	53	4,000
Janitors	40,400	56,200	39.1	104	3,880
Cashiers	31,400	40,800	29.9	134	3,130
Misc. Clerical Workers	22,000	35,900	63.2	46	2,940

NOTE: Job opening and employment data are rounded figures taken from Reports No. 1, 4, and 5. Of 470 occupational categories, 420 covered a single occupational category while 50 included two or more detailed titles.

Source: New Jersey Department of Labor and Industry, Division of Planning and Research. New Jersey Manpower Challenge of the Eighties, 1975. p. 42A.

FIGURE 34

THE TEN OCCUPATIONS WITH THE SHARPEST DECLINE IN JOB OPENINGS IN NEW JERSEY

Occupation	Number Employed 1970	Number Employed 1980	% Change	Annual Average Job Openings	Rank in 420 Occupations by % Change	Rank in 420 Occupations by Ann. Job Openings
Farm Laborers, Wage Workers	6,800	4,000	-41.2	-110	404	420
Farmers (Owners and Tenants)	6,900	4,000	-42.0	- 80	412	419
Newsboys	6,000	4,000	-33.3	- 70	387	418
Solderers	3,000	1,800	-40.0	- 40	411	417
Mine Oper.	800	300	-62.5	- 40	418	416
Carpenters, Helpers	1,000	600	-40.0	- 30	410	415
Railroad Brakemen	1,100	700	-36.4	- 20	401	414
Railroad Conductors	1,200	800	-33.3	- 20	396	413
Sailors and Deckhands	1,300	900	-30.8	- 20	391	412
Fishermen & Oystermen	800	500	-37.5	- 20	408	411

NOTE: Job opening and employment data are rounded figures, taken from Reports No. 1, 4, and 5. Of 470 occupational categories, 420 covered a single occupational category while 50 included two or more detailed titles.

Source: New Jersey Department of Labor and Industry, Division of Planning and Research. New Jersey Manpower Challenge of the Eighties, 1975. P. 43A.

FIGURE 35

THE TEN HIGHEST PRIORITY OCCUPATIONS
in New Jersey

Occupation	Number Employed 1970	Number Employed 1980	% Change 1970-80	Average Annual Job Openings 1975-80
Practical Nurses	7,100	13,300	88.3	1,400
Misc. Clerical Workers	22,000	35,900	63.6	2,900
Teachers Aides (Except Monitors)	3,500	8,200	136.6	700
Registered Nurses	28,800	45,200	57.3	4,000
Health Aides (Except Nursing)	3,600	7,400	105.2	800
Engineering Science Tech. NEC	7,700	13,700	79.3	900
Nurses Aides and Orderlies	19,600	30,200	54.2	2,600
Clinical Lab Technol., Tech.	3,300	6,600	101.6	700
Vocational Education Counselors	3,300	7,000	112.9	600
Dental Assistants	3,900	6,800	75.4	700

NOTE: Job opening and employment data are rounded figures taken from Reports No. 1, 4, and 5.

Source: New Jersey Department of Labor and Industry, Division of Planning and Research. New Jersey Manpower Challenge of the Eighties, 1975. p. 44A.

FIGURE 36

THE TEN FASTEST GROWING OCCUPATIONS IN NEW JERSEY

Occupation	Number Employed 1970	Number Employed 1980	Percent Change 1970-80	Average Annual Job Openings 1975-80	Rank in 420 Occupations by Annual Job Openings
Health Record Technol., Tech.	200	600	200.0	69	226
Dental Hygienists	400	1,100	175.0	135	184
Teachers Aides, Except Monitors	3,500	8,200	134.3	728	56
Urban and Regional Planners	300	700	133.3	47	254
Psychologists	1,200	2,700	125.0	202	153
Veterinarians	400	900	125.0	62	230
Other Technicians Except Health	900	2,000	122.2	152	170
Vocational Education Counselors	3,300	7,000	112.2	559	74
Sociology Teachers	200	400	100.0	26	287
Other Med. & Health	20	40	100.0	3	358

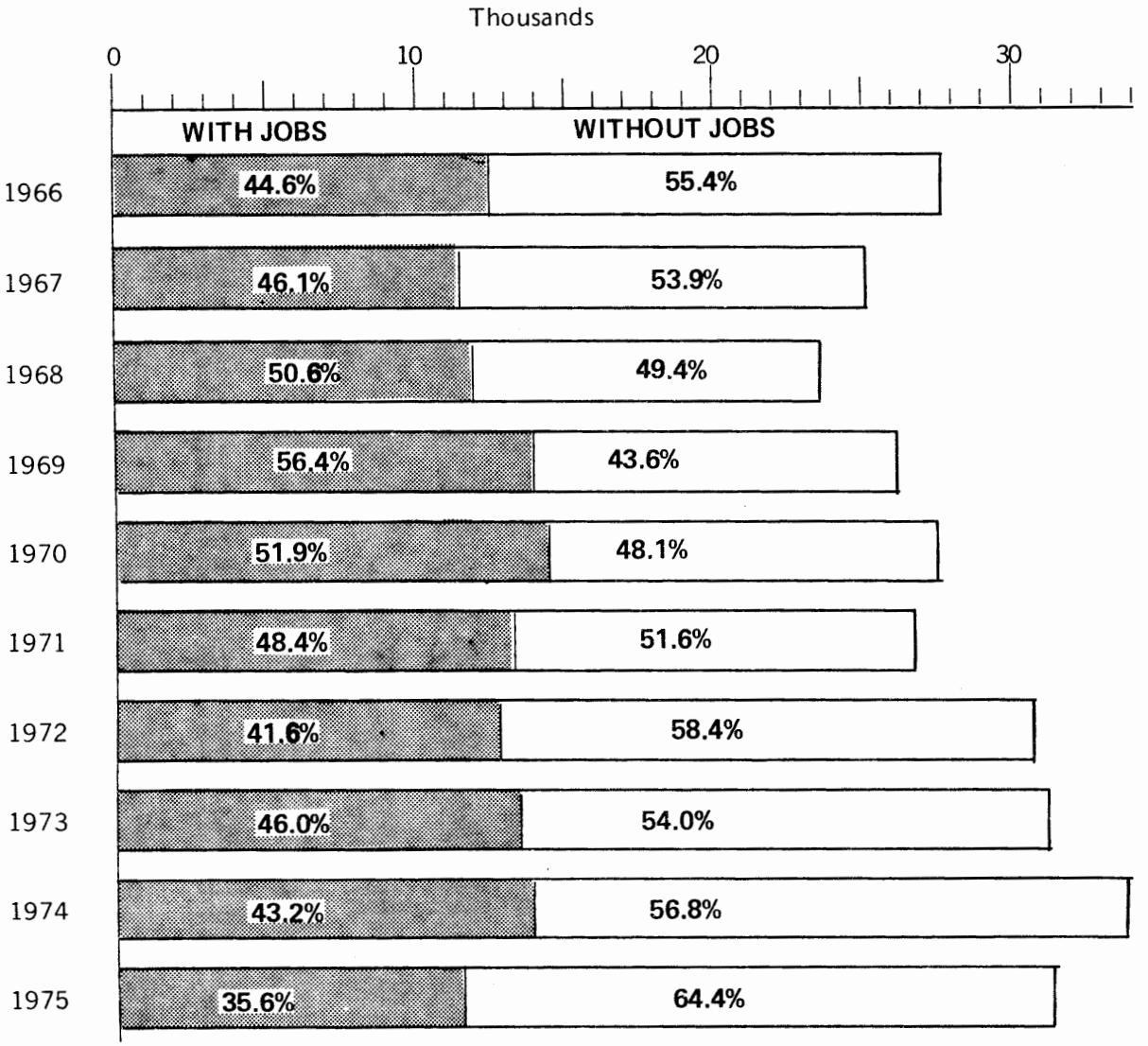
NOTE: Employment data are rounded figures taken from Reports No. 4 and 5. Of 470 occupational categories, 420 covered a single occupational category while 50 included two or more detailed titles.

Source: New Jersey Department of Labor and Industry, Division of Planning and Research. New Jersey Manpower Challenge of the Eighties, 1975. p. 40A.

FIGURE 37

NEW JERSEY HIGH SCHOOL GRADUATES

ENTERING THE LABOR FORCE



Source: Based on data from New Jersey Department Of Labor and Industry Bulletin and Economic Indicators, No. 143, July 30, 1975, p. 11. Developed by the staff, New Jersey Study Commission on Adolescent Education.

FITURE 38

NEW JERSEY SCHOOL VANDALISM COSTS
1974-1975

TYPE OF VANDALISM	Composite of All Responses		Urban Districts Responses		Suburban District Responses		Rural District Responses		Rapidly Growing Responses	
	Number	Costs	Number	Costs	Number	Costs	Number	Costs	Number	Costs
Glass Breakage 79%*										
Total Costs	197	$973,781.62	19	$370,801.39	112	$550,592.18	53	$ 38,546.72	8	$ 13,841.33
Mean District Costs		4,943.05		15,450.06		4,916.00		727.30		1,730.17
Mean Per Pupil Costs		1.53		1.85		1.58		.69		.46
Fire Arson 12%*										
Total Costs	31	$402,298.26	9	$138,111.17	19	$260,337.09	3	$ 3,850.00		
Mean District Costs		12,977.36		15,345.69		13,701.95		1,283.33		NO Responses Recorded
Mean Per Pupil Costs		1.46		1.00		2.02		.41		
Theft (Equipment & Furniture) 54%*										
Total Costs	135	$379,746.18	17	$181,953.05	80	$157,848.88	33	$ 25,752.13	5	$ 14,192.12
Mean District Costs		2,812.93		10,703.12		1,973.11		780.37		2,838.42
Mean Per Pupil Costs		.73		1.02		.56		.63		.92
Property Destruction 56%*										
Total Costs	139	$432,529.42	19	$117,999.50	86	$300,286.30	30	$ 11,499.22	4	$ 2,744.40
Mean District Costs		3,111.72		6,210.50		3,491.70		383.31		686.10
Mean Per Pupil Costs		.93		1.09		1.02		.23		1.02

*Percentage of the districts responding to the survey that responded to this question.

Source: Taken from New Jersey School Boards Association, "Interim Report, Ad Hoc Committee to Study School Vandalism", May 1975. As reported in Hearings before the Subcommittee to Investigate Juvenile Delinquency of the Committee on the Judiciary, U.S. Senate, April 16 and June 17, 1975. The Nature, Extent, and Cost of Violence and Vandalism in our Nation's Schools, 1975, pp. 467-8.

FIGURE 39

NEW JERSEY SCHOOL VANDALISM SECURITY COSTS 1974-1975

TYPE OF SECURITY	Composite of All Responses		Urban District Responses		Suburban District Responses		Rural District Responses		Rapidly Growing Responses	
	Number	Costs	Number	Costs	Number	Costs	Number	Costs	Number	Costs
Exterior Bldg. Lighting 36%*										
Total Costs	90	$218,592.48	14	$59,085.28	52	$134,188.00	3	$ 6,793.00	21	$18,526.20
Mean Dist. Costs		2,428.81		4,420.38		2,580.54		2,264.33		882.20
High Dist. Costs		20,000.00		19,000.00		3,793.00		4,900.00		20,000.00
Low Dist. Costs		20.00		800.00		50.00		20.00		500.00
Security Equipment 39%*										
Total Costs	98	$1,322,960.	16	$916,451.83	59	$324,836.05	18	$39,507.00	5	$42,166.00
Mean Costs		13,499.60		57,278.24		5,505.70		2,194.83		8,433.20
High Dist. Costs		539,234.00		539,234.00		36,780.00		10,000.00		38,235.00
Low Dist Costs		20.00		396.00		60.00		30.00		200.00
Break Resistant Windows 26% *										
Total Costs	65	$ 249,773.74	13	$ 60,369.30	41	$178,518.89	9	$ 7,668.75	2	$ 3,216.80
Mean Costs		3,842.67		4,643.79		4,354.12		852.08		1,608.40
High Dist. Costs		37,800.00		22,713.76		37,800.00		4,280.00		2,216.80
Low Dist. Costs		19.75		200.00		20.00		19.75		1,000.00
Security Personnel 24%**										
Total Costs	60	$3,580,643.28	13	$3,246,293.36	35	$290,930.36	9	$41,819.56	3	$ 1,600.00
Mean Costs		59,677.39		249,714.87		8,312.30		4,646,62		533.33
High Dist. Costs		2,565,837.00		2,565,837.00		56,354.00		12,007.56		650.00
Low Dist. Costs		100.00		500.00		100.00		850.00		400.00

* Percentage of districts responding to the survey that responded to this question.

** Guards and non-teaching personnel used for security and monitoring.

Source: Taken from New Jersey School Boards Association, "Interim Report, Ad Hoc Committee to Study School Vandalism", May 1975. As reported in Hearings before the Subcommittee to Investigate Juvenile Delinquency of the Committee on the Judiciary, U.S. Senate, April 16 and June 17, 1975. The Nature, Extent, and Cost of Violence and Vandalism in our Nation's Schools, 1975, pp. 467-8.

FIGURE 40

COMPARISON OF VANDAL COSTS AND INCIDENTS IN NEW JERSEY SCHOOLS

	Composite of All Responses			Urban District Responses			Surburban District Responses			Rural District Responses			Rapidly Growing Responses		
	Higher	Same	Lower	Higher	Same	Lower	Higher	Same	Lower	Higher	Same	Lower	Higher	Same	Lower
Cost Comparison *															
1973-74 with 1972-73	30%	38%	32%	40%	24%	36%	37%	38%	31%	25%	42%	33%	23%	44%	33%
1974-75 with 1973-74	47%	33%	20%	50%	29%	21%	50%	32%	18%	37%	37%	26%	71%	29%	-----
Incident Comparison**															
1973-74 with 1972-73	25%	46%	29%	28%	40%	32%	26%	49%	25%	22%	43%	35%	23%	44%	33%
1974-75 with 1973-74	35%	43%	22%	42%	42%	16%	32%	45%	23%	34%	39%	27%	71%	29%	----

*Based on survey responses, vandalism costs in 1973-74, were lower than vandalism costs in 1972-73. Deviations from the composite totals are found in cost responses from urban and suburban districts. Vandalism costs in 1974-75 were higher than vandalism costs in 1973-74. All district categories reported higher vandalism costs.

**Based on survey responses, vandalism incidents in 1973-74 were lower than vandalism incidents in 1972-73. The deviation from the composite totals was found in the suburban district classification. Vandalism incidents in 1974-75 were higher than vandalism incidents in 1973-74.

Source: Taken from New Jersey School Boards Association, "Interim Report, Ad Hoc Committee to Study School Vandalism", May 1975. As reported in Hearings before the Subcommittee to Investigate Juvenile Delinquency of the Committee on the Judiciary, U.S. Senate, April 16 and June 17, 1975. The Nature, Extent, and Cost of Violence and Vandalism in our Nation's Schools, 1975, pp. 468-469.

FIGURE 41

SUMMARY OF VANDALISM SECURITY COSTS ON ESTIMATED STATEWIDE COSTS

(Estimated statewide costs are projected based on the percentage of survey responses for each security cost classification, assuming that the responses approximate statewide loss experience).

Type of Security	Estimated Statewide Costs
Exterior Bldg. Lighting	$ 512,381.76
Security Equipment	3,085,198.58
Break Resistant Windows	585,469.20
Security Personnel	8,393,023.91
TOTAL	$12,576,073.45

Source: Taken from New Jersey School Boards Association, "Interim Report, Ad Hoc Committee to Study School Vandalism", May 1975. As reported in Hearings before the Subcommittee to Investigate Juvenile Delinquency of the Committee on the Judiciary, U.S. Senate, April 16 and June 17, 1975. The Nature, Extent, and Cost of Violence and Vandalism in our Nation's Schools, 1975.

FIGURE 42

SUMMARY OF VANDALISM COSTS BASED ON ESTIMATED STATEWIDE COSTS

(Estimated statewide costs are projected based on the percentage of survey responses for each loss classification, assuming that the responses approximate statewide loss experience).

Type of Vandalism	Estimated Statewide Costs
Glass Breakage	$2,288,632.15
Fire Arson	912,567.96
Theft	922,641.04
Property Destruction	1,020,644.16
TOTAL	$5,144,485.31

Source: Taken from New Jersey School Boards Association, "Interim Report, Ad Hoc Committee to Study School Vandalism", May 1975. As reported in Hearings before the Subcommittee to Investigate Juvenile Delinquency of the Committee on the Judiciary, U.S. Senate, April 16 and June 17, 1975. The Nature, Extent, and Cost of Violence and Vandalism in our Nation's Schools, 1975 p.468.

FIGURE 43

LOCATION OF VANDAL ACTS IN NEW JERSEY SCHOOLS 1974-1975

This section denotes the areas where vandalism was reported as occurring most often. The locations listed below are prioritized from survey responses.

