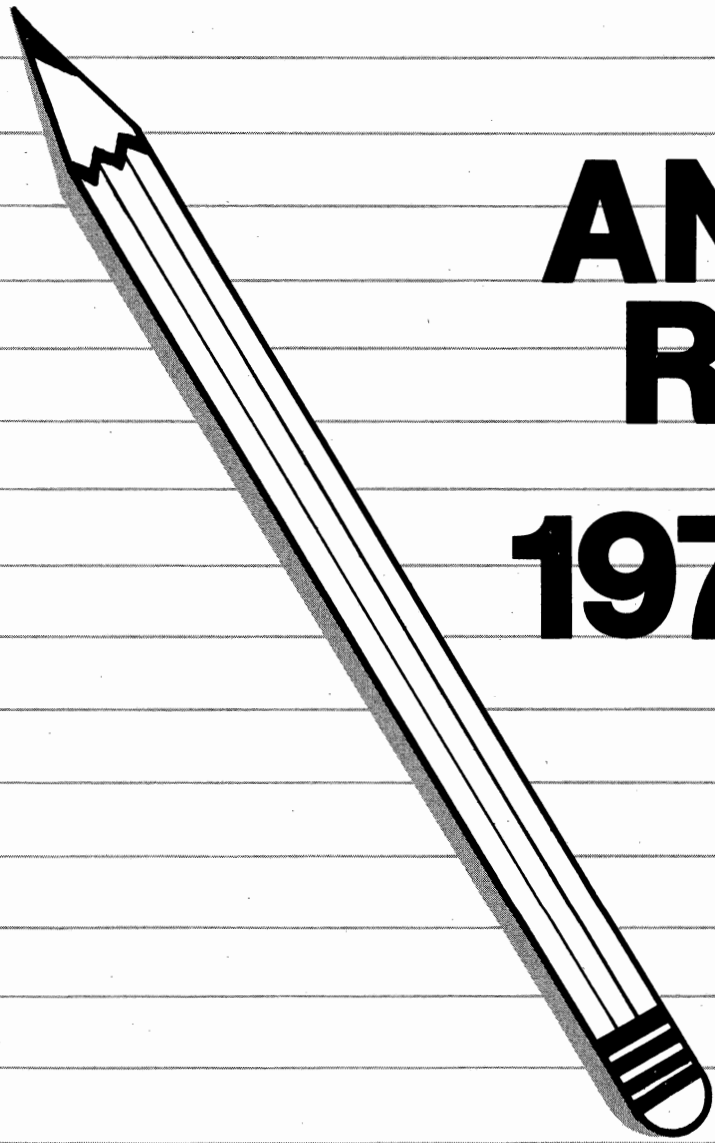


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# **ANNUAL REPORT 1978-1979**

**New Jersey  
State Department Of Education**



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ANNUAL REPORT  
OF THE  
NEW JERSEY STATE DEPARTMENT OF EDUCATION  
1978-1979



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### Preface

This document is the annual report of the Commissioner of Education for the fiscal year beginning July 1, 1978, and ending June 30, 1979, fulfilling the requirements of N.J.S.A. 18A:4-40, 18A:7A-11, and 52:14-18.

This report is organized into three major chapters: the Commissioner's message; an overview of statewide educational issues; and a description of departmental operations. The report concludes with an appendix of selected statistics.



### Acknowledgements

The Commissioner of Education wishes to acknowledge the editorial and technical assistance of the Department of Education staff who were involved in the development and preparation of this annual report for fiscal year 1978-79.

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## I MESSAGE FROM THE COMMISSIONER

During the past five years, New Jersey's public schools have undergone sweeping changes. The New Jersey State Supreme Court in Robinson v. Cahill provided the direction for these changes when it determined that the state should guarantee equity in educational expenditures for all children. The court also said that the state must define a "thorough and efficient" system of education in order to ensure that it is provided to all children. This landmark decision altered the course of public education in New Jersey.

The New Jersey legislature and the State Board of Education took up this challenge with the Public School Education Act of 1975 and the accompanying T&E administrative code. The act had five major purposes: the equalization of resources available to each school district, the provision for needs of special student populations, the development of state standards for a thorough and efficient system of public education, the implementation of a uniform state system of evaluation to assure that schools met the standards and the marshalling of state and local resources to remedy any deficiencies uncovered through the evaluations.

The achievement of these five goals has preoccupied all New Jersey educators for the past four years. Much of the system required in the law and the code is now in place. It has taken considerable energy and patience to accomplish this task and it has not been without difficulty and conflict. The changes have proceeded because of the professionalism and maturity of those who work in our schools and in this department. The successful implementation of the 1975 act is testimony to the extraordinary commitment and competence of New Jersey's educators.

Have we achieved all of the purposes of the Public School Education Act of 1975? Unfortunately, the answer is no. Researchers have demonstrated that we have not succeeded in equalizing the resources available for the education of each child. Yet we have provided significant additional state support to low-wealth districts. While we cannot be satisfied with these results, we at least have maintained our schools during a difficult period in our economic history.

We can be proud of this state's commitment to programs for handicapped students, bilingual students and students in need of remedial work in the basic skills. In these areas, we have made remarkable progress but we must continue to seek improvements in both the efficiency and effectiveness of our programs. There are still students in need who are not adequately served.

The third purpose has been partially achieved. State standards have been defined in terms of a local process of planning and evaluation. Implementation has been laborious and slow; yet goals have been set and objectives defined in almost all districts and schools. Needs assessments and improvement programs are underway. Citizen access to information and citizen involvement, while not yet satisfactory, have improved in most districts.

The fourth purpose is being met. A state system of evaluation is in place and is continuously being improved. Schools are visited several times each year and districts have received an annual evaluation report from the county superintendent each year since 1977. In general, districts have taken

appropriate corrective actions without further intervention by the state. In several notable cases, additional steps had to be taken to protect the interests of the children being served. The scope and impact of our school evaluation process must be increased in order to fulfill the mandate of the court.

The final purpose also is being achieved. The discretionary funds available to this department are being directed more frequently to districts and schools with serious problems. Department staff have focused their attention on these sites and the four Educational Improvement Centers have given priority to the needs of these districts and schools.

In sum, we have succeeded in part but significant tasks and enormous opportunities will face us in the years ahead. This report describes only one year in a process that will, inevitably, take many years to fulfill the expectations of its architects. We have shown that by working cooperatively and by making efficient use of our resources we can improve our schools. The evidence is not yet dramatic; it remains anecdotal and impressionistic but it is there. Basic skills scores are no longer declining in New Jersey. The needs of handicapped, bilingual, gifted and remedial students are increasingly being met. The progress is there but for those of us deeply involved in public education it is sometimes difficult to see.

There remain major unresolved issues which must be addressed in the next three to five years. Among them are the provision of adequate and equalized state funding for public education, the expansion of opportunities for work experience and the improvement of career counseling for adolescents, the development of more efficient means of delivering support services and special programs, the expansion and improvement of in-service education, the strengthening of public involvement in the schools and the strengthening of local support for effective local corrective actions. In addition, there must be a reduction in the new demands placed upon districts in order to provide time to cope with burdens already placed upon them.

I am confident that our joint venture will succeed, that our schools will evidence visible and measurable improvement and that public confidence and support will be enhanced. This report is a benchmark on the path set for us by the court, the legislature and the State Board of Education. We have made progress along that path and we will continue to do so because it serves the best interests of the children, taxpayers and educators of New Jersey.



## II MAJOR EDUCATIONAL ISSUES OF 1978-79

### 1 Special Concerns

#### Basic Skills

The national concern about student competencies in basic skills persists. Results of various types of standardized testing in traditional basic skills of reading and mathematics as well as those of college entrance examinations, had shown declines. Improvements, however, are once again beginning to be noted.

The Minimum Basic Skills tests, the College Basic Skills tests, the Scholastic Aptitude tests, and the National Assessment of Educational Progress each highlight different needs of different populations under the rubric of basic skills. Extensive efforts of the department have been directed toward improving student achievement with particular emphasis on remedial activities for students not attaining minimum standards on state administered tests.

The department is sensitive to some of the potential problems that are posed by establishing minimum standards. It is essential to guard against teaching skills simply for the purpose of passing tests. The integration, utilization, and application of skills should always be paramount in instruction. Another major concern is to emphasize that minimum standards are just that--minimums. School districts must be encouraged to strive for standards well above state minimums. From the department's point of view, it is imperative that the scope of the educational offering of districts not suffer because of the attention given to basic skills.

In 1978-79, the department's efforts to address basic skills concerns included inservice workshops for districts interested in early adolescent reading; five one-day seminars for administrators in basic skills topics as they apply to T&E; 23 conferences featuring outstanding authorities in basic skills; meetings with state professional associations; nine young authors' writing conferences attended by 3,000 students, teachers, and parents; printing of anthologies of students' writings from the conferences; monthly meetings with groups representing the three major basic skills disciplines--reading, mathematics and writing; a Title VII project with four schools to fuse content area reading and T&E; and printed materials to aid local districts in the major basic skills areas.

The department is pursuing a state plan to facilitate even greater coordination of basic skills efforts emanating from a number of its agencies, as the new federal legislation (P.L. 95-561, Title II) comes to full implementation. Greater coordination should ensure a more unified approach to instruction to achieve greater student competencies through more judicious use of federal and state funds.

Interest in the areas of oral and written communications has led the department to extend the search for guidelines, research and resources to be made available to districts as they expand their program improvement activities into these areas. In mathematics, local districts are being encouraged to review the 10 areas identified as basic skills by the National Council of

Teachers of Mathematics. The work of this professional group, along with that of the National Council of Teachers of English, the International Reading Association, the American Speech-Language-Hearing Association and the Speech-Communication Association all offer significant contributions toward the improvement of basic skills programs.

We have a professional obligation to maintain, and expand upon, the working relationship with citizens, parents, students, and the professional educators in order to strive for excellence and a quality education for all students in all disciplines including those associated with basic skills.

#### High School Graduation Requirements

There has been an increasing interest in both curricular requirements and proficiency standards as minimal criteria for the awarding of the high school diploma. The primary forces behind these interests have been the general feeling of devaluation of the academic credential and the shift of public sentiment toward a more rigorous set of educational experiences in order to better prepare students for an increasingly complicated world.

The State Board of Education and the Commissioner of Education have received a number of recommendations from several independent task forces, calling for the establishment of curricular requirements. The legislative interest is also present.

Senator Feldman's bill, S-1154 has passed both houses and at the close of the fiscal year was awaiting the Governor's signature.\* S-1154 requires demonstration of basic skills proficiency as a condition for graduation. The State Board of Education has an obligation to adopt new, implementing code in 1979-80 and local districts must follow suit in 1980-81.

The proper response of the Commissioner and the State Board of Education is not just to establish administrative code in response to S-1154, but to examine the larger question of minimum course requirements for high school graduation. The present requirements call for two years of history (N.J.S.A. 18A:35-1 to -3) and four years of physical education (N.J.S.A. 18A:35-5 to -8). The research study and recommendations of the department call for additional requirements in communications, computation, social studies, science, creative arts, and career development.

The full social impact of S-1154 will not be known until the bill reaches its full potential with the class of 1985. This is the first class which will be required to fulfill the bill's requirements.

#### Adult and Community Education

Adult functional illiteracy continues to be a major problem in New Jersey. Nearly 2 million of the 4 million adults over 25 years of age in the

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\*S-1154 was signed on December 17, 1979, as P.L. 1979, c. 241, N.J.S.A. 18A:7C-1 et seq.

state have not completed high school and more than one half million have not completed eight years of schooling. Despite this problem, state funding has stabilized at a level which is insufficient to provide programs to meet this need.

Another concern is the need to improve communication, mutual planning and coordination among those departments of state government involved in educationally related social services, adult basic skills and employment training. Increasing the involvement of parents in both the educational process and planning is also a significant concern.

The department has sought supplementary resources to expand the adult learning centers which serve 28 urban areas. The number of functionally illiterate adults enrolled in basic level courses increased from 15,000 to more than 30,000 between 1975 and 1979. The number of candidates for the GED test has increased from 25,000 to more than 29,000 during the same period of time. Although the need and interest are evident, actual program dollars have remained at nearly the same level.

The department has attempted to strengthen the interagency coordination of adult education programs through the county advisory councils for adult education and the county career coordinating councils by providing staff time and specifying planning and coordinating roles. Workshops have been held with county offices on aging, manpower programs, vocational rehabilitation, the handicapped and other related agencies in an effort to improve communication and cooperative activities. It is important that further action be taken to implement the recommendations made by the New Jersey Task Force on Community Education which address three major issues: (1) improving citizen participation in local problem-solving and decision-making processes; (2) establishing interagency cooperation in the planning and delivery of social services between schools and municipalities; and (3) providing alternative uses of school space available because of declining student enrollments. Department staff have begun development of an implementation plan related to the report, which includes the creation of 10 community education models, seven of which will be urban, plus the proposed convening of a sub-cabinet level planning group to address interdepartmental cooperation.

#### Facilities: A Crisis

A study has shown that an estimated \$4.7 billion (in 1978 construction costs) is needed to repair, renovate, or replace the public school buildings of New Jersey school districts. Nine of the 21 counties have been surveyed to date. About 1,000 of the state's 2,461 school buildings, or 40 percent of the total, have been evaluated. The results of this study indicate a capital need of approximately \$1.7 billion to correct the deficiencies identified in the nine counties. Of the buildings surveyed, 47 have been identified as being ready to be phased out for school use, no longer worth renovating.

An additional problem is that in many districts there is a lack of funds for maintenance and operation of buildings and grounds. The situation has been further aggravated in recent years by a Proposition 13 attitude of the electorate, causing a postponement of necessary major repairs and renovations.

In 1978, the department secured the support of the Capital Budget and Planning Commission, the legislature and the Governor to provide \$100 million to aid needy local school districts meeting some of their most urgent capital needs. More than 85 school districts are receiving additional building aid to help meet these needs. The department supports additional appropriations so that in time the deficiencies currently found in many school buildings may be eliminated.

### Societal Concerns Within the Schools

#### Drug and Alcohol Abuse

A 1978 survey by the National Institute on Drug and Alcohol shows that 1 in nine high school seniors smokes marijuana daily. Of youth aged 12 to 17, 53 percent have tried alcohol, 47 percent have tried tobacco, and 28 percent have tried marijuana. More than six out of every 10 seniors from the class of 1978 reported illicit use of drugs at some point in their lives.

With those statistics as a backdrop to the concern of New Jersey educators to do something about the drug and alcohol abuse in the schools, Commissioner Burke convened the Drug and Alcohol Task Force on May 9, 1979. The 20-member task force was charged with developing recommendations for action to eliminate this problem. Representatives of districts, state associations, and the department were involved in this activity.

The task force met over the summer months and delivered a final report [3]\* in September 1979. Twenty-three recommendations were divided among four categories: (1) policy development by the department, (2) policy development by local boards of education, (3) staff development and (4) curriculum development and monitoring. The recommendations are now under review.\*\*

#### Violence and Vandalism

Acts of crime and disruption have become a concern in New Jersey's public schools. New Jersey is not unique in having such a problem. Crime and disruption in the schools is a nation-wide development that grew rapidly in the 1960's and has not substantially decreased since the early 1970's.

At the request of the State Board of Education, a task force was formed in 1978 to study violence and vandalism in the schools. The task force included appropriate departmental personnel, representatives of educational association and representatives from the Department of the Public Advocate, the Attorney General's Office and Educational Improvement Centers.

The task force did not attempt to collect empirical data. It used as a basis for developing recommendations surveys of existing research, meetings with special consultants and three public hearings.

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\*Sources are numbered and placed within brackets [ ] to correspond to the numbering of the bibliography which, for the most part, may be found in the State Library.

\*\*As this report goes to press, the analysis is not completed.

A final report, Reducing Violence, Vandalism and Disruption in the School [9], was submitted to the Commissioner and State Board of Education in May 1979. The report contained 47 recommendations for administrative and legislative action.

A thorough review of the task force report has been made by department staff and an action plan for reducing violence, vandalism and disruption has been prepared and accepted. During the coming year the department will implement the action plan.

On January 3, 1979, A-1564 (P.L. 1978, c. 183) was passed which requires school districts to report incidents of violence and vandalism. Department staff will make an initial report to the Commissioner and the State Board of Education based on the collected data in December 1979. This data will enable the department to refine its plans for addressing the problems.

### Special Education

#### Private Schools for the Handicapped

There are currently 150 private schools within the state and 100 private schools outside of the State of New Jersey approved to provide services to handicapped students. The total tuition costs for New Jersey pupils in approved private schools came to \$26 million for 1977-78 school year. This figure does not include residential costs. A critical issue to be addressed is the result of a recent federal court decision which states that in specific cases a 12-month residential program must be provided if appropriate. This program and the fiscal implications of this decision for New Jersey must be examined. As a result of this past year's efforts stricter monitoring, compliance, approval and disapproval of private schools has taken place. In addition, options other than private school placement are and should be examined by the state in light of the least-restrictive-environment provisions of both P.L. 94-142 and N.J.S.A. 18A:46-1 et seq.

#### State-operated Programs

A major concern in the area of special education is the bringing of state-operated programs into compliance with N.J.S.A. 18A:7A-1 et seq., N.J.S.A. 18A:46-1 et seq., and the accompanying code. This concern is of importance to the parents and students placed in residential schools, residential state-operated and day state-operated programs. The department has been working closely with the Department of Human Services in bringing about compliance. The result has been a continuous, joint planning effort to upgrade staff and programs in state-operated facilities to meet basic areas of compliance. With the signing of A-86 (P.L. 1979, c. 207), the department can require that programs in state-operated facilities comply with the state's education laws.

#### Preschool Education for the Handicapped

In the area of preschool education for the handicapped, a delivery system composed of child-finding, screening, assessment, educational programs and parent involvement has been established and expanded. The cost of preschool

education is very small compared to the cost of remediation. This is important both to the taxpayers and the parents of the handicapped children who benefit from the program. The department and the legislature must move toward the mandating of services for prekindergarten, handicapped children, ages 3-5, by establishing law and code to provide services in a non-categorical manner.

#### Classification of Handicapped Children

Currently, N.J.S.A. 18A:46-1 et seq. requires local school district child study teams determine specific handicapping conditions of children. At both the state and national levels, parents and professionals are questioning the use of classifications by handicapping condition. This is due in part to the fact that, by state and federal law, the key determining factor in a handicapped child's educational program is not the classification but rather the specific programs and/or services required to meet the child's educational needs. During 1979-80, the department will be examining closely program and fiscal issues that surround the current classification system, and specific alternatives to classifications. As appropriate, recommendations for future directions may be forthcoming as a result of the department's review.

#### Urban Education: Districts in Need of Improvement

In New Jersey and the nation as a whole, a major educational concern is that students in urban areas seem to be learning at a lesser rate than students in non-urban environments. Public comments by the various levels of government, by the education community and by the parents indicate that there has been and remains much dissatisfaction with the conditions of education in urban areas.

There are factors, both external and internal, which affect urban education in New Jersey. In the urban areas, we find a larger concentration of multilingual, multicultural and multi-ethnic students, with unequal social and economic backgrounds and opportunities. These students often change in residence from one urban school to another (either intra- or inter-city). Socio-economic status and a high incidence of mobility are correlated with poor academic achievement. Other external factors include the size of the urban school district (and the concomitant effort, resources, etc., needed to bring about the changes in these large and long established organizations); the fiscal conditions of the urban municipality (municipal overburden) and its impact upon local education; and the quality of the physical plant in urban school districts.

The department has been focusing its research, development, and programmatic efforts on these factors. In response to the T&E mandate, the department is attempting to respond to the internal and external factors affecting urban education in New Jersey.

The Department of Education's Urban Task Force met regularly during the fall of 1978 to develop a specific plan for urban districts. In reviewing data concerning urban districts, two things became apparent. First, some districts which are not urban in nature were experiencing severe educational problems and, second, some districts categorized as urban were making considerable educational progress. In response to this finding, the committee changed its focus from urban to high-need districts. A set of departmental objectives to improve education in these districts was developed.



Simultaneously, another department committee developed criteria for classifying districts and schools. The classification of districts and schools in 1980 will result in identification of districts and schools which need improvements. This raised fundamental issues for the urban/high-need district plan. Should the department have two plans: one based on urban and need as defined by the Urban Task Force and another based on the needs identified by classification criteria? With limited resources, it became apparent that the department had to address its efforts to one set of high need districts and the criteria for identification had to be the same for the required T&E evaluation report on districts to the legislature and for classification in 1980.

