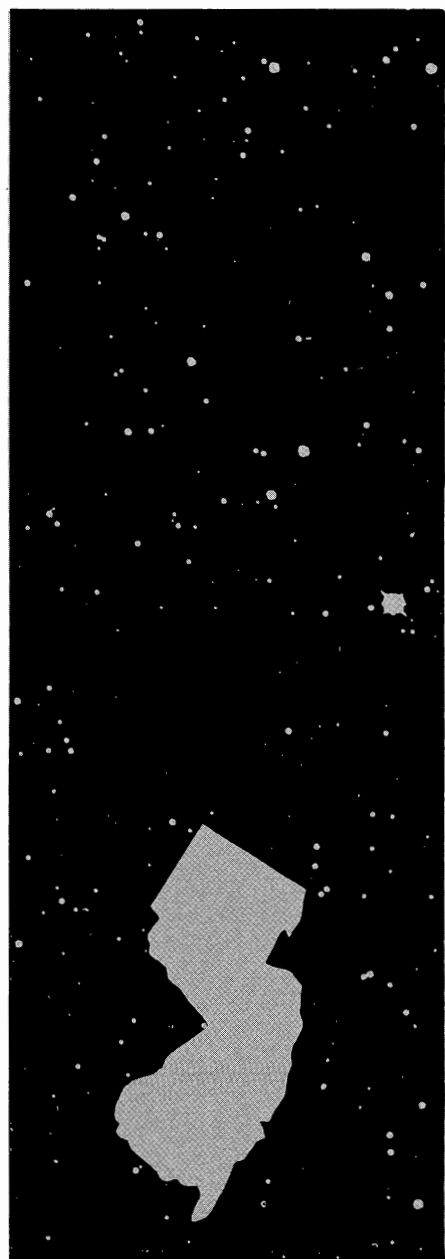


New Jersey State Department of Education



ANNUAL REPORT

1986-1987

New Jersey State Library

1986-87 ANNUAL REPORT

**NEW JERSEY STATE DEPARTMENT OF
EDUCATION**

JUNE 1988

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JUNE 1988**

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PREFACE

This document is the annual report of the Commissioner of Education for the fiscal year beginning July 1, 1986, and ending June 30, 1987, fulfilling the requirements of N.J.S.A. 18A:4-20; 18A:4-40, 18A:7A-11 and 52:14-18.

The report contains seven parts: the Commissioner's Foreword, sections on the New Jersey State Board of Education, Educational Issues and Initiatives, School Finance, Major School Law Decisions and Departmental Operations, and an Appendix of Selected Educational Statistics.

ACKNOWLEDGEMENTS

The Commissioner of Education wishes to express his appreciation to the staff members of the New Jersey State Department of Education for their assistance in the preparation of this report for fiscal year 1986-87. A special word of thanks is extended to the division heads, the members of the editorial committee, the staffs of the Word Processing Center and the Office of Printing and Graphic Services for their participation, and to the Public Information Office, which prepared, reviewed and edited this document.

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**EDUCATIONAL EXCELLENCE IN NEW JERSEY:
Building on the Foundation**

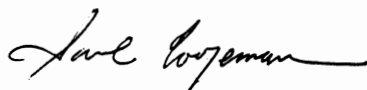
When the New Jersey State Department of Education set its reform program in motion in 1983, we began to address several obvious and acute deficiencies. We took steps to ensure, for example, that earning a state-endorsed high school diploma meant a student had mastered certain basic skills. Now, passing the more rigorous High School Proficiency Test is a graduation requirement. On another vital front, we put in place programs to help guarantee continued quality among teachers and educational leaders. To that end, we have raised standards and instituted several projects, including an alternate route to certification which has recruited well-qualified, college-educated professionals to teaching. We have also opened the Academy for the Advancement of Teaching and Management to promote quality instruction and leadership. Through workshops and other programs, the academy helps teachers and administrators to implement effective educational practices.

Today, instead of feeling satisfied about our progress in these and other areas, we find ourselves in a situation similar to that of the Red Queen and Alice in Lewis Carroll's fantasy, *Through The Looking Glass*.

In the story, the Queen grabs Alice by the hand and begins to run. The two go faster and faster until finally, as Alice nears exhaustion, they stop -- precisely where they began. When Alice asks why they ran so hard yet got nowhere, the Queen replies: "Here, it takes all the running you can do to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that." Like the characters in the story, we are moving fast, but we need to run even harder to make significant progress. That's because we are confronted by two distinct trends that will make our job as educators difficult. Technological progress is requiring that students enter the workplace with a higher order of basic skills. Meanwhile, more and more young people are at risk of not receiving the education they need to survive and prosper. Demographic projections show that a growing number of New Jersey students will be poor and from single-parent families. Historically, these students have faced increased odds of becoming dropouts.

Because of these opposing trends, we find ourselves constantly challenged by our commitment to educational excellence in the Garden State. As you will see in this annual report, we now have many successful programs in place. Other initiatives are in early stages, and still more are developing. Many recent projects, such as "10,000 Graduates...10,000 Jobs," the plan to place 10,000 qualified urban high school graduates in jobs by 1992, and the department's Cooperative Relationships Project to encourage teachers, board members, principals and other administrators to work together, are building on our four-year-old foundation of improvement. In addition, the department has strengthened course and credit requirements for high school graduation, introduced an Adult Literacy Initiative, and begun to develop grant programs to improve drug and alcohol education.

As we review the 1986-87 year, we are proud of our accomplishments and gratified by the continued support of Governor Thomas H. Kean, the state legislature and the New Jersey State Board of Education. But we are also aware of the hard work ahead. If we truly are to achieve our goal of educational excellence, New Jersey must face a difficult future by "running twice as hard."



Saul Cooperman
Commissioner

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I. NEW JERSEY STATE BOARD OF EDUCATION

During the past year, the New Jersey State Board of Education carried out its responsibilities for the supervision and control of public education by conducting business at its monthly open public meetings and by listening to public opinion on educational matters at its monthly public hearings. During its public meetings, the state board and the Commissioner of Education discussed and enacted many educational policies and programs. These included:

- the Distinguished Teacher and Dodge Fellowship Awards programs, recognizing, respectively, the top 15 graduates of collegiate teacher preparation programs and the top 15 candidates entering teaching through the Provisional Teacher Program;
- an initiative to revise the system for the certification of school principals. The proposed new plan calls for improved educational training and an evaluation of leadership and management skills at a state assessment center, as well as the completion of a residency;
- the statewide committee on high school course proficiencies. Appointed by Commissioner of Education Saul Cooperman, the committee was charged with studying the issues of proficiency development, assessment and impact. It was scheduled to report its findings to the Commissioner by December 1987.

In addition the state board:

- participated in the Commissioner's Symposium for Outstanding Teachers, a three-day seminar bringing together exemplary teachers and leading educational theorists;
- announced a literacy project to create and expand a grassroots, statewide network of volunteers willing to tutor illiterate adults;
- launched a pilot study to revise the procedure by which members of educational associations and the public may recommend changes in existing education regulations before proposed changes are presented to the board for consideration and action;
- amended the "thorough and efficient" regulations that govern New Jersey's system of free education. Among other things, the revised regulations increased the number of credits and courses required for high school graduation and refined the process for monitoring school districts;
- adopted a resolution raising passing scores for the General Educational Development – or GED – diploma, making the new scores equivalent to passing scores for the High School Proficiency Test (HSPT);
- adopted a resolution raising passing scores for the National Teacher Examinations (NTE), the tests all teacher candidates must pass to gain New Jersey certification;
- discussed new graduation requirements for special education pupils;
- supported the Commissioner's proposed Plan to Revise Special Education in New Jersey. Under the plan, local district boards will conduct pilot programs to examine a new way of providing services for special education students. The plan is based on the recommendations of the 1985 study panel report, *The Turning Point: New Directions for Special Education*;
- participated with the Commissioner in the development of New Jersey's Plan to Enhance Cooperative Relationships in School Districts, or the Cooperative Relationships Project, an initiative to foster improved communication among teachers, administrators and

board members by offering financial assistance to local districts. The resolution was recommended by the Commissioner and unanimously approved by the board; and

- supported the 10,000 Graduates...10,000 Jobs initiative. This youth employment program is designed to provide 10,000 urban high school graduates with full-time entry-level jobs by 1992.

At the board's annual policy retreat, the Commissioner and the board agreed to conduct studies regarding changing demographics in New Jersey and how these changes will affect the educational system.

In May 1987, the board unanimously adopted a resolution supporting the renomination of Saul Cooperman to a second five-year term as Commissioner of Education.

State Board Member Activities

In July 1986, Mr. John T. Klagholz of Seaside Park was re-elected president of the state board; Dr. James A. Jones of Teaneck was re-elected vice president. Dr. Robert Marik resigned his position on the state board in December 1986. Mrs. Betty A. Dean was nominated and confirmed for a new term from June 1986 to June 1992.

Ms. Gena DiLorenzo, South Brunswick High School, served as the permanent student guest at state board public meetings for the year.

Several state board members were selected to serve on the committees of the National Association of State Boards of Education, as follows: Dr. Deborah P. Wolfe, Resolutions Committee; Mrs. Anne S. Dillman, State and Federal Relations Network; Dr. James A. Jones and Mrs. Maud Dahme, Government Affairs Committee.

II. EDUCATIONAL INITIATIVES

A. TEACHERS

GOVERNOR'S TEACHER RECOGNITION PROGRAM

By acknowledging teachers' achievements, the annual Governor's Teacher Recognition Program aims to increase the stature of teaching, attract talented people to teaching careers and encourage experienced teachers to remain in the profession.

During the 1986-1987 school year, 421 participating school districts selected 1,583 teachers to be recognized. These teachers were selected for using effective instructional techniques and methods, establishing productive classroom climate and rapport with students, and developing feelings of self-worth and love of learning in their students. Participating districts established local panels to select one outstanding teacher from each school in the district with 10 or more teachers. Schools with fewer than 10 teachers can make nominations jointly.

Each nominated teacher was invited to attend the Governor's Convocation on Excellence in Teaching, which was held in May 1987 at Princeton University's Jadwin Gymnasium. Special guest speakers included Governor Kean, U.S. Education Secretary William Bennett and Commissioner of Education Saul Cooperman. The program also awards teachers \$1,000 each to use in their schools for an educational purpose of their choice.

COMMISSIONER'S SYMPOSIUM FOR OUTSTANDING TEACHERS

One-hundred participants of the 1986 Governor's Convocation on Excellence in Teaching were afforded an additional opportunity to interact with state and national education leaders at the Commissioner's Symposium for Outstanding Teachers. This first symposium took place August 13-15, 1986, on the campus of Trenton State College.

The participating teachers heard presentations by Dr. Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching in Princeton, and Dr. C. Emily Feistritzer, director of the National Center for Education Information in Washington, D.C. Members of the State Board of Education, legislators and Department of Education senior staff also joined the teachers in discussion.

ACADEMY FOR THE ADVANCEMENT OF TEACHING AND MANAGEMENT: STAFF DEVELOPMENT LEADER PROGRAM

With nearly 600 operating school districts in the state, the Academy for the Advancement of Teaching and Management's staff development programs can reach only a small segment of New Jersey's educators. Although the academy can serve as a starting point, it is not a substitute for effective staff development at the local level. Therefore, in February 1987, the academy launched an initiative to encourage districts to appoint a local staff development leader. As the year concludes, nearly 50 districts have made this commitment.

The responsibilities of district staff development leaders are similar to those of corporate trainers. At least 50 percent of their time must be dedicated to working with teachers and administrators to help improve their instructional, supervisory and management skills. While staff development leaders work in each local district, they will benefit from the centralized preparation and networking opportunities offered by the academy.

GOVERNOR'S TEACHING SCHOLARS PROGRAM

In its second year, the Governor's Teaching Scholars Program offered 160 scholarship/loans to senior high school students graduating in 1987. The program, which was developed to attract highly qualified students to the field of teaching, provides forgivable scholarship/loans of up to \$7,500 per year, to a maximum of \$30,000 for four years. Students can repay the loans by

teaching in New Jersey public schools for four years in an urban district or for six years in a nonurban district.