1. Washrooms
2. Exterior of School Buildings
3. Classrooms
4. Playgrounds
5. Halls and Stair Areas
6. Gymnasiums
7. Cafeterias and Food Storage Areas
8. Stadiums and Athletic Fields
9. Parking Lots
10. School Buses
11. Laboratories
12. Office Areas
13. Auditorium and Stage Areas

A total of $323,226.78 in exterior school building vandalism was reported by 106 school districts, which amounts to $3,049.31 mean costs for reporting districts. A total of $121,614.88 in washroom vandalism was reported by 85 school districts amounting to mean costs for reporting districts of $1,430.76. A total of $119,894.10 in classroom vandalism was reported by 60 school districts, which amounts to a mean cost for reporting districts of $1,998.24.

OCCURRENCE OF VANDAL ACTS IN NEW JERSEY SCHOOLS 1974-1975

This section of the survey sought to identify the times when school vandalism is most likely to occur. Respondents were asked to prioritize the times when the greatest amount of vandalism occurred. Responses were weighted and rank ordered as follows:

1. Weekends
2. Holidays
3. Vacations
4. During day school
5. Associated with evening extra curricular events

Weekend vandalism far outweighed vandalism during other times. The responses indicated that unattended buildings, vacant during weekends, holidays and vacation periods, are most often subject to vandalism.

Source: Taken from New Jersey School Boards Association, "Interim Report, Ad Hoc Committee to Study School Vandalism", May 1975. As reported in Hearings before the Subcommittee to Investigate Juvenile Delinquency of the Committee on the Judiciary, U.S. Senate, April 16 and June 17, 1975. The Nature, Extent, and Cost of Violence and Vandalism in our Nation's Schools, 1975, p. 469.

FIGURE 44

ENROLLMENT, STAFFING, AND FINANCIAL DATA FOR TWENTY-EIGHT "URBAN-AID DISTRICTS"

School District	ENROLLMENT		FULL-TIME PERSONNEL				REVENUE	EXPENDITURES PER PUPIL		
	1974-75	Percent change since 1964-65	Total 1974-75	Percent change since 1964-65	Teachers 1974-75	Percent change since 1964-65	Percent change since 1964-65 to 1974-75	1964-65	1974-75	Percent change
Asbury Park	3,847	-18.1%	439	60.8%	241	18.7%	220.5%	$445	$1,528	243.8%
Atlantic City	9,309	- 2.2	594	10.6	380	6.4	235.7	375	939	150.8
Bayonne	9,195	2.0	848	36.6	527	26.4	164.5	502	1,411	181.0
Bridgeton	6,714	0	504	23.8	313	5.7	183.0	389	967	148.3
Camden	22,519	8.0	1,741	56.8	1,056	48.7	350.5	354	1,098	210.5
East Orange	13,320	24.8	1,102	60.4	687	35.5	234.3	522	1,264	142.2
Elizabeth	16,193	- 1.9	1,363	24.9	874	24.5	181.4	497	1,310	163.5
Hoboken	7,833	0.7	597	32.4	375	23.4	187.9	470	1,182	93.9
Irvington	8,890	13.7	65	40.9	447	29.2	163.1	495	1,114	124.9
Jersey City	39,403	7.5	2,931	30.8	1,838	27.1	255.5	424	1,185	179.4
Lakewood	5,890	38.0	561	48.7	316	62.1	376.0	447	1,290	188.8
Long Branch	5,834	4.1	551	51.4	346	44.8	223.9	498	1,304	161.8
Millville	6,454	28.1	488	80.1	294	54.7	221.8	374	937	150.5
Montclair	7,046	- 8.7	774	49.1	419	18.7	175.4	612	1,761	187.7
Neptune Twp.	6,961	- 1.0	656	52.6	418	40.7	199.7	405	1,217	200.5
New Brunswick	5,697	-11.4	632	37.1	375	16.5	227.2	528	1,678	217.8
Newark	79,208	1.3	8,364	79.0	4,651	41.6	272.0	470	1,400	197.9
North Bergen	7,694	13.8	665	47.5	419	39.7	194.5	428	1,098	156.5
Orange	4,699	2.2	498	80.4	269	41.6	251.9	507	1,445	185.0
Passaic	8,928	2.0	654	20.0	455	23.6	170.3	478	1,052	120.1
Paterson	28,856	17.7	1,866	36.1	1,225	27.1	198.5	435	972	123.4
Perth Amboy	6,619	2.0	684	70.1	376	34.3	205.1	491	1,265	157.6
Phillipsburg	4,180	1.9	348	72.3	210	32.1	266.4	343	1,000	183.3
Plainfield	9,464	- 2.5	776	23.6	435	- 2.2	214.0	491	1,350	174.9
Trenton	18,363	- 1.1	1,568	39.4	886	17.7	236.2	464	1,241	167.5
Union City	9,714	30.4	832	39.9	541	55.9	246.6	510	1,287	152.4
Vineland	12,510	54.3	1,063	134.7	606	92.4	335.9	397	1,021	157.2
West New York	6,817	34.8	551	47.7	366	51.9	256.7	502	1,149	128.8
Urban N.J. Totals	372,157	6.8%	34,864	63.0%	19,345	33.1	238.7%	$456	$1,234	170.6%

Source: Cozzens, William A. In New Jersey Urban School Districts: Preliminary Profiles Based on Socioeconomic and Financial Data. Urban Education Observatory, May 1976. Table 3.

FIGURE 45
NUMBER OF NEW JERSEY SCHOOLS
EDUCATING SEVENTH - TWELFTH GRADERS
BY COUNTY AND TYPE
OCTOBER 1, 1975

County	Middle	Approved Junior High	HIGH SCHOOL					Handicapped Secondary	Non-* Public
			3 Year	4 Year	6 Year	Other	Vocational		
Atlantic	5			7			1		17
Bergen	27	9	5	27	10	3	6	2	92
Burlington	10	3	4	13		3	1	1	20
Camden	8	5	4	10	4		2		39
Cape May	2	1		2	2		1		6
Cumberland	2	1	2	1		1	1		10
Essex	10	17	9	18		1	5		72
Gloucester	2	2	2	5	6		1		13
Hudson	1	2	1	12		1	2	2	76
Hunterdon	3			3	1	1			
Mercer	5	10	5	3	1		2		28
Middlesex	11	13	8	13	2	2	4		45
Monmouth	11	6	4	17	2		1		33
Morris	19			23			1		39
Ocean	8			7	1		4		8
Passaic	14	2	1	11			1		50
Salem	4	1	1	3			2		4
Somerset	9	1	1	8	4		1		17
Sussex	4			5	1	2	1		6
Union	7	16	9	9			2		47
Warren	2	1	1	3	1		1		3
TOTAL	164	90	57	200	35	14	40	5	625

*All schools including grades 7-12.

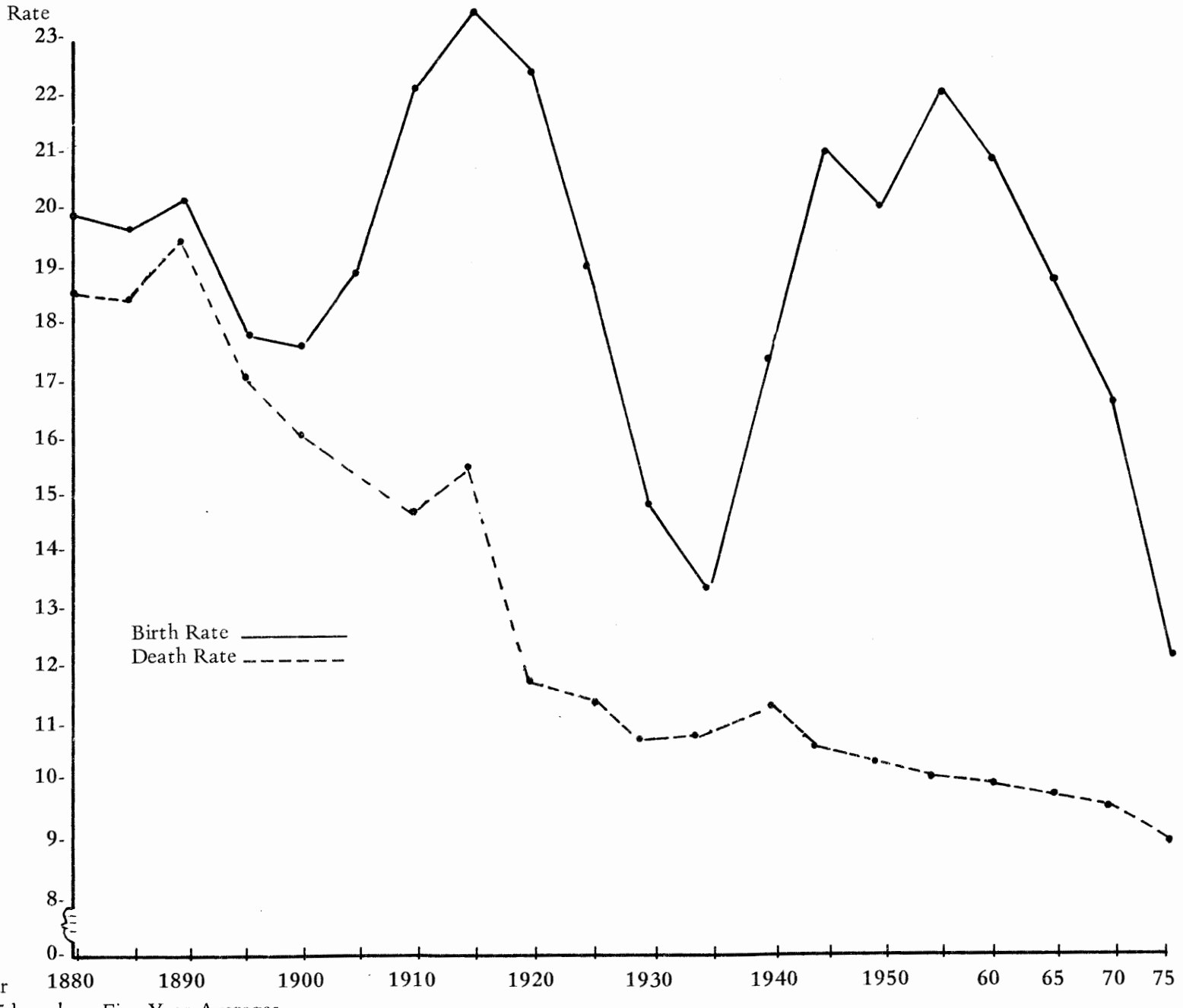
Source: Based on New Jersey Department of Education/OMI data and New Jersey State Department of Education, Division of School Approvals and County Services data. Developed by research staff of the Study Commission on Adolescent Education in New Jersey.

APPENDIX II

Social and Economic Indicators

RESIDENT NEW JERSEY BIRTH AND DEATH RATES
PER 1,000 POPULATION - 1880-1975*

FIGURE 46



*1880-1945 based on Five-Year Averages.

Source: Based on New Jersey Department of Health data. Developed by research staff of the Study Commission on Adolescent Education in New Jersey.

FIGURE 47

BIRTHS TO NEW JERSEY ADOLESCENT MOTHERS
BY LEGITIMACY AND RACE
1975

Age of Mother	TOTAL				LEGIMITATE				ILLEGITIMATE				UNKNOWN			
	Total	White	Non-White	Unk.	Total	White	Non-White	Unk.	Total	White	Non-White	Unk.	Total	White	Non-White	Unk.
All Ages	91,457	71,579	18,248	1,630	77,119	66,303	9,221	1,595	14,333	5,274	9,026	33	5	2	1	2
Under 15	303	86	216	1	12	9	3	0	291	77	213	1	0	0	0	0
15-19	12,263	7,131	5,099	33	5,849	4,996	829	24	6,414	2,135	4,270	9	0	0	0	0

Source: Based on New Jersey Department of Health, Health Statistics, 1975 data. Developed by the research staff of the Study Commission on Adolescent Education in New Jersey.

FIGURE 48

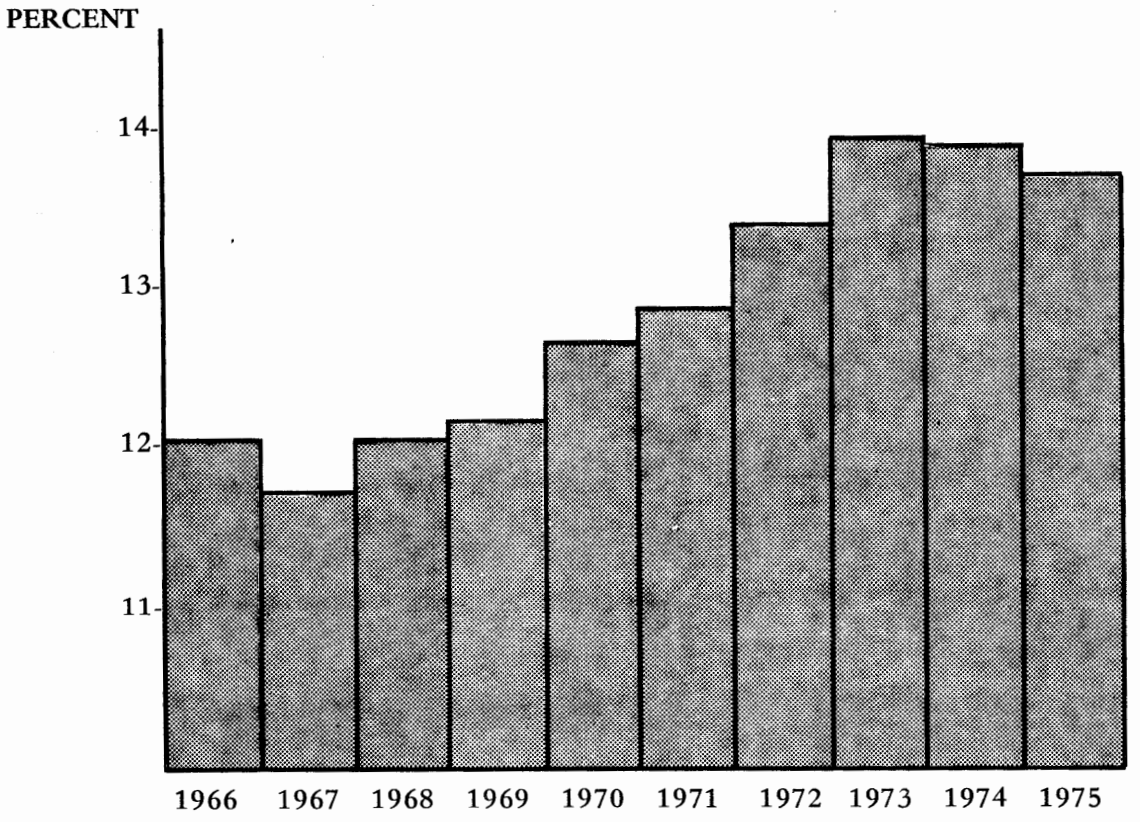
BIRTH RATE IN NEW JERSEY AND NUMBER OF BIRTHS TO ADOLESCENT MOTHERS
1966-1975

YEAR	TOTAL POPULATION	RESIDENT BIRTHS		BIRTHS TO MOTHERS UNDER 20	
		Number	Rate per 1,000 population	Number	Percent of all
1966	6,821,050	120,116	17.6	14,500	12.0
1967	6,917,450	116,091	16.8	13,679	11.7
1968	7,012,750	114,101	16.3	13,786	12.0
1969	7,103,310	117,232	16.5	14,297	12.1
1970	7,192,805	120,168	16.7	15,326	12.7
1971	7,261,440	111,376	15.3	14,353	12.8
1972	7,322,685	99,050	13.5	13,396	13.5
1973	7,371,835	94,024	12.8	13,247	14.0
1974	7,408,955	94,242	12.7	13,139	13.9
1975	7,433,920	91,457	12.3	12,566	13.7

Source: New Jersey Department of Health, New Jersey Health Statistics, 1966-1975. Developed by research staff of the Study Commission on Adolescent Education in New Jersey.