Development of a specific plan for a school improvement program for high-need districts was postponed until the classification criteria were determined.

Some of the departments' activities directed toward high-need districts in 1978-79 were: (1) involvement in development of community schools in Elizabeth and Atlantic City and development of plans and resources for expansion to 19 other urban areas; (2) administration of Job Corps and Project COED to serve primarily urban youth; (3) greater involvement of county offices in monitoring and assisting high-need districts; (4) direct department involvement in Newark, Trenton and New Brunswick; (5) increased targeting of development funds in urban areas; (6) distribution of the \$100 million bond issue in a manner to emphasize urban needs; (7) development of plans for a new vocational school in Jersey City; (8) on-going sessions involving the department and the 31 urban-aid districts' administrators; (9) obtaining for Newark and Jersey City a \$180,000 Youthwork Grant to develop a model career counseling program and demonstrate interagency cooperation; (10) revision of criteria for the selection of R&D projects to reflect district needs; and (11) compensatory R&D support of a consortium of urban districts in central Jersey in cooperation with EIC-Central.

Much remains to be done to improve educational services in some districts. Over the next year, the department will continue to provide assistance to the high-need districts. The department will continue to explore issues that have particular relevance to urban and high-need districts.

## 2 School Finance

### Additional State School Building Aid

P.L. 1978, c. 74, provided for \$100 million in additional state school building aid for renovations or new construction of regular facilities, additional vocational facilities for the handicapped and facilities for general community and social services. Preliminary applications were submitted by 208 districts for a total of slightly more than \$874.5 million in estimated project costs. The State Board of Education awarded entitlements to 85 districts as follows:

ADDITIONAL STATE SCHOOL BUILDING AID AWARDS

Regular facilities	\$ 62,257,000
Additional vocational facilities for the handicapped	30,978,000
Community and social services facilities	<u>6,765,000</u>
	\$100,000,000

Budget Caps and Cap Waivers

Increases in school district net current expense budgets are limited by a computed maximum amount as defined by N.J.S.A. 18A:7A-25. This "cap" amount may be increased on appeal to the Commissioner if an enrollment increase is anticipated or the district cannot meet goals, objectives and standards established pursuant to the Public School Education Act of 1975. The Commissioner's decision may be appealed to the State Board of Education.

The cap formula and appeals to the Commissioner and State Board of Education are not the final word on district expenditures. The tax levy incorporated in the budget must receive the approval of the voters in Type II districts and Boards of School Estimate in Type I districts. If the levy is defeated by the electorate or reduced by the Board of School Estimate, the municipal governing body may approve or reduce the tax levy. The local board of education can appeal to the Commissioner if the governing body's reduction is considered excessive by the board.

For the 1978-79 school year, the cap formula permitted increases of \$135 million. Under the cap waiver process, the Commissioner approved increases of \$42 million and disapproved \$15 million. On appeal, the State Board approved an additional \$267,000 of the \$2.6 million requested. Other districts did not budget \$11 million of their permitted increase resulting in an actual increase in 1978-79 budgets of \$166 million.

School district budget statements were monitored for compliance with the budget "cap." Tax levy adjustment memorandums were sent to those districts which had exceeded their cap for various reasons.

The time and costs associated with administering the cap process have grown substantially. Top administrative personnel in the division spend a disproportionate part of their time from the middle of January to the middle of March working with county offices and the State Board of Education in resolving cap issues.

Although the present budget cap law has provided an effective limit on large budget increases, it has not allowed some districts to maintain their real expenditures per pupil. Weaknesses in the present cap law have been documented by a series of studies conducted by the Department of Education and outside agencies [2, 7]. Senate bill S-1212 has been offered as a solution. The bill would modify the cap as follows: (1) the cap would apply to the entire current expense budget; (2) different cost patterns in districts that



serve different grade levels would be recognized; and (3) the cap percentage would become more stable because the rate of increase would be linked to the growth in New Jersey personal income rather than equalized property valuations. This bill would provide a more equitable cap calculation and has the support of the State Board of Education and the Commissioner.

### State Aid

There were two major developments in state aid during 1978-79.

During the fiscal year there was a reduction of the 1978-79 appropriations for equalization and compensatory education aid forcing a proration at 99.33 percent for equalization and 99.9 percent for compensatory education.

P.L. 1978, c. 158, reduced the equalization and minimum aid and reduced transportation aid to 90 percent of approved costs. The result of the Chapter 158 amendments to Chapter 212 was a \$22 million reduction to state aid for 1979-80.

In 1978-79, the department implemented a system of recovering unexpended 1976-77 compensatory and bilingual funds. The unexpended balances as reported in the statutory audit were used as the basis for adjusting the 1978-79 categorical state aids. This administrative process was commented on in the Office of Fiscal Affairs audit, while the Department of Education has requested the Attorney General to review and advise the department of this administrative process.

State aid amounts are based upon data which includes a district's budget, wealth and resident enrollment. With the exception of resident enrollment, district figures can be easily verified. During the 1978-79 school year, the department audited school registers, on a sample basis, to verify resident enrollment. These audits indicated that local district resident enrollment counts are not always reliable. While the degree of this problem has yet to be determined, the department is concerned because of the effect that resident enrollment counts have on state aid and "cap" calculations. Of the 13 districts audited, \$178,748 was determined to have been overclaimed and \$31,894 underclaimed. Negotiations to collect overclaims are underway.

## 3 School Governance and Management

### State-Local Relations

During the past four years, most districts have been working diligently to implement the multi-faceted requirements of the T&E law and code. The work is compounded by additional requirements of state and federal mandated programs, such as bilingual education, compensatory education, and Title I.

Local districts continue to be vocal in calling for a moratorium on new law and code. The larger districts are finding ways to cope with the workload, but the burden is falling heavily on smaller school districts with a single full-time administrator. Some options to be explored in resolving this kind of pressure on the smaller districts are to (1) change the requirements set forth in the T&E law and code; (2) on a case-by-case basis, consolidate

certain school districts, which are functioning below a certain economy of scale into a larger, more economical size; or (3) remove certain business and operational functions from the smaller districts and consolidate those services at a regional or county level through educational services commissions. In 1979-80, the Commissioner will be studying this problem and recommendations should be forthcoming.

Another mechanism that should reduce the burden on the districts is the possible change in monitoring strategies. Classification of local districts is scheduled for the end of the 1979-80 school year, and recommendations already under study include to concentrate the monitoring resources on high need districts, to decrease the frequency of monitoring, and to decrease the quantity of data being collected.

During 1978-79, special action by the Commissioner was needed in three urban districts: Newark, Trenton and New Brunswick.

#### Newark

Through the auditor general and the Essex County Office of Education, the Commissioner monitored the implementation of the Newark Remedial Plan which was developed by the district as a result of monitoring and a show cause order. There were 101 major objectives identified in the plan.

The remedial plan was monitored in two phases. The first included the development of management structures and programs. The second phase included the implementation of the management processes and programs.

Although progress has been made in all areas of the plan, department personnel continue to cite conditions that demand the continuing attention of the board and the administration. Recommendations were made in all areas, including board policy, administrative procedures, staffing practices (including staff development), program evaluations and fiscal management. In addition, each of the schools was visited at least eight times during the year, to assure compliance with the T&E law and code.

#### Trenton

The department's Task Force for Trenton assisted the district through intensive team studies in preparing a remedial plan to address deficiencies in a number of areas. Particular attention was addressed to special education, bilingual education, affirmative action, school budgeting, staff certification and administrative procedures.

When the district failed to implement the remedial plan, on February 5, 1979, the Commissioner directed the district show cause why he should not take appropriate action to insure that a thorough and efficient system of public schools be operated in Trenton. Five public hearings were held in March 1979. The hearing examiner's report recommended actions which the Commissioner and the State Board would use to intervene in the district for a period of two years to correct serious deficiencies.\*

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\*On November 7, 1979, the State Board of Education concurred with the Commissioner's recommendation to intervene in the school system for two years; a monitor general was to be appointed as the department's representative.

### New Brunswick

The very low scores on the 1978 Minimum Basic Skills (MBS) tests brought a flood of public protest in New Brunswick. The New Brunswick Board of Education and district superintendent requested that the Commissioner provide special assistance. The Commissioner brought together a "blue-ribbon" group of citizens which rallied parent and public support for the district's efforts to address the problem. State resources and staff from the county office, Trenton, the Educational Improvement Center in Hightstown and a private consulting firm also provided assistance. The "crash" program, in addition to the on-going efforts, resulted in marked improvement in 1979 MBS test scores.

### Impact of Declining Enrollments

During 1978-79, total public school enrollment continued to decline as the last of the "baby boom era" student cohort produced the largest 12th grade class in state history and the entering kindergarten class was comprised of the lowest student cohort in the past 20 years.

Total public school enrollment declined by 44,201 students or 3.2 percent between 1977-78 and 1978-79. This marked the seventh consecutive year of declining enrollment and a total loss of 160,540 students (a 10.7 percent decrease) between the peak enrollment year 1972-73 and 1978-79. However, births in 1977 and 1978 were up approximately 3.5 percent from a 1976 nadir, thus enhancing the potential of a "mini baby boom" during the mid-1980's. Nevertheless, this mini baby boom is generally isolated in the state's four growth counties and New Jersey's first ring suburban communities will likely continue to experience a decline in births and student enrollment. In Bergen County, for example, heavy declining enrollments have produced highly exaggerated and inflated per pupil expenditures as reductions in educational costs could not keep pace with the loss in state per pupil aid engendered by declining enrollment. Preliminary research indicates that declining enrollment is a major factor in disequalizing the per pupil equalization component of the state aid. For example, there is a direct correlation between average years of experience for teachers and the level of decline in a district. Because declining enrollment districts generally have older, more experienced teachers, their instructional costs, which average 79 percent of a total district's budget, are commensurately higher. Declining enrollment districts cannot cut back on facilities, reduce staff and curtail program expenditures at a rate equal to student loss, thereby spreading tremendously inflated energy and insurance expenses as well as the aforementioned district expenditures over fewer students, which artificially boosts per pupil expenditures. Due to these factors and other variables, some low-wealth districts that received a larger share of equalization but did not budget up to a cap could not keep pace proportionately with some high-wealth declining-enrollment districts that received a smaller share of equalization money but budgeted up to cap. Declining enrollment is a major factor in low- and high-wealth districts not moving toward equalized spending and, in fact, moving farther apart, thereby negating, to some extent, the equalization intentions of the state aid.

The state should make a financial commitment to local districts with underutilized facilities in terms of broadening the utility of the public

schools and moving toward the concept of community schools. Financial assistance should be provided for the operation of programs for pre-school, day care, adult and continuing education, and senior-citizen students in underutilized facilities, and for the development of programs and alternative schools for disruptive and alienated students and special education and handicapped children and adults. Further, the state should review all its facility leases currently held with private individuals and interests and attempt to locate state-agency offices in schools if their facility needs can be accommodated by unused or underutilized school facilities.

The rationale is that with a potential mini baby boom on the horizon, it certainly behooves many local districts to retain their facilities unless reliable enrollment projects dictate their disposal. In the long run, it will be much more expensive and inefficient for local districts with declining enrollment that are forced to sell their facilities now, only to build new facilities in five or ten years to meet increasing enrollment demands.

#### Implementation of Bond Issues: Regional Day Schools

A 1973 bond issue passed by the electorate made available \$25 million for the establishment of regional day schools for severely handicapped students and for additions to the Marie H. Katzenbach School (which are now completed). Students, ages 5 to 20, who are deaf, deaf-blind, multiply handicapped and severely emotionally disturbed are the target population.

A master plan, completed in November 1978, pin-pointed some 2,900 youngsters in need of more appropriate programs and facilities. Given the residential spread of the students, and with a favorable opinion from the Attorney General, it was decided to establish 11 regional day schools. Ten of the eleven are being designed and constructed anew. The 10 are located in the counties of Atlantic, Bergen, Camden, Essex, Hudson, Mercer, Middlesex, Morris Ocean and Salem. The 11th was purchased to continue an existing program for deaf students who reside in the northeast section of the state. The school, Millburn, is located in Essex County.

Architects for all schools have been selected and employed. All sites have been identified for free transfer to the state by 99-year lease or fee simple. Three sites have been acquired and two are in the final negotiations stage toward acquisition. A school in Bergen County is under construction. It is expected that a minimum of five others, and perhaps all, will be under construction by the spring of 1980. Given adherence to this schedule, it is anticipated that all schools will be available for use of students by September 1981.

#### Improvement of Business Practices

In 1978-79, the department addressed itself to a number of areas: the implementation of parts of the Task Force on Business Efficiency report [6] completed in January 1978; the continual work on program oriented budgeting; and the move to strengthen the department's data processing services.

A uniform educational program structure was completed and published in September 1978 [5]. School districts are now being encouraged to begin examining their budgeting system to effect a conversion from a line item to a

program-oriented budget (POB). By fiscal year 1982-83, all local boards of education shall adopt POB formats (N.J.A.C. 6:20-2.3).

A number of districts expressed concern (through the public hearing process of the July 1979 State Board hearings on T&E) on the cost-effectiveness of the POB system and its benefits to the children. The system will apparently be particularly difficult for the smaller non-computerized districts on manual accounting systems.

A larger problem which the legislature needs to address is how to help the department solve its data processing needs. In 1978-79, data processing functions were transferred to the Office of Management Information in the Bureau of Research and Evaluation, Division of Operations, Research and Evaluation. This centralized control of most (but not all) production and research runs through a systems analyst and a computer manager. However, the department still does not have enough resources--money and manpower--to respond efficiently to internal and external requests for information.

The department does not have a system under its direct control to manage data. It must rely on services through the Department of Labor and Industry, the Department of Transportation or the Educational Computer Network, Princeton. A system under department control, and additional personnel at several levels are needed to effect the development of an integrated data base, the "cleaning" of existing files, and the move to reduce hard copy paper through installation of an interactive system and operating systems for the myriad of reports required at the district, state and federal levels. These problems should not be ignored when the state spends one-third of its budget on education.

It is recommended that a thorough review of State Department of Education and regional management information and data processing capabilities be conducted by the State Board, legislature and the executive to identify needs in this area and take appropriate actions to remedy deficiencies.

#### 4 Implementation of the "Thorough and Efficient" Law (N.J.S.A. 18A:7A-11): A Status Report

The Public School Education Act of 1975 (P.L. 1975, c. 212) mandated a new system of accountability and improvement for the public schools of New Jersey. The law is unique among the accountability laws passed by state legislatures because it proposes a three-way partnership among the state, the local educational authority and the citizens served by that authority. Each is asked to play a critical role in an effort to ensure a "thorough and efficient system of free public schools" for all the children of New Jersey.

In this "thorough and efficient system of free public schools" the primary role of the state is to create a climate within which citizens and educators in a locality will work together to improve and maintain their schools. Ultimately, however, the constitutional responsibility for education rests with the state. Thus, should local efforts to correct deficiencies in the educational system be stunted or fail repeatedly, the law provides for direct intervention by the state to protect the interests of children.

The state stimulates local initiative through an annual evaluation of all schools and school districts. The annual evaluation is mandated by N.J.S.A. 18A:7A-10:

For the purpose of evaluating the thoroughness and efficiency of all the public schools of the State, the commissioner, with the approval of the State Board and after review by the Joint Committee on the Public Schools, shall develop and administer a uniform, Statewide system for evaluating the performance of each school. Such a system shall be based in part on annual testing for achievement in basic skill areas, and in part on such other means as the commissioner deems proper in order to (a) determine pupil status and needs, (b) ensure pupil progress, and (c) assess the degree to which the educational objectives have been achieved.

The monitoring process has been carried out in accordance with N.J.A.C. 6:8-6.1 et seq. by county office and central office staff designated by the Commissioner. The culmination of the monitoring process results in June 1 letters of recommendations from the county superintendents to the districts; districts must reply to each item cited in a feedback instrument of July 1. The June 1 letters and the July 1 responses form the basis for monitoring in the following year.

During 1978-79, the monitoring of public schools by the county school program coordinators was focused on five major areas. These five areas were: (1) the continuing activities of districts and schools as they implement T&E, (2) the efforts of the districts and schools in reaching and maintaining compliance with all statutory requirements, (3) the activities that districts and schools intend to implement during the year as reported in their annual report to the department, (4) those items identified in the district budget submitted December 1977 as improvements to activities or programs and (5) the activities or programs for which a cap waiver decision was made.

Additionally, other mandated programs were added to the 1978-79 monitoring of districts and schools. While these programs were reviewed and in some cases monitored in the past, they are now subject to a more rigorous monitoring procedure by department staff. These programs or activities include:

- Adult Education
- Auxiliary Services to Non-Public Schools
- Bilingual Education
- Curriculum (except basic skills)
- Equal Educational Opportunity/Affirmative Action
- ESEA Title I (monitored as part of basic skills)
- Facility Planning
- Migrant Education (monitored as part of basic skills)
- Pupil Transportation
- Secondary Education
- Special Education
- Staff Evaluation
- State Compensatory Education (monitored as part of basic skills)



Vocational Technical Education  
Vocational Technical Safety

Implementation of T&E

Activities related to school district implementation of T&E in 1978-79 included: (1) assessment of educational objectives related directly to district/school goals, (2) extension of the T&E management process into individual schools, (3) planning and implementation of a basic skills improvement plan for the district's regular school programs and its preventive and remedial programs, (4) development of one other area of concentration in communications, e.g., writing, speaking or listening, (5) expansion of computation program objectives to include problem solving and the application of mathematical skills to every day situations, (6) activities to implement recommendations of the county superintendent and (7) the development of a program structure as the first step toward implementing a program oriented budget.

The department placed an emphasis on resolving concerns for the continued implementation of T&E. Emphasis was placed on: (1) the targeting of technical assistance efforts to districts of high need; (2) increased communication with principals and instructional staff members at the school level; (3) integration of all elements that contribute to the remedial process including compensatory education, Title I, bilingual education, etc.; (4) quality of the monitoring process which is reliant upon the quality of professional judgment; and (5) review and update of department priorities to focus more sharply on emerging social issues, the social and community context of education, and a futures perspective.

Some of the more specific activities of the department will serve to further illustrate an emphasis in these five areas:

1. The targeting of technical assistance to districts of high need was conducted by department staff within the constraints of accessible resources. Concerted activities were conducted in the urban areas of Newark, Trenton, Jersey City and New Brunswick. These activities spanned a wide range from finances to classroom methodologies in the basic skills.
2. The school principal (middle management) as a focal point in the implementation of T&E was accentuated. A pilot program was conducted in Atlantic County to upgrade the skills of middle management personnel through intensive training. The program was conducted by the department with the regional laboratory Research for Better Schools. In addition, the department was a major force in a tripartite activity with the Commission on Secondary Schools, Middle States Association of Colleges and Secondary Schools and the New Jersey Association of Secondary School Principals and Supervisors. The activity was centered on the development of a manual that interrelated T&E with the Middle States program evaluation procedures which are commonly used by the secondary schools in New Jersey.

3. There has been much effort expended by department staff toward the integration of all elements of the basic skills program. A standard format for the evaluation of the total basic skills program is under development. Local basic skills programs were monitored by the county staff to ensure that the elements of the basic skills programs were properly integrated.
4. Continuing in-service activities were conducted by the department for county staff. The activities were designed to ensure consistency of judgment in the monitoring of district and schools. These activities were conducted primarily on a required (Northwest, Northern, Central and South) basis with appropriate staff. The meetings were conducted on a regular schedule (monthly) with the agenda determined by the participants. Further, semi-monthly meetings were held for the county superintendents. These meetings with the county superintendents provided the main avenue of communication between the department and the local school district.
5. The department responded to a number of critical issues as the year unfolded. Among these issues were achievement in the basic skills, violence and vandalism, declining enrollment, teacher evaluation, school/community relations, urban education, education for the gifted and talented, education in the arts, minimum educational standards and school facilities. Major concern was evidenced by the department in its deliberations on the national problems and issues related to energy and the economy.

#### Expectations for 1979-80

During 1979-80, most districts are expected to meet, at least, the following minimum expectations related to management, basic skills, compliance activities and program-oriented budgeting.

#### T&E Management

Through the assessment of educational objectives related directly to district/school goals, the chief school administrator shall continue to determine district/school needs according to the regulations set forth in N.J.A.C. 6:8-3.4(b). The T&E management process shall be extended into the individual schools through (1) the development of program objectives, (2) the identification and description of programs, (3) the identification of program needs and (4) the evaluation of programs other than basic skills.