The 160 Governor's Teaching Scholars were honored at a dinner ceremony in June 1987 at the Hyatt Regency in New Brunswick. Governor Kean and Commissioner Cooperman greeted the scholars and their parents.

Two hundred sixty scholars are now participating in the program. They will be entering the teaching profession in New Jersey's public schools beginning in the 1990s.

MINORITY TEACHER PROGRAM

In 1984, the State Board of Education adopted standards for teacher certification that are among the highest in the nation. These standards, which include a test requirement, may exclude a disproportionate number of minority candidates from the teaching profession. To help promising minority candidates meet these higher standards, the Department of Education developed the Minority Teacher Program. This program is designed to recruit minority high school juniors who want to teach and to help them gain admission to college and prepare for teaching careers. The program is offered by Jersey City State College and funded by the Department of Education. Summer 1986 marked its first year.

Twenty-five minority high school juniors participated in an academic program and were paid to work at the college. This program was resumed the summer following their senior year in high school. The current summer program emphasizes academic and college survival skills, good study habits, effective use of college facilities and resources and the forging of beneficial faculty-student relationships.

As with the Governor's Teaching Scholars Program, students who are accepted to the college as freshmen will be provided tuition loans of up to \$7,500 per year that will be forgiven for teaching in New Jersey schools. Four years of teaching in an urban district or six years in a nonurban district will redeem the loans. When the students in the program have completed their college preparation, the Department of Education will help place them in teaching positions.

CERTIFICATION REFORM

College Teacher Program Strengthened

The reform of undergraduate teacher preparation at New Jersey's colleges and universities is intended to achieve three basic goals:

- to devise more effective ways of screening candidates;
- to increase substantially the amount of liberal arts/science education candidates receive; and
- to reduce the proliferation of education theory course work in favor of programs focused upon subject areas and teaching skills needed for certification.

As a result of policy changes, the Department of Education has modified its system of college program evaluation and approval. The department's focus is now on evaluating the professional training provided by colleges for prospective teachers and on assessment of candidates after their graduation from college. Revised policies and procedures which reflect the department's new focus were to be completed and field tested during spring 1987.

Provisional Teacher Program

The Provisional Teacher Program, also known as the alternate route to teacher certification, began in September 1985 with 121 provisional teachers employed throughout New Jersey.

Introduced to attract and train highly qualified teacher candidates, the Provisional Teacher Program opens the classroom door to college-educated professionals who want to teach but lack the college training in educational theory that is usually required for certification.

The Provisional Teacher Program has virtually eliminated "emergency" certification, the "non-system" which had allowed districts to hire almost anyone to teach, regardless of previous experience or educational qualifications.

Since the inception of this rigorous program, more than 500 provisional teachers have been hired by 105 local districts and 66 nonpublic schools throughout New Jersey. Approximately 56 percent of these teachers teach mathematics, science or elementary subjects. The remaining 44 percent teach in one of 13 other instructional fields. As of June 1987, approximately 3,500 provisional teacher candidates were eligible for consideration by local districts.

The Provisional Teacher Program has elicited national attention and has been cited by the United States Department of Education as an innovative approach to recruiting qualified teachers.

Testing Teachers for Certification

A report on the National Teacher Examinations (NTE) test scores of teacher candidates showed that teachers from the Provisional Teacher Program scored higher than teachers from college training programs in all teaching fields except physical education and home economics.

Overall, New Jersey teacher candidates achieved a higher mean score in 1986 than in 1985 on all subject area tests except German, physical education and industrial arts. They also scored slightly higher than the national average on all tests except home economics, industrial arts, mathematics and speech.

The percentage of candidates passing the NTE dropped slightly, from 89 percent to 82.9 percent, partly as a result of raised passing scores adopted by the State Board of Education in 1986. However, a majority of those examinees who failed would also have done so under the previous cutoff levels.

In May, the State Board of Education endorsed the department's decision to raise the NTE passing scores for the second time since the tests were required for a teaching license. Scores were raised for all tests – the general knowledge test as well as the 16 subject area tests.

Bilingual and ESL Teacher Certification

In August 1986, the State Board of Education adopted a resolution to consider changing the certification requirements for bilingual and English as a second language (ESL) teachers. These included revisions in certification standards for the bilingual endorsement and the ESL certificate, and the establishment of provisional teacher training programs for bilingual and ESL teacher candidates.

Two independent panels, the Bilingual Teacher Certification Committee and the ESL Teacher Certification Committee, were created. They defined the special knowledge and skills that the

state should require of beginning bilingual and ESL teachers. They also recommended the sequence and the amount of time to be allotted to each training area. Their reports were submitted to the state board in May.

The department is now studying both reports and will present to the state board its recommendations for the training programs and the administrative code that will put those recommendations into practice. Implementation of the training programs for these teachers is anticipated in September 1989.

DODGE FELLOWSHIPS

Under a grant from the Geraldine R. Dodge Foundation, the department offers \$5,000 grants to further the knowledge and skills of outstanding new Provisional Teacher Program applicants. Sixteen Dodge Fellowships were awarded in 1986, the second year of the grant program.

The department holds annual workshops to help the Dodge Fellowship recipients and former recipients increase their awareness of their roles in the educational reform movement.

Fellowship recipients are selected from among the alternate route teachers hired each year. Winners are named by an independent panel of educators that evaluates the applications, resumes, recommendation letters and personal essays of the candidates.

COMMISSIONER'S DISTINGUISHED TEACHER CANDIDATE AWARDS

The second annual Commissioner's Distinguished Teacher Candidate Awards were presented this spring to 15 graduates of collegiate teacher education programs. These awards are intended to recognize outstanding teacher candidates who have distinguished themselves in preparing for their careers.

Recipients were nominated by their college presidents and selected by an independent panel of educators that reviewed their letters of recommendation, college transcripts and student teaching evaluations.

GOVERNOR'S TEACHER GRANT PROGRAM

In response to Governor Kean's call to create new opportunities to acknowledge teachers, the department conducts a grant program to recognize teachers who have developed effective classroom practices.

The Governor's Teacher Grant Program is designed to:

- recognize teachers who have developed and implemented classroom practices which have been demonstrated as effective in enhancing student learning; and
- make such practices available to other teachers in schools throughout New Jersey to help provide the best possible instruction to students.

Forty-six recipients, who shared 30 grants in the program's first year (FY 86), were completing their materials and evaluations for state distribution in FY 88.

In the program's second year, 30 grants of up to \$15,000 each have been awarded to 49 teachers working as individuals or in groups. The 30 programs, which are funded for two years, were selected from more than 240 applications.

II. EDUCATIONAL INITIATIVES

Grant funds will be used for formal evaluation of each instructional practice and to prepare teacher and student materials that may be necessary to implement the practice in other classrooms. The funded projects deal with a variety of teaching strategies and a number of subject areas, including writing, mathematics, science, art, foreign languages, and English as a second language.

B. STUDENTS

HIGH SCHOOL GRADUATION REQUIREMENTS

After a year of study by an independent panel, the presentation of its report and subsequent recommendations by the Commissioner, the State Board of Education approved increased credit and course requirements for high school graduation. The new requirements call for:

- 110 credits for graduation, up from 92 credits;
- a third year of social studies in world history and cultures, effective with the ninth-grade class of 1988;
- a second year of science, effective with the ninth-grade class of 1989; and
- a third year of mathematics, effective with the ninth-grade class of 1990.

During the deliberations about high school graduation requirements, two additional questions emerged: (1) Should statewide proficiency levels be set for high school courses? and (2) Should physical education, health, and safety courses remain requirements for graduation from high school? The Commissioner announced his intention to study both these issues.

In general, proficiencies specify the skills or knowledge a high school student must master to pass an academic course required for graduation. To study them, the Commissioner established the Statewide Panel on High School Proficiencies, which included 22 representatives of the educational and business and industry communities. The Commissioner charged the panel with making recommendations about the development, assessment, and impact of proficiencies. The panel was scheduled to report to the Commissioner in December 1987.

To respond to questions raised about the physical education, health, and safety requirements, the department established an internal committee. This department panel is studying the relevant law and administrative code and surveying the state's high school physical education, health, and safety programs before making recommendations to the Commissioner.

In addition, a Statewide Social Studies Committee was established to write suggested curriculum guidelines for the newly required course in world history and cultures. The committee is made up of social studies educators and staff of the Division of General Academic Education. The curriculum guidelines were to be available in 1988.

Graduation Requirements for Limited English Proficient Students

At the request of the State Board of Education, the department proposed a change in administrative code to require districts to administer the Maculaitis Assessment Program, an English fluency test, to eligible students on an annual basis. Eligible students would take the test when they first enroll and then each subsequent year until they achieve the fluency level or pass the High School Proficiency Test. Eligible students are those limited English proficient students who enter New Jersey schools after the eighth grade.

Special Review Assessment Program

The Special Review Assessment (SRA), established as part of the high school graduation requirements in 1979, provides an alternate assessment method for 12th-grade students who have mastered basic skills but who cannot pass the state high school graduation test. By June 1987, 311 students fulfilled their graduation requirements through the SRA process.

In 1986, for the first time, the department provided an official fall test administration for all eligible 12th-grade students who had not previously passed the basic skills test required for graduation. More than 1,400 students took advantage of this special testing, which resulted in approximately 800 fewer cases having to proceed through the SRA process.

As part of the Special Review Assessment, the Division of Compensatory/Bilingual Education is developing a project to help districts assess the basic skills of their limited English proficient (LEP) students in a variety of native languages. When it is implemented in fall 1988, this project will: identify the languages in which an assessment program is needed; develop assessment programs in reading, writing and mathematics; train native language resource people to administer the assessment programs; and develop procedures to be followed when districts request assistance from the state in the SRA process.

The development of reading assessment programs in 10 languages has been completed. Mathematics assessment programs will now be developed in the initial 10 identified languages. The project plan calls for replication of these processes in the next 10 to 15 languages to begin in fall 1987.

Graduation Requirements for Special Education Students

The Division of Special Education has proposed administrative code amendments to the State Board of Education regarding high school graduation requirements for handicapped pupils. The purpose of the amendments is to ensure that high and fair standards are maintained for handicapped pupils. The proposed rules provide that:

- all handicapped pupils meet the state and local high school graduation requirements unless exempted in their individualized education programs (IEPs) with the written approval of the chief school administrator;
- criteria be established for districts to determine which pupils should be exempted from the high school graduation requirements; and
- the IEPs of pupils exempted from the high school graduation test contain a statement of the alternate proficiencies which must be achieved to qualify for a high school diploma.

When the rules are adopted, the division will publish a booklet for all districts explaining the requirements and will provide training for local districts and parents.

THE HIGH SCHOOL PROFICIENCY TEST

The New Jersey High School Proficiency Test (HSPT), a three-part test in reading, writing and mathematics, was administered on April 7, 8, and 9, 1987, in whole or in part to 81,014 ninth-grade students. Passing the HSPT is one of the requirements for a high school diploma. Students failing one or more parts of the test receive further instruction and take retests on the part or parts failed. Passing scores on the HSPT are: reading - 75, writing - 77, mathematics - 61.

The percentages of ninth-grade students passing for 1986-87 were: 91 percent in reading, 77 percent in mathematics, and 85.9 percent in writing. Overall, 70.6 percent of the ninth graders passed all three parts of the test.

Students statewide posted higher average scores on all three parts of the HSPT than did students who took the test in 1985-86. Students who took the test in 1985-86 posted an average reading score of 85, an average math score of 71.6, and an average writing score of

82.2. In 1986-87, the average scores were 88.3 on the reading, 74.3 on the math, and 84.7 on the writing test.

A shift in the distribution of scores from the lower to the higher end of the scale was also an encouraging result. Furthermore, the majority of students who did not pass achieved results in the score distribution closest to the passing score.

Scores in the state's 56 urban districts were below the statewide average. In urban districts, 79.6 percent of students passed the reading test, 59.0 percent passed in math, and 71.9 percent passed the writing test. However, urban students also earned higher average scores than did their counterparts in 1985-86. Average 1986-87 test scores for urban students were 83.2 in reading, 65.5 in math, and 80.7 in writing. These are increases over the 1985-1986 averages of 78.2 in reading, 62.3 in math, and 77.9 in writing.