FIGURE 49

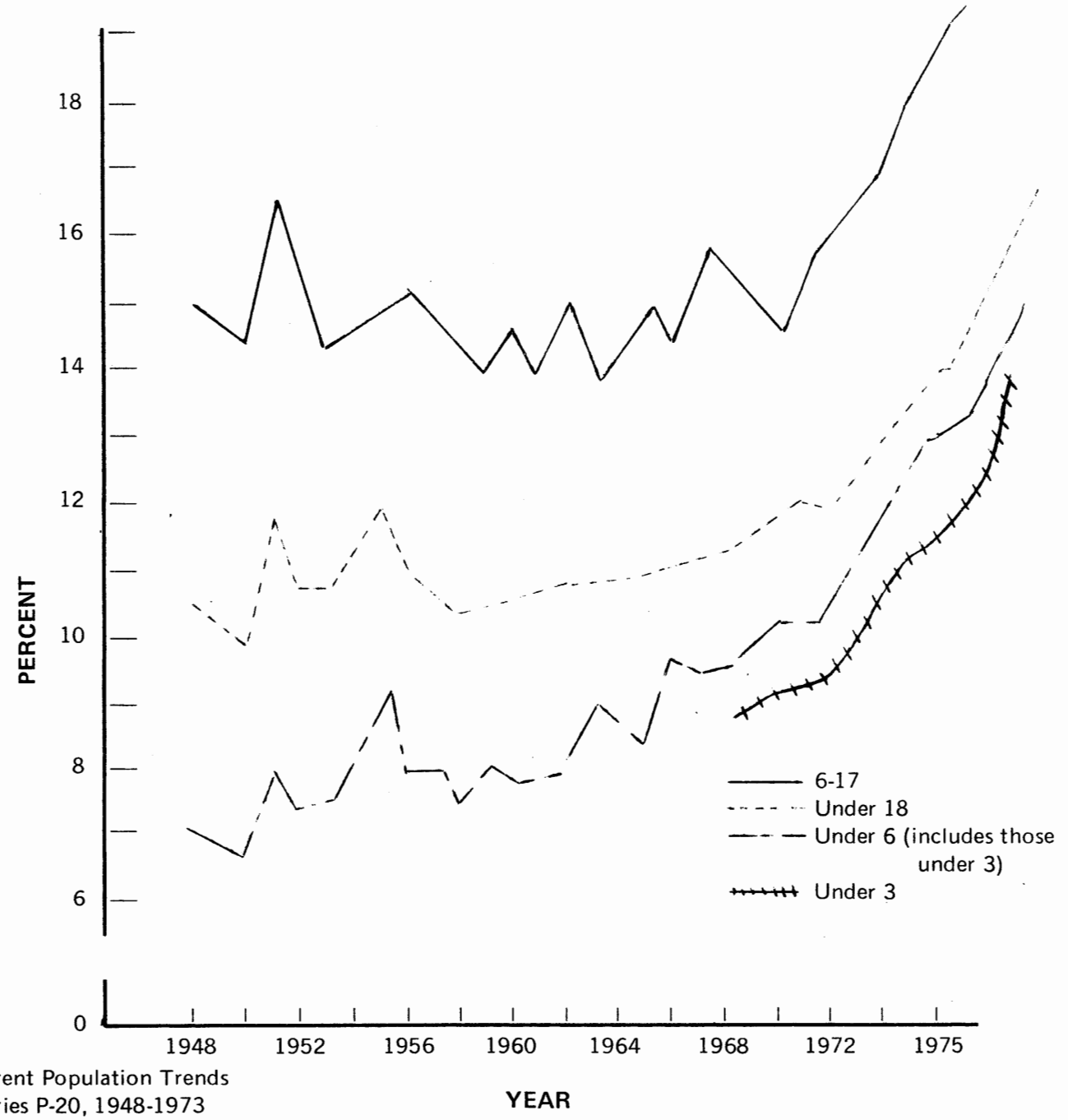
PERCENTAGE OF BIRTHS TO MOTHERS UNDER 20 YEARS OLD
IN NEW JERSEY
1966 - 1975



Source: New Jersey Department of Health, New Jersey Health Statistics 1966-1975. Developed by the research staff of the Study Commission on Adolescent Education in New Jersey.

FIGURE 50

Single Parent Families as a Percentage of all Families with Children Under 18, Under 6, 6 through 17, and Under 3 Years of Age, 1948-1975

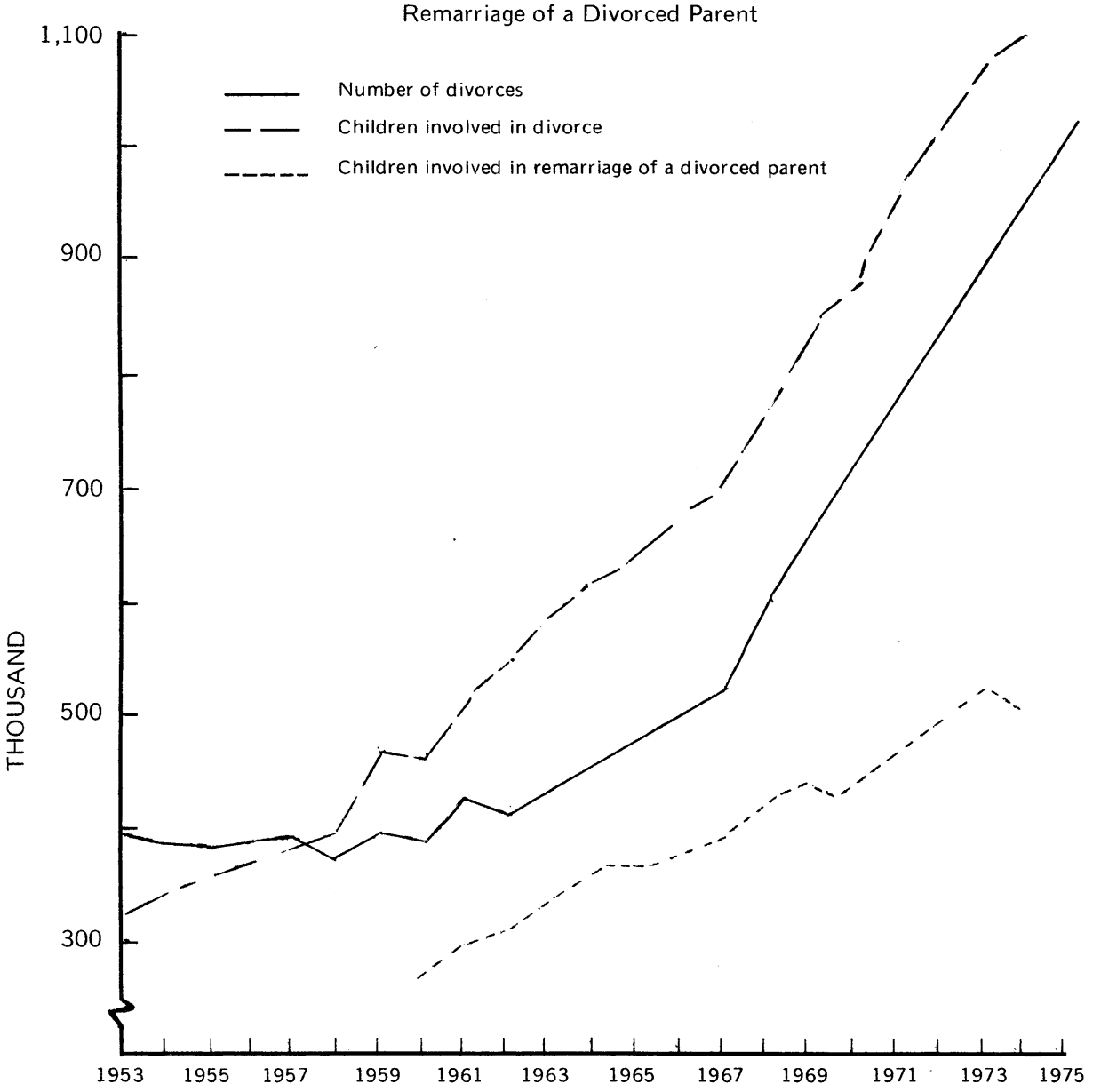


Current Population Trends
Series P-20, 1948-1973

Source: Bronfenbrenner, Urie. "The Challenge of Social Change to Public Policy and Developmental Research", Figure 3.

FIGURE 51

A Comparison of
Number of Divorces, Children Involved in Divorce and Children Involved in the Remarriage of a Divorced Parent



Source: Bronfenbrenner, Urie. "The Challenge of Social Change to Public Policy and Developmental Research", Figure 4.

FIGURE 52

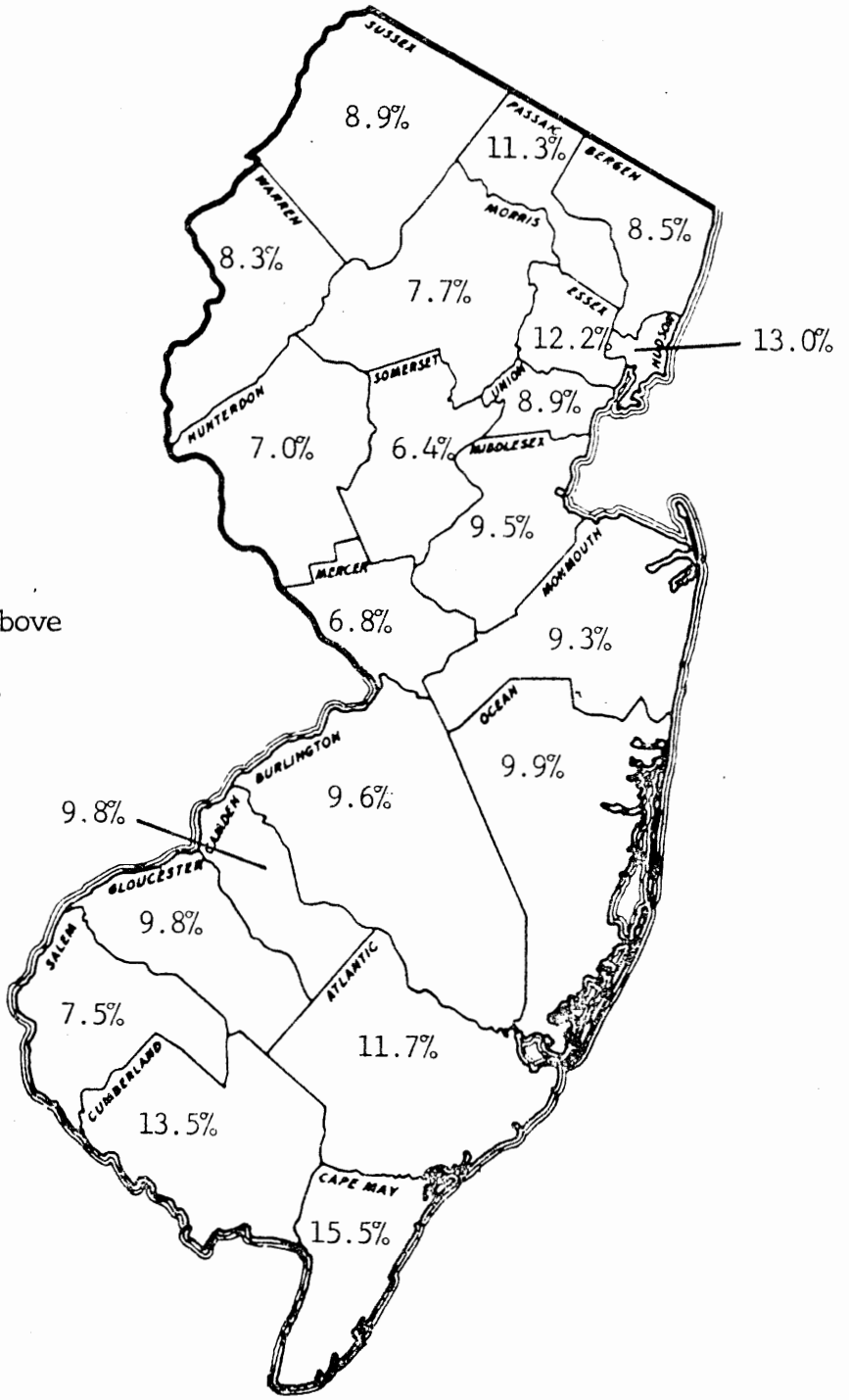
New Jersey State-Urban Comparisons of
Population, Families, Education, and Income
1970

	Total Population	Black and Other Population	School Age Population	Number of Families with Children Under 18	Female Headed Families with Children Under 18	% of Adults 25 Years or Older with Less Than 4 Years of High School	% of Population Living in Different Houses 5 Years Before	% of Families with Income Below Poverty Level	Average Annual Family Income
New Jersey State	7,171,112	806,120	1,792,619	75,218	41,394	47.5%	42.4%	6.1%	$11,407
New Jersey Urban Districts Only	2,023,460	563,775	427,427	68,534	38,992	61.8%	47.0%	10.5%	$11,469
% Urban	28.2%	69.2%	23.8%	91.1%	94.2%				

Sources: Based on data from the New Jersey Urban Education Observatory, Preliminary Profiles Based on Socioeconomic and Financial Data, Table 1 and United States 1970 Census, Characteristics of Population, New Jersey, Part 32, Section I, Tables 68 and 69.

Unemployment Rate by County,*
an Indicator of Economic Depression

FIGURE 53



Ratings

Substantial	6.0% and above
Excess	4.5%
Moderate	Below 4.5%

*State Preferred Method

SOURCE: Division of Planning & Research
N.J. Department of Labor & Industry
March 4, 1977.

TAKEN FROM: N.J. State Plan for the Administration of Vocational Education 1977-1982.

FIGURE 54

New Jersey General Labor Market
and Income Indicators

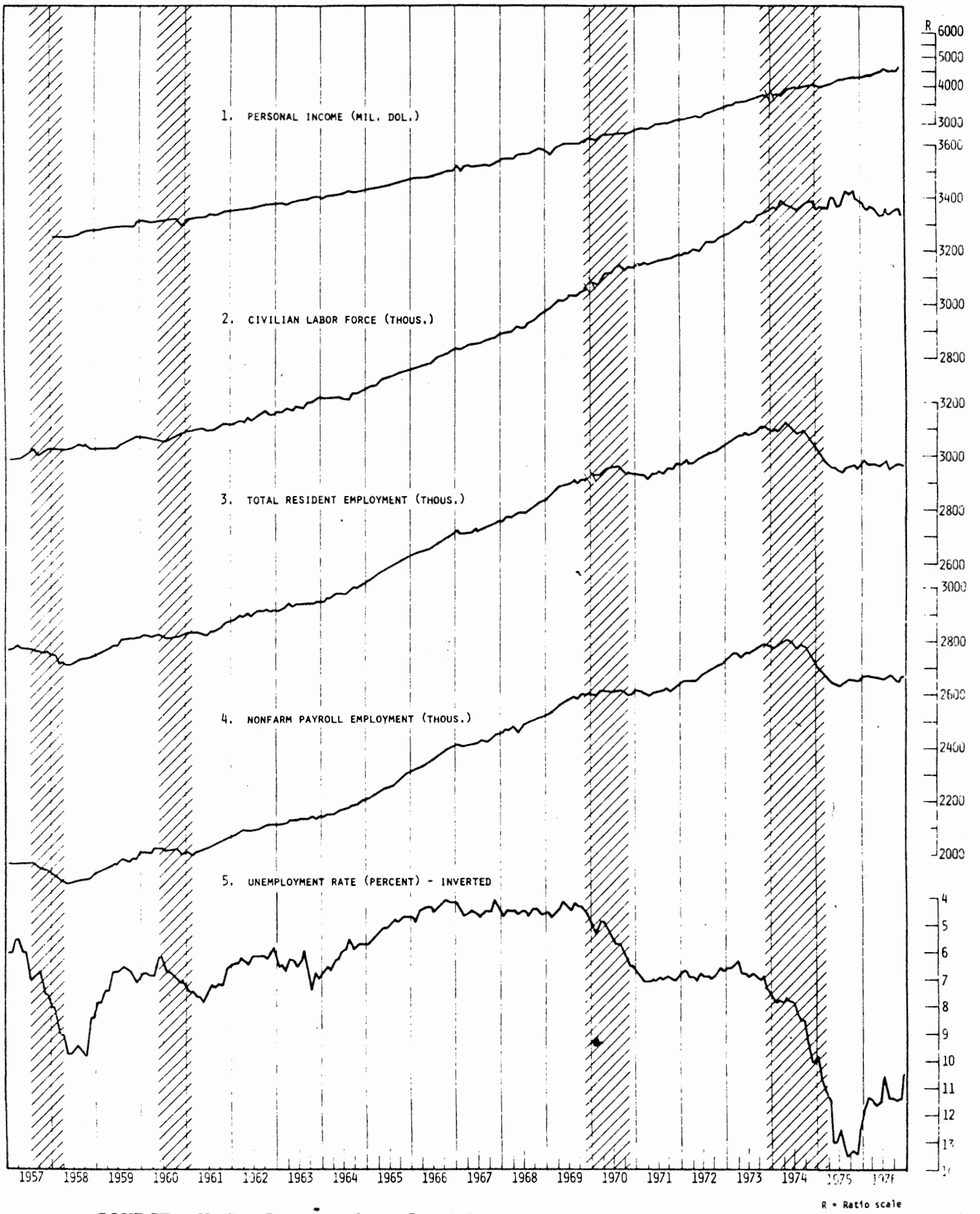
	1. Personal Income (millions of dollars)	2. Civilian Labor Force* (Thousands)	3. Total Resident Employment* (Thousands)	4. Nonfarm Payroll Employment (Thousands)	5. Unemployment Rate* (% of labor force)
	Monthly Avg.	Monthly Avg.	Monthly Avg.	Monthly Avg.	Monthly Avg.
1969	2,526	3,019.5	2,882.8	2,570.9	
1970	2,719	3,114.2	2,940.4	2,608.6	5.6
1971	2,928	3,152.2	2,936.0	2,611.8	6.9
1972	3,211	3,209.1	2,996.9	2,673.7	6.6
1973	3,585	3,297.2	3,080.9	2,760.7	6.6
1974	3,815	3,363.4	3,095.0	2,784.3	8.0
1975	4,098	3,393.7	2,979.3	2,667.9	12.2

*Estimated by the state-preferred method presently the subject of litigation in federal court. The seasonally adjusted labor force is computed by adding the seasonally adjusted employment and the seasonally adjusted unemployment totals. This sum is then used to compute the seasonally adjusted unemployment rate.