#### Basic Skills

The planning and implementation of a basic skills improvement plan for the district's regular school (developmental), preventive and remedial programs shall be conducted in accordance with N.J.S.A. 18A:7A-7 and N.J.A.C. 6:8-3.4, -3.7, -3.8, and 6:39-1.4.



Compliance Activities

Activities designed to initiate the implementation of long- and short-range recommendations made by the county superintendent to the local school board and administration shall be in evidence in accordance with N.J.A.C. 6:8-3.1(c).

Program-Oriented Budgeting

Each district shall continue the development of a district and school budget by program according to N.J.A.C. 6:20-2.3.



### III NEW JERSEY DEPARTMENT OF EDUCATION OPERATIONS

#### 1 Changes in the Department for 1979-80

As indicated in last year's report, the department underwent a major reorganization in August 1978. The divisions were split into two groups: those primarily concerned with internal department operations and those that primarily provide services to the school districts.

Now, a year later, certain other adjustments have been made. To facilitate communications and increase accountability to the respective constituents, three units were transferred at the end of 1978-79: the Bureau of Grants Management moved from Operations, Research and Evaluation to the Office of the Commissioner; and Title IV-C and School Approvals moved from the Office of the Deputy Commissioner to the Division of School Programs. The move of Title IV-C consolidates all research and development monies in one division (already having compensatory education and Title I R&D funds); a departmental R&D coordinating council has been established to maximize the use of limited funds at the department's disposal. School Approvals' functions compliment the services of the Branch of Curriculum, School Programs.

A parental involvement unit was established in the Bureau of Adult and Community Education in the Division of School Programs; its mission is to compile information about model programs nationwide and distribute that information to interested districts and parent groups and conduct training. A pilot test telephone hot-line was set up in Middlesex County to refer parents' questions to the appropriate district, county or state agency. The Commissioner believes that this vehicle will be an important tool in increasing parent involvement in district planning.

The Educational Improvement Centers (EICs) were separated from the department with the signing of N.J.S.A. 18A:6-95 et seq. (P.L. 1978, c. 58) on June 29, 1978. The EICs are now classified as regional intermediate school districts. The necessary code (N.J.A.C. 6:80-1.1 et seq.) was approved and adopted in July 1979.

The changes described above are intended to further the continuing efforts to make the department more efficient and responsive to its constituents.

#### 2 Management and Operations

##### Office of the Commissioner of Education

The Commissioner of Education is the chief executive and administrative officer of the Department of Education. He is the official agent of the State Board of Education, and serves as the budget and fiscal officer as well. As the chief officer for education in New Jersey, he serves on numerous state level committees; speaks to interested groups, citizens groups, educators and professional associations; testifies before Congressional and State Legislative bodies and represents New Jersey to various national organizations.

Under a departmental reorganization beginning in July 1978 a small staff was created in the Commissioner's office to assist with the development of effective state policy in education and to coordinate implementation of current policies. Throughout the year, these individuals have provided analytic work for the Commissioner in areas such as school finance, in-service education, school evaluation and facilities needs. They also have coordinated implementation of the \$100 million and \$25 million bond issues and contributed to numerous inter-divisional projects and studies.

The Commissioner undertook a number of initiatives during 1978-79 to improve the quality of services to and conditions of schooling for students. Among these were (1) the development, at the state level, of regulations requiring the evaluation of tenured teachers and administrators, (2) the clarification of administrative procedures for the continuous education of children whose parents are in spouse abuse centers, (3) the development of a community/school relations regulation that improves citizen access to information and (4) the formulation of several special task forces to make recommendations for action on such issues as violence and vandalism, drug and alcohol abuse, and New Jersey studies. Recognizing the need for the pursuit of excellence, the Commissioner took a strong stand in support of legislation requiring demonstration of proficiencies prior to graduation from high school. In addition, the Commissioner continued to use special agents in those districts experiencing extraordinary difficulties. These were an auditor general in Newark, a task force in Trenton, and an advisor in New Brunswick.

During 1978-79, the Commissioner also took steps to initiate a more direct and cohesive relationship between the Department of Education and other state agencies. Through the work of his immediate staff and the Office of Planning and Development in the Division of Operations, Research and Evaluation, collaborative planning and activities were undertaken with the Departments of Labor and Industry, Community Affairs, Health, Human Services, and the State Law Enforcement and Planning Agency. Specific results accomplished through this cooperation included the placement of a person in each Education Improvement Center to develop alternative education programs for youth whose absenteeism, truancy, and disciplinary problems are higher than average, an interagency agreement to provide coordinated educational and social services to Indochinese refugees, and the further development of the community education concept in selected districts. Future plans call for working with the Department of Health to address the educational needs of teenage parents and working with the Department of Labor and Industry to review the impact of the Child Labor Laws on provisions of employment and job training for youth.

#### Office of the Deputy Commissioner

The deputy commissioner, as second in command, is the Commissioner's chief administrative officer. Functioning as executive officer, the Deputy advises the Commissioner on all operational and policy matters and is designated acting commissioner and representative of the Commissioner as required.

As chief liaison with other state agencies, the legislature, the federal government and the general public, the deputy is the link between the department and the various lay and professional education groups in the state. Also, the deputy serves as a member or Commissioner's alternate on many policy-making and advisory councils.

Additionally, the deputy commissioner directs and manages the administration of the 21 County Offices of Education, the Office of Equal Educational Opportunity, Elementary and Secondary Education Act--Title IV\*, T&E coordination and monitoring, the Educational Improvement Centers and the school improvement process. The deputy also has primary responsibility for coordinating external department functions relating to school districts. In addition to the county offices, the Divisions of Finance and Regulatory Services, School Programs, and Vocational Education and Career Preparation come under the direction of the deputy.

### Controversies and Disputes

The purpose of the Division of Controversies and Disputes is to perform the function of hearing and determining controversies and disputes arising under the school law (N.J.S.A. 18A:6-9) and the rules of the State Board of Education (N.J.A.C. 6:24-1.1 et seq.). The emphasis is to provide educational consultative services with respect to decisions of the Commissioner, State Board of Education and the courts which affect the management and operation of state, county and local educational agencies. The procedure, followed by the Department of Education since 1867, has been consistently based on the application of educational expertise and sound administrative practice. In 1978-79, the department received 473 formal petitions and the Commissioner rendered 255 decisions.\*\*

The division prevents many school problems from becoming formal petitions requiring litigation. As a regular part of its operation, the division provides information to local school districts to assist them in developing sound educational procedures. It conducts workshops and seminars and meets with county roundtables as a regular program of in-service training for school administrators and supervisors. These kinds of activities help to improve the operation of local school districts and prevent formal disputes.

The division also resolves many problems which first come to the department as letter and telephone complaints from parents, citizens and teaching staff members. A great majority of these complaints are resolved through the cooperative effort of the division staff and the county superintendents. The division resolved approximately 250 specific problems which had the potential of becoming formal Petitions of Appeal.

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\*Title IV was moved to the Division of School Programs on July 1, 1979.

\*\*With the signing of P.L. 1978, c. 67, a new Office of Administrative Law (OAL) was established to hear contested cases from all state agencies, including the Department of Education. Although the OAL was not to be fully operational until July 1979, petitions were processed and transferred to the new office from the effective date of the legislation on January 6, 1979. Cases opened prior to the effective date are still being processed in the department.

During 1978-79, the division processed more than 2,500 responses to inquiries, requests for information and official correspondence. Telephoned requests for information and complaints have averaged 15 per day for each staff member on duty in the office.

During 1978-79, the division also provided speakers for county roundtables, professional associations, workshops and seminars on more than 60 separate occasions.

The division staff works cooperatively with other divisions of the department to assist in the resolution of problems and the preparation of proposed additions and changes to rules (New Jersey Administrative Code, Title 6, Education) adopted by the State Board of Education. During 1978-79, the State Board of Education took final action on 20 rules.

The division also provides assistance to the Legal Committee of the State Board of Education, which discharges all responsibilities associated with the processing of formal appeals to the State Board of Education. Also, statistical information on all appeals from Commissioner's decisions to the State Board of Education and the courts is maintained by this division.

#### Intergovernmental Relations and Public Information

##### Office of Intergovernmental Relations

The purpose of the Office of Intergovernmental Relations is to provide accurate input to the legislature on all educational issues. Toward this end, the office coordinates department response to all educational legislation. This involves assigning legislation for analysis, developing position statements and testimony for public hearings, testifying at legislative committee meetings and assisting in the drafting of proposed legislation.

The office also seeks to increase communication with other groups concerned with educational legislation, as well as to increase internal awareness of the legislative issues. Frequent meetings are held with county superintendents, urban district superintendents, major educational associations and other interested groups. Briefing sessions on the major issues are held for key staff. The Legislative Day Summary, developed to highlight legislative activity, is published after every legislative session.

An additional task of the office is to provide input into the development of the Commissioner's and State Board's legislative priorities. This involves making recommendations as to what legislative initiatives should be developed as well as assessing the probability of success in these efforts.

During the 1979 legislative session, the office assisted in the development and refinement of the following major legislative issues: A-881, which provides transportation aid for all handicapped children even if they are placed out-of-state or in a 12-month program; A-86, which provides for a T&E education for children in state institutions\*; S-1154, which would establish

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\*A-86 was signed on September 25, 1979, as P.L. 1979, c. 207, N.J.S.A. 18A:7B-1 et seq.

statewide minimum high school graduation standards; S-1212, which would make technical amendments to the budget cap law; A-1770 which establishes a uniform system for funding the educational and residential costs of children placed in state, county or private schools for the handicapped; S-789 and A-1349, which would regulate school board membership in voluntary associations that regulate student activities (particularly the New Jersey State Interscholastic Athletic Association) and which was signed into law; and A-502, which provides programs for the gifted and talented and which was signed into law (P.L. 1979, c. 192).

#### Public Information Office

The Public Information Office provides information to a variety of audiences. It responds to direct questions by telephone and mail, reporting the actions of the Commissioner, the State Board and the department through news releases, press conferences, fact sheets, workshops and a statewide monthly newspaper.

The office deals most frequently with the various news media--weekly and daily newspapers, magazines, radio and television stations. It also provides information to other governmental units, agencies involved in public and non-public education, members of the department and the general public.

In 1978-79, the office prepared press releases on the activities of the State Board of Education and set up press conferences for the Commissioner, the State Board president and persons chairing task force efforts on a wide range of issues including statewide testing, school finance and basic skills.

"Interact," the department's monthly newspaper published through this office, planned and developed with the Office of Evaluation a survey of a random selection of "Interact" readers to determine what modifications might improve the publication's service to its readers.

Work this year also included preparation of an information package explaining the organization and functions of the department, conducting of a workshop for high school newspaper editors (in conjunction with American Education Week) and conducting of a day-long conference for weekly newspaper editors.

#### Administrative Services

##### Bureau of Administrative Services

The Bureau of Administrative Services manages the internal departmental operations of budget and accounting, personnel, employee development and training, employee relations, word processing, and central services. Other services include major contract development and monitoring services for other department offices, liaison activities with the Departments of Treasury and Civil Service on key personnel and financial concerns, and other key liaison activities with the Governor's Office of Employee Relations.

Budget and accounting activities focus on the preparation and analysis of the department's budget including aid to the districts, purchasing, paying bills, monitoring the department's accounts and providing critical financial reports.



The personnel functions include recruiting, screening and hiring of personnel, management of personnel records and employee benefits and payroll and pension processes.

The data processing unit was transferred to the Office of Management Information in 1978-79.

The Employee Development and Training Office's prime function is to coordinate Civil Service and in-house training programs for the department's professional and clerical staff. The office promotes standards of professional excellence by assisting and training supervisors and non-supervisors to enable them to be increasingly productive at their jobs.

The Word Processing Center provides a centralized electronic text keyboarding service for the department. Selected specialized or automated equipment enables the center to provide typing services in a time- and cost-efficient manner. In 1978-79, new equipment with increased capabilities was purchased which increased production for less cost with no increase in personnel.

Central Services handles internal and commercial printing and copying requests as well as mail services within the department. It also coordinates with the Department of Treasury the management of office space needs, telephone services, office equipment, and supply inventories. In 1977-78, copying costs were reduced from 2.5¢ to 1.7¢ per copy by the installation of a high speed copier. In 1978-79, a second high speed copier was installed which reduced the cost from 1.7 cents per copy to 0.9 cents per copy.

A continuing concern is the further decrease of internal operating resources in the face of a departmental increase of needed internal services. Continuing efforts were underway in 1978-79 to implement an automated personnel record management system and to extend word processing center services to all sectors of the department.

#### Grants Management

As the department's liaison with the federal government, the Bureau of Grants Management fulfills three major functions: (1) it advises the Commissioner in determining the department's policy on federal education legislation and funding programs; (2) it oversees the procurement and expenditure of federal and non-state grants (\$261,795,625 in 1978-79) for the department; and (3) it disseminates information on and provides technical assistance in the areas of federal grants, contracts, and regulations.

During 1978-79, the bureau analyzed pending federal education legislation and regulations, served as the department's clearinghouse for all Congressional testimony and correspondence, served as the Commissioner's liaison to the Governor's Washington Office, to the Council of Chief State School Officers, to the Education Commission of the States, and organized the department's federal lobbying activities in cooperation with the Governor's Washington Office. As part of its federal coordinating activities, the bureau also reviewed all federal funding applications and state plans for the Commissioner's signature.



In 1978-79, the bureau expanded its computerized Federal Grants Information System which lists all out-going, state-administered, federal dollars by program, local district, county district, and state legislative and congressional district, and responded to more than 300 requests for information from local districts, legislators, and the public. In addition, the bureau published its annually updated "Guide to Federal Programs," distributed a monthly deadlines memo for federal discretionary grant programs, and published a monthly list of deadlines in Interact. The bureau also conducted training sessions on proposal writing and the federal funding process for department and local district staff.

One especially notable accomplishment for 1978-79 was a successful lobbying campaign for the Title I State Incentive Grant Federal/State matching program which will bring an additional \$1,177,686 to New Jersey's educationally disadvantaged children.

Special concerns during 1978-79 included the need to enhance the bureau's ability to represent the department's priorities in Washington, the need to expand fiscal monitoring activities, and the need to increase the efficiency of resource development within the department.

In order to meet these needs more effectively, the bureau was assigned to the Commissioner's Office and renamed the Bureau of Federal/State Relations, Grants and Contracts. Under the reorganization, the bureau will be accountable for monitoring the expenditure of non-state funds in accordance with all federal and state statutes and will serve as the state resolution unit for local districts' complaints concerning violations of federal laws, as required by P.L. 95-561, sections 507 and 1231. At the direction of the Commissioner, the bureau will coordinate internal programmatic and fiscal audits of all state-administered, federal programs.

In the area of resource development, the bureau will provide the services of a full-time proposal writer, and will be responsible for helping to identify and secure federal and private resources to fund the department's priorities.

#### Research and Evaluation

These functions were carried out in 1978 by the Bureau of Research and Evaluation (which includes the Offices of Educational Assessment, Educational Evaluation and Management Information) and the Office of Planning and Development (which reports to the assistant commissioner, Operations, Research and Evaluation).

#### Office of Educational Assessment

The purpose of the Office of Educational Assessment is to develop and conduct activities for the Department of Education to assess the status of education in the state.

The primary emphases of the office are to: (1) develop and conduct the Minimum Basic Skills Tests and the Writing Assessment Test; (2) to assist in the development and implementation of assessment strategies for areas design-

nated by the Commissioner, including the Comprehensive Needs Assessment and the English Language Proficiency Tests; (3) undertake assessment and related research activities in support of department priorities; and (4) advise local school districts on the design, implementation, scoring, and reporting of their assessment activities.

Major accomplishments in 1978-79 included: (1) the development, administration and analysis of the second statewide Minimum Basic Skills Tests, (2) the development and dissemination of the Basic Skills Mini Tests, a diagnostic companion to the statewide tests, (3) the completion of a study examining longitudinal trends in basic skills achievement, (4) the anchoring of the statewide tests to commercial tests, (5) the completion of the "Profile of High School Seniors: A Longitudinal Study," (6) the initiation of projects designed to increase the usefulness of the statewide test results, (7) the initiation of activities aimed at developing a ninth grade writing test and (8) an alternative version of the statewide test for handicapped students.

In 1979-80, in addition to developing the third Minimum Basic Skills Tests, the office plans to develop an English Language Proficiency Test, an alternative version of the statewide tests for handicapped students, additional versions of the Mini-Tests to further integrate the statewide tests to the instructional process, continue developing a statewide writing test for ninth grade students, conduct a study to assess the status of New Jersey's pupils in relation to their peers nationwide in areas other than communications and computation and develop further procedures to assist in the analysis and interpretation of the statewide test results.

#### Office of Educational Evaluation

The purpose of the Office of Educational Evaluation is to design, conduct or assist with evaluations of state and federal programs in response to legislative and/or management information needs. The major emphasis is to design evaluations and assist state and federal programs in their efforts to evaluate their effectiveness and to assess their needs. An additional emphasis is to perform secondary analysis of evaluation data in support of the implementation, policy, development and evaluation of T&E.

During the past fiscal year, the office designed a uniform evaluation reporting system embracing all basic skills preventive and remedial programs (E.S.E.A. Title I, State Compensatory Education and locally funded). Regional training sessions were conducted on the system for local district personnel. The office assisted the Title I office in producing the Title I Final Evaluation Report for 1977-78. An analysis of student achievement in basic skills preventive and remedial programs during the 1977-78 school year was prepared for the Commissioner's Office. A U.S. Office of Education grant to study the educational and cost-effectiveness of Title I Basic Skill projects was received. The New Jersey Migrant Education Report for 1977-78 was also completed by the office. A major policy paper on community education was completed for the Commissioner. The office assisted E.S.E.A. Title IV-C by designing the proposal selection process and coordinating the annual on-site visits to all projects.

### Office of Management Information

The purpose of the Office of Management Information is to facilitate improved decision-making in the Department of Education by coordinating the collection, processing, and delivery of information to achieve validity, accuracy, and timeliness in reporting.

In 1978-79, the major products of the office were a series of statistical publications reporting the status of education in New Jersey. These include: A Report of Racial/Ethnic Enrollments and Dropouts by County and District; "Public School Enrollment Trends 1963-64 to 1977-78;" Vital Education Statistics 1977-78; "A Comparison of Selected Data for New Jersey Public Elementary and Secondary Schools 1976-77 and 1977-78;" and "New Jersey Public School Enrollments on September 30, 1978."

Management publications such as the New Jersey Education Directory 1978-79 were produced for use in the department and the local districts. In addition, computerized reports were provided to the United States Office of Education and the United States Office of Equal Employment Opportunity for inclusion in national publications. These included: "The Common Core of Data for 1978-79 (NCES)," "The Racial/Ethnic Staff Composition in the Schools and Districts of New Jersey (EE0-5)," and "The Expenditures of State Administered Federal Funds in New Jersey School Districts (P.L. 93-380, section 512)."

The office provided technical assistance to department staff, other state agencies, and school district personnel in the design and development of more efficient information systems to reduce the paperwork burden. In cooperation with the Office of Pupil Transportation, the automated model Student Transportation Information System, developed in 1977-78, was implemented in the 1978-79 school year. In cooperation with the Division of Finance and Regulatory Services, an Educational Program Structure was developed in 1978-79 as the first stage of the transition to a local district program-oriented-budgeting system. In cooperation with the Bureau of Adult Education, the office began the work of developing an automated information system for that bureau.

The office provided information services to the legislature, department staff, state agencies, researchers, school district personnel and the public. The information was provided in response to some 1,400 requests which ranged from special computer generated reports to assistance to researchers extracting data from past files.

The Office of Management Information participated on the Council of Chief State School Officers' Committee on Evaluation and Information Systems to reduce federal paperwork in education. The staff participated in the developmental work of the National Center for Education Statistics (NCES) to revise the Handbook II - Financial Accounting in Local School Districts. The staff also participated in the drafting of procedures to standardize educational financial reporting requirements to federal agencies for the operations of the newly created Federal Education Data Acquisition Council. This new federal office replaces the Office of Management and Budget as the approval agency in the review of requests to collect data from educational institutions.

### Office of Planning and Development

The Office of Planning and Development performs special planning and development services required for the department planning process and for the development of new educational initiatives. The office is also responsible for coordination of research and development planning and utilization, planning and coordination of E.S.E.A. Title IV-B and -C programs, and coordination of planning and development activities with other state agencies.