In 1986-87, the HSPT was also administered in whole or in part to 32,618 students in the 10th grade. The pool of 10th-grade students tested consisted of students who previously did not pass one or more sections of the test and newly enrolled 10th graders who did not attend New Jersey public school as ninth graders. The percentages of 10th-grade students who took the test and passed in 1986-87 were: 78.6 percent in reading, 64.6 percent for mathematics, and 73.5 percent in writing.

For students who entered ninth grade prior to September 1985, the Minimum Basic Skills (MBS) test remains the required graduation test. The MBS test was administered in 1986-87 to those students in grades 11 and 12 who previously had not passed the mathematics and/or reading portions of the test. Students denied a diploma in 12th grade last year because they had not met the basic skills requirement were given the opportunity to be retested. Each year from 1978 to 1987, the number of students failing the MBS test has declined.

Although the department was encouraged by the 1986-87 results on the HSPT, much work remains to be done to improve the HSPT passing rate. Special attention must be paid to bringing urban students' basic skills up to the required levels.

Much work is also being done with students who must retake the test to graduate. With one or more additional year's work, students who retake the HSPT in the 10th or later grades should be better prepared to pass the test. The department expects a substantial number of these students to pass the test.

HSPT Training Institutes

The department has dedicated substantial resources to helping districts help their students improve their performance on the HSPT.

The HSPT Training Institutes, first conducted in summer 1985 and expanded in the summer of 1986, help school personnel prepare students for the HSPT. Based on instructional materials developed by the department's Division of General Academic Education, the institutes are held at the department's three regional curriculum services units (RCSUs) and offer courses to the following educators: teachers of grades seven to nine; basic skills teachers and bilingual teachers for grades seven to 12; and elementary school teachers for grades four through six. The secondary institutes focus on the skills tested by the HSPT, and the elementary institutes focus on skills that lay the foundation for ninth-grade skills.

Both institutes focus on strategies to improve classroom programs and practices that effectively impart skills measured by the HSPT. Each four-day institute covers one content area – reading, writing, or mathematics. In addition, the institutes offer three follow-up

seminars during the school year to support and enhance the skills learned by the teachers.

More than 4,000 teachers have attended HSPT Institute training sessions. Institutes for administrators and supervisors are to be offered in summer 1987 and sessions for teachers in grades K-3 are under development for winter 1987.

HSPT Summer/School Year Supplemental Instruction Grant Program

Following the success of a five-district pilot program for vocational education students in summer 1985, the department funded special supplemental instruction in 19 districts for ninth-grade students who did not pass the High School Proficiency Test (HSPT) in April 1986. Districts were provided with funds to operate academic programs in the morning and, at the district's option, to pay the program's students for participating in an afternoon work experience. Each day for six weeks during summer 1986, students received instruction in reading, mathematics and writing to improve their performance on the HSPT.

The department also provided four days of HSPT Institute training for all participating teachers, as well as four days of paid planning time for teachers prior to the beginning of summer school. Also, the department provided teachers with 90 minutes of planning time daily to establish an interdisciplinary instructional approach and to concentrate additional individual attention on each of the 45 students assigned to their units. At the end of the summer program, students took the HSPT for practice. This post-test revealed statistically significant gains in reading, mathematics and in writing, as well as a significant increase in average scores for the approximately 2,000 students who were tested.

In addition, from September 1986 to April 1987, each district's summer unit coordinator kept track of the progress of the participating students in improving basic skills proficiency. Parents were kept informed of student progress and students were encouraged through special motivational activities. Ultimately, the goal of this assistance program for "at risk" youths is to have at least 75 percent of the participating students pass the HSPT when they take it as 10th graders.

Vocational Education and the High School Proficiency Test

The department conducted the Vocational Education and High School Proficiency Test project to identify where High School Proficiency Test (HSPT) basic skills are reinforced in specific occupational education curricula. With the information it gathered, the Division of Vocational Education developed basic skills matrices – cross-indexed materials to assist teachers and administrators in integrating and reinforcing basic skills in vocational education courses. The matrices were published in *Vocational Education and the HSPT* and were disseminated to more than 3,000 teachers, guidance counselors and administrators.

INCENTIVES FOR BASIC SKILLS IMPROVEMENT

Beginning in September 1988, the department's Division of Compensatory/Bilingual Education will administer a program to reward excellence in schools' basic skills programs. Schools that succeed in increasing the number of students meeting or exceeding minimum standards in reading, writing and mathematics beyond a set expectation rate will receive funds to enrich their schoolwide basic skills programs.

To help school personnel understand and participate in the program, the division conducted six regional training sessions in June 1987. These presentations also suggested ways in which the districts could assemble data and keep records for the program. More than 400 staff members from 251 districts attended the six regional sessions. Two additional training

sessions were held for a total of 160 staff members in Newark and Passaic. After schools submit the necessary data by August 1987, the department will calculate the expected rate of increase for each school and notify districts of this rate by December 1987. If a school has a net increase in the number of students above the state standards beyond what was expected, that school will receive incentive funds for the 1988-89 school year.

COMPENSATORY/BILINGUAL EDUCATION

The department's Division of Compensatory/Bilingual Education is responding to the state's more rigorous high school graduation requirements in basic skills by helping districts strengthen basic skills, bilingual and English as a second language (ESL) programs. To continue improvement of programs in local districts, the department provides two major initiatives: The Basic Skills Program Improvement Process (BSPPIP) helps districts examine their remedial programs and implement plans to improve them; the Bilingual Education Training Institute (BETI) offers in-service training to improve instruction in bilingual and ESL classrooms.

Basic Skills Program Improvement Process

The Basic Skills Program Improvement Process enables schools to analyze their programs in light of current research about effective basic skills practices. In 1986-87, the division provided two training sessions for staff members from 31 districts to prepare teams of teachers and supervisors to conduct program reviews.

Division staff also assisted the department-trained teams when they visited their assigned schools to gather data on the basic skills improvement programs. The visiting team members interviewed staff and students, observed classes and school climate and reviewed relevant documents. They then analyzed the data and developed recommendations for program improvement. A BSPPIP manual, developed by the division, guided the program reviews. The division has also prepared other publications to help districts implement the BSPPIP recommendations.

Bilingual Education Training Institute

The Bilingual Education Training Institute offers in-service workshops to improve the quality of instruction for limited English proficient students. The training is offered regionally and in selected pilot districts. In the regional sessions for teachers, staff members from 61 districts participated in two full-day training sessions. A training session for administrators was introduced in 1986-87 and was attended by administrators and supervisors from 49 districts.

Local leadership teams of teachers and administrators from the pilot districts – Camden, Newark, Perth Amboy and Trenton – participated in four full-day training sessions. State representatives conducted nine visits to provide follow-up assistance to the pilot districts.

As a final training activity, two full-day seminars were held in May 1987 for BETI participants from 52 districts.

Structured Immersion Project

The second year of a three-year project to study the structured immersion strategy was completed in two school districts. The structured immersion strategy, in which classes are conducted almost exclusively in English, is an alternative approach for educating students with limited proficiency in English. Elizabeth implemented immersion classes at the first and

second grade levels in 12 schools for approximately 200 students. Union City's transitional bilingual program was studied as the control group in four schools with approximately 175 students. The department assisted both districts in planning staff training activities.

Since New Jersey is participating in the national study of the immersion strategy, the project's evaluation is being coordinated with Aguirre International of San Mateo, Calif.

STUDENT BEHAVIOR

In a comprehensive approach to problems of student behavior, discipline, and motivation, the department has initiated several projects coordinated by the Division of General Academic Education to help districts achieve and maintain well-disciplined, orderly, and safe environments. The development and implementation of a number of programs to deal with student drug and alcohol abuse was one of the major activities of 1986-87.

Drug and Alcohol Education

By taking surveys every three years since 1980, the department, in cooperation with the State Attorney General, has been gauging the use of drugs and alcohol by New Jersey high school students. The department has used the surveys to understand the frequency and extent of substance abuse in New Jersey schools and to identify areas needing state response.

The results of the latest survey show that the state has begun to make significant progress in reducing drug use among New Jersey's school-age population. Nevertheless, alcohol and other drug use remains at unacceptably high levels. Between 1980 and 1986, for example, there was an 8 percent decrease in the regular use of marijuana; but 5 percent of New Jersey high school students report using this drug on a regular basis. During the same period, there was an 8 percent decrease in students reporting regular use of alcohol as well; but 14 percent still report drinking on a regular basis. The survey projects that more than 15,000 students who will complete their education in the 1987-88 school year will have alcohol and drug dependency problems.

The New Jersey State Board of Education took two specific actions that set precedents for future substance abuse prevention efforts. In March 1986, the board adopted the first *Drug And Alcohol Abuse Prevention and Intervention Plan*. The plan proposes several significant actions:

- a revision and update of the 1981 curriculum guidelines for alcohol, drugs, and tobacco;
- a revision of the policy which requires all prospective teachers to pass a physiology and hygiene exam as part of the certification process. In addition to upgrading the examination itself, the revised policy requires in-service training to focus specifically on the nature and effects of alcohol and narcotics;
- new demonstration projects and publications in such areas as elementary-level intervention, fetal drug and alcohol effects, and employee assistance program development; and
- the formulation of new state regulations covering local district responsibilities in the area of curriculum and instruction and in the evaluation and treatment of students who are affected by substance use.

In September 1986, the State Board of Education adopted new regulations regarding drug and alcohol curriculum and instruction and student evaluation and treatment (N.J.A.C. 6:29-9). To support the new regulations, the department developed a special monitoring process to ensure that by August 1987, the policies and procedures of all local school districts will be in compliance with the new code.

DRUG-FREE SCHOOLS AND COMMUNITIES ACT

The federal Drug-Free Schools and Communities Act (DFSCA) was signed into law by President Reagan in October 1986. In New Jersey, the act provides \$2.9 million in federal funds to school districts for the development and enhancement of drug and alcohol education and intervention programs. Guidelines and application materials enabling local districts to apply to the State Department of Education for these resources were distributed in March 1987.

Applicant districts are eligible to receive \$2.23 per enrolled pupil for the 1987-88 school year. Resources to provide equivalent services for nonpublic schools are included in local district entitlements. Approximately \$240,000 in discretionary program funds coming to the State Department of Education under DFSCA will be used to provide training and program support services for local districts. The act has a three-year life, with similar funding proposed by Congress for the succeeding two years.

GOVERNOR'S BLUEPRINT FOR A DRUG-FREE NEW JERSEY

Governor Kean announced his *Blueprint For A Drug-Free New Jersey* in October 1986. The "Blueprint" notes that striving for a drug-free New Jersey will require a long-term struggle in which schools are but one agent of a total community commitment. The department has developed a number of strategies and implementation activities to respond to the plan's key recommendations for comprehensive school substance abuse programs.

For example, the department developed new *Chemical Health Education Guidelines*, which will be distributed to all districts by July 1987. The guidelines will provide curriculum development suggestions by grade level, recommend objectives for instruction and indicate what students are expected to learn. They will include information on:

- substance use and abuse;
- self-awareness;
- interpersonal skills; and
- decision-making.

COMPETITIVE GRANT PROGRAMS

In addition, the New Jersey State Department of Education plans to offer local districts three competitive grant programs with funds requested by Governor Kean in his proposed annual budget to implement the recommendations contained in his *Blueprint For a Drug-Free New Jersey*. In September 1987, local districts will be invited to submit proposals to all three grant programs for funding to be initiated during the 1988-89 school year.

- **Chemical Health Curriculum Development Program:** \$1 million in additional state funds have been proposed to supplement the federal DFSCA program. The funds will be designed to aid districts in providing alcohol and drug abuse prevention instructional

programs for all grade levels or in upgrading existing curriculum efforts. Approximately 150 grants will be offered to districts; individual awards will range from \$5,000 to \$10,000.

- **Substance Abuse Coordinator Grant Program:** The department has proposed using \$1.4 million in DFSCA funds allocated to the Governor's Office and \$1.3 million in state funds to provide local districts with grants allowing them to hire substance abuse coordinators to perform a variety of functions.

Approximately 70 grants will be awarded for a three-year period. Districts winning grants will receive full funding for the position the first year and assume a gradually increasing responsibility for supporting the position for the succeeding two years. Substance abuse coordinators in each region of the state will form a network which will be supported by drug and alcohol specialists within the Department of Education's regional curriculum services units.