Sources: Series 1, Business Week, McGraw-Hill; Series 2-5, New Jersey Department of Labor and Industry (1975 benchmark). New Jersey State Plan for the Administration of Vocational Education 1977-1982, p. 30.

FIGURE 55

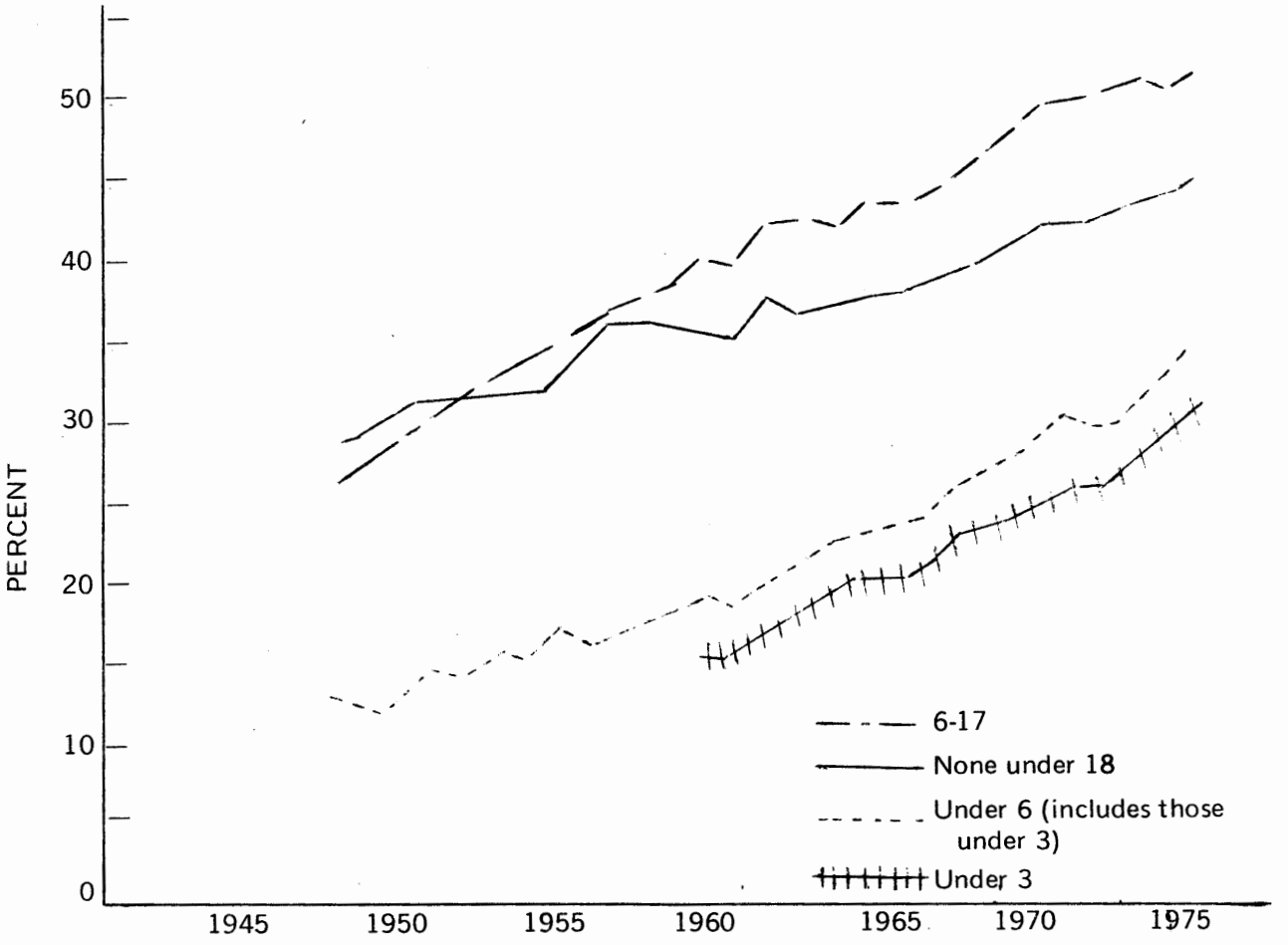
New Jersey General Labor Market and Income Indicators
Seasonally Adjusted Data



SOURCE: N.J. State Plan for the Administration of Vocational Education 1977-1982, p. 31.

FIGURE 56

Labor Force Participation Rates for Married Women
by Presence and Age of Children, 1948-1975



Source: From Bronfenbrenner, Urie. "The Challenge of Social Change to Public Policy and Developmental Research", Figure 1.

FIGURE 57

NATIONAL TEENAGE UNEMPLOYMENT RATES

	MALES			FEMALES		
	Age 16-19	Age 16-17	Age 18-19	Age 16-19	Age 16-17	Age 18-19
1975						
All Races	20.1	21.6	19.0	19.7	21.2	18.7
White	18.3	19.7	17.2	17.4	19.2	16.1
Nonwhite	35.4	39.4	32.9	38.5	38.9	38.3
1973						
All Races	13.9	17.0	11.4	15.2	17.7	13.5
White	12.3	15.1	10.0	13.0	15.7	10.9
Nonwhite	26.9	34.4	22.1	34.5	36.5	33.3

Source: Based on Bureau of Labor Statistics, Employment and Earnings, January issues, 1974 and 1976 data. Developed by the research staff of the Study Commission on Adolescent Education in New Jersey.

FIGURE 58

YOUTH UNEMPLOYMENT AS A PERCENT OF
TOTAL UNEMPLOYMENT IN THE UNITED STATES

Year	Age 16-19	Age 20-24	Age 16-24
1954	14.3	14.1	28.4
1955	16.0	14.0	30.0
1964	23.1	17.5	40.6
1965	26.2	16.6	42.8
1974	27.6	23.1	50.7
1975	22.3	23.2	45.5

Source: Bureau of Labor Statistics, from the Data Resources, Inc., data bank.

FIGURE 59

UNEMPLOYMENT RATES, 16-19 YEAR OLDS AND TOTAL, BY STATE 1974 ANNUAL AVERAGES

State	(1) Total	(2) 16-19	(3) Difference (2) - (1)	(4) Ratio (2) ÷ (1)
Alabama	5.5	19.8	14.3	3.6
California	7.3	19.2	11.9	2.6
Connecticut	6.1	14.2	8.1	2.3
Florida	6.2	17.9	11.7	2.9
Georgia	5.2	16.0	10.8	3.1
Indiana	5.2	16.3	11.1	3.1
Kentucky	4.5	10.0	5.5	2.2
Louisiana	7.1	26.9	19.8	3.8
Maryland	4.7	18.5	13.8	3.9
Massachusetts	7.2	15.9	8.7	2.2
Minnesota	4.3	12.1	7.8	2.8
Missouri	4.6	14.2	9.6	3.1
New Jersey	6.3	17.6	11.3	2.8
New York	6.4	18.8	12.4	2.9
North Carolina	4.5	16.5	12.0	3.7
Ohio	4.8	14.5	9.7	3.0
Oklahoma	4.4	13.9	9.5	3.2
Oregon	7.5	18.1	10.6	2.4
Pennsylvania	5.1	16.3	11.2	3.2
South Carolina	5.9	16.7	10.8	2.8
Tennessee	5.1	17.0	11.9	3.3
Texas	4.3	13.9	9.6	3.2
Virginia	4.5	16.7	12.2	3.7
Washington	7.2	17.4	10.2	2.4
Wisconsin	4.5	12.3	7.8	2.7

Source: Bureau of Labor Statistics, Geographic Profile of Employment and Unemployment, 1974, Report 452 (1976); and unpublished data.

FIGURE 60

Participation of Youth in Federal Programs Affecting the Employment of Youth, Fiscal Year 1976

	Number of Youth Served (Thousands) [a]	Percent of Enrollees who are Youth
Education		
Guaranteed Student Loan (GSL)	923	100 [b]
National Direct Student Loan (NDSL)	799	100
Supplemental Education Opportunity Grants (SEOG)	447	100
College Work-Study (CWS)	973	100
Basic Education Opportunity Grant (BEOG)	1,268	100
Vocational Education	NA	100
Training [c]		
CETA Title I	905	57
CETA Title III (Other than Summer Youth)	20	47
CETA Title IV (Job Corps)	44	100
Work Incentive Program (WIN)	3	17
Veterans Readjustment Benefits [d]	209	7
Job Creating [c]		
CETA Title II	55	22
CETA Title VI	110	22
CETA Title III (Summer Youth)	888	100
Youth Conservation Corps	20	100

[a] It is not possible to calculate the number of youth served by all of the programs because some individuals may receive support from more than one program.

[b] For purposes of this analysis it was assumed that 100 percent of student assistance funds went to youth. It is likely that a small percentage goes to older students, but there is no program data from which to make an accurate estimate.

[c] Number and percentage of youth for these programs are "new participants".

[d] Also supports education activities.

Source: United States Congress, Congressional Budget Office, Budget Options for the Youth Employment Problem, Background Paper No. 20, March 1977, p. 10.

FIGURE 61
SELECTED NEW JERSEY HEALTH STATISTICS
1975

	Population	Number of Women 15-44	Number of Births	Birth Rate (per 1,000)	Illegiti-mate Birth Rate	%Births to Minors Under 18	Infant Mortality Rate*	Low Birth Weight %**	Syphilis Rate per 100,000	Gonnorr-hea Rate per 100,000
Atlantic	179,705	34,214	2,544	14.2	25.8	9.3	17.7	8.8	65.1	277.7
Bergen	911,795	197,300	8,371	9.2	3.9	1.3	12.1	13.8	13.3	62.4
Burlington	326,770	74,688	4,264	13.0	10.1	4.8	12.7	6.6	8.9	88.1
Camden	487,310	105,729	6,615	13.6	18.4	7.4	20.6	8.5	15.8	158.8
Cape May	64,295	10,590	816	12.7	13.4	6.6	9.8	5.8	17.1	155.5
Cumberland	129,070	27,670	2,005	15.5	26.1	1 1.5	20.9	8.3	26.3	352.5
Essex	931,525	206,233	12,130	13.0	33.2	9.3	18.0	10.2	93.4	666.5
Gloucester	183,810	41,488	2,485	13.5	10.5	5.9	15.7	7.1	9.2	87.6
Hudson	611,105	130,738	8,038	13.2	18.2	5.8	17.8	8.3	38.9	179.7
Hunterdon	74,475	16,062	947	12.7	5.9	3.4	9.5	4.8	—	92.6
Mercer	320,900	69,364	3,970	12.4	23.3	8.2	18.6	8.8	63.6	532.9
Middlesex	610,255	138,675	6,848	11.2	9.4	3.7	14.2	6.9	19.8	189.1
Monmouth	480,600	104,016	5,849	12.2	12.2	4.4	14.0	6.5	18.7	174.8
Morris	405,345	92,632	4,550	11.2	4.5	1.8	14.7	5.8	11.1	47.1
Ocean	259,120	46,662	4,037	15.6	8.1	3.9	12.9	6.9	10.8	77.2
Passaic	472,760	101,930	6,412	13.6	19.5	6.6	16.1	8.3	33.0	304.4
Salem	63,730	13,514	871	13.7	19.6	9.3	12.6	8.0	12.6	222.8
Somerset	206,495	46,855	2,015	9.8	6.3	2.5	13.4	6.1	10.7	93.9
Sussex	86,425	18,573	1,493	17.3	5.5	2.8	6.7	4.8	4.6	22.0
Union	551,120	116,797	5,689	10.3	13.0	4.3	15.5	8.1	31.4	195.4
Warren	77,310	16,439	957	12.4	5.3	3.9	25.1	7.2	10.3	40.1
STATE TOTAL	7,433,920	1,610,169	90,906	12.2	15.7	5.5	15.7	7.6	32.7	240.2

*Number of infant deaths/1,000 live births.
**Percentage of all births under 2,500 grams.

Source: Based on New Jersey State Department of Health. New Jersey Health Statistics 1975 data. Developed by research staff of the Study Commission on Adolescent Education in New Jersey.

FIGURE 62

TOTAL NEW JERSEY STATE AND COUNTY PSYCHIATRIC HOSPITAL
RESIDENT POPULATION UNDER 18 YEARS OLD
BY SEX AND BY THE SIX LEADING DIAGNOSES[1]
1975

Diagnosis	Male	Female	Total
Mental Retardation	46	21	67
Other Organic Brain Syndrome[2]	26	11	37
Schizophrenia	72	27	99
Personality Disorders	25	19	44
Transient Situational Disturbances	11	11	22
Behavior Disorders of Childhood & Adolescents	85	27	112
All Diagnoses	287	125	412

[1]Resident population at the end of fiscal year '75.

[2]Other organic brain syndrome excludes organic brain syndromes associated with alcoholism, syphilis, drug or poison intoxication, senile and pre-senile brain dysfunction.

Source: Based on New Jersey Department of Human Services data. Developed by the research staff of the Study Commission on Adolescent Education in New Jersey.

FIGURE 63

TOTAL ADMISSION TO NEW JERSEY STATE AND COUNTY PSYCHIATRIC HOSPITALS
DURING 1975 OF PERSONS AGE 18 TO 21 YEARS
BY SELECTED DIAGNOSIS

Diagnosis	First Admission		Readmissions		Total Admissions		
	Male	Female	Male	Female	Male	Female	Total
Mental Retardation	14	6	20	12	34	18	52
Organic Brain Syndrome Assoc. with Drug & Poison Intoxication	22	5	13	0	35	5	40
Schizophrenia	100	47	243	88	343	135	478
Depressive Neurosis	22	29	19	20	41	49	90
Personality Disorders	69	13	61	19	130	32	163
Alcoholism Addiction	9	1	14	4	23	5	28
Other Alcoholism	18	5	22	10	40	15	55
Drug Dependence	43	18	30	15	73	33	106
Transient Situational Disturbances	22	14	14	9	36	23	69
All Diagnoses	368	159	470	208	838	367	1,205

Source: Based on New Jersey Department of Human Services data. Developed by the research staff of the Study Commission on Adolescent Education in New Jersey.

FIGURE 64
TOTAL ADMISSIONS TO NEW JERSEY STATE AND COUNTY PSYCHIATRIC HOSPITALS
DURING 1975 OF PERSONS UNDER 18 YEARS OLD
BY SIX LEADING DIAGNOSES

Admitting Diagnosis	First Admissions		Readmissions		Total Admissions		
	Male	Female	Male	Female	Male	Female	Total
Mental Retardation	21	19	16	18	37	37	74
Other Organic Brain Syndrome	23	5	6	9	29	14	43
Schizophrenia	55	28	48	26	103	54	157
Personality Disorders	49	19	25	11	74	30	104
Transient Situational Disturbances	47	40	14	11	61	51	112
Behavior Disorders of Childhood and Adolescents	75	34	28	13	103	47	150
All Admissions	351	192	165	104	516	296	812

Source: Based on New Jersey Department of Human Services data. Developed by research staff of the Study Commission on Adolescent Education in New Jersey.

FIGURE 65

SUBSTANTIALLY DEVELOPMENTAL DISABLED POPULATION
NEW JERSEY
1975-1980

Age	Total Pop. 1975	Total Subst. D.D.	% of Popula-tion	MR	CP	Ep	Aut	Total Pop. 1980	Total Subst. D.D.	% of Popula-tion	MR	CP	Ep	Aut
All Ages	7,433,920	126,208	1.7	92,755	7,434	23,045	2,974	7,934,765	134,406	1.7	99,919	7,933	23,350	3,204
10-14	689,446	10,066	1.4	6,963	688	2,140	275	635,832	9,444	1.4	6,421	797	1,972	254
15-19	725,016	18,273	2.5	15,009	724	2,248	292	685,645	17,206	2.5	14,193	687	2,053	273

Source: Based on New Jersey Developmental Disabilities Council data. Developed by research staff of the Study Commission on Adolescent Education in New Jersey.