Activities in 1978-79 included: development of department-wide process for enhancing the ability to target funds, development of a computerized data bank on research and development projects to assist in planning and management of federal and state funding programs, provision of ongoing assistance to state and federal funding programs in program design and implementation, redesign of program structure, application and guidelines for E.S.E.A. Title IV-B and IV-C in response to the changes in federal legislation (P.L. 95-561), development of a process for facilitating reports of Commissioners of other state agencies to the State Board of Education as required by N.J.S.A. 18A:7A-8, coordination of the delivery of reports to the State Board of Education by six other agencies of state government and coordination of the Governor's community education initiatives.

### 3 Regulatory and Direct Services

#### Auditing

The purposes of the Auditing Bureau are to establish department-prescribed fiscal procedures in school districts and refine budgetary accounting procedures consistent with state and federal requirements. It also implements sound fiscal operations and effective management procedures pursuant to N.J.A.C. 6:8-4.7.

During 1978-79, budgetary operations and fiscal procedures were monitored in 92 local districts, 16 Title I programs, 22 child nutrition programs, three nonpublic schools, and 16 special assignments. As required by N.J.S.A. 18A:4-30, financial and statistical information from local district activities was compiled for the Commissioner's Annual Report of Financial Statistics of School Districts. In addition, a Synopsis of Audit Report was compiled for publication by the Commissioner as required by N.J.S.A. 18A:23-3.

The year's highlights included participation in the Commissioner's review of tuition charges for handicapped children attending private schools. An in-depth audit of private school expenditures, used as a basis for tuition, revealed excessive administrative costs and other exceptions. Program-oriented accounting and zero-based budgeting was the topic of most interest at the National Association of School Business Officials (NASBO) convention held in Washington, D.C. The accounting system developed for program-oriented budgeting (POB) by the Audit Bureau is compatible to that proposed by NASBO monitors. Workshops on the POB chart of accounts were conducted in conjunction with regional committees of school business administrators.

Demand for audit services exceeds capacity. Currently, 15 percent of local districts are monitored by the office annually compared to 12 percent in the previous year. The department's goal is to monitor 25 percent annually. Demand for audits from child nutrition and vocational education programs also exceeds capacity. For example, only 22 audits of child nutrition programs, as against a goal of 100 were completed. Demand for technical assistance from local districts is also increasing. The goal is to respond to requests within 10 days. However a 20-day turnaround time was more typical.

To alleviate this overload, a system of regionalized services has been developed. The plan provides for five regional areas. However, success of the plan depends on acquiring additional staff. The child nutrition programs of all local education agencies will be audited on an annual basis by the appointed auditor. Audit programs and state-prescribed worksheets, developed by the Audit Bureau for use in the programs, are mandated to meet federal and state audit requirements. The prescribed worksheets will be used by department field staff to audit nonpublic schools. In addition audit programs were developed for summer food service and child care feeding programs.

### School Finance

The Bureau of School Finance is responsible for the general supervision and control of the funding structure established by the Public School Education Act of 1975 (N.J.S.A. 18A:7A-1 et seq.) and for the financial coordination and management of the Elementary and Secondary Education Act - Titles I, IV-B, IV-C and Migrant.

State aid entitlements are determined and payments made for the major aid categories: Equalization Aid, Special Education Aid, State Compensatory Education Aid, Bilingual Education Aid, Local Vocational Education Aid, School Building Aid, Nonpublic Textbooks, Nonpublic Auxiliary Services, Nonpublic Handicapped Services, School Law Enforcement Officers' Aid and Additional State School Building Aid.

Federal aid programs are derived from a variety of Congressional appropriations and are all categorical in nature except part of P.L. 81-874 which is used for current expense aid. The state acts as a conduit in all federal programs except P.L. 81-874. Handicapped and delinquent aid is granted to state institutions and agencies for compensatory purposes. Refunds of unused balances and reimbursements to the Teachers Pension and Annuity Fund are collected by this section. Indirect cost rates for local districts are also approved.

During 1978-79, the legislature revised the local school district statutory budget timetable (A-1774; signed as P.L. 1978, c. 136). As a result, many of the problems affecting local district budget preparation were eliminated. The new timetable still does not permit sufficient time for the cap review and cap waiver process. The bureau has attempted to streamline the process, but this remains a problem area.

The calculation of state aid and cap amounts which depend upon the completion of complex data collecting, reporting, auditing, data entry and calculation activities occurs in a compressed time period. In spite of improvements to the key steps in this process, the time period in which these

activities must be completed requires a pace which is not in the public interest. The legislature should review carefully the state aid cap calculation and budget processes to see if improvements can be made.

Expansion of the department's computer capabilities through an on line system continues to be a high priority item. The increasing complexity of data needs required by recent legislation and Attorney General's opinions makes an on-line computer system essential to the operation of the bureau.

The implementation of program oriented budgeting will require the bureau to carefully examine all of its data collection needs and to examine all of its procedures as new standards for financial reporting are established.

### Facility Planning

The purpose of the Bureau of Facility Planning Services is to ensure the physical and educational adequacy of new and renovated public school facilities in New Jersey and to assist local school districts in long- and short-range facilities planning. To accomplish these functions, the bureau maintains a wide range of services including technical assistance in every stage of school facility planning from site selection to the evaluation of existing structures. The office also monitors complex regulations designed to maintain the health and safety of children in school facilities, conducts workshops, and publishes research bulletins and other informative literature to assist local districts in the planning process.

As a service to local school districts, the bureau reviews plans and specifications, inspects new work and issues occupancy permits to ensure compliance with pupil health and safety standards, and educational adequacy standards of the department. This includes consideration regarding access and use of schools by the physically handicapped and energy conservation design features. Standards for school construction are continually reviewed by an advisory committee which consists of architects, engineers, builders, school officials and fire officials from across the state.

During 1978-79, more than \$100 million in school construction was reviewed and approved by the department. This represented 580 projects, of which 518 were for repairs and rehabilitation work on existing buildings. Nine new schools were constructed totalling \$41.1 million.

The school facilities survey, conducted under a four year contract with a New Jersey architectural-planning firm, began in August 1977. By July 1, 1979, approximately 57 percent of New Jersey public schools were inspected and evaluated for educational adequacy and physical condition. Final reports were completed in August 1978 for Phase I (Camden, Essex and Morris counties), and in January 1979 for Phase II (Atlantic, Cape May, Hudson, Ocean, Passaic and Union counties). Phase III was 62 percent complete by July 11, 1979. Information from this survey will greatly assist local school officials in making decisions regarding continued use of existing facilities and scheduling renovations where appropriate.

School facilities master plans were submitted to the department by approximately 50 percent of the school districts with the remainder in various



stages of development and review. These master plans review the condition of existing school facilities, the condition and availability of other facilities in the community which might be used for school purposes, the educational program's facilities requirements, financial factors (e.g. existing debt), and district enrollment data and projections. As these plans are completed, each school district and the state will have a more accurate data base regarding capital needs.

#### Pupil Transportation

The primary purpose of the Bureau of Pupil Transportation is to assist local school districts in providing the transportation of pupils to and from school in the safest and most efficient manner possible.

Assistance is provided by: (1) developing and conducting safety programs for bus drivers and students, (2) providing districts and county superintendents with technical financial assistance and analyzing financial reports and (3) aiding in the preparation of a computerized bus scheduling program.

The final 1978-79 transportation state aid was \$90,568,000. For the school year 1979-80, state aid has been decreased from 100 percent to 90 percent. The appropriated amount is \$94,420,779.

The estimated number of students in the 1978-79 school year has increased over the previous year. See table XIII. This rise may be attributed to an increase in private school transportation, increased participation in shared-time vocational school programs and increased classifications of special education students.

In order to improve district services and state monitoring, a new computerized transportation information system to provide improve accountability and more accurate information in a timely manner.

Sixteen districts adopted the computerized bus scheduling program in 1978-79 bringing our total to 61 participating districts. For 1979-80, the department has commitments of approximately 15 or more districts for this program.

Special projects included computerization of Hudson County districts for classified and vocational students' routes, which is estimated to save \$2 million, and two county-wide transportation system projects in Monmouth County which will reduce the number of required buses.

To improve safety in pupil transportation, a state-wide coordinated 21-member team was organized in 1978-79 to be responsible for the department's federally-funded training films. Two hundred district and contract instructors are involved in bus driver training in their geographical localities. As a result of favorable evaluations of the department safety programs, the federal government has increased some funding.

### Child Nutrition

The purpose of the Bureau of Child Nutrition is to provide financial and technical assistance and on-site monitoring to public and non-public schools, residential and non-residential child care institutions and day care centers meeting nutritional needs of enrolled children. The major portion of the funds dispensed is to urban sponsors that offer full meals to poor children.

The monitoring procedures have been modified to meet the needs of county offices to coordinate central office monitoring with county-level monitoring. In this manner the department will be offering the best possible assistance to local school districts in meeting the nutritional needs of children.

Although in the past five years the administrative burden has been a direct result of program growth both in the number of schools and the number of children served by the program, the administrative burden of the past year has been due to increased accountability measures. Specifically, staff have concentrated on training school districts and other sponsors in an attempt to have programs operate in accordance with all state and federal regulations. A system of cost accounting has been initiated to determine the true cost of operating the program and the bureau has contracted with the department's office of auditing for the conduct of required audits of child nutrition programs.

It is anticipated that those efforts will produce programs that meet both the nutritional needs of children and the program regulations under which we must operate.

### Teacher Education and Academic Certification

The Bureau of Teacher Education and Certification issues all educational certificates for service throughout the state through the approval of college teacher education programs and the examination of individual credentials. On-site evaluations of teacher education programs are conducted to help institutions in the preparation or revision of their programs for approval. The bureau's staff also provides assistance in the interpretation and implementation of certification requirements and changes. To assure certification reciprocity with other states, the office also maintains strong ties with the National Association of State Directors of Teacher Education Certification (NASDTEC) and implements all facets of the Interstate Certification project.

In 1978-79, the office issued 22,433 standard and 1,223 substandard certificates to teaching staff. A total of 57 college and university teacher education programs were approved and evaluations of 14 colleges and universities offering teacher education programs were conducted during the year.

Bureau staff spent much time in providing assistance to the Newman Commission and the subcommittees of the State Board of Examiners during 1978-79. The purpose of the Newman Commission, created in May of 1978, was to study teacher preparation programs with emphasis placed on the accreditation, approval and evaluation of such programs. A report of the commission's findings is to be prepared and public hearings are to be held in 1979-80. The Board of Examiners subcommittees were established in June 1978 to study three broad areas of certification: instructional, administrative and educational



services. Among the issues examined were: permanency of certification, degree requirements for all certificates, grandfather clauses, alignment of New Jersey regulations with NASDTEC standards and the relationship among all three areas of certification.

The bureau was also involved in the implementation of the minimal language proficiency requirement for bilingual/bicultural and English as a Second Language certification. Plans were developed for the department's temporary assumption of responsibility for the rating and score reporting of all Language Proficiency Interviews after July 1, 1979, pending the outcome of legal challenges to the proficiency requirement brought by the New Jersey Education Association.

The 1978-79 fiscal year was also marked by the implementation of the county substitute certificate regulation. The bureau provided technical assistance to the county offices of education regarding procedures for the issuance of certificates to those wishing to perform substitute teaching duties.

There is need for automated data processing and improved document storage capabilities within the bureau's operation in order to improve turn-around time in the issuance of certificates, to enable greater data analysis flexibility and efficiency, and to provide greater security of certification records. Initial steps to establish such capacities were undertaken during 1978-79 and they will remain a priority during the coming year.

#### Equal Educational Opportunity

The Office of Equal Educational Opportunity (OEEO) is responsible for developing the capability of local public school districts to comply with state and federal policy on school desegregation and equality in educational programs. This responsibility includes assisting districts in meeting the directives of the U.S. Supreme Court's *Lau v. Nichols* (1974) decision concerning the educational needs of limited English proficiency children, interpreting voluminous case law mandating and defining school desegregation, and regulations governing educational equity. The 1978-79 funding level was \$671,409, from a small state appropriation and three federal grants under Title IV of the Civil Rights Act of 1964.

OEEO provides assistance--including training--to school district administrators and teachers, distributes job vacancy listings for minorities and women, and coordinates projects and activities between and among state agencies and school districts. The office's functions are shared among three components: (1) the National Origin Desegregation Component, (2) the Sex Desegregation/Affirmative Action Component and (3) the Race Desegregation Component.

There are a number of problems that persist. New Jersey districts continue to segregate national origin pupils, especially for the provision of bilingual instruction, in direct defiance of the Bilingual Education Act (P.L. 1974, c. 197) which seeks to prevent such isolation. The legal mandates of bilingual education and school desegregation conflict in this respect.

A second problem is that, despite only 58 affirmative action plans remaining unapproved at the end of 1978-79, the assumption persists that regulations alone (N.J.A.C. 6:4 and the federal Title IX of the Education Amendments of 1972) will solve all the problems of discrimination in school and classroom practices and in employment. Reduced budgets and declining enrollments have resulted in reductions in force based on seniority, which in turn, have reduced the number of minorities and women--especially in administration on a last hired, first fired basis. The situation puts a strain on fulfillment of affirmative action and desegregation plans.

A third problem is that within the state's major urban centers progress toward realizing educational equity through school desegregation is severely impeded by numerous and complex problems. The major challenges involve neutralizing interracial mistrust, reversing the flight of the middle class and eliminating the gap between the teaching styles of the schools and the dissimilar learning styles of a diverse student population.

The department's task is to make available to urban districts--especially the inner city schools--a much greater quantity of the types of assistance known to be effective with such problems. Adequate methods do exist, but would be costly for the state to implement.

For the first time, the U.S. Office of Education will make available matching grants of 200 percent to those states whose legislatures appropriate funds for the implementation of a state desegregation plan. Such a grant would provide for New Jersey, at reduced cost, an efficient delivery system for focusing state resources on school desegregation and an incentive for urban districts voluntarily to accomplish equal educational opportunity in assertive and creative ways.

#### County Offices of Education

The Commissioner directed county superintendents to carry out additional responsibilities during 1978-79. Assignments included monitoring of all programs mandated by law and regulation (in addition to T&E educational planning and compensatory education, previously monitored), assistance to districts in implementation of tenured staff evaluation programs, efforts to bring about regionalization of services where needed and a reporting system on incidents of violence and vandalism.

The employment of county school business administrators to assist county superintendents in 11 counties brought about cost-efficiency measures resulting in significant fiscal savings to local districts and the state, estimated at \$2 saved for each \$1 salary cost. Savings were in areas including pupil transportation, both contracted and locally operated; joint purchasing of paper goods, staff medical coverage, glass and plexiglass goods, voting machines, newspaper election advertisements, and textbooks; and centralized food service procedures.

The county school business administrators also provided leadership and technical assistance to improve practices in the areas of program-oriented budgeting and computer services which can provide better and more efficient services in the future.

The 1980-81 budget request includes funds for 10 additional county school business administrators for assignment to the remaining county offices.

#### 4 Education Services for Special Populations

##### Adult and Community Education

Special activities undertaken successfully by the Office of Adult Basic Education during the past year included: the preparation of a three-year State Plan for Adult Education which necessitated participatory planning at the county and state levels and was approved with commendation by the U.S. Office of Education; the delivery of educational, social and health services to approximately 1,000 Indochina refugees under an interagency agreement with the New Jersey Department of Human Services and a grant from the Social Security Administration; the development of plans to use volunteers in adult literacy education, resulting in an 1979-80 grant from U.S.O.E. under the Right to Read Program, and the expansion of services to Hispanic adults in bilingual adult education, resulting in the development of a Title VII competitive proposal for a parent-child native literacy project, funding for which is anticipated from U.S.O.E. in 1979-80.

During 1978-79, more than 30,000 adults were enrolled in the statewide Adult Basic Education Program funded under the Adult Education Act, P.L. 91-230, as amended. Of approximately 100 local instructional programs, 30 were full-time urban adult learning centers and eight were conducted in state correctional institutions. The seven special demonstration projects during 1979 successfully attained their objectives. Especially noteworthy were the accomplishments of the Gloucester City Senior Citizen Project which, in its second year of funding, disseminated a training model designed to assist adult education programs and other agencies in implementing community-based programs for older adults.

During 1978-79 more than 30,000 adults and out-of-school youth took the General Educational Development (GED) test. The passing rate on the new GED test, introduced in the state in December 1978, is now about 70 percent as contrasted with 55 percent passing rate on the old GED tests. The increased passing rate is partially the result of improved instructional programming and partially due to the new GED test. The department hopes that the provisions for a secure adult version of the Basic Skills test in S-1154 (P.L. 1979, c. 241) will provide the basis for developing a New Jersey Equivalent of the GED which could assess adult high equivalence more effectively than the GED tests.

The Office of General Adult/Community Education is responsible for the administration of the state aid grant program under N.J.S.A. 18A:50-7, which provides local school districts with partial salary reimbursement for a supervisor of adult education. Last year, 120 school districts received such aid and reported enrollments of more than 500,000 adults in a variety of programs.

Some current programs include training for probationary drivers with the Division of Motor Vehicles, senior citizen pedestrian education with that same Division, school-food-service workers training with the Office of Nutrition Education, programs for handicapped adults with the Division of Mental Retardation and introductory solar energy courses with the Northeast Solar Energy Center and the Department of Energy.

Several major developments have taken place in the area of community education. Governor Byrne has revealed plans that will address recommendations made by the New Jersey Task Force on Community Education. These include: (1) the development of 10 comprehensive models of community education as a cooperative effort of seven departments of state government, (2) the appointment of a Community Education Coordinating Council and (3) the pursuit of needed changes in law and code to reduce barriers to community education. Nineteen school districts are also moving toward the construction of community schools as a result of nearly \$7 million allocated for this purpose under the Additional State Building Aid Act of 1978 (P.L. 1978, c. 74). The department has also received two community education grants for 1979-80: \$50,526 from the U.S. Office of Education to assist persons interested in community education and \$15,000 from the C.S. Mott Foundation to conduct training and research in 30 communities.

The Office of Parent Involvement was established in January 1979 (as reported earlier); the mission of this office is to increase parental involvement in the public education process. Its activities included setting up a "hot line" in Middlesex County to refer parents questions to appropriate agencies and providing technical assistance on the establishment of parental involvement programs in eight school districts.

#### Bilingual Education

The Bureau of Bilingual Education assists districts to comply with the mandates of the New Jersey Bilingual Education Act (P.L. 1974, c. 197). Through technical assistance on the Bilingual and English as a Second Language (ESL) Program Plan, compliance monitoring with county offices, coordination of in-service training programs and dissemination of information to districts, agencies, and parents, the bureau seeks to improve the quality of bilingual and ESL programs in the state.

In 1978-79, 104 local and state funded bilingual and ESL programs served 23,145 students of limited English proficiency from approximately 100 different language backgrounds. The bureau also assisted districts implement federal E.S.E.A. Title I, E.S.E.A. Title VII and Indochinese Refugee programs.

Three significant projects of the bureau will play a major role in improving bilingual education programs.

A report to the State Board of Education, titled "The Status of Bilingual Education in New Jersey" [6], summarized the development and progress accomplished by the department and school districts since the passage of the Bilingual Education Act (N.J.S.A. 18A:35-14 to -26). The report also revealed several problem areas common to school districts. Among these were the identification of limited English proficient students and the full implementation of bilingual instructional programs as required by law.

The bilingual Administrative Code (N.J.A.C. 6:31-1.1 et seq.) was revised to mandate that districts provide services to all students of limited English language proficiency.

The "Department's Response to the Bilingual Minimum Standards Committee Research Report and Policy Recommendations" [4] recommended that uniform statewide standards be set for bilingual program pupil performance. These recommendations were accepted by the state board and work has begun on their implementation.

Other significant activities have included the preparation of an RFP (request for proposal) to design an English Language Proficiency Test and the development of an evaluation design. Both are scheduled for completion in 1980.

In addition, staff members served on two special task forces created to provide in-depth assistance to Jersey City and Trenton in developing compliant bilingual programs that served all eligible students. Staff worked with the Bureau of Special Education in addressing the needs of special education students of limited English proficiency; R&D grants were awarded to districts to design gifted and talented programs for bilingual program students; and programs for parent involvement were developed in conjunction with the Bureau of Adult Education.

Though progress can be demonstrated in the implementation of bilingual and ESL programs in the state, certain problems indicate that, despite the increase of services to students, some districts still do not offer full programs. Technical assistance by the bureau and monitoring by the county offices are moving to eliminate such deficiencies.

In 1979-80, work will continue on the implementation of basic skills for bilingual program students. Major goals include: the construction and validation of an English Language Proficiency Test, the development of native language tests in the communications and computational skill areas, the establishment of mainstreaming criteria, the creation of procedures to determine language dominance, and the development of evaluation models to measure student achievement in bilingual and ESL programs.