- **Model Elementary School Intervention Grant Program:** The department is identifying effective intervention programs in grades one through six nationwide which could serve as models for the state. The department has requested \$100,000 in state funds to facilitate and evaluate the adoption of these model programs by five to eight New Jersey districts. The grants will be for a two-year period and programs will be aimed at children who are affected by family drug and/or alcohol abuse or show related behavior problems. The Department of Education will expand its promotion of elementary intervention programs if evaluation of these model efforts is positive.

Family Court System County Pilot Project

During the 1986-87 school year, the department worked cooperatively with the Administrative Office of the Courts to design a pilot program encouraging cross-agency training between school districts and the Family Court System. Ocean County was selected as the initial project site, and the county superintendent of schools hosted planning meetings with county court system staff. The pilot project intends to foster cooperation between schools and the family court system at the local level. Based on the initial success of the joint training, the State Department of Education plans to expand this project to reach six more counties during the 1987-88 school year.

New Jersey Project on Student Expectations

Recognizing the significance of behavioral expectations for students, the State Department of Education and the New Jersey Principals and Supervisors Association (PSA) collaborated to identify and foster student behavior associated with successful learning. Last fiscal year, eight statements defining expectations for positive student behavior were selected and validated as the basis of the project.

In addition, department staff distributed an information packet and a research monograph to all chief school administrators in the state and participated in a variety of training activities sponsored by PSA. In turn, the department offered training to school districts at the regional curriculum service units.

This year, a statewide survey of districts was conducted to find and describe school activities related to the Project on Student Expectations. The following were the key findings.

- local school boards in 107 school districts adopted resolutions supporting positive student expectations;

- lists of expectations were developed in 227 school districts, 61 percent of which were elementary districts;
- classroom instruction on topics related to positive student expectations was carried out in 126 elementary schools in 120 districts, in 22 secondary schools in 22 districts, and in all schools in 21 districts; and
- teacher training on positive expectations for students was conducted in 84 elementary schools, 31 secondary schools and in 36 entire districts.

Grant Program to Reduce Student Disruption

In April 1986, the State Board of Education awarded six grants to applicants who successfully competed in the \$1 million Grant Program to Reduce Student Disruption in Schools. The recipients represented 17 school districts that applied for the grants individually or in groups.

The grant program has three purposes:

- to provide resources to individual school districts or groups of cooperating districts for developing and implementing programs for chronically disruptive students;
- to identify successful models from among the funded programs; and
- to make such models available to other districts throughout the state.

The program is designed for chronically disruptive students in grades seven to 12. Initial funding was available for the six projects awarded grants for the 1986-87 school year. Second-year funding for the 1987-88 school year has been approved for each project based upon a noncompetitive renewal application. Each funded project designed a unique program to deal with the chronically disruptive student:

- All six programs are fully operational and are providing educational services for a total of 197 students.
- Each program has a rigorous selection process and uses individual program plans (IPPs) and personalized contracts, which must be approved by parents, to monitor the progress of students.
- The department has established and coordinated a network to offer support in communication, problem solving, and implementation for the six projects. Meetings have been held at each project site and will continue during the 1987-88 school year.
- Cities in Schools (CIS) of Washington, D.C., a nationally funded program dedicated to serving dropouts and at-risk youth, has participated in project meetings and training activities and has provided assistance to all projects.

ADULT LITERACY INITIATIVE

In fall 1986, the department launched the Adult Literacy Initiative to expand literacy services to the estimated 700,000 New Jerseyans who are functionally illiterate. The goal of the initiative is to create a statewide, grassroots network of volunteers willing to tutor illiterate adults.

By 1988, the department hopes to recruit nine major corporations to serve as "lighthouse" agencies. These corporations will recruit tutors from among their employees and help develop a training model for literacy volunteers. They will also encourage religious, service and community organizations to become involved in the initiative. Two corporations, New Jersey Bell and Howard Savings Bank, signed on as corporate sponsors in 1986-87.

The department itself was the first such sponsor of the initiative. Shortly after the program was announced, Commissioner Cooperman and 100 other department employees agreed to serve as literacy tutors in Trenton, Hamilton and in other communities near their homes. Training for the tutors was provided by Literacy Volunteers of New Jersey and other existing literacy organizations. By June 1988, the pilot program will be expanded and a volunteer tutor recruitment package will be developed.

Over the next three years, the department expects the initiative to yield a dramatic increase in the number of people serving in literacy programs. The biggest gains are expected in urban areas, where many literacy programs now are operating at or above capacity. The Adult Literacy Initiative is supported jointly by the Division of Adult Education and the New Jersey State Library.

10,000 GRADUATES...10,000 JOBS

In his January 1987 State of the State address, Governor Kean announced an initiative to increase full-time employment among urban high school graduates. The program, 10,000 Graduates...10,000 Jobs, aims to improve urban students' preparation for – and access to – the job market.

The program is designed to:

- motivate students to remain in school and graduate;
- help students see the relationship between education and work;
- prepare students for full-time employment upon graduation from high school;
- encourage cooperative partnerships between business and industry and education; and
- provide students with job-seeking and employability skills.

Urban students are selected to participate in 10,000 Graduates ... 10,000 Jobs if they pass the High School Proficiency Test (a requirement for graduation), achieve and maintain a 92 percent attendance rate while enrolled in the program, demonstrate good citizenship and participate in a 40-hour training program in employability skills.

In June 1987, the Division of Vocational Education selected five urban school districts from among 21 applicants to pilot the program. During the next two years, all 81 secondary schools in the state's 52 urban districts will have the opportunity to participate voluntarily.

As participating districts are phased in, the pool of graduates in the program will gradually expand. The number of graduates placed each year will also increase progressively to reach the total of 10,000 by 1992: 1,000 will be placed in 1989; 2,000 in 1990; 3,000 in 1991; and 4,000 in 1992.

URBAN INITIATIVE

During 1986-87, the Urban Initiative concentrated improvement efforts in the three urban districts participating in Operation School Renewal (OSR): Neptune, East Orange, and Trenton. At the same time, the initiative's Broad-based Component offered school improvement programs to the remaining 53 of New Jersey's urban districts.

Operation School Renewal

The three OSR districts – Neptune, East Orange, and Trenton – took part in school improvement seminars and workshops throughout the year, including programs such as: Approaches to Math Remediation; Reading – the Priority; and the Assertive Discipline Team. To gather background information about the development of OSR activities, the department audited all OSR program contracts in the three districts.

OSR activities included:

- training principals to increase their effectiveness;
- providing students incentives for attendance, developing computerized attendance procedures and employing home-school community workers;
- training staff to improve pupil performance;
- providing counseling, Saturday programs, teacher in-service training and seminars to decrease pupils' disruptive behavior;
- developing vocational programs to increase youth employment;
- improving or developing resources in educational technology – including computer centers in middle, junior, and senior high schools; and
- making secondary special education available for classified high school students to improve their attendance, academic performance, behavior and employment opportunities.

During 1986-87, the OSR districts demonstrated positive results in improving school attendance and passing rates on the HSPT. Two of the three districts increased their attendance rates by one percent and the third district maintained an attendance rate over 92 percent. One district met the initiative's objective of having students pass the HSPT at a 75 percent rate in reading and writing, two of the three areas tested. In all OSR districts, the passing rates on the three sections of the HSPT increased 10 to 20 percentage points (except for the mathematics performance in one district).

Broad-based Component

The major thrusts of the Broad-based Component of the Urban Initiative in 1986-87 have been staff training in the areas of basic skills, computers and programs to help disruptive youth, prevent drug and alcohol abuse and improve bilingual education. Staff members from districts participating in the Broad-based Component's pilot programs received coaching from special teams from the regional curriculum services units (RCSUs). In addition, several of the department's divisions conducted programs explicitly for participating districts. The Division of Adult Education, for example, provided second-chance programs for dropouts, and offered remedial courses and career counseling. The Division of Vocational Education has been

providing workshops on motivation and training in job-preparedness. Additional training programs in bilingual education were provided by the Division of Compensatory/Bilingual Education, while the Division of General Academic Education provided programs to improve student behavior and HSPT skills.

On-site evaluations of schools participating in the Broad-based Component were completed by Research for Better Schools (RBS). RBS found that pilot projects in cognitive skills, bilingual education and computer education were meeting their objectives and that action plans for these projects were well implemented.

PROGRAMS FOR SPECIAL EDUCATION STUDENTS

Plan to Revise Special Education

In May 1987, the Division of Special Education announced the 13 school districts selected for the 10 pilot projects for New Jersey's Plan to Revise Special Education. During the 1987-88 school year the districts will participate in extensive training and activities in preparation for implementing the two-year pilot projects beginning in September 1988. Decisions regarding statewide implementation of the plan will be based on a comprehensive evaluation of the pilot projects.

To meet the goals of the plan to revise, the 10 pilot projects will be implementing programs to:

- reduce the number of pupils who must be labeled "handicapped" in order to receive remedial programs by providing the appropriate assistance through regular education programs;
- establish a school resource committee in each school building to assist pupils with educational difficulties. The committees will use the resources available within the general education program;
- determine pupil need at three levels: those in need of general education with intervention; those in need of combined regular/special education; and those in need of clearly labeled, full-time special education programs.
- classify pupils based on program need into three categories: eligible for related services; eligible for a part-time special education program; eligible for a full-time special education program;
- focus pupil evaluation procedures on instructional needs rather than on diagnostic categories or classifications;
- implement the concept of "greater need requires greater services" and eliminate unnecessary extensive testing for those having less need and for whom greater services are not required;
- emphasize the role of the child study team in providing services and programs to the general education population;
- define and describe special education programs and services by establishing eligibility criteria;

- increase both regular and special education teaching staff competence through improved in-service and pre-service training; and
- provide a current-year, dedicated funding system based on an approved local district special education program plan and budget as opposed to the current funding system, which is based on the number of pupils classified.

Parent/Professional Partnerships Initiative

The New Jersey State Parent Advisory Council for the Handicapped consists of 21 parents of handicapped children, one from each county. The council advises the Division of Special Education on policies, regulations and initiatives that directly affect the education of handicapped children. The accomplishments of the council's three subcommittees for the 1986-87 school year included:

- advising the division on the development of a Comprehensive System of Personnel Development (CSPD) survey which was sent to 400 parent groups for the handicapped in New Jersey; the responses provided input for the state CSPD plan;
- reviewing and advising the division on selected components of the Plan To Revise Special Education in New Jersey; and
- involving a panel of parents in a statewide conference sponsored by the division's learning resource centers (LRCs) to discuss from a parental perspective the issue of students' transitions out of special education programs.

In response to demand, *The Handbook for Parents: Special Education in New Jersey* was reprinted. Each district and parent group for the handicapped received a copy of this handbook in September 1986. This handbook is being translated into Spanish and is scheduled for dissemination in fall 1987. The handbook is available to parents, without cost, at the four regional LRCs.

To disseminate information, the division maintains a computerized directory of parents and parent/professional groups for the handicapped in New Jersey. In addition, the division held four regional convocations to update parents on state special education initiatives and activities. *The Resource Report*, a publication of the learning resource centers, was also sent to 400 parent groups. Included for the first time were two pages of information of particular interest to parents of handicapped pupils.

Secondary Special Education

Secondary Special Education: An Initiative in New Jersey was launched in 1983 to improve and expand programs in secondary schools for classified pupils. Participating districts accepted a challenge to improve academic achievement and class attendance, increase employment and decrease dropout figures for educationally handicapped pupils.

The nine districts participating serve approximately 1,500 pupils. Of these districts, Morris Hills Regional High School was one of 12 schools nationwide honored for its exemplary secondary special education program.

The Division of Special Education distributed a status report, *Secondary Special Education: An Initiative in New Jersey*, sponsored several conferences on secondary special education issues and provided technical assistance to the participating districts.

Governor's Supported Work Initiative

Responding to high unemployment among the developmentally disabled, Governor Kean announced a two-year initiative to address the problem. The Governor appointed the New Jersey Policy Academy to coordinate the activities of three state agencies. During the past year, the Division of Special Education has been working with the departments of Labor and Human Services to increase employment opportunities for the developmentally disabled. The goal of this collaborative effort is the employment by private industry of 500 developmentally disabled young adults over the next two years.