Definitions:

A substantial handicap is "a physical or mental disability or both of such severity that, alone or in connection with social, legal or economic constraints, it requires the provision of specialized services over an extended period of time directed toward the individual's social, personal, physical or economic habilitation or rehabilitation".[1]

MR- Mental Retardation is significantly sub-average general intellectual functioning which originates before the individuals developmental period.[2]

CP- Cerebral Palsy is the general term applied to a group of permanently disabling conditions resulting from damage to the developing brain that may occur before, during or after birth, and that result in loss or impairment of control over voluntary muscles.[3]

Ep Epilepsy is a disruption of natural rhythm of the brain which results in occassional, periodic, excessive and disorderly discharge of cells in the brain...and manifests itself in various degrees and forms of seizures.[4]

Aut Autism is a severe disorder of communication and behavior which begins in early childhood and consists of withdrawal, very inadequate social relationships, language disturbances, exceptional object relationships and monotonously repetitive motor behavior.[5]

1. "Regulations on Grants to States, non-profit agencies, colleges and other organizations," Developmental Disabilities Program, Sub-part A, Section 1385.2, Federal Register. January 27, 1977.
2. American Assoc. on Mental Deficiencies: Manual on Terminology and Classification in Mental Retardation.
3. Developmental Disabilities Technical Assistance Service: Orientation Notebook.
4. Epilepsy Foundation of America.
5. National Society for Autistic Children.

FIGURE 66

TOTAL NEW JERSEY CASES OF VENEREAL DISEASE
RATE, AND NUMBER OF CASES
TO PERSONS AGE 10-19
1966-1975

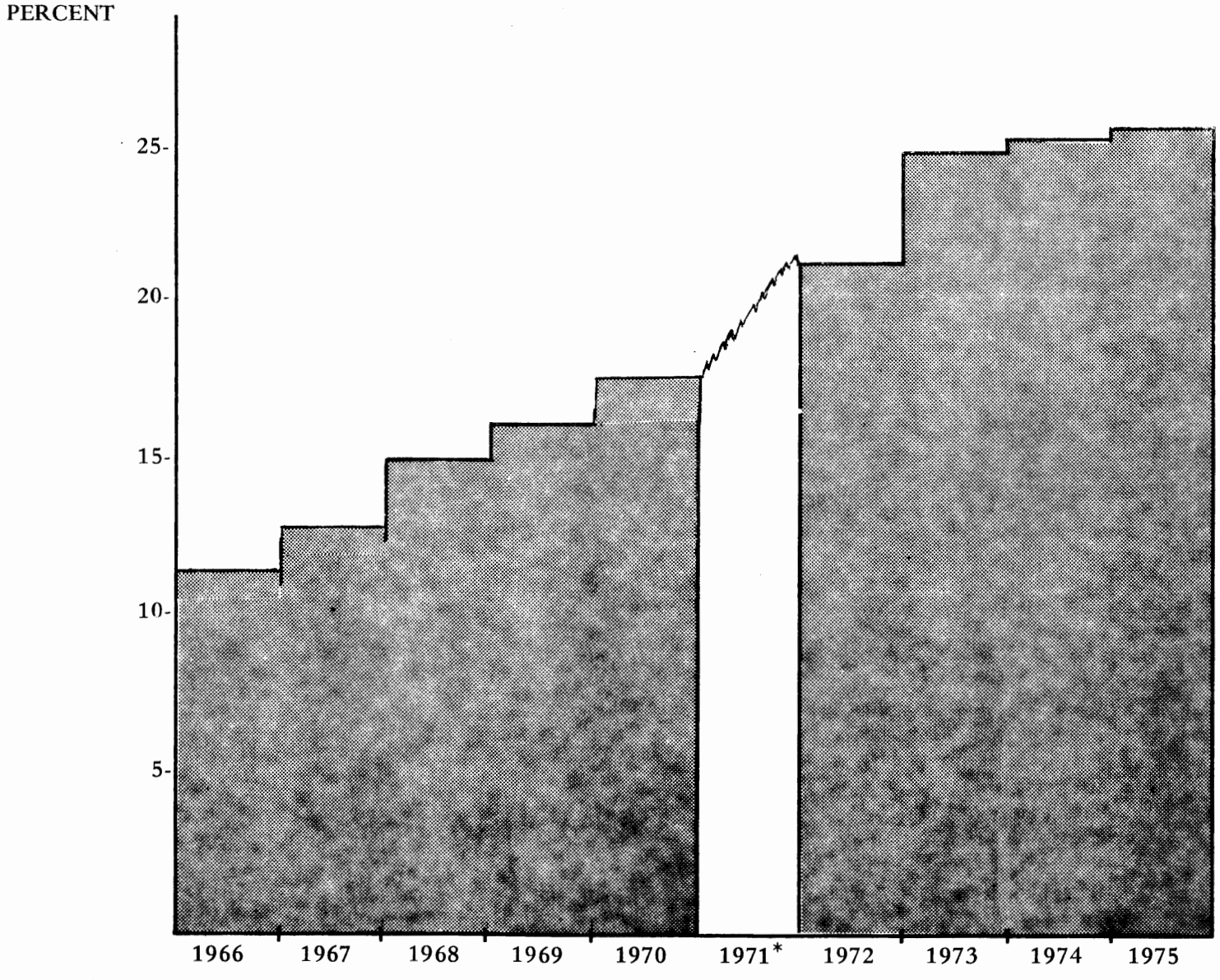
Year	Total Cases	Rate Per 100,000 Population	Cases to Ages 10-19	% of Total Cases
1966	8,721	127	1,059	12.1
1967	10,929	157	1,506	13.7
1968	11,761	167	1,880	15.9
1969	13,597	191	2,306	16.9
1970	15,867	220	2,872	18.1
1971*	17,509	241	—	—
1972	20,593	281	4,594	22.3
1973	20,128	273	5,262	26.1
1974	18,699	252	4,941	26.4
1975	20,308	273	5,401	26.5

*1971 cases not recorded by age.

Source: Based on New Jersey Department of Health data. Developed by the research staff of the Study Commission on Adolescent Education in New Jersey.

PERCENT OF TOTAL VENEREAL DISEASE CASES
ATTRIBUTED TO 15 - 19 YEAR OLDS IN NEW JERSEY
1966 - 1975

FIGURE 67

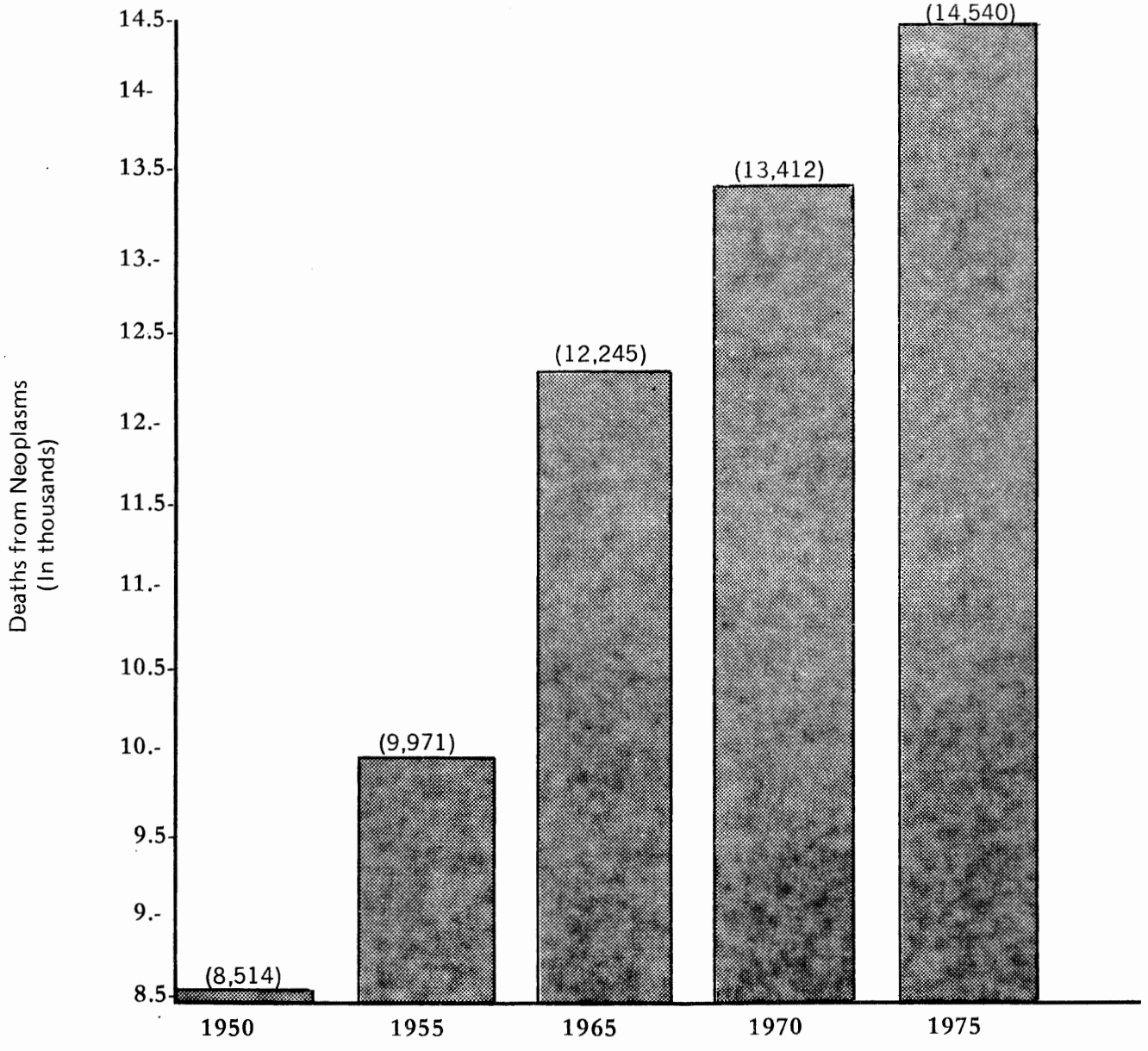


*1971 cases not recorded by age group.

Source: Based on New Jersey Department of Health, New Jersey Health Statistics, 1966-1975. Developed by the research staff of the Study Commission on Adolescent Education in New Jersey.

DEATHS IN NEW JERSEY RESULTING FROM CANCER
(NEOPLASMS)

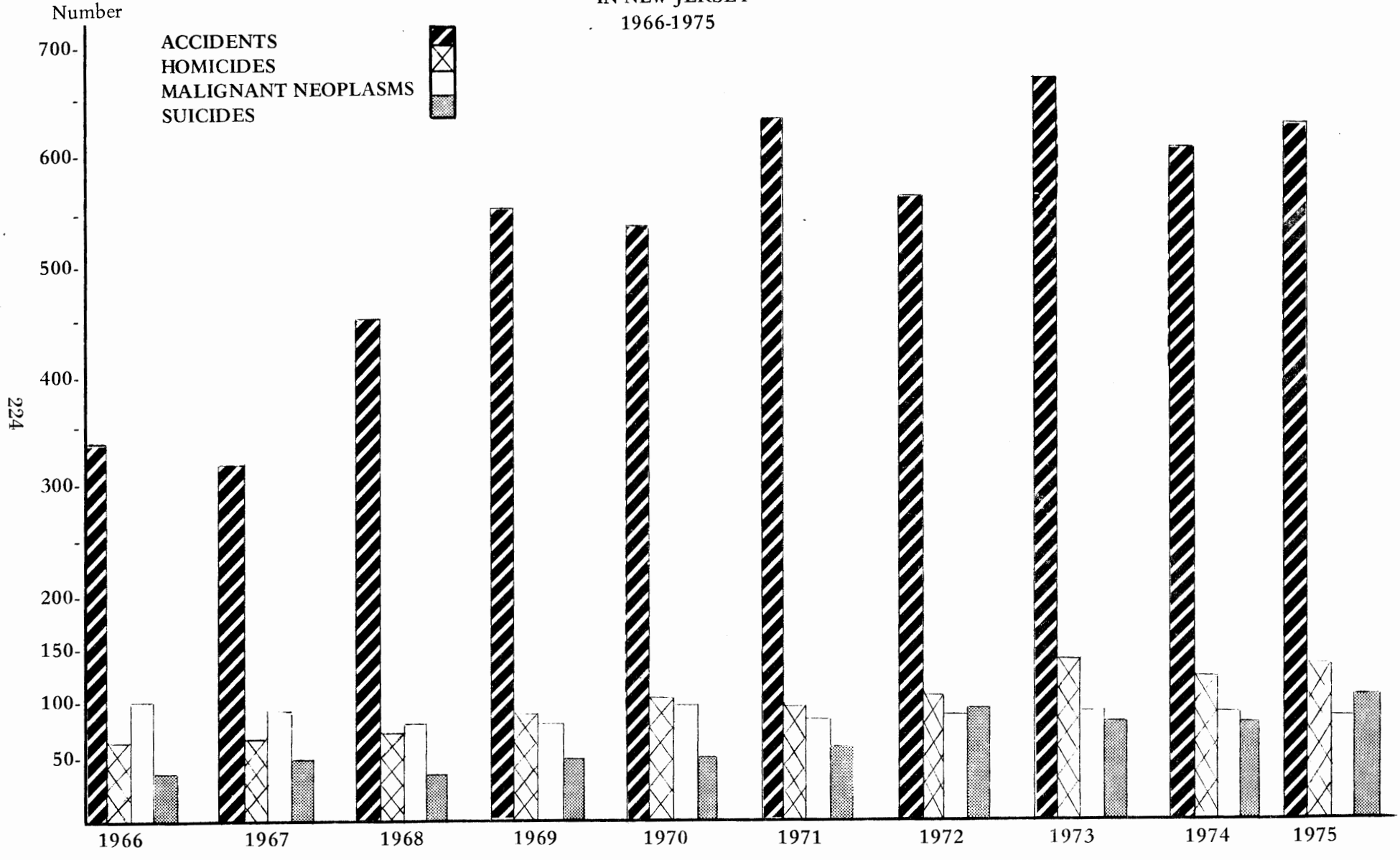
FIGURE 68



Source: Based on New Jersey Department of Health, New Jersey Health Statistics, 1975 data. Developed by the research staff of the Study Commission on Adolescent Education in New Jersey.

FIGURE 69

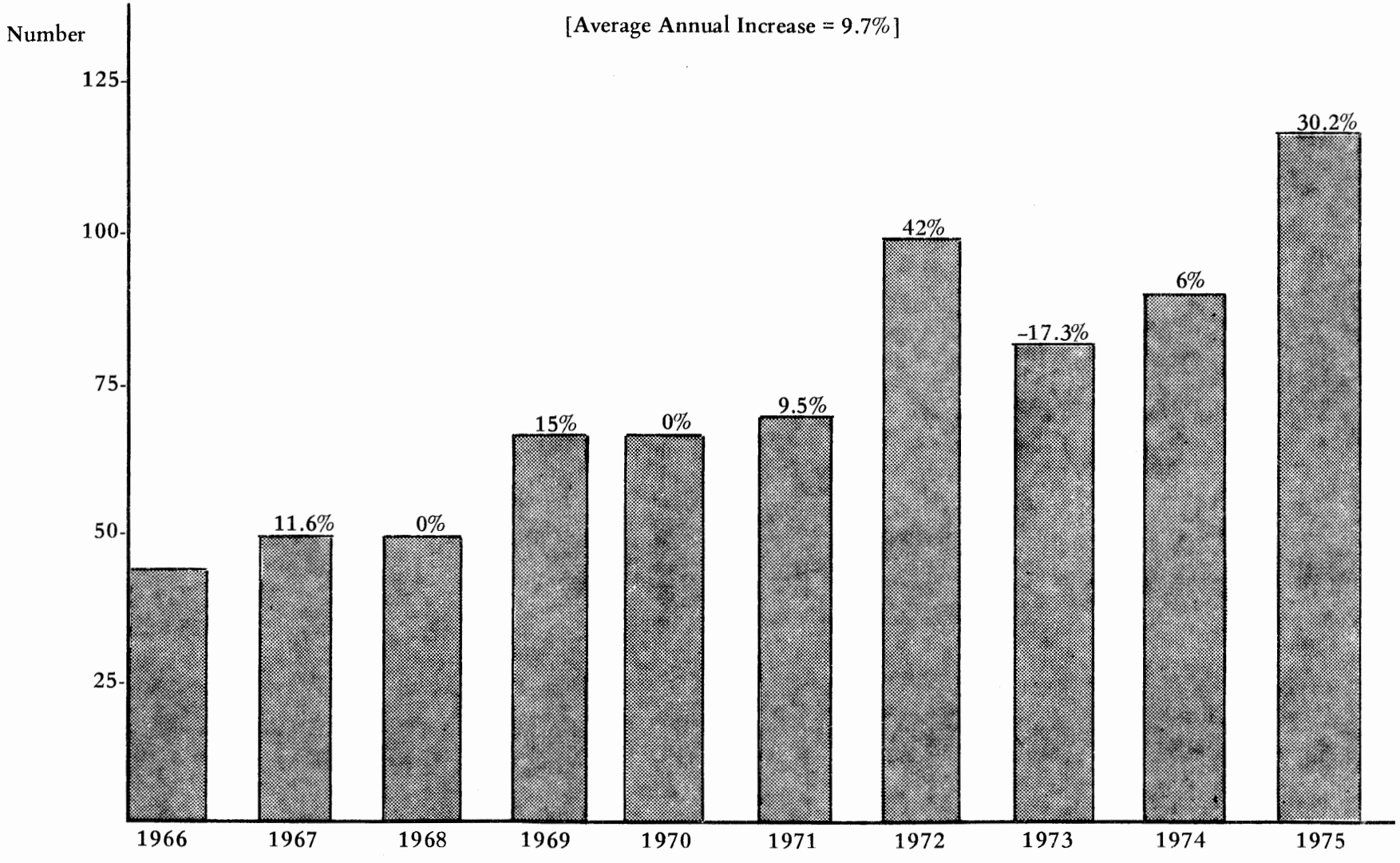
THE FOUR MAJOR CAUSES OF DEATH FOR 15-24 YEAR OLDS
IN NEW JERSEY
1966-1975



Source: Based on New Jersey Department of Health, New Jersey Health Statistics, 1975 data. Developed by the research staff of the Study Commission on Adolescent Education in New Jersey.