#### Curriculum Services

The Branch of Curriculum is responsible for the planning and development of curriculum and instructional programs for the elementary and secondary schools. The major areas of activity include basic skills, arts education, early childhood education, nutrition education and training, in-service professional development, Teacher Corps, teacher centers, and curriculum approvals of secondary school course changes. The mission of the branch in regard to these and other issues is to provide, in a staff capacity, the professional expertise required by the department for review, analysis and development.

Products include a publication, Adolescent Programs That Work; The Review of Educational Programs in Rahway, New Jersey; A Curriculum Source Manual for Teaching About Genocide and the Holocaust; New Jersey Studies Advisory Committee Report to the State Board; Statewide Invitational Conference on Inservice Professional Development; Policy Recommendations for the State Board-Early Childhood Education; Policy Recommendations for the State Board-

Family Life Education; Consortium in Camden County for Basic Skills Improvement; Small Grants to school and other agencies in nutrition education; and a State Plan for the Arts in Education.

### Early Childhood Education

The Office of Early Childhood Education in the Branch of Curriculum, Division of School Programs, emphasizes planning processes in its area. During the year, it studied trends and issues, both nationally and intra-state, and engaged in interagency planning studies and efforts.

Early childhood education is defined as the educational provision for young children, by either the public education system or other agencies, private and public. The public schools of New Jersey provide kindergarten education for virtually every five-year-old in the state and may provide preschool or nursery level classes for four-year-olds, with state equalization money, under permissive statutes.

The number of four-year-olds so served by the public schools is very small, with the result that large numbers of four-year-old children attend a variety of programs of early education and child care, such as day care, Head Start, nursery school, etc. Thus, the public schools and the department form one important kind of institution or agency, among several, with interests in the education of children younger than school age. The department responsibility to young children requires interagency planning and cooperation, even though its primary responsibility is to young girls and boys in public schools and their parents.

During 1978-79, a major accomplishment was the development of principles of early childhood education by which current educational efforts could be measured and by which any future efforts should be guided. The principles stress a developmental approach to teaching and learning and emphasize involvement of parents in children's educational careers. We have begun to apply the principles to the variety of departmental functions relating to young children, including those with special needs, as well as so-called "normal" children. In future months, this process will encompass study of relevant administrative code, with recommendations for revision, analysis of needs in training of teachers of young children, development of recommendations for the process and the substance of programs of early childhood education, and an assessment of the effect of current departmental procedures in assessment and evaluation on early childhood education.

Our major concerns lie in two areas: (1) the integrity of programs for young children in a period of strong pressure for early development and maintenance of basic skills in language and mathematics, and (2) the department's limited resources for support of a serious planning effort. The former concern relates to the unique learning needs and potential of young children, whose normative developmental stage predisposes them to feats of memory and to language facility, but who, nevertheless, need time and opportunity to develop skills in problem-solving and reflective thought fundamental to later learning. It is likely that many kindergarten children are feeling keenly academic pressure. The nature of the kindergarten program is of interest in relation to emphasis on "back-to-basics" and on testing. Wherever such



current trends have delimited early childhood programs, the department needs to encourage fuller education.

The latter concern relates to the department's desire to develop and implement good and timely recommendations for early childhood programs and services. Responsible departmental leadership requires additional planning resources as well as the best possible use of existing staff time and effort.

#### Gifted and Talented Education

This program has undertaken the development of guidelines, rules and regulations and evaluation standards for programs for gifted and talented pupils. Major activities include provision of technical and consultant assistance to local school districts through utilization of conferences and workshops cosponsored by the four EICs. Activities have been supported by limited special state and federal funds. Major accomplishments include sponsorship of the Olympics of the Mind program involving more than 2,000 pupils in 200 school districts, the ROGATE program which facilitated placement for academically gifted pupils in 25 New Jersey colleges, and the Commissioner's Youth Award Program which involved 175 students from 150 school districts. The response of local school district to provide programs for gifted and talented pupils has been commendable. The above activities have resulted in a monumental growth in gifted and talented programs. Since 1976, when they were first mandated by law, programs have grown from approximately 60 serving approximately 4,500 students to programs in about half the schools in the state serving an estimated 25,000 students. This growth has taken place with few official state standards, and limited state funding or legal clarification concerning students rights and program responsibilities. These legal issues must be addressed through administrative code and evaluation standards.

#### Special Education and Pupil Services

The Branch of Special Education and Pupil Personnel Services is responsible for implementing the state and federal statutes governing special education. Its mission is to insure that handicapped children in New Jersey receive full educational opportunities as prescribed by P.L. 94-142 and N.J.S.A. 18:46-1 et seq.

The branch consists of three bureaus and the Office of Nonpublic School Services. The Bureau of Pupil Personnel Services provides professional development services and technical assistance, conducts evaluations and administrative reviews regarding due process for local school districts, private and public agencies and their personnel. It acts as liaison to higher education groups, professional associations, state departments and federal agencies. The Bureau of Program Development and Special Projects implements federal and special state-funded programs for exceptional children. The Bureau of Special Education Services validates the eligibility of private schools, clinics and agencies providing programs for handicapped, acts as liaison to the 21 county offices in special education matters, and is responsible for monitoring local school districts. The Office of Nonpublic School Services administers programs authorized by federal and state laws to nonpublic schools and their pupils and conducts the approvals of private secondary schools.

During 1978-79, 216,461 pupils were eligible for special education and related services. Of this number, 187,000 pupils were served as not all those eligible fall under the purview of public education. The amount of state money allocated for special education was \$88,225,365. This figure was augmented by \$28,000,815 of federal money.

The branch administered and implemented recently enacted statutes (P.L. 1977, c. 192 and c. 193) providing auxiliary and corrective services for approximately 15,000 nonpublic school pupils in 480 nonpublic and 450 public school districts. In addition, approvals for approximately 150 nonpublic secondary schools were completed.

A "Guide for Evaluation of Special Education in State Operated Facilities" was developed on the anticipated passage of A-86. This would place state operated programs under the purview of N.J.A.C. 6:28.

Basic skills tests for the handicapped were developed and will be piloted in the fall of 1979 and available for use in the spring of 1980.

The branch assisted local school districts in complying with revised rules and regulations governing special education in the state. P.L. 94-142 funds to local school districts were allocated on a project approval basis.

The Commissioner's Advisory Council for Handicapped developed a Self-Study and Transition Plan to meet criteria established by Section 504 of P.L. 93-112, the Rehabilitation Act of 1973. Guidelines for Individualized Education Programs (IEPs) and a training program for delivery to local education agencies and parents was developed. A statewide conference on a Comprehensive System for Personnel Development (CSPD) was conducted and conference proceedings were published and disseminated. An in-service program for the training of regular educators dealing with handicapped pupils was developed and processed resulting in some 5,000 educators receiving information.

Major concerns involved the area of approval for private schools for the handicapped. This involved the modification of procedures for private school approval as cited in the 1977-78 SCI report.

As a result of a site visitation by the United States Office of Education's Bureau of Education for the Handicapped, emphasis was placed on securing the passage of A-86 which would place state-operated programs for the handicapped under the department rules and regulations. This was needed in order to meet compliance with federal statute, P.L. 94-142. A major concern in the area of nonpublic school aid under P.L. 1977, c. 192 and c. 193, was the loss of student instructional time due to extensive transportation and lack of adequate facilities outside the parochial setting.

The accomplishments of 1978-79 along with concerns led the department in the direction of insuring appropriate education for handicapped students regardless of their placement or handicapping condition.



### State Compensatory Education

State compensatory education (SCE) funding provides services for students who are achieving below the state minimum levels of proficiency in basic skills. The state compensatory education program provides (1) categorical aid to support, in whole or in part, comprehensive basic skills preventive and remedial programs of districts and schools (\$68 million in 1978-79) and (2) funds for research and development grants (\$1.1 million in 1978-79).

State categorical aid is used by districts in conjunction with other categorical funds, both local and federal. Uniform assessment procedures, budgeting and reporting of evaluation data was implemented in 1978-79.

A consolidated approach to total program planning should be accomplished during the 1979-81 school years. Interfacing of federal regulations under E.S.E.A. Title I with those of the state compensatory education program presented the following problems which are under review: (1) restricted attendance area requirements which limit use of funds within urban and large suburban areas to Title I eligible pupils, (2) the practice of "pull-out" scheduling for remedial instruction, (3) the practice of limiting use of federal funds for programs in early elementary grades only, while severe unmet needs are identified at the high school level, (4) requirements for comparable funding among district schools, (5) interpretation of size, scope and quality of program services and (6) the practice of eliminating students served by local and state funds from Title I eligibility.

Concerns in 1978-79 included the potential effects of minimum high school graduation requirements upon compensatory education and funding and the inequity of funding a student in one or both remedial areas of instruction (communication and computation).

On December 11, 1978, the Office of the Attorney General provided a statement disallowing any portion of the \$2,055,000 R&D funds in the budget request for administrative purposes. As a result, all funds appropriated will continue to be awarded to school districts which places severe constraints upon the administration of the program.

The Office of State Compensatory Education administers compensatory education research and development projects by developing criteria and implementing the procedures for the review, approval, negotiation, and monitoring of new and continuation development, validation and demonstration R&D grants. Other divisions, bureaus and offices of the department are actively involved in R&D program activities.

During 1978-79 63 research and development competitive grants were awarded in the amount of \$1.1 million to 52 districts in 17 counties. Thirteen of these grants were new and 50 were continuation grants.

In 1978-79, two projects developed with SCE R&D funds received additional recognition. The New Jersey Writing Project was validated by Joint Dissemination Review Panel (JDRP-Federal Validation Process). The Summer Improvement Project (SIP) was funded by E.S.E.A. Title IV-C to verify significant student achievement resulting from teacher-parent involvement.

\* \* \*

STATE COMPENSATORY EDUCATION RESEARCH AND DEVELOPMENT: 1978-79

Content Area	Number Projects	<u>Competitive Renewal Grants</u>				
		<u>Funds</u>	<u>Students</u>	<u>Adminis- trators</u>	<u>Teachers and Specialists</u>	<u>Para- Prof.</u>
Inservice Assessment and Evaluation	5	\$67,503	859	9	90	28
Communication Reading and Writing	3	42,147	695	15	101	11
Instruction Reading & Math	11	307,715	32,620	58	1,352	4
Management Basic Skills	5	76,656	1,364	67	854	75
Mathematics	6	76,244	939	9	95	10
Basic Skills Career/Comm. World of Work	10	156,489	14,079	47	514	32
Early Childhood	4	70,931	100	27	115	11
Teacher/Parent Cooperation for Student Learning	3	51,391	91	18	71	11
Basic Skills Through the Arts	2	45,463	4,573	4	32	--
Sub Totals	50	\$894,539	\$55,320	254	3,224	182
<u>New Grants</u>						
Middle Management	8	154,696	--	282	541	6
Basic Skills Secondary	3	28,665	--	10	48	--
Community/School Interagency	2	22,100	100	11	141	--
Sub Totals	13	\$205,461	100	303	730	6
Grand Totals	63	\$1,100,000	55,420	557	3,954	188

\* \* \*

The department recommends that consideration be given to the amount of funds appropriated for research and development. The drastic cut-back to the \$200,000 level for 1979-80 limited development and validation activities to eleven projects in ten districts. Four years of development activities resulting in validation of products and processes necessitate funding for demonstration sites to encourage other districts to adopt or adapt proven practices and procedures such as: staff development, parent involvement, improved management of remedial programs, instructional activities, individual improvement programs, and activities for students' and parents' use beyond the school day and school year.

#### Elementary and Secondary Education Act, Title I

Title I of the federal Elementary and Secondary Education Act (E.S.E.A.) of 1965 (P.L. 89-10), as amended, provided more than \$70 million in federal funds to the state in 1978-79 for supplemental educational and supportive programs to special groups of children: educationally disadvantaged, neglected and delinquent children, migrant, and state institutionalized handicapped. During the year, E.S.E.A. Title I was reauthorized by Congress for another five years as part of the Education Amendments of 1978.

Title I is important to the students, parents, teachers, administrators, and community persons at large because it not only provides a source of funds for supplemental educational programs, but it sets up criteria to implement meaningful, effective, and concentrated programs. Federal guidelines under consideration, compatible with state requirements for compensatory education, relate to: needs assessment, program design, evaluation, parent involvement, non-public school involvement, comparability of educational services, monitoring for accountability and audit procedures.

During the year, 508 school districts in New Jersey applied for Title I funds to implement programs relating to language experience, computational skills, non-standard English and pre-kindergarten. Supportive services in the health, psychological, and social areas were also offered by the districts.

The \$2.5 million provided for Migrant Education services was used by more than 30 local educational agencies to implement educational and supportive services to approximately 4,000 migrant students. The bureau assisted local districts in administering the program in the areas of: recruitment, health services, Migrant Student Record Transfer System and curriculum. As a result of continuous enrollment activities, services to migrant children increased significantly throughout the state.

#### Elementary and Secondary Education Act, Title IV

The Division of School Programs administers Title IV of the federal Elementary and Secondary Education Act (E.S.E.A.) at the state level. The Title IV Office is that unit which is charged with the administration of the annual program plan and the maintenance of an adequate program of technical assistance and dissemination to local school districts interested in securing funding to support various types of problem-solving efforts. ESEA Title IV, established by federal law (P.L. 95-561), provides funds for educational improvement in two program areas: Part B, educational resources, and Part C, improvement of local practices.

#### Title IV-B

Part B provides funds to all public school districts and all non-public schools in direct support of the instructional process. Funds are allocated to local school districts and non-public schools, based on a formula and may be used for the purchase of materials and equipment and guidance, counseling and testing services which support directly the instructional program. A public or non-public school or district may choose to spend Title IV-B funds in any one or combination of these three categories.

Responsibilities under Title IV-B include (1) developing and implementing criteria for appropriate distribution of funds, (2) using appropriate financial information and preparing formulas for the distribution of funds, (3) providing instructions, technical assistance, and inservice training, (4) monitoring and evaluating and (5) assuring maintenance of effort and non-public school participation.

#### Title IV-C

Title IV-C provides funds for developing, implementing, and evaluating promising practices in a local district setting. It is designed to encourage school districts to become engaged in development activities which are consistent with educational research, and to solve local educational problems. Approaches which prove successful often become model solutions available to other districts through state and national dissemination efforts.

The responsibilities of Title IV-C staff include: (1) setting priorities, (2) assuring equitable distribution of funds, (3) developing an application review process, (4) providing for internal and external project evaluations, (5) providing for monitoring and technical assistance services, and (6) implementing validation procedures.

Teachers, administrators, community members, or non-public school representatives may apply under the auspices of a local public school district. By law, school districts must invite non-public schools within their boundaries to participate in the planning and implementation of projects.

Selection for funding is a competitive process designed to choose those proposals with potential for developing creative and innovative school practices. These practices should demonstrate significant student gain and achievement in priority areas designed by the department.

During 1978-79, Title IV-C sponsored 54 projects in local education agencies. With the onset of 1979-80, an additional 37 projects were funded, bringing the total to 91 Title IV-C projects.

A total of \$3.8 million was distributed in support of 54 IV-C projects in 41 local education agencies during 1978-79. A total of 59,256 public and non-public students benefited directly from these projects.

Under Title IV-B, 575 LEA and 750 non-public school IV-B applications were reviewed and approved for a total of \$5,239,266. This represents 97 percent of eligible local districts and 93 percent of eligible non-public schools.

For 1979-80, plans have been made to link Title IV, Parts B and C funds, to high-need districts involved in the school improvement process with an emphasis on local problem-solving to be implemented through a combined effort of all the categorical programs of the Division of School Programs as well as the county office school program coordinators.

The focus of Title IV is the expansion of all its capabilities (Parts B, C, and Dissemination) in response to the specific needs of its major constituents, the high-need districts. In addition to using Title IV, Parts B and C, as possible funding sources to improve the educational needs of these districts, Title IV also serves as a brokerage agency and attempts to find highly successful programs in New Jersey and nationally which can best serve the needs of the districts.

#### Vocational Education and Career Preparation

The goal of the Division of Vocational Education and Career Preparation in 1978-79 was to provide appropriate supervision, leadership, resources and services as required by statute, policies, rules and regulations in order to encourage and provide opportunities for the education of persons of all ages to gain employment appropriate to their needs and society's needs.

The division was structured in seven units to fulfill its many functions: Planning and Equal Access, Occupational and Career Research Development, County Career Education Coordinators, Occupational Programs, Regulatory Services, Special Programs, and Resource Management Services.

#### Enrollment Changes In Vocational Education

With the assistance of this division, a total of 477,330 students were served by secondary, postsecondary and adult vocational education programs in New Jersey's public schools during 1978-79.

\* \* \*

VOCATIONAL EDUCATION ENROLLMENTS: 1978-79

<u>Occupational Areas</u>	<u>Secondary</u>	<u>Postsecondary</u>	<u>Adult</u>
Agriculture/Agribusiness/ Natural Resources Education	3,032	0	648
Business and Office Education	103,835	8,205	32,223
Distributive Education	11,181	5,382	4,569
Health Occupations Education	3,005	6,781	7,173
Consumer and Homemaking Education	112,783	0	31,904
Home Economics - Related Education	3,309	0	1,976
Technical Education	2,556	14,651	2,182
Trade Vocational and Industrial Education	51,214	778	69,943
Totals	290,915	35,797	150,618

\* \* \*

Of the secondary students served in New Jersey, 178,132 were enrolled in programs leading to paid employment. Although total enrollment in grades 9-12 and the enrollment in occupational programs declined, the percentage of secondary school students in occupational programs remained the same as last year:

\* \* \*

THE FIVE YEAR RECORD OF SECONDARY  
OCCUPATIONAL EDUCATION IN NEW JERSEY

<u>Year</u>	<u>Grades 9-12 Total Enrollment</u>	<u>Enrollment in Occupational Pro- grams, Grades 9-12</u>	<u>Percentage of Occupational Enrollment in Overall Grades 9-12 Enrollment</u>
1974-75	447,481	151,827	34%
1975-76	454,295	157,593	35%
1976-77	451,747	170,463	38%
1977-78	447,841	179,863	40%
1978-79	442,561	178,132	40%

\* \* \*

### Evaluation Efforts

Evaluations of vocational programs were completed in Burlington, Hunterdon and Essex counties. In order to meet the requirements of the Education Amendments of 1976 (P.L. 94-482) and the New Jersey Public School Education Act of 1975, a self evaluation instrument was developed to integrate the requirements of both acts.

The evaluation involved 44 high schools in 39 school districts. Visiting teams observed 960 courses/programs and made a total of 1,493 recommendations for program improvement. In addition, 42 sending schools were visited for the purpose of inspecting shops and laboratories for safety purposes. As a result of the data collected, information and indices were furnished to the schools concerning the following: (1) quality of instruction, (2) availability of instruction, (3) advisory committee input, (4) elimination of sex bias, (5) treatment of special populations, (6) student assessment programs, (7) vocational guidance, counseling and placement and (8) facilities and equipment.

A data collection instrument, entitled "Vocational Education Student Information," was sent to all public secondary schools in the state to collect individual student data for all of the programs leading to gainful employment.

### Equal Access

The division focused its efforts on creating awareness, counteracting the effects of sex bias and stereotyping on the career decision-making process, encouraging non-traditional training, and expanding career options for both sexes.

Highlights of activities included: 20 projects were funded for a total of \$252,807 in local education agencies; student workshops presented by department staff reached 1,661 students; four major companies in New Jersey cooperated with the Office for Equal Access in encouraging male and female students to consider non-traditional jobs; and a funded project, "Project Freedom," utilized a mobile van to travel to various school sites with presentations for students concerning non-traditional careers and providing related in-service activities for teachers.

### Specific Populations Served

- \* More than 410,000 secondary school students were enrolled in Industrial Arts programs in grades K-12, resulting in an increase of 80,000 students over the previous year. More than 115,000 of the above students were female. This was an increase of more than 74,000 females compared with the previous year.
- \* The Introduction to Vocations program, concentrated mainly in grades 7-9, served 107,942 students in 734 programs, including: 267 programs designated as disadvantaged programs; and 130 designated as handicapped programs.
- \* Child development (parenting education) courses, which included laboratory experience with preschool children for secondary

students, increased by 9 percent. Approximately 170 schools had such programs. The curriculum focused on child growth and development and family life education through actual experience in interacting with preschoolers.