The supported work model, with a proven record of success, was chosen to aid in the employment of the developmentally disabled. It differs from traditional pre-employment programs in that training is given at the job site by a "job coach" until all skills are mastered. In addition, the supported work model stresses continuing support for participants to help them maintain their employment.

The Division of Special Education designated 50 education agencies to participate. Each agency appointed a case manager to coordinate its efforts and to act as a liaison to local Department of Labor and Department of Human Services personnel.

The initiative is designed to make employment possible for the developmentally disabled at the time they leave the education system, rather than after a long post-graduate rehabilitation process. This will provide a much needed service to these individuals and to the state's citizens. The estimated cost savings by employing 500 developmentally disabled students through the supported work model is approximately \$38 million over 10 years.

CATEGORICAL AID: MULTIPLE EXCESS COSTS

In December 1984, the Commissioner of Education appointed a committee of senior staff members to study the complex issue of dual or multiple funding for students who need a combination of services in bilingual, vocational and/or special education and compensatory or remedial work in communications or computation.

As a result of the committee's work, \$48.6 million in additional state compensatory education aid was appropriated to school districts for the 1986-1987 school year. This supplemental appropriation was distributed to districts based on a double count of each student who required remediation in both communications and computation. In addition, for the first time, limited English proficient (LEP) students below state minimum levels of proficiency were also included in the count.

In April 1987, Governor Kean and Commissioner Cooperman recommended institutionalizing the double counting procedure used in 1986-87 to distribute the \$48.6 million state compensatory education supplemental appropriation. Double counting will be used to determine state compensatory education aid in FY 89 (the 1988-89 school year).

Beginning in FY 88 (1987-88), limited English proficient students will be eligible to be counted for bilingual funding as well as for single or dual counts in the compensatory education formula. Double counting of students will distribute compensatory education aid to districts in direct proportion to student need. The cost factor used to calculate district aid has been adjusted to keep state funding constant. Therefore, New Jersey will continue to maintain its strong commitment to providing students with remedial help in basic skills.

II. EDUCATIONAL INITIATIVES

C. EDUCATIONAL LEADERSHIP

COOPERATIVE RELATIONSHIPS PROJECT

In January 1985, the State Board of Education asked the department to develop a plan to increase cooperation among teachers, administrators and board members. As a member of the Carnegie Commission Task Force on Teaching, Governor Kean also had expressed concern about increasing the involvement of teachers in school decision making. In his State of the State message of January 1987, the Governor introduced New Jersey's Plan to Enhance Cooperative Relationships in School Districts. The following month, the state board endorsed the plan. In developing the plan, also known as the Cooperative Relationships Project, the department requested and received input from five state-level education organizations. Under the plan, each of the state's school districts is eligible to compete for one of nine slots as a pilot district. Once selected, pilot districts will each form problem-solving committees to find ways to involve teachers, principals, administrators and school board members in making decisions that ultimately improve classroom teaching and student learning. The pilot districts were scheduled to be selected in July 1987.

STATE DEPARTMENT OF EDUCATION

Since its reorganization in 1983, the State Department of Education has rededicated itself to the improvement of educational standards for all New Jersey schools. To achieve improvement, the department has worked in two ways: monitoring districts for compliance with prescribed standards on the one hand, and providing leadership in educational program improvement on the other.

REVISED "THOROUGH AND EFFICIENT" REGULATIONS FOR THE EVALUATION OF SCHOOL DISTRICTS

In December 1986, the State Board of Education adopted revised monitoring regulations that will become effective with the new round of monitoring to begin in July 1988. These revised rules for the provision of "thorough and efficient" educational opportunity supersede prior regulations adopted in January 1984. The January 1984 regulations had themselves replaced the original rules based on the Public School Education Act of 1975. The 1984 rules had set certification as a five-year cycle requiring districts to be monitored once every five years for acceptable performance in at least 40 of 51 performance indicators. The rules adopted in 1986 refine the process by incorporating the 51 indicators into 43, all of which are now required for certification.

The 1984 change to a five-year certification cycle frees local districts from the extensive and tedious annual monitoring first established in 1975. Districts that meet state monitoring standards are now free to concentrate their efforts on maintaining sound educational programs and improving pupil learning. The five-year cycle also permits the State Department of Education to concentrate its efforts on the handful of districts that fail to become certified. All but an estimated one percent of the districts have attained certification. In addition to achieving accreditation, districts also are required to announce publicly their annual educational planning objectives, describing how they will be attained. They must also report on their achievements of the previous year.

COMPREHENSIVE COMPLIANCE INVESTIGATION OF DISTRICTS THAT REPEATEDLY FAIL TO ACHIEVE CERTIFICATION

Approximately 20 percent of all school districts in the state failed to achieve certification in the first round of state review – or Level I monitoring. To eliminate deficiencies identified during Level I, these districts are then required to undergo extended monitoring at Level II. Approximately 10 percent of the districts in Level II are expected to be assigned to Level III monitoring because they are unable or unwilling to correct their deficiencies.

Level III monitoring is the final step for the less than one percent of districts that have repeatedly failed to resolve problems identified through the review process. Level III monitoring begins with an examination of the district's educational programs, governance, management and fiscal operations. A team made up of staff from the department's Office of Compliance and educators from other school districts appointed by the county superintendent reviews the district's deficiencies and formulates a plan for the district to correct the deficiencies.

A comprehensive compliance investigation of a district may result if the review team finds conditions that could prevent the district from implementing corrective action, or if the district fails to make reasonable progress in correcting its deficiencies. A comprehensive compliance investigation is then conducted by private auditing agencies in conjunction with staff of the department's Office of Compliance. Districts that cannot achieve certification after Level III monitoring may become candidates for state takeover.

STATE INTERVENTION IN DEFICIENT SCHOOL DISTRICTS

Those districts not certified after the first two levels of state review are assigned to Level III monitoring. Level III monitoring is the first step in the state's plan to intervene in deficient school districts. During the 1986-87 school year, legislation was drafted to broaden the authority of the Commissioner of Education to take over local school districts that have repeatedly failed to provide a thorough and efficient educational opportunity for all pupils. In June 1987, this legislation was pending before the state legislature.

ASSISTANCE TO LOCAL SCHOOL DISTRICTS

Three regional curriculum services units (RCSUs), located in the northern, central and southern regions of the state, provide school districts with materials and training, especially as they relate to the department's educational initiatives. The RCSUs link the department and school districts and help to reinforce state educational standards. They also serve as brokers for information and the distribution of successful educational programs developed by other school districts. This "networking" of successful programs assists districts in meeting their specific educational needs in a timely manner.

SUPERVISION OF INSTRUCTION

The effective supervision of instruction by principals and supervisors is one of the best ways to ensure high quality learning for pupils. Recognizing this function, the State Department of Education convened a panel of national education experts and practitioners from New Jersey schools in spring 1986 to develop a plan for the supervision of instruction. The plan presents a blueprint for school districts' voluntary use in developing a local supervision plan. The state plan focuses on three elements:

- descriptors of good teaching;
- guidelines for a local model for the supervisory process; and
- training opportunities in the skills necessary to develop and implement the supervisory process.

In fall 1986, the Academy for the Advancement of Teaching and Management began working with collaborative teams from school districts to help them develop and implement a local supervisory process. Follow-up workshops give principals and supervisors an opportunity to refine and enhance their supervisory skills.

EFFECTIVE DEMONSTRATION SCHOOLS GRANT PROGRAM

The Effective Schools Program Act of 1985 established a grant program to help schools apply the findings of research on effective schools. The program is designed to help schools improve student performance in basic skills and to establish demonstration sites so schools throughout the state can adapt proven practices.

In addition to improving basic skills achievement for all students, the program aims to develop: stronger instructional leadership; school climates more conducive to learning; higher teacher expectations of students; improved methods for ongoing assessment of pupil progress; and better strategies for strengthening the relationship between home and school. It is anticipated that the improvement programs developed under the Effective Schools Program Act will lead to improved student performance on the HSPT.

The first year of the Effective Demonstration Schools Grant Program began in May 1986 with the selection and announcement of the 17 participating schools. These schools, which upon completion of the three-year program may become demonstration sites, are of varying sizes and grade levels and are located in urban, suburban and rural settings.

A first-year appropriation of \$500,000 was divided among the schools based on expenses projected for their initial improvement plans. More comprehensive plans are to be developed in the second and third years by a team of administrators, staff, and, in many cases, parents working together. In addition to providing grant funds, the department offered training both at the participating schools and at statewide and regional sessions. These workshops and seminars served more than 200 program participants, including school development team members, team chairpersons, principals and parent leaders.

During the first year of the program, the participating schools developed many school improvement activities, among them: providing training of various sorts for teachers; planning team approaches to improvement, involving administrators, principals, teachers, and parents; developing incentive programs; establishing teacher resource centers and student learning centers; publishing school newspapers focusing on the accomplishments of students; expanding parental involvement in schools; developing grade-level standards, promotion policies and codes of conduct; and aligning and coordinating curriculum in and across grades.

ELEMENTARY SCIENCE INITIATIVE

The department's Division of General Academic Education pursued a number of activities aimed at improving science education in the state. In conjunction with the New Jersey Science Teachers and the New Jersey Science Supervisors associations, the department conducted a series of training workshops throughout the state. These sessions provided training for 93 science teachers and supervisors in the use of three department publications: *The Elementary Science Safety Manual*, *The Elementary Science Curriculum Guide* and *the Computer and Video Instructional Materials Resource Guide: Elementary Science*.

In addition, during the summer, the two state professional science associations, Merck & Company, Inc., and the department, sponsored two week-long science workshops that provided 100 of the state's elementary science teachers and administrators with detailed science curriculum alignment and "hands-on" science activities.

The Division of General Academic Education has been able to develop a number of workshop programs in conjunction with other state agencies, such as: the divisions of Waste Management, Fish and Wildlife, Parks and Forestry, and Natural Resources in the Department of Environmental Protection; the Division of Energy in the Department of Commerce and

Economic Development; and Forestry and Soil Conservation District agencies. These workshop programs introduced 63 elementary science teachers to new projects and activities.

The department also continued support of the Consortium of Secondary Science, a computer network that enables public school science teachers and college professors to share information on their subject areas. This project also provides participants with the opportunity to develop curricula and to take advantage of in-service training.

EDUCATIONAL TECHNOLOGY IN THE CLASSROOM

In response to state initiatives and the needs of the state's school districts, the Division of General Academic Education developed a number of activities and resources to improve instruction using technology in the classroom. In 1986-87 the division:

- conducted two meetings of School Leaders in Educational Technology, a committee that serves in an advisory capacity to the department;
- developed an in-service training guide on the integration of word processing as part of writing instruction which will be implemented at the educational technology training centers (ETTCs);
- held a conference highlighting promising practices in educational technology featuring 14 districts which presented exemplary technology programs;
- implemented Computer Educational Pilot Projects in three urban districts to evaluate the effect of computer use as it relates to basic skills improvement;
- conducted a conference on curriculum alignment in mathematics using a computerized data base of curriculum objectives, test instruments, and textbooks;
- participated in Software Communication Services, a national consortium designed to study an equitable distribution system for software and video programs to local school districts; and
- published the following documents:
 - * *Computer and Video Instructional Materials-HSPT Resource Guide: Reading*, a resource guide identifying computer and video instructional materials that can be used to help improve students' reading skills;
 - * *Computer and Video Instructional Materials - HSPT Resource Guide: Mathematics*, a resource guide identifying computer and video materials that can be used to help improve students' mathematics skills;
 - * *Computer and Video Instructional Materials-Resource Guide: Elementary Science*, a resource guide to help teachers select computer and interactive video disk software and video tapes to help improve elementary science instruction;
 - * annual supplements to *Computer and Video Instructional Materials - HSPT Resource Guide* in the areas of reading, science and writing;
 - * user's and trainer's guides for the Education Technology Network (ETN), providing detailed instructions on how to access the department's statewide electronic mail and bulletin board system; and
 - * *Educational Technology Resources in the New Jersey State Department of Education*, a brochure describing the technology services offered by each division of the Department of Education.