FIGURE 70

THE NUMBER OF SUICIDES FOR 15 TO 24 YEAR OLDS IN NEW JERSEY
1966-1975 AND PERCENT OF ANNUAL INCREASE

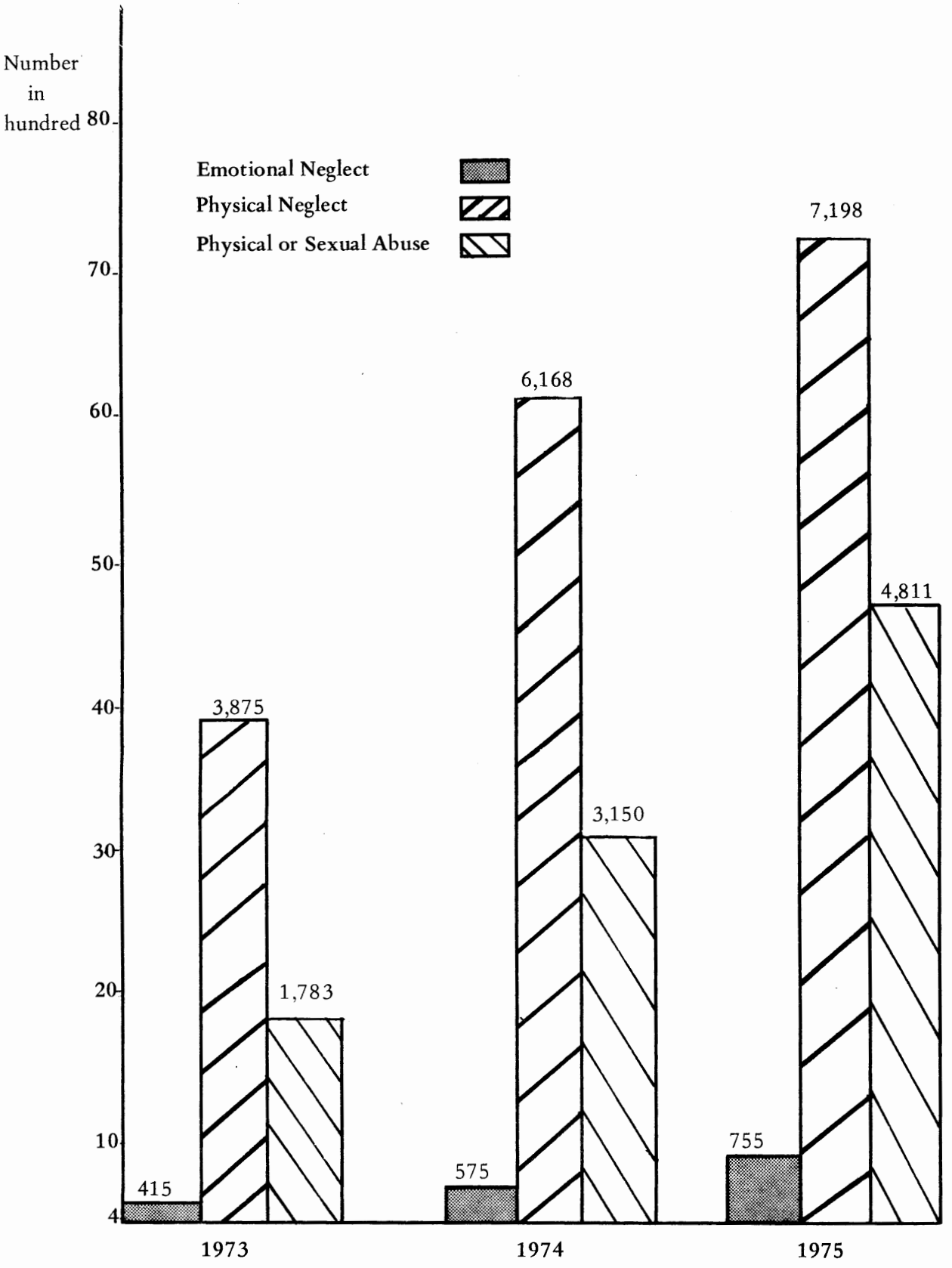


Source: Based on New Jersey Department of Health, New Jersey Health Statistics, 1975 data. Developed by the research staff of the Study Commission on Adolescent Education in New Jersey.

FIGURE 71

INCIDENCE OF ABUSE AND NEGLECT

1973-1975



Source: Based on New Jersey Department of Human Services data. Developed by the research staff of the Study Commission on Adolescent Education in New Jersey.

FIGURE 72

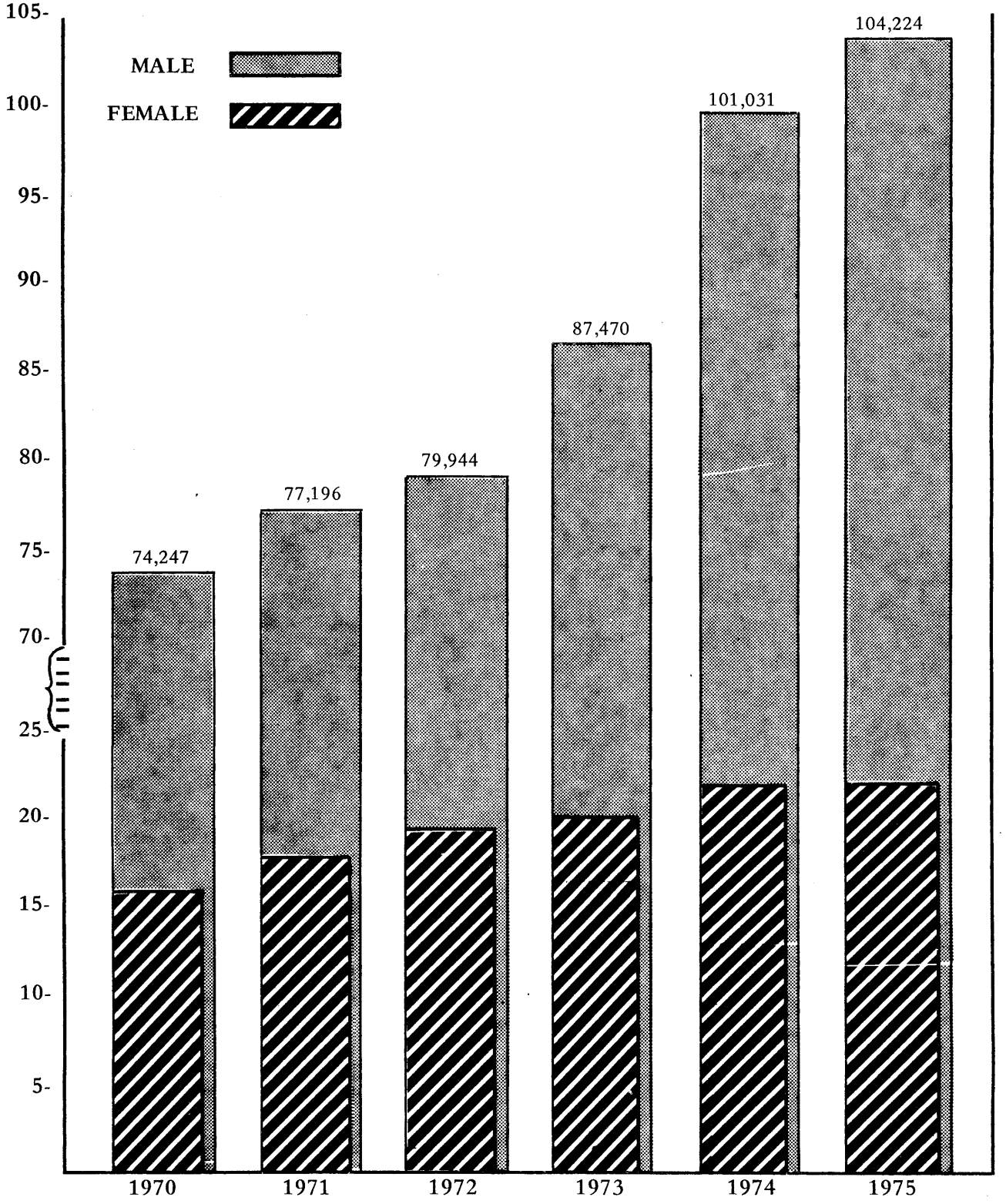
NEW JERSEY
JUVENILE ARRESTS BY SEX
1970-1975

Major Offenses	1970		1971		1972		1973		1974		1975		Percent Of Increase Since 1970
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Murder	43	1	36	1	53	3	42	3	55	6	57	8	47.7
Manslaughter	11	3	13	2	17	6	21	–	20	1	20	1	50.0
Forcible Rape	114	2	131	3	129	3	160	5	175	3	158	2	37.9
Robbery	1,174	60	1,355	80	1,344	109	1,363	75	1,605	89	1,772	133	54.3
Atro. Assault	609	86	641	102	750	138	967	177	1,040	185	1,226	243	111.4
Breaking & Entering	6,292	238	6,765	219	7,217	286	8,201	346	10,463	484	11,262	456	79.4
Larceny-Theft	9,547	2,445	9,818	2,555	9,524	2,570	10,380	2,868	13,522	3,830	14,427	4,030	53.9
Car Theft	2,289	99	2,240	91	2,149	112	2,202	97	2,366	96	2,148	89	- 6.3
Sub-Total	20,079	2,934	20,997	3,053	21,183	3,227	23,336	3,571	29,246	4,694	31,070	4,962	56.5
Total Offenses	74,247	15,893	77,196	17,883	79,944	19,802	87,470	20,501	101,031	22,193	104,244	22,273	40.3

Source: Based on New Jersey Division of State Police, Uniform Crime Reports - State of New Jersey, 1975 data. Developed by research staff of the Study Commission on Adolescent Education in New Jersey.

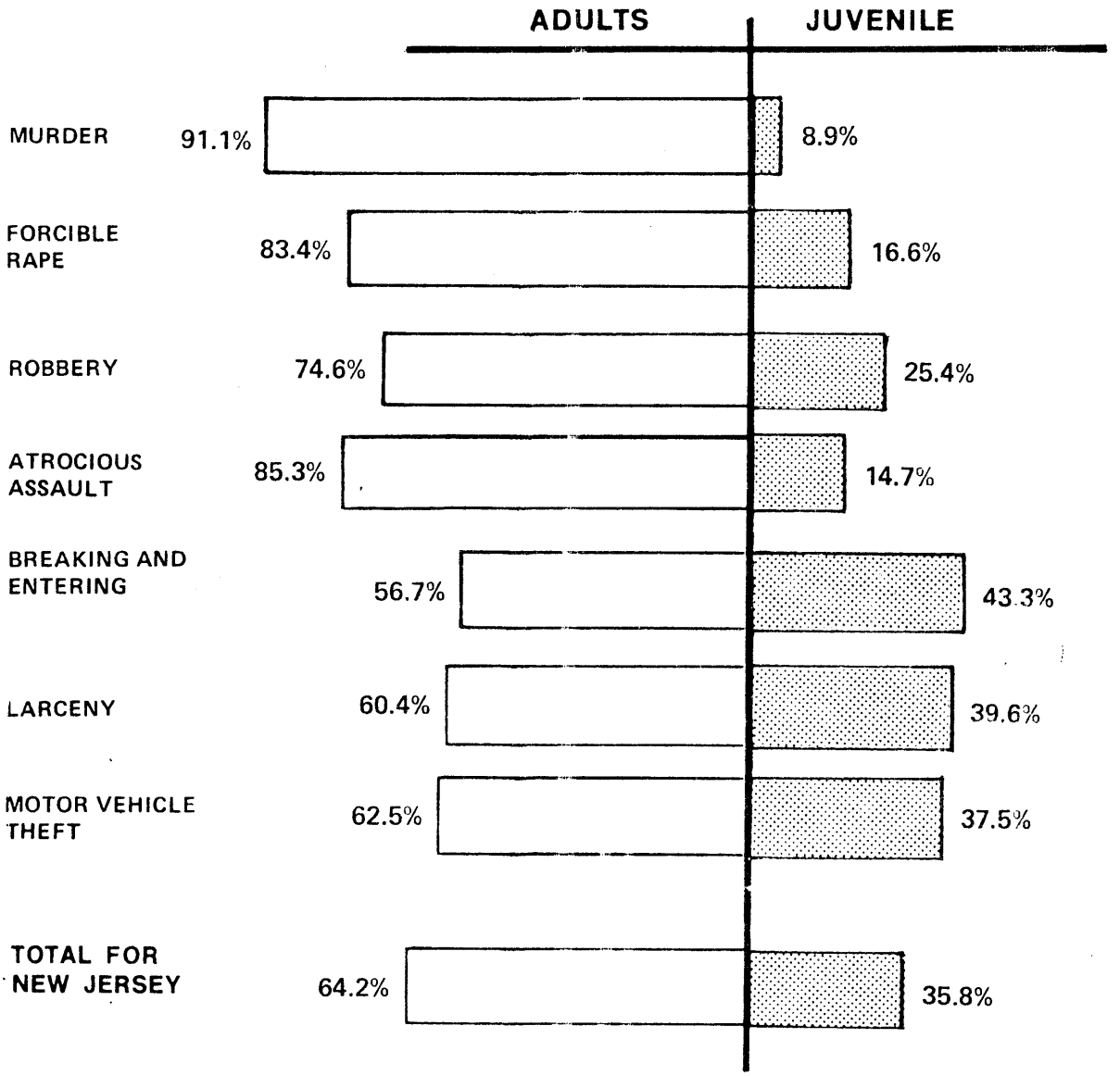
NEW JERSEY
JUVENILE ARREST 1970-1975
OFFENSES BY SEX

FIGURE 73



Source: Based on New Jersey Division of State Police, Uniform Crime Reports - State of New Jersey, 1975 data. Developed by New Jersey Adolescent Education Commission research staff.

FIGURE 74
INDEX OFFENSES CLEARED
BY ARREST OF ADULTS AND JUVENILES*
IN NEW JERSEY
1975



*Cleared by Arrest indicates police have identified the offender, have evidence to charge him and take him into custody.

Source: New Jersey Division of State Police. Uniform Crime Reports - State of New Jersey, 1975, p. 37.