- \* 39,100 persons visited the Historic New Jersey Occupations Exhibit located at 25 school sites.
- \* The Occupational Resource Center, in Edison, disseminated 34,611 microfiche requests, 55 computer requests and served 15,803 persons.
- \* Courses were approved for 2,995 veterans enrolled in 805 vocational education programs. More than 1,000 veterans were enrolled in approved on-the-job training and apprenticeship programs.
- \* In 142 approved private vocational schools, 34,251 students were enrolled and a 73.9 percent placement record was reported.
- \* In 20 approved New Jersey correspondence schools, 63,830 students were enrolled.

#### Safety in Vocational Education

During the 1978-79 school year, 1,035 reportable accidents were recorded through the Vocational Education Accident Reporting System. Reportable accidents are those accidental injuries, involving students or instructors in any vocational education course or program, for which treatment by a licensed medical doctor is required. A total of 1,704 accidents were reported since the system was initiated in December 1977.

A priority concern identified through the reporting system was the continuing occurrence of eye injuries to students and instructors in vocational programs. From December 1977 to June 1979, there were 238 eye injuries reported. Approximately 14 percent of all injuries that were reported involved the eyes. Information regarding these specific types of injuries and recommendations on how to reduce the problem disseminated to all public school districts. The division, in cooperation with the Eye Safety Committee of the New Jersey Society to Prevent Blindness, disseminated an eye protection manual for educators. Extensive in-service workshop programs in local districts were planned to enhance the vocational education safety effort during the 1979-80 school year.

#### Cooperative Vocational Education

There were 919 cooperative vocational education programs in New Jersey in 1978-79. Students enrolled in these programs totaled 18,824 and earned a combined income of \$36,907,329. The average earned income per student was \$1,961.

A 60-second public service spot announcement on New Jersey's cooperative vocational education program won an award for excellence in the category of film/video tape from the Art Directors Club of New Jersey at their recent 16th Annual Awards presentation.



The National Guard Cooperative Education program, providing training sites at National Guard facilities, served 158 students; 50 percent of the students were educationally disadvantaged and 5 percent were handicapped.

#### Vocational Education for the Handicapped

More than 10,300 handicapped students (an increase of 12 percent over the previous year) were served in 331 employment orientation programs. More than 2,400 handicapped students participated in the Introduction to Vocations programs. Modified vocational education programs served 1,200 handicapped students. Cooperative vocational education programs provided services to 825 handicapped students (a 10 percent increase over the previous year).

Division staff continued to assist the four county special services school districts (Bergen, Burlington, Cape May and Mercer) in expanding their vocational offerings to the more severely handicapped students.

#### Services for the Disadvantaged

Educationally disadvantaged students who were unable to succeed in regular vocational classes without special assistance, were provided services through at least 1,039 vocational education programs. The program areas included employment orientation; work experience, career exploration; Introduction to Vocations and vocational programs modified to improve the ability levels of the students involved.

A pilot project incorporating mathematics improvement with vocational training succeeded in demonstrating gains in both mathematics and vocational studies that significantly surpassed the gains of the control group. The students in the experimental group averaged a 44.4 percent increase in scores while the students in the control group averaged an 8.1 percent increase. This educational strategy was prepared for distribution.

Three key programs for the disadvantaged are:

1. Employment Orientation Programs: There were 119 employment orientation programs operating in the state. A total of 424 occupational cluster courses were provided. Employment orientation activities are in-school "hands-on" programs: simulated work tasks and basic occupational skill development.
2. Fifteen Year Olds: During the 1978-79 school year there were 76 Work Experience Career Exploration Programs (WECEP) for 15-year olds in New Jersey's schools.

In June of 1979, 91 percent of the former WECEP students in Paterson graduated from high school. After becoming 16 years of age, these WECEP students had continued their education in cooperative vocational educational programs and looked forward to improving themselves by enrolling in postsecondary programs.

3. Work-Study for Needy Vocational Students: A total of 4,700 students were enrolled in work-study programs, designed to provide financial aid through part-time work for needy vocational students (ages 15 to

20) outside of school hours. The major thrust was to promote the expansion of work-study programs for the handicapped. The number of coupled work-study programs (vocational education courses coupled with work-study) for the handicapped increased from 7 to 18.

#### Innovative Projects Assisted by the Division

- \* "The Marlboro Middle School General Store" was the first simulation developed for a middle school distributive education program in New Jersey. The store was designed to bring into the classroom all the activities of a department store. The store was operated by students who had learning disabilities ranging from neurological impairment to mental retardation. They developed greater confidence in themselves and this change carried into other academic areas.
- \* "Project Windmill" was West Milford High School's program that taught students about energy needs and energy conservation. A wind-powered generator and two-story metal tower were built by the building trades students to explore alternative forms of energy; the windmill provided some of the electricity used by the high school. Surplus power generated was transmitted into the electric company's lines.
- \* The School-to-Work Linkage Project was initiated in January 1979 through a grant of \$106,251 from the U.S. Department of Labor. The major focus of this project was to provide continuity between the educational work experiences of students in cooperative industrial education programs and full-time employment in an apprenticeship program after high school graduation. The goal was to register 400 cooperative industrial education students with the Bureau of Apprenticeship and Training (U.S. Department of Labor). By the end of 1978-79, 51 percent of this goal had been reached.
- \* Two research studies were conducted: "A Comprehensive Needs Assessment of Displaced Homemakers in Middlesex County"; and "An Assessment of Program Services and Agencies which Address the Employment Needs of the Displaced Homemaker". The studies gave direction to the development and implementation of a unified and coordinated program of action to meet legislated mandates and the vocational needs of New Jersey's displaced homemakers.

#### Funds Administration under the Comprehensive Employment Training Act (P.L. 95-524)

Under a series of contracts with CETA prime sponsors and other agencies, the division coordinated the administration of more than \$6 million in funds for the Comprehensive Employment Training Act (P.L. 95-524).

Individual referrals were made to local agencies for the training of 3,229 participants under the Governor's Special CETA Grant (\$4,461,143). A total of \$1,223,497 of CETA Prime Sponsor Title II funds was managed by the Division for four Prime Sponsors. The programs funded involved 699 students as of June 30, 1979. CETA Prime Sponsor Title III funds for "Special Indian Programs" amounting to \$20,000 were managed under a contract with the

New Jersey Department of Labor and Industry. Youth Employment Funds were managed for three Prime Sponsors from CETA Title IV in the amount of \$568,619 for both year-round and summer youth projects. The total enrollment as of June 30, 1979, was 1,014 students. CETA Title VI Public Service Employment funds (\$110,175) were managed for one prime sponsor to train 73 individuals as of June 30, 1979.

#### Seven Vocational Student Organizations

Six of the seven traditional vocational student organizations--DECA, FBLA/PBL, FFA, FHA/HERO, HOSA and VICA--had significant growth in members over the past five years. There was a total membership increase of 25 percent in their total memberships from 1974-75 to 1978-79:

<u>1974-75</u>	<u>1975-76</u>	<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>
11,720	12,762	14,288	13,665	14,606

The seventh state vocational student organization was founded in 1978-79. The New Jersey Chapter of the American Industrial Arts Student Association (NJAIASA) became a charter member of National AIASA. Eight local chapters were chartered in AIASA's first year with a total of 150 students involved.

Students from New Jersey were elected and served in leadership positions on the national level during the past year: Tina McCurry, from Teaneck High School, served as a national officer of the Future Homemakers of America and served on the National Coordinating Council of Vocational Student Organizations; and Beverly Camel, from Passaic County Area Vocational-Technical School, served as the national president of Health Occupations Students of America, and served on the New Jersey Advisory Council on Vocational Education.

New Jersey HOSA planned and hosted the Second Annual National Leadership Conference of Health Occupations Students of America. More than 500 members representing 26 states participated. The Health Occupations Education director served as chairperson of the National HOSA Board of Directors.

#### Vocational Education under Contract

The first school year was completed since the approval of legislation to permit proprietary vocational schools to contract for services to local districts. Two public school districts and three proprietary vocational schools entered into contracts to provide secondary school students with vocational programs which were not previously available through the local district.

#### Non-Profit Private School Student Participation in Vocational Education Programs

As mandated in P.L. 94-482, New Jersey was in total compliance in facilitating the needs of non-profit private school students in public vocational education offerings. During the last school year, no eligible non-profit private school students in New Jersey were denied access to federally funded vocational education programs.

### Vocational Curriculum Development

- \* The second edition of Occupational Education Resources - A Compendium was published and disseminated. The publication included a complete list of vocational programs, Adult Basic Education and General Education Development (GED) programs, in all public and private institutions.
- \* The department was awarded a three-year competitive contract for \$235,590 from the United States Office of Education to operate a regional vocational curriculum coordination network, responsible for coordination services in a 10-state area in the northeast. Network services included information and document dissemination services and coordination of curriculum development activities, and support of state program improvement efforts.

### Career Education

Four regional career education workshops were held for dissemination of information concerning the Career Education Incentive Act (P.L. 95-207). Guidelines for the allocation of \$570,000 to implement Career Education projects were distributed by the County Career Education Coordinators.

### Continuing Priorities for Vocational Education

The future priorities of the division in its funding and technical assistance functions were described in: (1) "Annual Program Plan for Vocational Education, F.Y. 1980," (2) "Guidelines for Completing Applications for Federal Vocational Education Funds (P.L. 94-482) for Fiscal Year 1980, School Year 1979-80," and (3) "How to Submit a Proposal for P.L. 94-482 Program Improvement and Supportive Services, and Special Categories, Fiscal Year 1980." Copies are available from the State Library, Department of Education county offices, public libraries participating in the New Jersey Documents Depository System, and the New Jersey Occupational Resource Center in Edison.

Additional information concerning the state's administration of vocational education may be secured by obtaining a copy of the "Annual Report to the State Board of Education by the Division of Vocational Education and Career Preparation" from the division's offices.

### Center for Occupational Education Experimentation and Development

Located in the City of Newark, the Center for Occupational Education Experimentation and Demonstration (COED) serves as both a shared-time vocational school and a statewide technical assistance resource in vocational education and related services. As a demonstration center COED develops and provides technical assistance regarding model curriculum and career development services designed to improve the employability of urban youth. As a shared time vocational school, in 1978-79, COED provided services to approximately 500 students from 22 schools in Newark and surrounding communities.

To further strengthen COED's role as a technical assistance resource, a research development and dissemination unit was established in 1978-79. This unit enables COED to assist effectively other agencies involved in addressing the educational and vocational needs of urban students. Materials prepared by COED which describe newly developed approaches will continue to be widely disseminated.

The receipt of federal funds has enabled the further strengthening of COED's vocational assessment capacity. This capacity will result in COED development of individual training plans for each student referred to COED with special emphasis upon special needs of handicapped students. A model for the development of vocational components to the individual educational plan required by P.L. 94-142 is being developed and will be disseminated.

Efforts toward increasing the participation of individuals with limited English-speaking ability in the vocational programs offered by COED are reflected in the continuation of the center's Adult Bilingual Vocational Training Program. Planning and negotiations were also begun for the establishment of a Housing Rehabilitation Training Program which would involve COED students in the rehabilitation of vacant residential structures in Newark in conjunction with local community and economic development efforts. COED also continued its Nutrition for the Elderly Project which is funded by the Department of Community Affairs and provides more than 1,500 daily hot meals to various locations throughout Newark.

The chief concern of Project COED is to continue to secure resources necessary to maintain the high quality of its instructional programs thereby contributing to the availability of opportunities for vocational training available to students in the state's major urban center, while continuing to provide models for effective vocational training to other educational agencies and school districts.

#### Newark Skills Center

The Newark Skills Center provides vocational training to unemployed economically disadvantaged men and women as a result of contracts with the Newark and Essex County CETA prime sponsors. The training and support services provided are designed to assure that trainees develop a greater sense of self sufficiency and are afforded maximum employment opportunities upon completion of their program. Students receive training in business and industrial processes, academic review and counseling regarding good work habits.

The Newark Skills Center also operates the vocational training programs which are provided at Trenton and Rahway State Prisons. Funding for these programs has been provided through the Supplemental Vocational Education Assistance provision of CETA. This funding will not be continued beyond June 30, 1980, and the cost of operating these programs must be assumed by the state if they are to be continued.

The center continued its participation in the Weatherization Project sponsored by the Department of Community Affairs. Under the terms of an interagency agreement, the Skills Center is responsible for providing training in procedures and materials used in home weatherization to CETA trainees who are participants in weatherization projects being implemented by Community Action Programs throughout the state.

During 1978-79, a total of 572 men and women participated in the center's training programs offered at its Newark facility while 179 men received training through the center's programs at Rahway and Trenton Prisons. As a result of Adult Basic Education funding, 129 students received instruction in English as a second language at the Newark location.

Of concern to the Skills Center is the impact of inflation upon costs for fuel and maintenance of the center while staying within the guidelines for administrative and utilities costs under CETA. Efforts to identify new program offerings are expected to generate a broader base of support for these costs.

#### New Jersey Job Corps Center

The New Jersey Job Corps Center is operated by the Department of Education under a contract from the U.S. Department of Labor. The purpose of the center, located in Edison, is to develop, implement and demonstrate effective methods of providing occupational training and basic educational programs in a residential setting. The programs developed are designed to assist those young men and women who need and can benefit from an unusually intensive program to become more responsive, employable and productive citizens. During 1978-79, 375 students were enrolled from New Jersey, New York and the Virgin Islands.

At the center, students receive an intensive and fully supervised program of education, vocational training and work experience. Avocational and recreational activities, physical development programs and counseling services are provided as an integral part of the student program. Activities are designed to assist enrollees in choosing realistic career goals, coping with problems they may encounter in their home community or in adjusting to a new community, and planning and managing daily affairs. In order to expand the diversity of educational or vocational training opportunities available to enrollees, arrangements are made through other public or private agencies for the provision of services beyond those offered by the center. For instance, a number of enrollees were able to attend college during the past year as a result of U.S. Department of Labor contracts with Trenton State College, Rider College and Union College. Job placement services are also provided to graduates of the Job Corps Center Program.

Construction of two new dormitories and a dining hall and the upgrading of several existing buildings were begun during the year. These new facilities are part of a planned expansion of the center's capacity to include 500 students as a result of the addition of 125 training slots for women.

The increase in enrollment, originally scheduled to begin on a phase-in basis in the later part of 1978-79, has been delayed because the new construction will not be completed on schedule.

Major concerns in the operation of the center is the need for continued staff and program development in addition to the necessity to further upgrade facilities, so that students enrolled are provided every opportunity to benefit from Job Corps' intensive approach. Effective recruitment strategies are also critical in order to assure that the student population of the center

is representative of the larger group of young adults throughout the state for whom the program might be beneficial. Future negotiations with the U.S. Department of Labor will be influenced by these concerns in securing adequate support for the center's continued improvement.

#### Katzenbach and Millburn Schools for the Deaf

The Marie H. Katzenbach School for the Deaf provides a residential educational program for deaf and multiply handicapped deaf students. At the same time, the school serves as a resource for both the adult deaf community as well as those personnel involved in providing educational services to deaf individuals throughout the state. Located in West Trenton, the school provides services in the areas of pre-school, nursery, elementary, junior high school, senior high school and vocational-technical education. Residential and supportive services are provided which encourage student adjustment and growth.

The past year saw the establishment of educational and vocational rehabilitation services for deaf-visually impaired children and youth at the Katzenbach School. Funds provided through the New Jersey Commission for the Blind and the Mid-Atlantic-North and Caribbean Regional Center for Services to Deaf Blind Children, enabled the upgrading of facilities and the hiring of staff for the new effort. As a result of the program, deaf-blind children who once had to attend out-of-state schools for the deaf-blind, will now be able to receive their education in their own state.

Funding was also received by Katzenbach for the purpose of establishing a vocational assessment center on the campus. This facility when fully operational will enable vocational assessments to be conducted for all Katzenbach students in order to assist in the development of individual educational plans which contain a vocational education component. The center is seen as an important upgrading of the diagnostic and supportive services available to students enrolled at the school. The upgrading of services and the development of specialized programming continues to be of concern in light of the increasing numbers of students enrolled at Katzenbach who have other handicapping conditions in addition to that of deafness.

In addition to these initiatives, planning has begun for the establishment of educational and vocational services for deaf and multiply handicapped deaf adults. This program, which would enable the utilization of existing classroom and shop facilities when not used by the K-12 program, is planned to become operational by September 1980.

Another accomplishment was the establishment of gross funding for Katzenbach through direct state appropriation. In the past, the legislature had appropriated an amount equal to approximately half the school's yearly operating cost leaving Katzenbach to collect the balance from local school districts in the form of tuition for each child attending. While districts must still pay tuition, under gross funding the state appropriates the entire amount which is estimated to be the school's yearly cost. The tuition received is used to reimburse the state treasury an amount that is roughly half of the state appropriation. While the impact of this newly instituted funding mechanism is still being assessed, it is anticipated that it will enable more sound and efficient fiscal management.



The Millburn School for the Hearing Handicapped had been a unit of the Katzenbach School. However, effective July 1, 1979, the Millburn School became the first operational regional school for the severely handicapped. Planning for implementing this transition took place during 1978-79.

The major concern facing the Katzenbach School at the close of the year is the impact of both increased personnel and energy costs within anticipated budget parameters. The need to provide adequate staff to provide the services required by multiply handicapped students and to assure compliance with state and federal law is absolutely critical. It appears that the enrollment decline Katzenbach had been experiencing may have bottomed out during this year. Preliminary enrollment figures for 1979-80 indicate a significant increase for the first time in a number of years.

#### Garden State School District

The Garden State School District was created to provide educational programs within New Jersey's residential institutions. During its first phase of operation, the district served youth in two training schools, four correctional facilities, as well as youth and adults in three prisons. In addition, the district provided services in the satellite units affiliated with each of the above sites. The programs offered in correctional facilities were developed with the major goals of returning the offender to the community with sufficient skills to enable him/her to survive economically and socially in a positive manner. Efforts have been made to improve institutional education programs in such areas as: the development of testing, evaluation and prescriptive capabilities; the establishment of Adult Basic Education programs utilizing learning centers; the development of apprenticeship level vocational education programs in all institutions; the establishment of support services in counseling, evaluation and job preparation; the establishment of a Higher Education Master Plan and the development of a parolee job placement system.

During 1978-79, 497 inmates in seven correctional institutions were enrolled in the district's post-secondary program. Forty-seven students earned associate's degree and three earned bachelor's degrees during the year. Of the approximately 1,046 adults enrolled in GED programs, 515 received their certificates. A certificate of completion for a six-month vocational training program was awarded to 812 inmates in nine institutions in such areas as welding, auto body, air conditioning and refrigeration, graphic arts, auto mechanics, carpentry, masonry, plumbing and other areas.

This year was also marked by the passage of the State Facilities Education Act (P.L. 1979, c. 207) which abolishes the Garden State School District effective July 1, 1980. The act places the responsibility for the operation of the educational programs located in the institutions administered by the Departments of Corrections and Human Services directly with those departments. The act also establishes procedures for the funding of these programs based upon the transferral of funds from the school district of residence of each child to the department administering the facility in which the child is placed. Under these procedures, the district of residence also receives additional state aid for each child so assigned to help defray the cost to the district of those funds transferred.



Under the State Facilities Education Act, the role of the Commissioner of Education will be to promulgate rules and regulations for assuring that a thorough and efficient education is provided to children in state facilities. The Department of Education is also assigned the responsibility for program monitoring and will be concerned with effecting the orderly transition of programs and services among the three agencies involved.

## 5 Cultural and Library Services

### State Library

#### Services to State Government

Following three years during which the assistant director served as acting director, Mrs. Barbara F. Weaver was appointed to the new title of Assistant Commissioner of Education, Division of the State Library, Archives and History. Mrs. Weaver inherited several years of intensive planning, including major space studies and surveys of building needs. During the year, requirements for housing the library's retrospective collections and accommodating an acquisition rate of 12,500 titles per year were projected to the year 2,000. A proposed addition to the present facility of 82,800 square feet will be reviewed in the 1982 capital improvements budget.

More immediately, a new building for a combined records storage center and library for the blind and handicapped was overwhelmingly endorsed by the electorate and the allocation of \$6.5 million weathered a lengthy court suit. Aided by a special appropriation for additional staff to inventory and prepare records for transfer to the new center, the records management function was intensified and additional leased space was acquired at 116 West State Street. Estimated savings to the state from released office and rental space, file cabinets and orderly microfilming or destruction of records could amount to \$50 million over a 10-year period. The library was granted a productivity award for additional microfilm equipment with which it can accelerate its records management operations.