VOCATIONAL EDUCATION STUDENT FOLLOW-UP STUDY

In September 1986, local school districts conducted a study to determine the status of employment for each student who graduated from a 1985-86 vocational education program. The results, reported to the Division of Vocational Education, are used in the local, county and state-level program planning processes to identify occupational program offerings which will better meet the needs of all students.

A summary of the results from this study indicates that of the 1985-86 graduates:

- 48.1 percent were employed in occupations related to their training;
- 22.3 percent were employed in occupations not related to their training;
- 5.6 percent entered the armed services;
- 3.8 percent were not in the labor force;
- 5.9 percent were unemployed but seeking employment and not continuing their education; and
- 14.2 percent were not employed but pursuing additional education.

VOCATIONAL EDUCATION PROGRAM STANDARDS

Federal education funds for vocational program development, modernization and expansion have been used to develop, validate and disseminate program standards for secondary vocational education programs. The standards are a self-evaluation tool that local districts can use to improve the quality of their vocational education. Program standards for Agriculture/Agribusiness, Business Education, Consumer and Homemaking Education and Industrial Arts Education were disseminated to teachers and administrators throughout the state. Program standards for Career/Vocational Guidance and Counseling Programs, grades seven through 12, were developed by a steering committee which represented counselors throughout the state. The standards, in draft form, will be validated by five districts during the 1988-89 school year. Once validated, these standards will be disseminated to all school districts for use in developing and maintaining quality programs. Staff of the division are also helping to develop and implement vocational education program standards for Marketing Education Programs and Vocational Industrial Education Programs.

FEDERAL MONITORING OF SPECIAL EDUCATION PROGRAMS

The United States Department of Education, Office of Special Education and Rehabilitative Services, conducted its three-year monitoring of the New Jersey State Department of Education's implementation and administration of the Education for the Handicapped Act. The review was conducted through interviews with state, county and district staff as well as with parents. The federal monitoring team reviewed the State Plan for the Education of All Handicapped Children, reviewed state monitoring efforts and visited district and regional programs. Public meetings were held with parents. The results of the monitoring are expected in fall 1987.

III. SCHOOL FINANCE

A. STATE AID

New Jersey allocates financial aid to school districts in two ways: by a state equalization formula and by specific categories of children or programs. The state formula is designed to assist districts in which property wealth is insufficient to maintain programs comparable to wealthier districts, without employing an extraordinary tax rate. In 1986-87, state aid to school districts was \$2.9 billion, representing 42 percent of the year's estimated education expenditures of \$6.9 billion. Approximately \$1.4 billion in equalization aid, including \$1 billion in building aid, was distributed to districts through the state formula in 1986-87.

During 1986-87, state aid also was allocated for four categorical programs. The aid appropriation for special education programs was \$250.7 million. Compensatory education aid for programs designed to raise the reading, writing and mathematics performance levels of students through supplemental programs and tutoring was \$110.2 million. Bilingual programs received \$26.9 million in aid, and local vocational education programs were allocated \$8 million.

Additional 1986-87 aid included: \$155.4 million for student transportation; \$621.5 million for local school districts' payments to teachers' pension and social security funds; \$24.3 million for three additional building aid programs; and \$48.6 million for programs to improve student performance on the High School Proficiency Test (HSPT).

This HSPT aid was a one-time allocation. In the future, such funds will be included in the regular compensatory education aid formula. In addition, \$145 million was distributed to local school districts to fund programs including: adult and continuing education, school nutrition, vocational education, projects for handicapped infants, the Urban Initiative, nonpublic pupil programs, and the minimum starting teacher salary law.

A number of children from urban school districts have, through their parents or guardians, filed suit challenging the funding of equalization aid as insufficient. A class-action case known as *Abbott v. Burke* was remanded by the New Jersey State Supreme Court in July 1985 to the State Office of Administrative Law. It is currently before an administrative law judge, who must make a recommendation to the Commissioner and the State Board of Education. This case could have a significant impact on the future of school aid in New Jersey. Although it is being expedited, the case is unlikely to be resolved within the next year and without once more coming before the State Supreme Court.

III. SCHOOL FINANCE

B. BUDGET SPENDING LIMITATIONS

In addition to the state aid component of the Public School Education Act of 1975 (Chapter 212), the law sets a limit, often called a "cap," on the amount a school district may increase its budget in any given year. The intent is to permit low-expenditure districts to raise their spending at a faster rate than high-expenditure districts.

Districts may request a waiver of the spending limitations if they experience an unanticipated increase in enrollment or are unable to achieve their local goals and objectives in providing thorough and efficient educational opportunity for their students.

For 1987-88, 19 districts requested cap waivers, down from 47 districts in 1986-87. Of the 19 requests, 15 were fully approved and four received partial approval. The total amount requested was \$8.5 million; the total amount approved was \$8.3 million. While there was a significant decline in the number of waivers requested, there was only a relatively small decline in the total dollars sought. In 1986-87, the total amount requested was \$10.9 million, while the total amount approved was \$10.6 million.

IV. MAJOR SCHOOL LAW DECISIONS 1986-87

A. DEPARTMENT OF EDUCATION'S AIDS REGULATIONS UPHeld BY SUPREME COURT

In a decision growing out of an appeal by the state of parts of the Appellate Division's decision in *Plainfield Board of Education v. Saul Cooperman* and *Washington Borough Board of Education v. Saul Cooperman*, the New Jersey Supreme Court upheld regulations governing the admission to school of children with HIV infection (the virus associated with AIDS). The regulations were developed by the Commissioner and approved by the State Board of Education. The Appellate Division had invalidated sections of the guidelines that outlined a procedure for determining under what conditions students with AIDS could be admitted to school. The Appellate Division had ruled that the state policy determined by those guidelines was promulgated without resort to the process required by the Administrative Procedures Act.

During the appeal, the Department of Education, following the Appellate Court's order, developed and published regulations detailing a process for resolving disputes over whether children with AIDS may be excluded from school. In a cross appeal before the Appellate Division and the State Supreme Court, the Plainfield and Washington Borough boards challenged the authority of the Commissioner and the State Board of Education to adopt rules that would regulate the right of local school boards to exclude pupils for health reasons. Both boards contended that authority to make such decisions rested exclusively with local school boards.

In rejecting that contention, the court described the regulations as "thoughtful efforts intended to protect both school children's health and school children's right to a public education." The court also ruled that local boards of education must comply with regulations which are promulgated by the Commissioner and the State Board to ensure that the education clause of the New Jersey Constitution is carried out.

Underscoring the broad interpretation the court has taken of the Commissioner's authority to promulgate regulations, the justices unanimously agreed that the issue of whether children may be excluded from classrooms for health reasons is within the Commissioner's indispensable jurisdiction over school-law disputes and controversies.

B. SPECIAL TRANSPORTATION NOT REQUIRED FOR HANDICAPPED PUPIL ATTENDING PRIVATE SCHOOL FOR THE NON-HANDICAPPED

A.A., an orthopedically handicapped child, was placed voluntarily by his parents in a private secondary school for the nonhandicapped. Because of the severity of his disability, A.A. required special transportation, including a van with a lift. At issue in the case was the contention by A.A. and his parents that A.A.'s handicap entitled him under federal law to those services he needed to benefit from his education, despite the fact that he had voluntarily withdrawn from a public school and enrolled in a private school for the nonhandicapped. The district of residence, while acknowledging A.A.'s right to be provided with transportation at public expense or to receive \$406 per year in lieu of transportation, denied any responsibility to provide special transportation.

In affirming a decision made by the Commissioner and affirmed by the State Board of Education, the Appellate Division ruled that A.A. did not meet the federal definition of an "educationally handicapped" student because he attended a private school not specifically for handicapped students and he was not deemed to require special education. Consequently, the court ruled that transportation need only be provided "to aid a handicapped child to benefit from *special education*."

Additionally, the court affirmed the determination by the Commissioner that A.A. was not entitled to a special education due process hearing under federal or state law since such hearings are only required "where the issue involves the appropriateness of the local district's placement of the child, a decision on whether the child is handicapped or the evaluation of the child."

C. APPELLATE DIVISION AFFIRMS STATE BOARD FINDING THAT COURTESY BUSING OF PUBLIC SCHOOL PUPILS DOES NOT REQUIRE DISTRICT TO TRANSPORT SIMILARLY SITUATED PRIVATE SCHOOL PUPILS

Last year's summary of Major School Law Decisions reported on a State Board of Education decision that reversed both a ruling by the Commissioner and a longstanding precedent requiring local districts that provide courtesy transportation to public school students to provide similar services to nonpublic school pupils. The basis for the precedent was N.J.S.A. 18A:39-1.

In a decision entitled *Parents for Student Safety, Inc. v. Board of Education of the Morris School District*, the State Board of Education had held on Feb. 17, 1986, that N.J.S.A. 18A:39-1.1 permits, but does not require, local districts to transport students other than those who reside in areas remote from school. ("Remote from school" is defined as more than two-and-one-half miles from a secondary school or two miles from a primary school.) Further, the state board held that budget limitations are sufficient reason to limit "courtesy busing," and that a decision to limit such busing is not discriminatory.

In affirming the state board's decision, the court was "persuaded that the State Board of Education's interpretation of the statute is consistent with its language and consonant with legislative purpose as now expressed."

**D. PUPIL MAY BE
EXCUSED FROM
MANDATED DRUG
EDUCATION PRO-
GRAM BASED
UPON RIGHT TO
CONSCIENCE, BUT
LOCAL DISTRICT
MAY REQUIRE
ALTERNATE
HEALTH PROGRAM
OF PUPIL EXCUSED
FROM FAMILY LIFE
EDUCATION**

The Parents Rights To Conscience Act of 1979 (N.J.S.A. 18A:35-4.6) provides that a student whose parent claims "that any part of the instructions in health, family life education or sex education is in conflict with his conscience . . . shall be excused from that portion of the course . . . and no penalties as to credit or graduation shall result therefrom."

The 1985-86 edition of Major School Law Decisions reported on a case entitled *S.T., on behalf of N.T. v. Board of Education of Millville* (Feb. 25, 1986), in which the Commissioner affirmed the finding of an administrative law judge that parents could not cite the Parents Right to Conscience Act to excuse students from portions of the health education drug curriculum mandated by N.J.S.A. 18A:35-4 and 18A:4-28.7. In reaching a conclusion, the administrative law judge and the Commissioner noted the legislative history of N.J.S.A. 18A:35-4.6; the original bill contained a reference to the right to be excused from drug education programs but that reference was struck from the final version.

In reversing the Commissioner's determination, the State Board of Education relied upon the plain language of the statute, which provides that a student may be excused from "any part of the instructions in *health*, family life education or sex education" (emphasis added). Further, the state board concluded that while drug education curricula must be provided by all school districts, the statute does not require that every student receive such instruction.

In a companion case brought by the same parties against the Millville School District, the petitioners disputed the right of the district to require N.T., a minor pupil, to undertake alternative health assignments after having been excused from the portion of the health program dealing with family life education. The Commissioner, in affirming the administrative law judge's ruling, concluded that while N.J.S.A. 18A:35-4.7 protected students under its provisions from "penalties as to credit or graduation," requiring students to take an alternative health program did not constitute a penalty. Noting that petitioners have the option of fulfilling their educational requirements by taking an alternative health course through supervised independent study and that the petitioner in this case had failed to complete such a course, the Commissioner further concluded that the district's failure of the student in the health course was proper. In this case, the state board affirmed the Commissioner's reasoning and the decision.

V. DEPARTMENTAL OPERATIONS

A. ACADEMY FOR THE ADVANCEMENT OF TEACHING AND MANAGEMENT

The Academy for the Advancement of Teaching and Management provides professional growth opportunities for teachers and administrators from throughout the state. Now concluding its third year, the academy conducts workshops that translate theory into practice. Workshops emphasize effective instructional, supervisory and management skills and promote increased communication and collegiality among all members of the educational community.