FIGURE 75

NEW JERSEY
TOTAL ARRESTS BY AGE, 1975

OFFENSES	10 and UNDER	11–12	13–14	15	16	17	TOTAL UNDER 18	TOTAL OVER 18
Murder	1	1	6	9	15	33	65	445
Manslaughter	–	–	4	2	5	10	21	164
Forcible Rape	1	8	23	25	33	70	160	717
Robbery	10	97	369	411	514	504	1,905	3,447
Atrocious Assault	36	105	248	311	361	408	1,469	6,089
Breaking and Entering	489	1,163	2,964	2,380	2,503	2,219	11,718	8,202
Larceny–Theft	1,028	2,269	4,721	3,679	3,396	3,364	18,457	17,742
Motor Vehicle Theft	13	61	411	590	671	491	2,237	1,113
Subtotal for Above Offenses	1,578	3,704	8,746	7,407	7,498	7,099	36,032	37,919
Other Assaults	572	998	2,330	1,525	1,675	1,830	8,930	24,070
Arson	80	72	147	77	61	55	492	322
Forgery and Counterfeiting	1	3	13	28	58	67	170	1,208
Fraud	8	13	36	49	71	157	334	8,280
Embezzlement	–	3	5	1	6	18	33	360
Stolen Property; Buying, Receiving, Possessing, etc.	90	292	934	1,003	1,107	1,158	4,584	6,963
Malicious Mischief	1,416	1,958	3,584	1,902	1,478	1,209	11,547	3,556
Weapons; Carrying, Possessing, etc.	45	95	371	368	391	534	1,804	6,143
Prostitution and Commercialized Vice	–	–	4	3	6	9	22	843
Sex Offenses (Except Forcible Rape and Prostitution)	16	49	146	127	145	129	612	1,226
Narcotic Drug Laws	11	49	763	1,354	2,477	3,651	8,305	24,067
Gambling	–	5	10	9	17	20	61	2,398
Offenses Against Family and Children	18	50	182	150	151	132	683	2,739
Driving Under the Influence	1	–	4	13	37	396	451	22,392
Liquor Laws	3	48	466	753	1,319	1,715	4,304	1,491
Drunkenness	3	24	206	333	445	520	1,531	10,350
Disorderly Conduct	763	1,514	3,703	3,211	3,524	3,046	15,761	21,306
Failure to Give Good Account	8	50	118	123	166	166	631	2,038
All Other Offenses (Except Traffic)	902	1,877	5,148	4,072	4,166	3,246	19,411	36,636
Curfew and Loitering Law Violations	33	118	735	784	1,012	896	3,578	–
Runaways	242	423	2,041	1,863	1,678	994	7,241	–
TOTAL	5,790	11,345	29,692	25,155	27,488	27,047	126,517	214,30

Source: New Jersey Division of State Police. Uniform Crime Reports - State of New Jersey, 1975, p. 60.

FIGURE 76

NEW JERSEY
ARREST TRENDS BY AGE GROUP 1974-1975

OFFENSES	UNDER 18 YEARS OF AGE			18 YEARS OF AGE AND OVER		
	1974	1975	PERCENT CHANGE	1974	1975	PERCENT CHANGE
Murder	61	65	+6.6	392	445	+13.5
Manslaughter	21	21	–	153	164	+7.2
Forcible Rape	178	160	–10.1	719	717	–0.3
Robbery	1,694	1,905	+12.5	3,267	3,447	+5.5
Atrocious Assault	1,225	1,469	+19.9	5,592	6,089	+8.9
Breaking and Entering	10,947	11,718	+7.0	7,317	8,202	+12.1
Larceny–Theft	17,352	18,457	+6.4	15,908	17,742	+11.5
Motor Vehicle Theft	2,462	2,237	–9.1	1,208	1,113	–7.9
Subtotal for Above Offenses	33,940	36,032	+6.2	34,556	37,919	+9.7
Other Assaults	7,929	8,930	+12.6	23,661	24,070	+1.7
Arson	473	492	+4.0	285	322	+13.0
Forgery and Counterfeiting	134	170	+26.9	978	1,208	+23.5
Fraud	260	334	+28.5	7,239	8,280	+14.4
Embezzlement	41	33	–19.5	400	360	–10.0
Stolen Property; Buying, Receiving, Possessing	4,800	4,584	–4.5	6,523	6,963	+6.7
Malicious Mischief	10,566	11,547	+9.3	3,181	3,556	+11.8
Weapons; Carrying, Possessing, etc.	1,569	1,804	+15.0	6,025	6,143	+2.0
Prostitution and Commercialized Vice	37	22	–40.5	750	843	+12.4
Sex Offenses (Except Forcible Rape and Prostitution)	826	612	–25.9	1,338	1,226	–8.4
Narcotic Drug Laws	10,251	8,305	–19.0	27,734	24,067	–13.2
Gambling	80	61	–23.8	3,372	2,398	–28.9
Offenses Against Family and Children	617	683	+10.7	2,683	2,739	+2.1
Driving Under the Influence	434	451	+3.9	22,017	22,392	+1.7
Liquor Laws	4,295	4,304	+0.2	1,183	1,491	+26.0
Drunkenness	1,512	1,531	+1.3	9,517	10,350	+8.8
Disorderly Conduct	15,770	15,761	–0.1	19,636	21,306	+8.5
Failure to Give Good Account	613	631	+2.9	1,607	2,038	+26.8
All Other Offenses (Except Traffic)	18,227	19,411	+6.5	33,341	36,636	+9.9
Curfew and Loitering Law Violations	3,447	3,578	+3.8	–	–	–
Run-Aways	7,403	7,241	–2.2	–	–	–
TOTAL	123,224	126,517	+2.7	206,026	214,307	+4.0

Source: New Jersey Division of State Police. Uniform Crime Reports - State of New Jersey, 1975, p. 62.

FIGURE 77

NEW JERSEY
JUVENILE ARRESTS BY RACE, 1975

OFFENSES	WHITE	NEGRO	INDIAN	CHI-NESE	JAPAN-ESE	ALL OTHER
Murder	26	39	–	–	–	–
Manslaughter	17	4	–	–	–	–
Forcible Rape	57	101	–	–	–	2
Robbery	454	1,434	1	1	–	15
Atrocious Assault	712	738	11	–	–	8
Breaking and Entering	8,088	3,529	2	–	1	98
Larceny—Theft	11,263	7,083	2	3	1	105
Motor Vehicle Theft	1,459	753	–	–	–	25
Subtotal for Above Offenses	22,076	13,681	16	4	2	253
Other Assaults	5,532	3,349	–	1	–	48
Arson	389	98	–	–	–	5
Forgery and Counterfeiting	127	43	–	–	–	–
Fraud	215	119	–	–	–	–
Embezzlement	30	3	–	–	–	–
Stolen Property; Buying, Receiving, Possessing, etc.	2,698	1,849	1	–	–	36
Malicious Mischief	9,840	1,660	–	–	1	46
Weapons; Carrying, Possessing, etc	1,278	510	–	–	–	16
Prostitution and Commercialized Vice	10	12	–	–	–	–
Sex Offenses (Except Forcible Rape and Prostitution)	426	182	–	–	–	4
Narcotic Drug Laws	7,345	937	–	3	1	19
Gambling	38	23	–	–	–	–
Offenses Against Family and Children	363	320	–	–	–	–
Driving Under the Influence	442	8	–	–	–	1
Liquor Laws	4,189	106	–	–	–	9
Drunkenness	1,421	102	–	–	–	8
Disorderly Conduct	12,065	3,631	7	2	2	54
Failure to Give Good Account	510	116	–	–	–	5
All Other Offenses (Except Traffic)	15,628	3,694	1	6	1	81
Curfew and Loitering Law Violations	3,174	388	–	–	–	16
Run-Aways	5,897	1,306	–	3	3	32
TOTAL	93,693	32,137	25	19	10	633

Source: New Jersey Division of State Police. Uniform Crime Reports - State of New Jersey, 1975, p. 56.

FIGURE 78

NEW JERSEY
JUVENILE ARRESTS FOR ALCOHOL RELATED OFFENSES
1970 - 1975

YEAR	Offenses against Family and Child	Driving Under Influence	Liquor Laws	Drunkeness	Disorderly Conduct	Total Alcohol Related Arrests	Percent of all Juvenile Arrests
1970	365	75	3,405	1,234	14,079	19,158	21.3
1971	450	143	4,306	1,494	13,544	19,937	21.0
1972	697	177	4,404	1,150	14,470	20,893	21
1973	890	329	3,984	1,461	15,338	22,002	20.4
1974	617	434	4,295	1,512	15,770	22,628	18.4
1975	683	451	4,304	1,531	15,761	22,730	18.0
Percent of increase 1970-75	87%	500%	26%	24%	12%	19%	

Source: Based on New Jersey Division of State Police, Uniform Crime Reports - State of New Jersey, 1975 data. Developed by the research staff of the Study Commission on Adolescent Education in New Jersey.

FIGURE 79

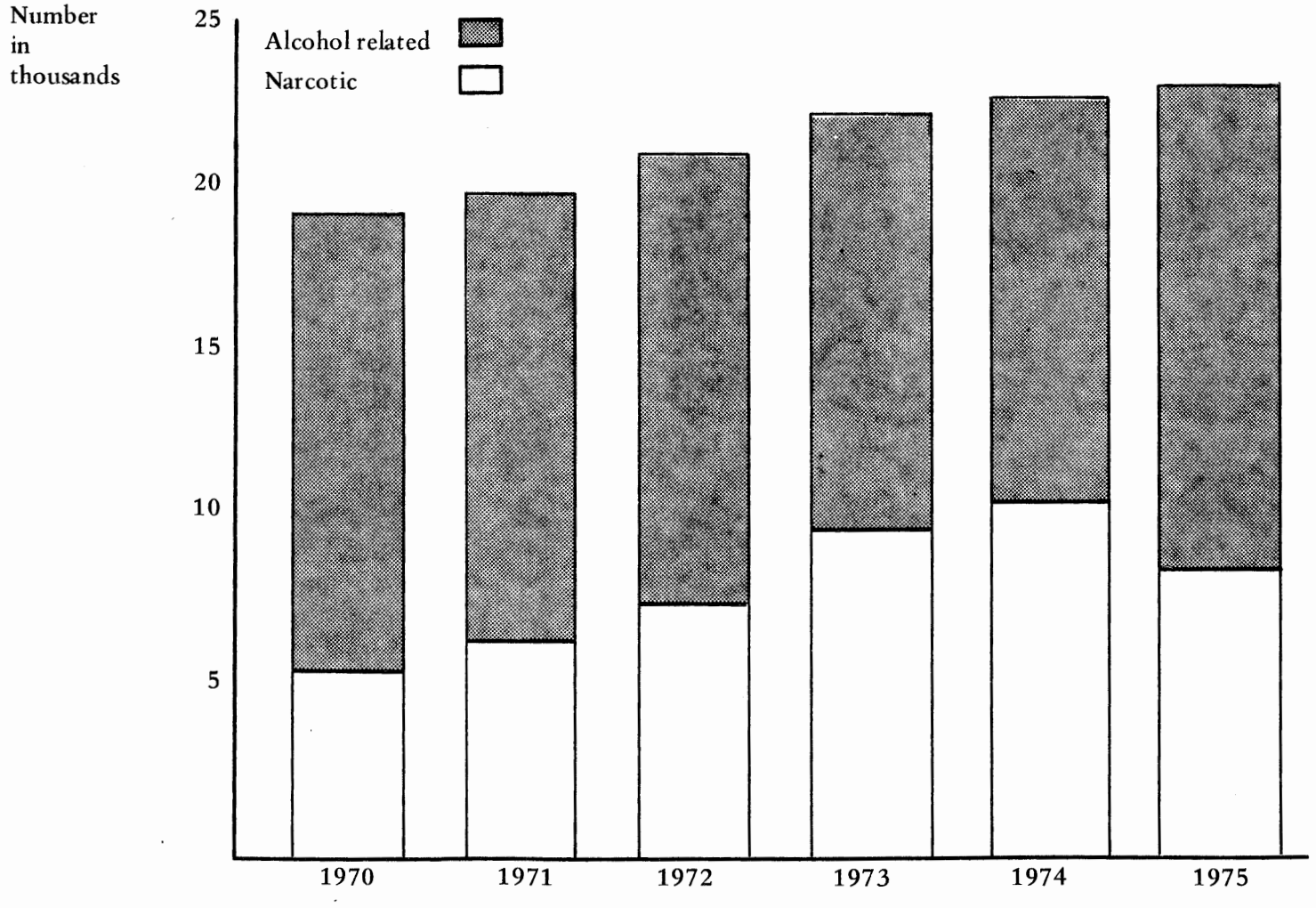
NEW JERSEY JUVENILE NARCOTIC OFFENSE ARRESTS

YEAR	Juvenile Arrests	Percent of all Narcotic Arrests	Percent of all Juvenile Arrests
1970	5,221	22.8	5.8
1971	5,823	22.4	6.1
1972	7,193	25.4	7.2
1973	9,528	27.3	8.8
1974	10,251	27.0	8.3
1975	8,305	25.7	6.6
Percent of increase 1970-75	59%		

Source: Based on New Jersey Division of State Police, Uniform Crime Reports 1970-1975 data. Developed by the research staff of the Study Commission on Adolescent Education in New Jersey.

FIGURE 80

JUVENILE ARRESTS IN NEW JERSEY FOR
ALCOHOL RELATED AND NARCOTIC OFFENSES
1970-1975



Source: Based on New Jersey Division of State Police, Uniform Crime Reports - State of New Jersey, 1975 data. Developed by New Jersey Adolescent Education Commission research staff.

FIGURE 81

STUDENT ALCOHOL AND DRUG EXPOSURE,
USE AND RETENTION

	% Trying (Exposure)			% Currently Using (Use)			% of Triers Currently Using (Retention)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Wine	88.8	89.5	89.0	62.9	75.4	64.0	70.8	84.2	72.0
Beer	91.2	85.9	88.0	73.6	59.7	65.7	80.7	69.5	74.7
Hard Liquor	85.1	81.6	83.0	61.0	59.6	60.1	71.7	73.0	72.4
Marijuana	50.3	47.5	48.8	36.6	33.8	34.9	72.8	71.2	71.5
Amphetamines	22.6	24.5	23.6	11.8	14.0	12.9	52.2	57.1	54.7
Barbiturates	20.9	23.3	22.2	10.7	11.6	11.3	51.2	49.8	50.9
Hallucinogens	19.7	17.2	18.3	10.7	8.3	9.6	54.4	48.3	52.5
Cocaine	13.3	8.0	10.4	7.5	4.6	5.9	56.4	57.5	56.7
Inhalants	9.2	10.2	9.8	1.8	2.8	2.6	19.7	27.5	26.5
Opiates	6.2	5.4	5.9	3.2	1.5	2.3	51.6	27.8	39.0

Source: New Jersey Adolescent Alcohol/Drug Abuse Research and Demonstration Project.

Rutgers University, Center of Alcohol Studies in cooperation with New Jersey Department of Health, April 1977.

FIGURE 82

MURDER VICTIMS BY AGE, SEX AND RACE 1975

AGE	NUMBER	% OF TOTAL VICTIMS	SEX		RACE		
			Male	Female	White	Black	Other
0-9	40	8.	24	16	21	18	1
10-14	8	1.6	5	3	3	5	0
15-19	56	11.2	34	22	28	28	0
20+	396	79.2	298	98	173	220	3
Total for N.J.	500	100	361	139	225	271	4

Source: Based on New Jersey Division of State Police, New Jersey Uniform Crime Report, 1975, p. 40. Developed by the research staff of the Study Commission on Adolescent Education in New Jersey.