Reference services to all arms of state government continued to be enhanced by on-line computer data bases capable of producing literature searches as well as spot reference assistance. At the Library for the Blind and Handicapped, a record 250,000 items circulated during 1978, a 22 percent increase over the preceding year, illustrating the efficacy of the mini-computer. Both this technological innovation and the use of computerized cataloging and card production have greatly expanded daily output with no staff additions, and in spite of heavy sickness and vacancy rates.

#### Services to Libraries

Planning activities dominated the statewide library scene as well and culminated in several major reports and the first Governor's Conference on Library and Information Services, held in early April. The Library Development Bureau was involved in all these planning efforts and by the end of the fiscal year, the emergence of a new statewide plan for network development of all types of libraries in the state was assured. Based on the findings and recommendations of the Musto Commission, the New Jersey Library Association, the Department of Higher Education Task Force on Academic Libraries, and the

Governor's Conference, the new plan will emphasize resource sharing and equal access of all residents to quality library and information services.

The library continued to administer grants of state and federal aid, provide consultative services in all aspects of librarianship, and conduct in-service training workshops for librarians and trustees. A record 400 inter-library loan requests was received on one day during the year and the State Library maintained its backstop reference services for questions not answered at the local level, and provided location services for materials it did not have on hand.

As of June 30, the library's possible removal from the Department of Education to a proposed Department of Cultural Affairs was still unresolved. Its ties to implementation of the Public School Education Act of 1975 through improved school media center services were reaffirmed.

#### New Jersey Historical Commission

In 1978-79, high points for the New Jersey Historical Commission included publication of the first volume of the Papers of William Livingston. This project, begun in 1974, has had the financial support of the New Jersey American Revolution Bicentennial Celebration Commission and the National Endowment for the Humanities. Its chief source of funds has been the National Historical Publications and Records Commission and its institutional support (worth nearly half a million dollars by the end of 1978-79) has come from New York University. Four more volumes will be published by the conclusion of the project in 1982-83. The volume was presented to Governor Byrne in State House ceremonies on July 2.

The commission began activities commemorating the centennial of Thomas A. Edison's development of a practical incandescent light in October 1978 with ceremonies presenting the governor with the first copies of a teachers' kit on Edison and his career. The centennial year will culminate in October 1979 with a two-day symposium on Edison and the opening of major Edison exhibitions at the Newark Museum and the Newark Public Library.

In 1978-79, the commission completed a two-year study of its operations made possible by a grant from the National Endowment for the Humanities. The consultants hired to conduct the study prepared a voluminous report, including recommendations of ways the commission can operate more effectively. The report has been transmitted to the Commissioner of Education and other senior staff members in the department.

#### State Museum

The State Museum, a general museum chartered by the legislature 90 years ago to document New Jersey's rich heritage, is involved with all three of the traditional museum functions of collecting, exhibiting and interpreting. Staffed by professionals with expertise in fine arts, cultural history, natural science and archaeology/ethnology, it maintains collections and exhibitions geared to a broad spectrum of the state's past, present and future. It also conducts an extensive outreach program that makes traveling exhibitions and films available to schools, libraries, community centers and other nonprofit institutions and organizations in all 21 counties.

During 1978-79, the museum logged a total of 427,675 visitors from throughout the United States and Canada as well as from abroad. This total included 25,503 who attended public movies and performing arts programs in the auditorium and 38,187 who attended public programs in the planetarium. Additionally, the two dozen traveling exhibitions of artwork, specimens and artifacts from museum collections were viewed by an estimated audience of 183,810; and the 25,103 movie prints circulated by the film loan service had an estimated viewing audience of 1,631,695.

Almost a quarter of the visitors (102,786) to the museum were students, senior citizens, service club members or members of other organized community groups who came with prior reservations. Some came to attend special performing arts programs or guided gallery walks conducted by members of the museum staff and/or volunteer docents; others participated in one or more of 30 museum-oriented lesson/demonstrations covering a variety of subjects relating to state government, New Jersey Indians, archaeology, art interpretation, space science, natural science and cultural history.

The 1978-79 collection expansion program was highlighted by an "ACQUISITIONS '78" project conducted in the fall by the Friends of the Museum volunteer organization to raise funds for fine arts and cultural history purchases. It netted more than \$85,000. The fine arts collection also benefited from a \$15,000 grant from the National Endowment for the Arts (matched by the Friends of the Museum) used to purchase a sculpture by Kenneth Snelson, a painting by Philip Pearlstein and a ceramic form by Hawaiian-born New Jersey artist Toshiko Takaezu. Perhaps the most significant gift to the cultural history collection in 1978-79 was a group of more than 60 ceramicware and memorabilia objects from the Tams family, founders in 1861 of Trenton's Greenwood Pottery Company. Another important cultural history acquisition was a ceramic bust of Cleopatra (made ca. 1876) by New Jersey's prominent Ott & Brewer ceramic company. Only four such pieces (all different) are known to exist, and the museum now owns three of them. At the end of 1978-79, the total value of museum collections was estimated conservatively at more than \$5,300,000.

A sampling of the more than three dozen short-term exhibitions mounted during 1978-79 illustrates the scope and intent of the continuing exhibition program: "Victoriana from the Museum Collections" and "American Art of the 1930s" spotlighted the quality of the museum's own collections; "Lighting in 18th and 19th Century America" and "Dolls and Doll Houses" attracted wide general audiences; "WOMAN" and "Black Women: Achievement Against the Odds" were topical; "Eilshemius: Paintings and Drawings" and "Herman Carl Mueller: Architectural Ceramics" examined the work of earlier New Jersey artists; "Marin's Maine" and "Scouting Through the Eyes of Norman Rockwell" featured two of America's best-known painters; "Photomicrographs by Michael Siegel" and "Christopher Forrest's Wildlife Images" blended fine art and natural science; the work of outstanding contemporary New Jersey artists Leo Dee, Reeve Schuley III, Toshiko Takaezu and Leonare Tawney was recognized; and attention was focused on young artists from Camden, Essex, Middlesex, Morris and Warren counties.

In accord with the designation of 1979 as the International Year of the Child, the museum's public performing arts programming was dominated by children's theatre offerings. A between-the-holidays festival, designed to

introduce young people to the pleasures of drama, music and dance, brought talented performers from Next Move Theatre Company, New American Opera Theatre, National Theatre Company and the Princeton Ballet Company to the auditorium stage for two programs each. Subsidization by Friends of the Museum and Shell Companies Foundation made it possible to hold ticket prices to a minimum. Capacity or near-capacity audiences attended every performance. Later, the Friends of the Museum subsidized a "Best of Children's Theatre" series that featured a Maximillion Productions cast, the world-famous Paper Bag Players and the popular Prince Street Players in Sunday afternoon programs during January, February and March. In each instance, ticket demand exceeded supply. Other performing arts activities during 1978-79 included auditorium presentations by handicapped citizens and ethnic groups, concerts in a variety of musical styles, a production of "The Comedy of Errors," gallery concerts planned to complement ongoing exhibitions, and Friends-sponsored gallery concerts by talented young New Jersey vocalists and instrumentalists.

Work continued during 1978-79 on improvements in the temperature and humidity control system so important to preservation of fragile objects and materials in the collections. Exhibits required for completion of the Hall of Natural Sciences are in the final stages of construction, and architectural planning is nearly done for the already funded second floor exhibition hall for long-term exhibition of objects from the permanent collections. Initial construction is anticipated in 1979-80. Emergency funding was approved for replacement of obsolete film-loan processing equipment, but pending arrival of the new units the film-loan section was still operating at reduced capacity at the end of the year.

A recorded message covering current museum scheduling, exhibitions and public programming may be dialed around-the-clock at (609) 292-6464. Additional information and copies of the museum's two-month calendar may be requested during weekday office hours by phoning (609) 292-6308. For information and/or a brochure on the museum's outreach services, phone (609) 292-7780 for traveling exhibitions or (609) 292-6313 for film loan.

Appendix: Selected Statistics



Table I

MINIMUM BASIC SKILLS TEST RESULTS: 1978-79

<u>Test</u>		<u>Number Taking Test</u>	<u>Percent Meeting or Exceeding Statewide Standards</u> <sup>1</sup>			
<u>Grade</u>	<u>Type</u>		<u>Statewide</u>	<u>Urban</u> <sup>2</sup>	<u>Suburban</u> <sup>3</sup>	<u>Rural</u> <sup>4</sup>
3	Reading	90,646	87.7%	79.6%	95.9%	91.0%
3	Math	90,632	76.1	65.6	87.5	78.2
6	Reading	91,351	74.5	63.9	85.1	77.7
6	Math	91,316	70.4	59.3	82.1	73.1
9	Reading	108,503	76.0	67.3	85.0	74.9
9	Math	108,350	77.2	67.6	86.2	78.2
11	Reading	96,503	84.2	78.8	89.7	81.6
11	Math	96,329	79.9	73.4	85.8	77.4

<sup>1</sup>Any student who obtained a score of at least sixty-five in mathematics or seventy-five in reading met the minimum statewide proficiency standards.

<sup>2</sup>Urban: Densely populated with extensive development near an urban center but not as highly developed, with larger residential areas.

<sup>3</sup>Suburban: Predominantly single family residential within a short distance of an urban area or a rapidly developing area, but with still large tracts of open land for development.

<sup>4</sup>Rural: Scattered small communities and isolated single family dwellings, or high density core area with surrounding rural municipalities, or small developed core area surrounded by rural areas.



Table II

VITAL EDUCATION STATISTICS: FIVE YEARS

	<u>1974-75</u>	<u>1975-76</u>	<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>
<u>Public School Districts</u>					
Operating Districts	589	590	590	591	593
Non-Operating Districts	19	19	20	19	20
Total Districts	608	609	610	610	613
Regional Districts	68	69	69	69	69
Consolidated Districts	8	8	8	8	8
Special Services Districts and Commissions	6	6	6	6	12
<u>Schools</u>					
Elementary Schools	2,033	2,036	2,033	2,014	1,999
Secondary Schools	431	441	447	447	446
Total Schools	2,464	2,477	2,480	2,461	2,445
Instructional Rooms	67,846	69,049	69,065	69,019	69,693
<u>Enrollments</u>					
Pre-Kindergarten	3,385	3,038	3,059	3,801	3,726
Elementary	933,477	915,543	891,446	858,010	824,252
Secondary	530,094	534,298	526,843	519,717	509,349
Male	752,898	745,938	729,391	707,838	686,066
Female	714,058	706,941	691,957	673,690	656,261
White	1,128,445	1,107,370	1,075,881	1,036,412	991,406
Black	238,813	240,974	240,210	238,482	234,897
Hispanic	83,919	87,328	92,463	92,388	94,966
Other	15,779	17,206	12,794	14,246	16,058
Total Enrollments	1,466,956	1,452,879	1,421,348	1,381,528	1,337,327

		<u>1974-75</u>	<u>1975-76</u>	<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>
Dropouts:	Minority	7,510	8,230	8,120	7,896	
	Total	20,211	22,197	21,840	22,118	
High School	Minority	13,795	13,931	15,012	15,900	
Graduates:	Total	97,985	97,494	97,395	97,079	
<u>Certified Personnel</u>						
Administrators/Supervisors:	Total	6,869	6,904	6,932	6,825	6,962
	Female	1,213	1,217	1,255	1,178	1,266
	Minority	567	577	647	592	615
Classroom Teachers:	Total	80,448	80,010	78,701	78,837	78,569
	Female	51,771	51,089	50,025	50,081	50,053
	Minority	7,265	7,344	7,510	7,927	8,129
Special Services Personnel:	Total	9,749	10,105	10,183	11,378	11,991
	Female	7,214	7,450	7,564	9,045	8,923
	Minority	1,011	1,018	1,020	1,159	1,253
Total Certificated Personnel		97,066	97,019	95,816	97,040	97,522
Entering:	Administrators/Supervisors	891	809	730	762	711
	Teachers	13,338	10,621	10,530	9,820	11,341
	Special Services Personnel	1,767	1,633	1,516	2,251	2,177
Leaving:	Administrators/Supervisors	802	867	788	946	766
	Teachers	11,748	10,763	10,793	11,094	11,756
	Special Services Personnel	1,195	1,336	1,449	1,815	2,043
Average Salary*:	Teachers	\$ 12,618	\$ 13,588	\$ 14,537	\$ 15,370	\$ 16,172

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\* Data supplied by the New Jersey Education Association.

Table III

PUBLIC SCHOOL ENROLLMENTS BY COUNTY

<u>County</u>	<u>1977-78</u>		<u>1978-79</u>	
	<u>Elementary</u>	<u>Secondary</u>	<u>Elementary</u>	<u>Secondary</u>
Atlantic	25,559	11,360	24,769	11,235
Bergen	84,712	60,222	79,625	58,256
Burlington	47,036	28,782	46,267	27,352
Camden	58,002	35,088	55,781	34,568
Cape May	8,262	4,163	8,024	4,183
Cumberland	20,797	9,098	19,978	9,340
Essex	98,770	58,725	95,396	56,682
Gloucester	23,885	16,997	23,339	16,684
Hudson	56,343	27,587	55,153	26,744
Hunterdon	12,771	6,765	12,502	6,946
Mercer	32,565	20,811	31,431	20,305
Middlesex	64,384	48,118	61,004	46,678
Monmouth	64,279	39,102	60,818	38,829
Morris	57,885	29,217	55,052	29,111
Ocean	42,580	19,870	40,650	21,873
Passaic	55,036	26,841	52,902	26,380
Salem	8,439	5,400	8,206	5,376
Somerset	24,332	17,935	22,696	17,511
Sussex	16,946	8,348	16,514	8,608
Union	48,130	39,157	47,002	36,488
Warren	11,098	6,131	10,869	6,200
STATE	861,811	519,717	827,978	509,349

Table IV

DEPARTMENT OF EDUCATION APPROPRIATIONS

<u>Budget Components</u>	<u>1977-78</u>		<u>1978-79</u>		<u>1979-80</u>	
	<u>Actual</u>	<u>Percent</u>	<u>Adjusted</u>	<u>Percent</u>	<u>Budgeted</u>	<u>Percent</u>
Direct State Services	\$ 20,520,901	1.40	\$ 22,349,915	1.36	\$ 22,384,038*	1.26
State Aid	1,254,071,919	85.52	1,388,683,734	84.46	1,499,402,589	84.23
Federal Aid	183,412,897	12.51	223,042,231	13.56	249,614,476	14.02
Other Funds (Including Debt Service and Capital Construction)	<u>8,430,628</u>	<u>.57</u>	<u>10,159,101</u>	<u>.62</u>	<u>8,772,479</u>	<u>.49</u>
Total	\$1,466,436,345	100.00	\$1,644,234,981	100.00	\$1,780,173,582	100.00
Total Education Approp.	\$1,278,306,265	32.33	\$1,415,470,474	32.08	\$1,525,222,470	32.76
Total State Approp.	\$3,953,529,093	100.00	\$4,412,966,921	100.00	\$4,655,547,361	100.00

\*Direct State Services includes anticipated tuition receipts for Katzenbach School at \$2,218,875, for purposes of comparison across the fiscal year; 1979-80, the Governor's budget message includes the account in "other funds."

Table V

FEDERAL AID TO LOCAL DISTRICTS

<u>Federal Programs</u>	<u>1977-78</u>	<u>1978-79</u>
Title I		
Part A	\$ 52,982,258	\$ 61,458,339
Part B	2,844,869	
Handicapped	4,708,163	5,442,177
Migrant	2,279,346	2,268,693
Delinquent	754,254	760,188
Correctional	58,595	60,430
Title I - Total	63,627,485	70,000,480
Title IV-B	5,154,392	5,548,214
Title IV-C	6,162,760	6,293,497
Title VI	10,349,507	22,185,088
Pre-School Handicapped	303,000	373,680
Teacher Training-Special Education	263,000	263,000
Special Education Reg. Resource Center	512,415	676,474
Title VII - Bilingual	107,852	124,846
Right to Read	242,142	230,222
Vocational Education Act	15,772,000	15,585,633
Library Services and Construction Act	1,849,313	2,081,968
Child Nutrition	90,338,336	92,962,934
Indochinese Ref. Act	277,000	60,731
Adult Basic Education	2,670,986	3,026,806
Community Education	66,079	71,257
Civil Rights Act, Title IV	533,385	454,049
Impact Aid	<u>15,000,000</u>	<u>11,456,203</u>
TOTAL	\$213,289,652	\$301,384,909

Table VI

STATE SCHOOL AID TO LOCAL DISTRICTS

<u>Major Accounts</u>	<u>1977-78 Expenditures</u>	<u>1978-79 Appropriations</u>
Current Expense Equalization Aid	\$ 676,556,552	\$ 727,824,597
Formula	627,178,141	675,202,589
Minimum	48,557,501	52,622,008
Save-Harmless	820,910	-
School Facilities Aid	68,550,528	68,849,003
Capital Outlay	2,235,035	3,558,611
Debt Service Type 2	31,838,717	31,919,234
Debt Service Type 1	19,299,350	19,110,088
State Debt Service	15,177,426	14,261,070
Transportation Aid	80,401,071	89,851,257
Categorical Aid	145,613,539	174,101,315
Special Education	72,509,111	87,225,365
County Special Services Districts	3,398,665	5,000,000
Compensatory	57,188,391	67,922,648
Bilingual	6,391,041	6,899,316
Local Vocational	4,416,331	5,953,986
Compensatory Research and Development	1,710,000	1,100,000
Sub-Total	\$ 971,121,690	\$1,060,626,172
Other Grants-In-Aid	31,815,089	40,413,342
Pension Fund Contributions	242,704,663	279,028,115
Total State Aid	\$1,245,641,442	\$1,380,067,629
From General Fund	744,935,162	
From Property Tax Relief Fund	500,706,280	
From Lottery Fund		
Total School Expenditures (including Pension Contributions)	\$3,180,000,000	\$3,426,000,000*
Percent of State Support	39.2%	40.3%

\* Estimated

Table VII  
BUDGET CAP WAIVERS

County	1978-79				1979-80			
	No. of Districts Requesting CAP Increases	Total Waiver Requested	No. of Districts That Received CAP Waivers	Total Waiver Approved	No. of Districts Requesting Budget Cap Waivers	Total Waiver Requested	No. of Districts That Received CAP Waivers	Total Waiver Approved
Atlantic	2	\$ 266,558	2	\$ 189,861	4	\$ 523,287	4	\$ 472,121
Bergen	22	4,121,972	20	2,841,289	14	1,979,802	12	899,980
Burlington	10	1,896,850	10	1,365,230	11	2,201,619	10	1,316,400
Camden	5	1,148,605	5	1,074,990	4	214,178	4	124,623
Cape May	5	1,071,901	5	894,046	6	1,305,132	5	797,516
Cumberland	1	131,309	1	131,309	0	0	0	0
Essex	9	10,138,696	9	7,911,339	2	441,752	1	3,810
Gloucester	1	315,992	1	257,529	2	570,552	2	429,348
Hudson	5	6,914,274	4	4,130,141	3	2,786,655	3	2,117,962
Hunterdon	2	649,862	2	611,703	5	912,918	5	557,175
Mercer	4	1,739,957	4	1,304,460	2	1,094,002	2	791,276
Middlesex	12	4,868,952	12	3,232,903	8	2,677,985	5	607,806
Monmouth	15	3,911,536	15	3,495,241	11	2,744,342	11	2,317,519
Morris	7	950,477	7	856,088	10	1,629,948	9	1,029,168
Ocean	15	3,915,486	15	2,846,981	8	3,069,607	8	2,510,625
Passaic	7	4,683,779	7	3,715,561	3	1,169,424	2	361,250
Salem	2	25,366	2	25,366	1	94,690	1	78,590
Somerset	7	2,042,798	7	1,899,575	8	1,751,737	8	719,854
Sussex	11	1,232,862	11	1,164,590	9	1,034,996	9	982,814
Union	7	3,642,341	6	3,231,458	7	1,673,036	6	692,406
Warren	5	845,818	5	825,718	2	394,674	2	339,393
Total	154	\$54,515,391	150	\$42,005,378	120	\$28,270,336	109	\$17,149,636