Operational Highlights for 1986-87:

During the past year, the academy:

- worked with 130 teams (including 520 teachers and 130 principals) in its basic course, Instructional Theory Into Practice (ITIP). As a follow-up to this course, two separate coaching visits for each team were conducted by a member of the academy staff. Two of these 18 workshops were regional, organized specifically for districts in the far south and northwest areas of the state. In addition, approximately 210 educators participated in other ITIP-related workshops;
- conducted 33 workshops as part of the New Jersey State Plan for the Supervision of Instruction;
- piloted a program in classroom management and conducted three subsequent workshops for nearly 100 teachers and principals;
- conducted three workshops in effective leadership skills for approximately 100 administrators;
- presented overviews of academy programs at 51 meetings throughout the state. Of those, 41 were to organizations outside the Department of Education;
- organized and sponsored Perspectives '86, a statewide convocation for nearly 500 educators from New Jersey and surrounding states. The two and one-half day convocation featured nationally recognized experts in the area of staff development;
- supported Operation School Renewal and the Urban Initiative by conducting workshops in instructional and supervisory skills for the local school districts in Camden, Neptune, Newark and Jersey City; and
- continued work with corporations and the private sector for support of special programs. The funded projects included: a retreat for academy staff and the appointment of a field practitioner who worked specifically with the teachers of schools in three Essex County districts.

V. DEPARTMENTAL OPERATIONS

B. DIVISION OF EDUCATIONAL PROGRAMS

DIVISION OF TEACHER PREPARATION AND CERTIFICATION

The Division of Teacher Preparation and Certification recommends and maintains standards for the education and licensing of school personnel. The division's Office of Teacher Education periodically evaluates all collegiate programs that lead to state certification and oversees district implementation of the Provisional Teacher Program, or alternate route to certification.

In accordance with the statutory authority of the State Board of Examiners, the division's Office of Teacher Certification and Academic Credentials coordinates the issuance, revocation and suspension of licenses for school professionals. It prepares applications for the board to determine candidates' alternative or equivalent experience for certification. Legal matters associated with licensing are resolved by the board, based on its statutory authority and on standards and regulations for certification.

The Office of Teacher Recruitment and Placement helps local public school districts to identify highly qualified teacher candidates. Staff from the office recruit teaching candidates from selective colleges and universities, as well as from organizations that serve minorities. In addition, the office helps local districts identify candidates for available teaching vacancies.

Operational Highlights for 1986-87

During the past year, the division:

- implemented the test requirement for teacher certification. More than 8,000 people seeking certification to teach in New Jersey took the National Teacher Examinations (NTEs). The Department of Education was designated as an NTE testing center by the Educational Testing Service;
- evaluated 2,000 applications for the Provisional Teacher Program. A total of 1,363 letters of eligibility and 217 provisional certificates were issued to teachers employed in provisional training programs;
- held a two-day workshop that included 1986-87 Dodge Fellowship winners as well as winners from 1985-86;
- increased recruiting for the alternate route at colleges, visiting 35 campuses, while also increasing the number of candidates interviewed, from 300 to 450; and
- field-tested revised policies and procedures for conducting on-site evaluation of collegiate teacher preparation programs.

DIVISION OF GENERAL ACADEMIC EDUCATION

The Division of General Academic Education develops educational materials and services to help school districts improve their instructional programs and, in turn, help students improve their academic performance and behavior. The division produces materials that put research into practice and it promotes programs and instructional strategies that have been proven effective. The division also develops training programs offered to teachers and school administrators by the department's regional curriculum services units (RCSUs). In addition, the division administers the state's testing programs, as well as state and federal contracts and grant programs that fund district efforts to improve instructional effectiveness.

The division's four units are: the Bureau of Academic and Cognitive Skills, the Educational Technology Unit, the Bureau of Student Behavior and Development, and the Operations Unit.

The Bureau of Academic and Cognitive Skills has two major responsibilities: it administers the statewide testing program and develops materials and training programs in various areas of the academic curriculum. These academic areas include: writing, mathematics, reading, science and gifted education. As with other division documents, the materials developed by the cognitive skills unit are distributed directly to school districts and are the basis for training provided through the regional curriculum services units (RCSUs).

The Bureau of Student Behavior and Development is responsible for programs and materials to help schools facilitate and foster positive student behavior and achievement. Focusing on the physical and social well-being of students as it relates to educational success, the bureau prepares monographs and publications on successful programs and practices, as well as curriculum and educational program guidebooks.

Specific areas of concern in the bureau are: family life education; child abuse and neglect; teenage pregnancy and parenting; health education and services; early childhood education; substance abuse; suicide prevention; school and classroom management of student behavior; student codes of conduct; alternative education for disruptive students; truancy and chronic absenteeism; and violence and vandalism in school.

The Educational Technology Unit helps school districts to implement, expand and improve the instructional uses of computers and other educational technologies in the classroom. The unit prepares various materials, such as evaluations of computer software and hardware and other resource guides that it distributes to school districts. The unit also develops training programs for teachers on the educational uses of computers. These programs are offered through the educational technology training centers (ETTCs) located at the regional curriculum services units (RCSUs).

The Operations Unit provides administrative support to the division. It facilitates all financial and personnel transactions and administers grants and contracts for the division. In addition, the unit administers the Governor's Teacher Grant Program and the Education for Economic Security Act Title II entitlement program and is responsible for the Office of Nonpublic Schools. The unit also coordinates the publication and distribution of all materials developed by the division.

Operational Highlights for 1986-87

During the past year, the division:

- administered the state's participation in the federal Secondary School Recognition Program, which nominated 15 schools for consideration by the United States Department of Education;
- provided funding in support of the Mathematics Teacher Retraining Program, located at Trenton State College, which is enabling approximately 60 teachers to obtain their mathematics teaching endorsements;

- sponsored the following:
 - * three regional conferences on suicide prevention for school staff and mental health professionals;
 - * a conference on School Environment and Student Achievement, which focused on using a team approach to identify problems and to plan early intervention to meet student needs;
 - * a statewide conference on employee assistance programs, in collaboration with the New Jersey School Boards Association and the New Jersey State Department of Health;
 - * six regional workshops for local districts on the Drug-Free Schools and Communities Act and the new administrative code regarding drug and alcohol education;
 - * workshops on the technique of screening children for scoliosis, co-sponsored by the departments of Education and Health;
 - * a workshop on vision and eye health with the National Society to Prevent Blindness/NJ;
 - * a Fifth Annual Conference on Writing Assessment attended by more than 625 educators. Co-sponsored with the Department of Higher Education and the City University of New York, the conference addressed various measures of evaluation and instruction to help develop students' written language;
 - * a conference on thinking skills to highlight ways in which instruction to increase student thinking skills could be incorporated into the curricula;
 - * the fourth annual statewide Forum in Gifted Education. Held in May 1987, the forum focused on the educational needs of the gifted and strategies and resources for meeting those needs;
 - * three regional workshops for local districts presenting highlights of educational programs for the gifted that were funded for 1985-86 and 1986-87;
 - * a Conference for New York and New Jersey Poetry Teachers (in cooperation with the Geraldine R. Dodge Foundation);
 - * the National Writing Consortium, attended by delegates from 25 state agencies, on issues in measuring student growth and change in writing;
 - * a conference on a computerized approach to curriculum alignment;
 - * four workshops on computers and writing, presenting teaching strategies designed to improve HSPT scores; and
 - * two statewide workshops on the New Jersey Algebra Project which resulted in its adoption by 13 additional school districts;
- collaborated with the New Jersey State Department of Health on the development of two documents, *AIDs Instructional Guide for Teachers, Grades 6 through 8* and *AIDs Instructional Guide for Teachers, Grades 9 through 12*, which were distributed to all public and nonpublic schools in the state;
- developed and managed application and selection of Robert C. Byrd Honors Scholarships, which were awarded to 140 academically outstanding New Jersey high school seniors chosen from more than 4,000 applicants;
- developed new minimum levels of proficiencies for standardized achievement tests for students in grades three to eight in all school districts; and developed minimum proficiencies for nonpublic school students in grades nine and 10 in order to determine student eligibility for compensatory education services;
- cooperated with the Association for Supervision and Curriculum Development (ASCD) and Montclair State College on Project NETTS (Networking Electronically for Teaching Thinking Skills). This project is designed to use the telecommunications network to help foster students' higher order thinking skills;

- provided regional technical assistance sessions for nonpublic educators on services available under Chapters 192/193 to students enrolled in nonpublic schools;
- administered funds from the federal Education for Economic Security Act, Title II (EESA), which distributed \$1.8 million to New Jersey school districts through formula allocations and grants;
- awarded grants totaling \$182,000 to school districts to support 17 exemplary and model projects and four dissemination programs in gifted education;
- completed the evaluation and approval of 41 nonpublic secondary school programs;
- conducted a complete review of the standards and procedures used in the monitoring of services provided to nonpublic school students pursuant to Chapters 192 and 193;
- monitored the Chapters 192/193 nonpublic schools services provided to 69 nonpublic schools by 31 public school districts;
- prepared a memorandum of agreement for fiscal year 1987, subsequently signed by the commissioners of Health and Education, regarding joint programs in substance abuse education;
- coordinated a program to recognize districts for improving secondary education curricula and increasing Scholastic Aptitude Test scores;
- cooperated with the Alliance for Arts Education of New Jersey and other arts organizations in conducting the seventh annual Governor's Awards in Arts Education ceremony. A total of 113 students and educators received awards;
- cooperated with other state and local agencies in implementing the Child Abuse Prevention (CAP) project to teach pupils in selected school districts throughout the state how to avoid abduction and exploitation;
- cooperated with New Jersey Bell to provide management training programs to school district personnel;
- facilitated the selection of three mathematics and three science teachers in New Jersey to receive the Presidential Awards for Excellence in Science and Mathematics Teaching;
- conducted eight two-day seminars on the Registered Holistic Scoring Method to train district personnel on how the state assesses ninth-grade students' writing on the HSPT and how to use this method to help improve student writing in all grades;
- developed for adoption by the State Board of Education the following sections of New Jersey Administrative Code (N.J.A.C.):
 - * Pupil Records - N.J.A.C. 6:3-2.1 et seq.;
 - * Drugs and Alcohol - N.J.A.C. 6:29-9.1 et seq.;
 - * Audiometric Screening - N.J.A.C. 6:29-8.1 et seq.; and
 - * Promotion and High School Graduation Requirements and Procedures - N.J.A.C. 6:8-7.1; and

- prepared and distributed the following documents to all school districts:
 - * *Guidelines for School Health Services;*
 - * *Conferencing: Assessing Growth and Change in Student's Writing and Writing as a Recursive Process;*
 - * *Help at Home for Learning in School;*
 - * *Family Life Education: Selected Programs and Practices in New Jersey Public Schools;*
 - * *Analysis of the 1985-86 Gifted Education Survey;*
 - * *Improving Mathematical Skills Assessed on the High School Proficiency Test: Computation of Percents; and*
 - * *Improving Students' Abilities to Read and Think: A Training Manual.*

DIVISION OF ADULT EDUCATION

The Division of Adult Education administers state and federal grants and develops state plans, procedures and guidelines for the provision of adult education services by 144 school districts and eligible agencies. State and federal grants support instructional programming for adult basic skills, the General Educational Development (GED) test, English as a second language (ESL), citizenship classes for immigrants and skills training for refugees and urban youth dropouts. Grants also supplement salaries of 126 directors of local adult education programs.

The division is responsible for developing guidelines for adult high schools and for administering of the GED test in 34 testing centers. It also trains teachers and administrators and provides technical assistance to promote effective adult education programs throughout the state.

Operational Highlights for 1986-87

During the past year, the division:

- welcomed a new director, Dr. Robert R. Simons, appointed by the State Board of Education in October 1986;
- completed monitoring of all federal and state supported programs for which it is responsible;
- concluded a comprehensive review of the state's 144 adult basic skills programs;
- remonitored 29 of the state's 56 adult high schools and recommended all 29 for approval by the State Board of Education;
- provided adult basic skills programs to approximately 33,000 adults and youth dropouts, ages 16 and older, through 144 school districts, colleges and other public and private nonprofit agencies;
- established a state-level Project Literacy U.S. (PLUS) Task Force to help develop a statewide response to the national public awareness campaign on adult illiteracy launched by the American Broadcasting Companies (ABC) and the Public Broadcasting System (PBS);
- established a statewide literacy hotline (1-800-345-PLUS) through New Jersey Network to match illiterate adults with volunteer tutors and literacy programs;

- initiated instructional television programming through New Jersey Network for adults who want to learn to read or prepare for the GED test;
- administered 16,440 GED tests and issued 10,710 high school diplomas based on the results of those tests;
- computerized GED scoring and record keeping;
- conducted a comparability study between the Minimum Basic Skills and GED tests and set comparable passing scores for the math and reading sections of both tests;
- conducted 19 special projects under the federal Adult Education Act in such areas as volunteer tutor training, English as a second language, writing and program marketing;
- implemented three cooperative agreements with the New Jersey departments of Labor, Human Services and Community Affairs to provide greater resources and improved coordination among agencies offering programs for adult refugees and young high school dropouts;
- conducted a pilot program with the Small Business Development Center at Rutgers University to provide entrepreneurship training for Indochinese refugees. The program was funded by the U.S. Small Business Administration and the New Jersey Department of Human Services; and
- began planning, with the Department of Human Services, to develop a basic skills component for REACH, or Realizing Economic Achievement, a job training program for welfare recipients. During the summer of 1987, the division will participate in planning task forces in the first five counties scheduled to take part in REACH. The counties are Bergen, Union, Middlesex, Mercer and Passaic.