FIGURE 83

NEW JERSEY

POLICE DISPOSITION OF JUVENILES TAKEN INTO CUSTODY

1970-1975

Region of State	Year	Handled within Department and Released		Referred to Juvenile Court or Probation Court		Referred to Welfare Agency		Referred to Other Police Agency		Referred to Criminal or Adult Court	
		No.	%	No.	%	No.	%	No.	%	No.	%
North-west	1970	261	23.9	808	74.1	2	0.2	19	1.8	0	—
	1971	636	36.6	1,065	61.3	3	0.2	30	1.7	3	0.2
	1972	765	38.3	1,194	59.7	15	0.7	21	1.1	4	0.2
	1973	1,384	57.8	973	40.7	16	0.7	9	0.4	9	0.4
	1974	2,116	66.6	948	29.8	46	1.4	53	1.7	15	0.5
	1975	1,725	59.8	1,067	37.0	26	0.9	28	1.0	39	1.4
North-east	1970	32,329	54.4	25,770	43.4	240	0.4	1,029	1.7	34	0.1
	1971	32,575	53.2	27,279	44.5	184	0.3	1,146	1.9	34	0.1
	1972	34,073	53.6	28,129	44.2	281	0.4	1,069	1.7	39	0.1
	1973	36,733	54.2	29,484	43.5	365	0.5	1,072	1.6	149	0.2
	1974	40,675	53.4	33,490	44.0	356	0.5	1,023	1.3	586	0.8
	1975	41,992	53.6	34,277	43.8	479	0.6	1,345	1.7	207	0.3
South-west	1970	5,917	40.2	8,521	57.8	83	0.6	191	1.3	5	0.1
	1971	6,961	43.5	8,819	55.2	91	0.6	100	0.6	17	0.1
	1972	7,284	43.7	9,091	54.6	136	0.8	110	0.7	32	0.2
	1973	10,239	56.9	7,482	41.6	151	0.8	85	0.5	35	0.2
	1974	9,230	46.3	10,373	52.0	173	0.8	136	0.7	36	0.2
	1975	8,765	42.1	11,095	53.3	537	2.6	329	1.6	81	0.4
South-east	1970	5,568	38.0	8,912	60.8	12	0.1	150	1.0	10	0.1
	1971	6,210	38.7	9,670	60.2	13	0.1	149	0.9	17	0.1
	1972	6,879	39.3	10,419	59.6	36	0.2	123	0.7	42	0.2
	1973	8,285	41.9	11,238	56.8	37	0.2	183	0.9	42	0.2
	1974	11,923	49.8	11,787	49.2	78	0.3	105	0.4	75	0.3
	1975	11,625	47.4	12,539	51.1	50	0.2	118	0.5	193	0.8
New Jersey	1970	44,075	49.1	44,011	48.9	337	0.3	1,389	1.8	49	0.1
	1971	46,382	48.8	46,833	49.3	291	0.3	1,425	1.5	71	0.1
	1972	49,001	49.1	48,833	49.0	468	0.5	1,323	1.2	117	0.1
	1973	56,641	52.5	49,117	45.6	569	0.5	1,349	1.2	235	0.2
	1974	63,944	51.9	56,598	45.9	153	0.5	1,317	1.1	712	0.6
	1975	64,107	50.7	58,978	46.6	1,092	0.9	1,820	1.4	520	0.4

Source: Based on New Jersey Division of State Police, New Jersey Uniform Crime Reports 1970-1975. Developed by the research staff of the Study Commission on Adolescent Education in New Jersey.

NEW JERSEY MANPOWER AND RELATED ADVISORY COUNCILS

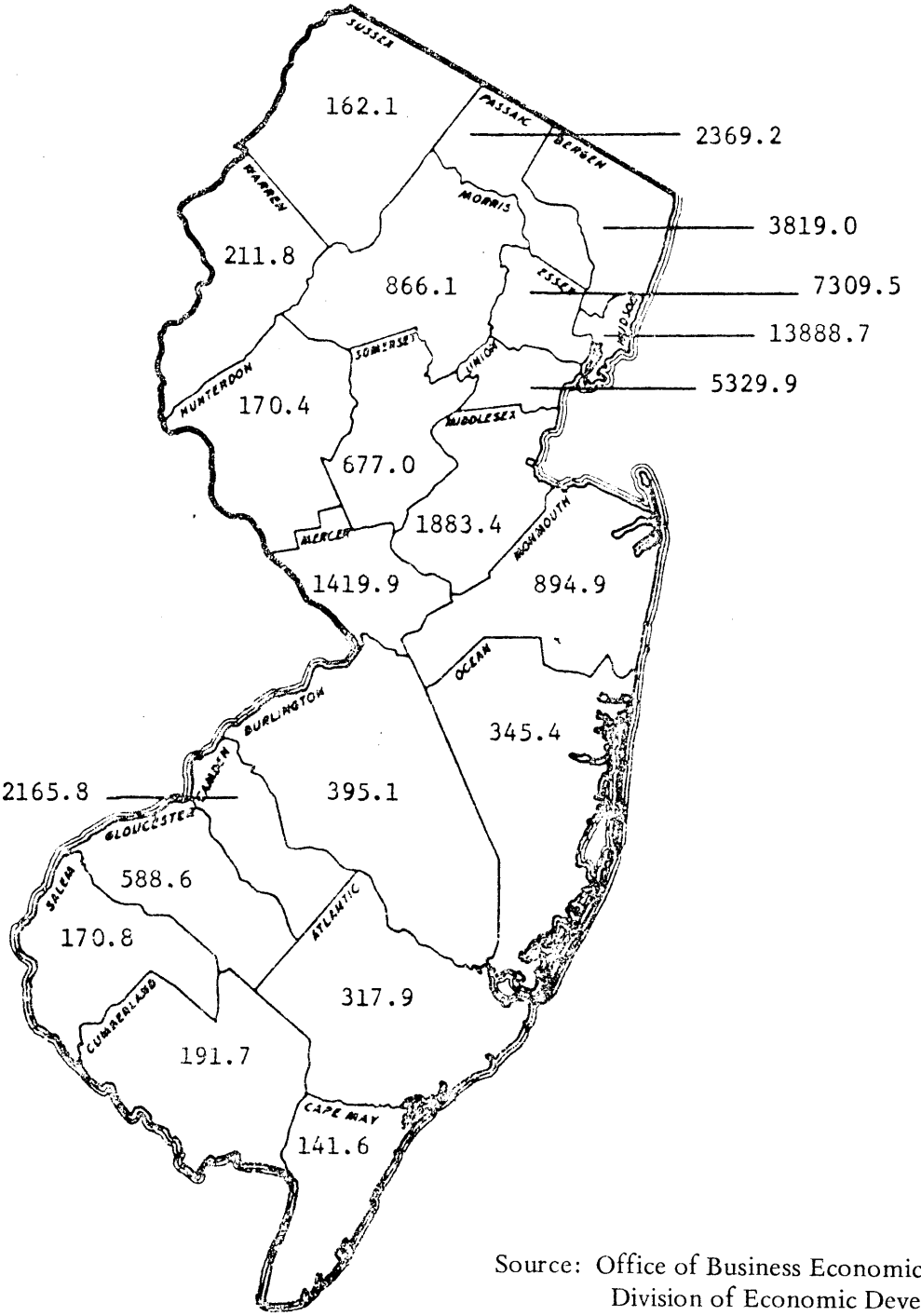
FIGURE 84

COUNCIL	SERVICE AREA		SERVICE CATEGORY							TYPE OF MANPOWER RELATIONSHIP
	STATE	SUBSTATE	EMPLOYMENT & TRAINING	EDUCATION & TRAINING	SOCIAL SERVICES	HEALTH SERVICES	SPECIAL CLIENT GROUP SERVICES	ECONOMIC DEVELOPMENT	LAW AND LEGAL SERVICES	● PRIMARY ■ SECONDARY ▲ INDIRECT
1. STATE MANPOWER SERVICES COUNCIL	X		X							●
- STATE MANPOWER PLANNING REGIONS		X	X							●
2. CETA MANPOWER PLANNING COUNCILS		X	X							●
3. NEW JERSEY STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION	X			X						■
4. COUNTY CAREER EDUCATION COORDINATING COUNCILS		X		X						■
5. NEW JERSEY ADVISORY COUNCIL FOR ADULT, CONTINUING, COMMUNITY EDUCATION	X			X						■
- ASSOCIATED SUBSTATE COMMITTEES AND COUNCILS		X		X						■
6. HEALTH PROFESSIONS EDUCATION ADVISORY COUNCIL	X			X						■
- COUNCIL ON CONTINUING EDUCATION IN THE HEALTH PROFESSIONS	X			X						■
7. STATEWIDE CONTINUING EDUCATION ADVISORY COMMITTEE	X			X						■
8. NEW JERSEY 1202 COMMISSION	X			X						■
9. EDUCATION COORDINATING COUNCIL OF NEW JERSEY	X			X						■
10. TITLE XX ADVISORY COMMITTEE	X				X					■
- TITLE XX COUNTY COALITIONS		X			X					■
11. NEW JERSEY STATE HEALTH PLANNING COUNCIL	X					X				■
- AREA HEALTH SYSTEMS AGENCY COUNCILS		X				X				■
12. NEW JERSEY DRUG ABUSE ADVISORY COUNCIL	X					X				■
13. NEW JERSEY ADVISORY COUNCIL ON ALCOHOL PROBLEMS	X					X				■
- COUNTY COMMITTEES ON ALCOHOLISM		X				X				■
14. NEW JERSEY ADVISORY COMMISSION ON THE STATUS OF WOMEN	X						X			■
- COUNTY AND MUNICIPAL COMMISSIONS		X					X			■
15. "STATE COUNCILS ON AGING"	X						X			■
- COUNTY AND LOCAL COUNCILS		X					X			■
16. VETERANS SERVICES COUNCIL	X						X			■
- VETERANS FACILITIES COUNCIL	X						X			■
17. GOVERNOR'S STATE COMMITTEE ON CHILDREN AND YOUTH	X						X			■
18. MUNICIPAL YOUTH GUIDANCE COUNCILS		X					X			■
19. NEW JERSEY DEVELOPMENTAL DISABILITIES COUNCIL	X						X			■
20. ECONOMIC DEVELOPMENT COUNCIL	X							X		▲
21. GOVERNOR'S ADULT AND JUVENILE JUSTICE ADVISORY COMMITTEE ON CRIMINAL JUSTICE STANDARDS AND GOALS	X								X	▲
22. LEGAL SERVICES ADVISORY COUNCIL	X								X	▲

Source: U.S. Department of HEW Region II. Opportunity for Linkage, An Analysis of Manpower and Related Advisory Councils in New Jersey. April 1977. Exhibit I.

FIGURE 85

1975
Population Density in Counties of New Jersey
Average Number of Persons Per Square Mile of County Area
Average for State: 990.6

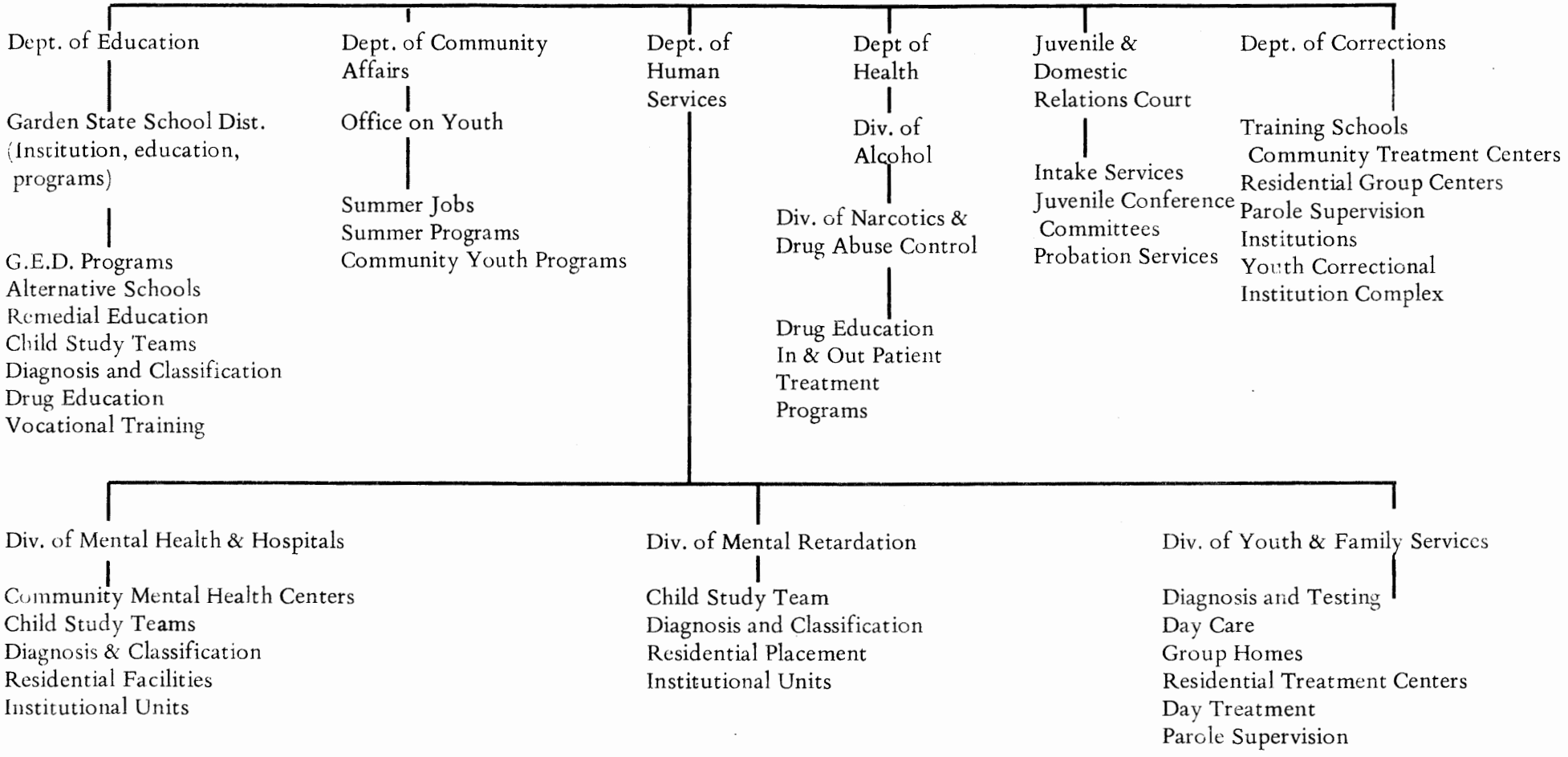


Source: Office of Business Economics
Division of Economic Development
N.J. State Department of Labor
and Industry
February 1976.

Taken from: N.J. State Plan for the
Administration of Vocational
Education 1977 - 1982, p. 44.

FIGURE 86

NEW JERSEY'S SERVICES FOR YOUTH WITHIN JUVENILE JUSTICE SYSTEM



Local Communities: Youth Service Bureaus, Guidance Centers, Recreation Facilities, Religious Groups, Police Youth Aid Bureaus, Private Youth Service Agencies, Residential Facilities.

Source: New Jersey State Law Enforcement Planning Agency. State Plan for the Juvenile Justice Delinquency Prevention Act, 1977. p. 180-a.

FIGURE 87

Research Projects Focusing Primarily upon Organizations That Serve Adolescents, by Type of Research Activity

Organizations Involving Adolescents[a]	Basic and Applied Research and Development Activity: Percentage of FY '75 Adolescence Projects[b] (N)	Percentage Change in (N) between FY '74 and FY '75	Number of Funding Agencies
Law Enforcement and Delinquency Services	2.8 (66)	+100.0	5
Health and Welfare Services	12.4 (291)	+ 32.3	16
Day Care	0.3 (6)	-c	4
Educational Institutions	55.1 (1291)	+ 13.2	18
Secondary	8.5 (200)	-4.3	13
Post-Secondary	3.5 (82)	-3.5	12
Special Education	5.9 (138)	-c	7

Organizations Involving Adolescents[a]	Basic Research Only[d]: Percentage of FY '75 Adolescence Projects[b] (N)	Percentage Change in (N) between FY '74 and FY '75	Number of Funding Agencies
Law Enforcement and Delinquency Services	0.1 (1)	—	1
Health and Welfare Services	1.1 (25)	+316.7	11
Day Care	0.1 (2)	-c	1
Educational Institutions	2.1 (49)	—14.0	10
Secondary	0.2 (6)	—33.3	3
Post-Secondary	0.4 (9)	—10.0	3
Special Education	0.1 (4)	—c	2

[a]All categories are mutually exclusive.

[b]Total number of adolescence projects: N=2,343.

[c]No valid comparison possible.

[d]Basic and primarily focused upon organizations involving nonadults.

Source: Lipsitz, Joan. Growing Up Forgotten. A Review of Research and Programs Concerning Early Adolescence. A report to the Ford Foundation. (Lexington, Mass.: D.C. Heath and Company), 1977. p. 66.

FIGURE 88

NEW JERSEY PUBLIC ASSISTANCE STATISTICS

Assistance	September 1975	September 1974	Percent of Change	Percent of Population Receiving Assistance in 1975
Total Persons All Programs	580,629	547,209	6.1	7.8
General Assistance	20,067	16,410	22.3	.26
County Programs	481,798	466,910	3.2	6.5
Total Persons Aid for Dependent Children (AFDC)	447,780	433,986	3.2	6.0
Number of Children	319,989	312,051	2.5	14.1 2/
Number of Adults	127,791	121,935	4.8	2.6 3/
Total Persons Aid to Families of Working Poor	34,018	32,924	3.3	.45
Number of Children	21,493	21,410	0.4	.95
Number of Adults	12,525	11,514	8.8	.26
Total Persons Supplemental Security Income	78,764 1/	63,889	23.3	1.1
Number Aged	38,656	32,982	17.2	5.1 4/
Number Disabled	39,103	29,955	30.5	.52
Number Blind	1,005	952	5.6	.013

Source: Based on New Jersey Department of Human Services data. Developed by research staff of the Study Commission on Adolescent Education in New Jersey.

1/ Of this number, approximately 62,000 persons received a state supplemental assistance payment.

2/ Percent of the approximate number of persons under 18.

3/ Percent of persons over 20.

4/ Percent of persons over 65.