Table VIII

CONSTRUCTION OF EDUCATIONAL FACILITIES: 1978-79

<u>Counties</u>	<u>No. of Districts</u>	<u>New Construction</u>		<u>Additions</u>		<u>Repair &amp; Rehabilit.</u>	
		<u>No. of Projs.</u>	<u>Cost</u>	<u>No. of Projs.</u>	<u>Cost</u>	<u>No. of Projs.</u>	<u>Cost</u>
Atlantic	7	0	\$ 0	2	\$ 70,133	10	\$ 230,200
Bergen	33	0	0	4	1,752,200	50	3,729,290
Burlington	11	0	0	3	1,020,500	15	666,950
Camden	15	1	2,270,000	2	242,350	32	924,562
Cape May	3	0	0	1	668,000	2	124,800
Cumberland	7	0	0	1	57,875	17	589,100
Essex	11	0	0	3	357,480	93	7,693,758
Gloucester	7	1	6,500,000	2	1,535,000	6	640,500
Hudson	8	1	9,000,000	1	2,800,000	21	1,095,599
Hunterdon	11	1	1,590,608	4	3,523,365	11	478,643
Mercer	5	0	0	3	5,476,000	5	540,000
Middlesex	13	0	0	4	1,790,322	38	2,169,465
Monmouth	19	0	0	2	595,000	52	1,789,779
Morris	17	1	1,398,000	2	2,002,000	43	3,631,599
Ocean	13	2	16,441,122	6	5,682,154	36	1,311,355
Passaic	12	0	0	3	348,000	24	1,171,400
Salem	6	1	47,000	2	1,721,000	16	338,649
Somerset	6	0	0	2	76,500	9	434,272
Sussex	5	1	3,896,640	2	2,739,500	3	124,300
Union	16	0	0	2	6,042,960	28	1,618,370
Warren	7	0	0	2	36,350	7	518,100
Totals	232	9	\$41,143,370	53	\$38,536,689	518	\$29,820,691

Table IX

STATE COMPENSATORY EDUCATION: 1978-79

	<u>Total Participants (Unduplicated)</u>	<u>Reading Program Participants</u>	<u>Math Program Participants</u>	<u>Total Allocations</u>
Atlantic	16,428	12,061	11,654	\$ 2,975,438
Bergen	30,009	20,548	17,384	3,111,237
Burlington	19,751	13,817	12,883	2,615,016
Camden	34,425	26,603	24,903	5,459,748
Cape May	3,125	2,246	2,067	608,358
Cumberland	12,615	9,335	9,505	2,219,960
Essex	68,230	53,539	55,504	11,628,114
Gloucester	11,483	7,543	7,755	1,629,102
Hudson	42,590	33,394	32,175	7,977,412
Hunterdon	3,220	2,187	1,966	434,247
Mercer	7,910	5,413	5,208	3,619,682
Middlesex	26,366	19,040	17,722	4,117,855
Monmouth	29,350	21,076	20,373	4,766,786
Morris	16,036	10,182	10,355	1,868,471
Ocean	19,295	12,481	14,155	2,843,818
Passaic	38,945	32,870	29,970	6,442,926
Salem	4,466	2,858	3,455	718,840
Somerset	8,516	5,913	5,985	1,038,028
Sussex	3,106	2,073	2,003	831,503
Union	25,199	18,633	17,171	4,007,906
Warren	<u>3,730</u>	<u>2,825</u>	<u>2,312</u>	<u>502,622</u>
Totals	424,795	314,637	304,505	\$69,417,069

Table X

SPECIAL EDUCATION

1978-79 Full Time Equivalent Enrollment  
By Program\*

Funds

County	Special <sup>1</sup> Classes	Private <sup>2</sup> School	Supplementary <sup>3</sup>	Home <sup>4</sup> Instruction	State Categorical	P.L. 94-142 Federal
Atlantic	570.0	50.0	1,767.0	9,451.1	\$ 1,589,040	\$ 718,360
Bergen	3,346.5	334.0	12,947.0	49,020.0	8,904,384	2,555,823
Burlington	2,033.5	257.0	3,480.0	24,671.9	4,791,208	977,129
Camden	3,056.0	626.0	4,417.0	31,766.6	7,040,715	1,779,510
Cape May	248.5	18.0	1,163.0	2,588.0	724,289	322,788
Cumberland	825.0	47.0	1,974.0	15,462.9	1,841,719	510,139
Essex	3,883.5	977.0	11,311.0	59,136.8	11,965,920	1,748,564
Gloucester	1,038.0	141.0	1,848.0	12,264.1	2,385,112	441,027
Hudson	2,954.5	252.0	4,335.0	60,636.6	6,896,924	876,591
Hunterdon	220.0	96.0	1,586.0	2,344.3	1,035,612	166,820
Mercer	1,451.5	303.0	3,786.0	25,498.1	4,289,728	994,169
Middlesex	2,267.0	428.0	9,185.0	35,694.9	6,793,879	1,479,771
Monmouth	1,707.0	441.0	6,410.0	48,113.8	5,382,963	1,543,862
Morris	1,379.5	430.0	7,693.0	21,569.0	4,941,316	1,073,657
Ocean	936.0	146.0	3,631.0	16,402.0	2,646,088	725,234
Passaic	2,092.0	184.0	9,117.0	36,654.9	5,397,045	1,293,990
Salem	461.0	44.0	529.0	2,549.8	872,203	207,100
Somerset	873.0	207.0	3,371.0	11,705.3	2,601,827	490,086
Sussex	508.0	95.0	2,373.0	6,518.9	1,459,855	495,500
Union	1,711.0	338.0	6,405.0	31,628.8	5,042,515	1,413,637
Warren	297.0	57.0	1,524.0	3,520.2	897,537	300,660
Grand Total	31,858.5	5,471.0	95,852.0	507,198.0	\$87,499,879	\$20,114,417

\*Full time Equivalent Enrollment - figures represent students enrolled on a part or shared time basis.

<sup>1</sup>Special Classes - students placed in self contained classes by classification of handicapping condition.

<sup>2</sup>Private School - students placed in approved private schools for the handicapped.

<sup>3</sup>Supplementary - students receiving supplemental instruction.

<sup>4</sup>Home Instruction - students receiving instruction at home rather than in the local school district facilities.

Table XI  
ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I: 1978-79

\*Program Participants (Duplicated Count)\*

County (1)	Total Students Served* (2)	Reading (3)	Language Arts (4)	Computation (5)	PEP <sup>1</sup> (6)	K (7)	Pre-K (8)	Federal Monies (9)	Migrant	
									Migrant Students (10)	Federal <sup>2</sup> Monies (11)
Atlantic	4,920	3,254	0	1,934	15	486	64	\$2,376,851	1,203	\$691,784
Bergen	5,841	3,521	501	1,724	58	423	219	2,685,255		
Burlington	2,660	1,598	334	848		173	32	2,304,752	171	109,763
Camden	4,157	3,031	263	2,076	0	285	75	4,641,932	208	807,220
Cape May	1,154	906	0	431	2	36	15	569,547	57	9,175
Cumberland	1,418	852	172	588	38	69	153	1,647,237	1,287	541,287
Essex	23,165	14,936	11,267	8,796	1,201	3,447	481	15,228,752	31	
Gloucester	3,175	1,880	288	1,596	14	131	70	1,453,018	304	157,428
Hudson	10,996	6,880	12	5,899	755	924	0	7,695,272	35	
Hunterdon	1,618	413	32	255	0	17	0	365,669	31	
Mercer	4,696	459	3,314	82	404	327	157	2,872,230	125	
Middlesex	3,902	2,513	158	1,419	271	357	125	2,782,192	390	367,313
Monmouth	4,551	2,728	108	993	139	551	96	3,615,643	337	28,096
Morris	2,308	1,355	168	471	227	219		1,215,333	9	
Ocean	2,730	1,289	418	1,065	0	121		1,747,279		
Passaic	7,248	4,250	204	1,197	1,735	456	260	4,597,432	9	
Salem	1,617	1,104	0	1,083	0	91	20	856,563	389	157,930
Somerset	1,493	589	549	921	0	19	217	759,627		
Sussex	1,338	819	28	470	0	0	0	487,099	35	
Union	4,319	1,995	295	1,027	139	488	580	3,100,256		
Warren	1,333	570	22	314	0	65	0	456,397	55	16,603
State	94,639	54,942	18,133	33,189	4,998	8,685	2,564	61,458,336	4,676	\$2,886,579

\*Student information based on LEA Title I reports submitted by September 15, 1979: 80% of State

<sup>1</sup>Programs for English Proficiencies

<sup>2</sup>Migrant allocations include statewide program activities in addition to individual district projects

Table XII  
BILINGUAL EDUCATION

<u>Counties</u>	<u>1977-1978</u>			<u>1978-1979</u>		
	<u>Number of Districts</u>	<u>Number of Students Served</u>	<u>State Funds</u>	<u>Number of Districts</u>	<u>Number of Students Served</u>	<u>State Funds</u>
Atlantic	6	541	\$ 138,311	6	389	\$ 111,496
Bergen	12	839	193,009	12	899	275,665
Burlington	3	148	50,536	3	105	34,824
Camden	2	1,815	437,342	2	1,379	334,780
Cape May	1	13	3,132	1	7	2,048
Cumberland	3	655	134,455	3	636	186,119
Essex	7	7,865	1,895,150	7	6,105	1,791,250
Gloucester	1	25	0	0	0	0
Hudson	10	6,761	1,383,593	10	5,021	1,469,345
Hunterdon	0	0	0	0	0	0
Mercer	5	1,498	350,596	7	963	282,106
Middlesex	11	1,598	369,390	12	1,652	483,440
Monmouth	11	596	137,107	11	550	157,148
Morris	3	395	68,879	3	439	128,468
Ocean	3	263	63,373	3	234	67,015
Passaic	5	2,529	560,714	5	2,437	713,164
Salem	0	0	0	0	0	0
Somerset	5	139	21,927	4	131	38,336
Sussex	0	0	0	0	0	0
Union	7	1,971	446,016	5	2,070	608,691
Warren	1	17	4,578	1	24	7,023
Totals	96	27,668	\$6,258,108	95	23,041	\$6,690,918

Table XIII  
PUPIL TRANSPORTATION

Counties	1977-78				1978-79				
	Total Transportation Costs <sup>1</sup>	State Aid Share of Total Transportation Cost	Total <sup>2</sup> Pupils Trans-ported	Number of Pupils Provided Transportation Aid	Handicapped Pupils		State Aid <sup>3</sup> Share of Total Transportation Costs	Total Pupils Trans- <sup>4</sup> ported	Number of Pupils Provided Transportation Aid
					Number of Pupils Transported	Cost of Transportation			
Atlantic	3,231,782	3,058,516	21,063	453	698	476,723	3,091,445	20,682	506
Bergen	8,711,447	7,680,510	34,541	2,310	3,494	3,175,404	7,814,369	31,294	2,533
Burlington	7,121,089	6,118,910	49,915	1,777	2,404	1,514,387	6,685,310	58,615	1,220
Camden	6,485,377	5,282,475	45,066	938	3,244	1,939,158	5,199,681	45,578	998
Cape May	1,482,091	1,319,769	10,144	95	155	126,926	1,346,237	10,342	127
Cumberland	2,936,321	2,497,767	22,496	356	610	347,666	2,748,497	23,993	493
Essex	8,639,888	6,683,606	31,900	4,385	4,144	4,543,986	8,029,687	20,759	5,349
Gloucester	3,703,424	3,260,032	30,001	545	801	665,681	3,103,242	32,215	548
Hudson	3,227,883	2,599,872	5,459	183	2,524	2,466,064	3,414,885	6,123	4,248
Hunterdon	2,827,242	2,454,896	17,108	362	221	340,250	2,657,298	16,211	373
Mercer	4,310,628	3,426,065	29,145	1,243	1,460	1,077,230	3,338,568	27,986	1,174
Middlesex	8,505,247	7,180,136	49,664	1,382	2,827	2,620,453	6,887,467	53,713	1,667
Monmouth	9,091,233	7,345,047	63,639	1,180	2,140	1,732,997	7,678,938	66,690	1,184
Morris	9,527,898	7,781,661	62,174	1,678	1,788	1,816,151	7,552,396	61,518	1,454
Ocean	8,199,365	6,774,068	56,416	576	969	1,102,805	7,043,661	58,881	576
Passaic	4,394,640	3,678,681	24,199	1,315	1,873	1,214,285	3,845,054	25,056	1,705
Salem	1,427,046	1,201,747	9,520	369	256	221,582	1,254,910	10,175	339
Somerset	4,776,594	4,195,117	27,842	1,151	879	1,127,965	4,292,423	29,526	1,153
Sussex	3,699,778	3,332,933	23,829	200	429	625,820	3,409,446	24,401	226
Union	3,923,191	3,375,956	14,479	1,516	2,110	1,601,624	3,488,144	14,723	1,614
Warren	1,488,695	1,320,258	11,147	287	189	187,655	1,539,121	10,833	317
Totals	107,710,859	90,568,022	639,747	22,301	33,215	28,924,812	94,420,779	649,314	27,804

Notes:

<sup>1</sup>Total cost of to and from school transportation, including capital outlay, handicapped pupils and monies paid in lieu of transportation services.

<sup>2</sup>Includes handicapped pupils; excludes pupils receiving transportation aid in lieu of transportation services.

<sup>3</sup>Total transportation cost estimated to be \$124,776,376. School year 1977-78 reflects 100% of approved costs and school year, 1978-79 state aid reflects 90% of approved costs.

<sup>4</sup>Under school year 1978-79, these figures represent local school board estimates.

Table XIV  
ADULT POPULATION, ENROLLMENT, AND NUMBER OF  
DROPOUTS IN ADULT EDUCATION PROGRAMS

County	*Total Adult Population	*Total Adult Pop. Less 8th Grade	*Total Adult Pop. Less 12th Grade Completed	Total Number Dropouts 9/76-8/77	(1979) Total Adult Programs	(1979) Total Enrollments A.B.E.**	(1979) Total Enrollments H.S.C.***	(1979) Total Ad. Enrolled + E.F.B.	(1979) Total Adults Enrolled
Atlantic	106,161	20,077	59,066	836	7	325	792	41	5,700
Bergen	529,618	55,886	211,109	1,360	23	1,137	2,533	1,004	75,438
Burlington	156,691	16,912	63,279	1,039	14	534	1,360	236	19,069
Camden	251,511	38,754	127,937	1,281	17	848	1,730	173	23,424
Cape May	37,471	6,339	20,540	276	4	138	385	0	6,233
Cumberland	66,817	14,956	40,114	828	6	726	1,360	224	12,558
Essex	533,556	93,631	270,323	3,036	15	5,147	2,617	955	38,499
Gloucester	91,005	13,533	46,703	722	8	451	867	74	15,530
Hudson	364,450	83,089	231,977	2,027	12	3,006	3,528	2,002	29,892
Hunterdon	39,262	4,190	17,043	218	1	137	885	25	27,634
Mercer	171,828	29,026	81,073	1,206	9	749	590	88	23,904
Middlesex	314,161	43,010	140,034	1,681	16	1,495	4,884	582	53,722
Monmouth	248,521	26,209	99,109	1,632	11	1,138	2,120	24	23,590
Morris	209,085	17,124	69,049	783	12	426	1,165	78	40,522
Ocean	122,747	16,263	62,302	1,148	7	432	1,086	226	43,365
Passaic	265,873	52,531	148,632	1,489	8	2,341	1,975	1,044	30,535
Salem	33,336	6,444	18,392	249	6	240	545	0	9,565
Somerset	109,785	12,239	40,276	338	6	282	901	259	26,518
Sussex	42,551	4,413	18,179	276	6	60	153	0	4,822
Union	323,049	43,523	138,789	1,147	10	1,857	1,478	764	37,299
Warren	41,943	6,507	21,591	268	3	408	161	15	1,991
GSSD					11	698	1,376	0	7,477
Totals	4,059,421	604,656	1,925,517	21,840	212	22,483	32,491	7,814	557,287

\* Age 25 + 1970 Census

\*\* A.B.E. - Adult Basic Education

\*\*\* H.S.C. - 17,146 enrolled in State supported High School Equivalency programs, 4,129 enrolled in programs supported by adult basic education and adult literacy funds; and the balance of 11,216 enrolled on a tuition basis.

+ E.F.B. - Evening School for the Foreign Born.



Table XV

VOCATIONAL EDUCATION: 1978-79 FEDERAL, STATE, AND LOCAL  
ALLOCATIONS BY PROGRAM

PROGRAM	FUNDING SOURCE (P.L. 94-482) OR OTHER	TOTAL FUNDS	FEDERAL FUNDS	STATE & LOCAL FUNDS
<u>National Priorities</u>				
1. Handicapped	Sec. 110 a	\$ 3,700,000	\$1,600,000	\$ 2,100,000
2. Post Secondary/Adult	Sec. 110 c	59,700,000	2,300,000	57,400,000
3. Disadvantaged	Sec. 110 b, 1	7,200,000	3,000,000	4,200,000
Subtotal		\$70,600,000	\$6,900,000	\$63,700,000
<u>Basic Grants</u>				
1. Sex Bias	Sec. 120, c,1,F	\$ 25,000	\$ 25,000	
2. Sex Bias Supv. F/T	Sec. 104 b,2	50,000	50,000	
3. Displaced Homemakers	Sec. 120 b,1,L	25,000	25,000	
4. Secondary	Sec. 120 b,1,A	70,610,025	1,060,025	69,600,000
5. Supv. & Admin. Voc. Ed.	Sec. 120 a	2,421,351	1,402,811	968,540
6. Supv. & Admin. Higher Ed.**	Sec. 120 a	65,233	39,140	26,093
7. Adult	N.J.S. 18A:54-9; 18A:54-32	10,826,341		10,826,341
8. Work Study	Sec. 120 b,1,B	1,765,000	320,000	1,445,000
9. Cooperative Ed.	Sec. 120 b,1,C	5,045,000	150,000	4,895,000
10. Energy Education	Sec. 120 b,1,D	100,000	100,000	
11. Construction	Sec. 120 b,1,E	2,571,090	1,285,545	1,285,545
12. Job Placement	Sec. 120 b,1,H			
13. Industrial Arts	Sec. 120 b,1,I	390,000	230,000	160,000
Subtotal		\$93,894,040	\$4,687,521	\$89,206,519

PROGRAM	FUNDING SOURCE (P.L. 94-482) OR OTHER	TOTAL FUNDS	FEDERAL FUNDS	STATE & LOCAL FUNDS
<u>Program Improvement and Supportive Services</u>				
1. Research Dev.	Sec. 130 b,1	\$ 586,540	\$ 399,040	\$ 200,000
2. Exemplary	Sec. 130 b,2	862,352	562,352	300,000
3. Curriculum Dev.	Sec. 130 b,3	253,750	175,000	78,750
4. Guidance & Coun.	Sec. 130 b,4	1,440,000	600,000	840,000
5. Pre. & In Service	Sec. 130 b,5	2,175,000	600,000	1,575,000
6. Sex Role Stereo.	Sec. 130 b,6	225,000	200,000	25,000
7. Supv. & Admin.	Sec. 130 a	605,338	350,703	242,135
8. Supv. & Admin. Higher Ed.**	Sec. 130 a	16,308	9,785	6,523
Subtotal		\$6,164,288	\$2,896,880	\$3,267,408
<u>Special Programs for the Disadvantaged</u>				
1. Special Program Dis.	Sec. 140 a	\$1,011,469	\$ 474,203	\$ 537,266
2. Special Program Dis. Supv.	Sec. 140 a	63,063	63,063	
Subtotal		\$1,074,532	\$ 537,266	\$ 537,266
<u>Consumer and Homemaking Education</u>				
1. Consumer Ed. & Homemaking Prog.	Sec. 150 b, 1	\$4,633,925	\$1,038,925	\$3,595,000
2. Supv. & Admin.	Sec. 150 b,1,F	62,307	62,307	
Subtotal		\$4,696,232	\$1,101,232	\$3,595,000
Grand Total		\$176,429,092	\$16,122,899	\$160,306,193

\*This allocation is divided equally between the Adult Plan and the Post Secondary Collegiate Plan.

\*\*This allocation is the responsibility of the Department of Higher Education.

Source: New Jersey Department of Education, Annual Program Plan for Vocational Education F.Y. 1980 and Accountability Report F.Y. 1978 (p. 115a) (Draft, Adopted by the State Board of Education on June 6, 1979)

Table XVI

CONTROVERSIES AND DISPUTES

	<u>1977-78</u>	<u>1978-79</u>
Petitions of Appeal Received	429	473
Cases Withdrawn	71	54
Decisions Rendered: Total	241	255
Budget	31	29
Elections	39	22
Tenure	32	36
Non-reemployment	27	13
School Employees	71	94
Pupils	11	29
Other	30	32
Cap Waivers Appealed to State Board	22	45
Cap Waivers Decided by State Board	22	45
Cases Appealed to State Board	60	69
Cases Decided by State Board	65	73
Cases in Judicial System	21	27

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