DIVISION OF COMPENSATORY/BILINGUAL EDUCATION

The Division of Compensatory/Bilingual Education administers five federal programs:

- 1) Education Consolidation and Improvement Act (ECIA), Chapter 1 (for the educationally disadvantaged) including P.L. 89-313/750 (State Operated Facilities for Neglected, Delinquent and Handicapped Students);
- 2) Migrant Education;
- 3) Title VII ESEA, the Bilingual Education Act;
- 4) Transitional Programs for Refugee Children; and
- 5) Emergency Immigrant Education Assistance, as part of P.L. 98-151.

In addition, the division administers the state compensatory education and bilingual education programs. The division provides educational leadership to public and nonpublic school districts and state agencies with compensatory, bilingual and migrant education programs, and fosters the development of communication and computation competency.

The Office of Compensatory Education manages the federal Education Consolidation and Improvement Act (ECIA) Chapter 1 local district programs, P.L. 89-313/750 programs for

state-operated facilities and the state compensatory education programs. Office activities include: providing technical assistance to public and nonpublic school districts and other state agencies; monitoring basic skills improvement programs in accordance with state and federal law and code; administering state and federal funds; and collecting program evaluation summary data.

The Office of Migrant Education operates the program of supplemental educational services for children of migratory farm workers and fishermen. Office activities include: identifying, recruiting, validating and enrolling migrant students; transferring interstate and intrastate student records; delivering instruction; and providing health and supportive services. All activities are coordinated with migrant programs in 49 states, Puerto Rico and the District of Columbia.

The Office of Bilingual Education administers the state statute governing bilingual education (N.J.S.A. 18A:35-15 to 26). The office's main objective is to ensure that students of limited English proficiency receive appropriate educational programs and opportunities. Major activities include technical assistance, compliance monitoring, coordination of in-service training programs and dissemination of information.

The Office of Research, Planning and Marketing reviews research and legislation, identifies staff needs, collects and analyzes data, develops and implements surveys, develops alternative funding sources, prepares federal and state reports, and develops and disseminates curriculum and training materials.

The Office of Program Improvement Services develops, implements and disseminates curriculum materials, resources on effective practices and training materials in the areas of compensatory, bilingual and migrant education.

Operational Highlights for 1986-1987

During the last year, the division:

- reviewed applications for basic skills funding during school year 1986-1987 during which 577 school districts operated Chapter 1 programs for 202,612 students, and 567 districts operated state compensatory education programs for 239,533 students;
- computerized local district Chapter 1 allocations using the 1980 Census poverty data and updated information on Aid for Families with Dependent Children payments, foster children and children residing in local institutions for neglected and delinquent children. For 1986-1987, a total grant of \$101.6 million was distributed to 593 local education agencies;
- disseminated to local school districts revisions of final regulations to implement technical amendments to Chapter 1 ECIA. These regulations ensure that parents of educationally deprived children will have an opportunity to play a larger role in planning and carrying out the educational programs for their children;
- directed the process for approval and implementation of state agency Chapter 1 handicapped (formerly P.L. 89-313) and delinquent (formerly P.L. 89-750) projects for 1986-1987. The division administered \$3,482,418 in P.L. 89-313 federal funds for 5,316 eligible handicapped children. The division also administered \$1,284,488 in P.L. 89-750 federal funds for 1,530 neglected and delinquent residents in state correctional facilities;
- conducted monitoring of basic skills improvement programs, in cooperation with county office staff, in 55 districts during the regular school year and 120 summer school programs;

- received an official report of the United States Department of Education monitoring visit to New Jersey in which the state was commended for administration of Chapter 1;
- monitored 108 state facilities to review P.L. 89-313/750 basic skills programs for handicapped and delinquent students in cooperation with county office staff;
- developed and disseminated Guidelines for the Development of Application for Basic Skills Improvement Programs for FY87 and FY86 Evaluation Summary Reporting forms for 579 ECIA Chapter 1 local district programs and 108 P.L. 89-313/750 state-operated programs;
- assisted the Camden and Hudson county offices in conducting Level III monitoring visits to Camden and Jersey City along with the compliance intervention team;
- conducted a statewide awareness session on the Chapter 1 Goals for Youth Dropout Prevention Initiative;
- implemented the Goals for Youth Dropout Prevention Initiative project for eligible Chapter 1 and migrant students in grades six to 12. The goal-setting project, using professional athletes as counselors and role models, was operated for a 12-week period and served a total of 137 students in 14 districts;
- operated 21 migrant education winter projects and 16 summer projects through contractual arrangements with local education agencies. Also, the division operated two statewide projects in cooperation with the New Jersey Department of Health and the New Jersey Commission for the Blind;
- became a participating member in the Interstate Migrant Education Council, a special project of the Education Commission of the States (ECS);
- purchased a new mobile dental laboratory in cooperation with the State Department of Health to provide statewide dental services for eligible migrant children;
- conducted annual migrant project reviews at 17 project sites in 1986 and 21 winter project sites in 1987;
- developed and disseminated FY 1988 Guidelines for Development of Applications, Migrant Education project(s) and FY 1987 Migrant Education Evaluation Summary to local Migrant Education project coordinators;
- helped provide bilingual and ESL programs to 229 districts with 34,514 students from approximately 100 language backgrounds. State categorical aid to these programs was \$28,668,389;
- administered \$340,442 in federal funding to 183 school districts under the Transition Program for Refugee Children. These funds assisted 1,724 eligible children;
- received a Title VII grant award of \$50,000 to coordinate technical assistance to the 10 districts with 12 Title VII projects in the areas of program improvement, teacher training and parental involvement. School districts received a total of \$1,511,193 for Title VII projects;
- administered \$765,959 in federal funding under the Emergency Immigrant Education Assistance Act for 16 school districts with significant numbers of immigrant children. The program provided supplemental education services to 11,259 eligible students; and

- developed and disseminated the following publications:
 - * *Effective Practices in Secondary Basic Skills Programs -- A Compendium of Case Studies*, which describes exemplary basic skills improvement programs in eight states, including New Jersey;
 - * *An Introduction to Bilingual Education -- A Manual for Trainers*, a turn-key training manual in bilingual education which compiles material from a two-year technical assistance and training project funded by Title VII; and
 - * *Guidelines for Development of Program Plan -- Bilingual/ESL Programs, FY88*.

DIVISION OF VOCATIONAL EDUCATION

The Division of Vocational Education is committed to ensuring that vocational education leads to employment. The division is organized into seven bureaus designed to provide leadership and technical assistance to 512 operating school districts and all other eligible recipients of federal and state vocational education funds. The division provides help in areas such as: developing curriculum and programs, providing in-service training, evaluating programs, providing equipment, coordinating vocational student organization activities and conducting research. Division staff administer more than \$25,000,000 annually in federal and state vocational funds to more than 2,000 vocational education programs.

The division is made up of seven bureaus:

The Bureau of Agriculture, Health and Home Economics Occupations provides assistance to local school districts to expand, improve and develop programs in more than 130 occupational areas such as: ornamental horticulture, word processing, medical assistance and child care occupations. These programs are designed to provide secondary students and adults with marketable skills while also providing the option of continuing their education.

The Bureau of Industrial Technology is responsible for the development, coordination and improvement of all trade and industrial education programs in more than 120 occupational areas such as: carpentry, baking, water and waste technology, computer-assisted drafting and cosmetology. These programs provide entry-level skills for employment and advanced trade skills for secondary and adult students. The educational component of the statewide apprenticeship program and the school-to-work linkage program are also administered by this bureau.

The Bureau of Introductory and Exemplary Programs is responsible for developing, coordinating and improving exemplary and introductory prevocational programs in home economics and consumer education, industrial arts/technology education, introduction to vocations and technology for children. These programs are designed to provide all elementary and middle school students with sufficient information to make appropriate career choices and to understand the importance of technology in society. Bureau staff also coordinate the activities of vocational student organizations, entrepreneurship activities, the development and dissemination of vocational curriculum materials, and the identification of future trends in vocational education.

The Bureau of Program Development and Innovation coordinates vocational education activities among business and industry, community groups, professional associations, county offices of education and other groups or agencies interested in vocational education. In conjunction with the New Jersey State Department of Labor and the local service delivery areas, the bureau coordinates educational activities supported with Job Training Partnership Act (JTPA) funds. Additionally, bureau staff are responsible for all marketing education programs and pre-service and in-service projects in vocational education.

The Bureau of Special Training is responsible for educational programs conducted outside of the public school setting. These programs include approval of training programs under the federal Veterans Education and Training Act, and approval of private vocational schools, correspondence schools and non-collegiate public postsecondary vocational-technical education institutions and programs.

The Bureau of Vocational Management Services is responsible for the division's planning, data collection, evaluation and finances. Bureau staff coordinate: the state vocational education planning process; the collection of statewide vocational student follow-up data; the development and implementation of the system of comprehensive vocational education monitoring and evaluation; the analysis of vocational education supply/demand data; the development of funding distribution formulas; and the establishment and maintenance of a computerized financial data base.

The Bureau of Vocational Orientation is responsible for developing, coordinating and improving quality vocational programs designed to meet the needs of special populations of both potential and present occupational education students. These programs include: guidance and counseling, work-study employment orientation, and work experience career exploration programs. In addition, bureau staff coordinate vocational programs provided by community-based organizations and correctional institutions and act as liaisons to the county offices of education. In conjunction with the Division of Teacher Preparation and Certification, the bureau also coordinates the certification process for vocational education teachers.

Operational Highlights for 1986-87

During the last year, the division:

- sponsored leadership development activities for more than 22,350 vocational student organization members;
- audited 169 private vocational schools to determine compliance with state regulations (N.J.A.C. 6:46-4);
- revised the format for approval of vocational courses in conjunction with the Division of County and Regional Services and coordinated the course approval process for 125 vocational courses with the FY 88 vocational education funding process. This process eliminated the need for separate steps in the approval process and ensured that only approved courses were funded;
- developed a computerized system for printing third-party contracts for all competitive grants. This has reduced clerical demands and has made it possible to expedite contracts;
- developed an evaluation system for the Carl D. Perkins Vocational Education Act. The system is designed to assess program quality and district compliance with state and federal requirements;
- evaluated five county vocational schools with a total of 95 programs, as the State Agency for the Approval of Non-collegiate Public Postsecondary Vocational Technical Education Institutions and Programs. Based on these evaluation results, postsecondary students enrolled in these programs may qualify for loans under the federal student assistance programs;
- developed and disseminated a new curriculum for public school cosmetology programs that addresses the new requirements of the Cosmetology and Hairstyling Act of 1984;

- developed proposed revisions to Chapter 46 and Chapter 53 of the New Jersey Administrative Code. These revisions pertained to the approval of private vocational and correspondence schools, contracting for educational services with private vocational schools, the designation of local area vocational school districts, the approval of apprentice training programs, and the implementation of vocational education safety standards;
- developed, in conjunction with the New Jersey State Department of Community Affairs and the Governor's Office of Policy and Planning, the Governor's Entrepreneurship Initiative;
- developed and coordinated, with the Division of Employment and Training, New Jersey State Department of Labor, the Cooperative Education/JTPA Linkage Project. This project, using JTPA funds, provides for the expansion of existing cooperative vocational education programs to serve youths eligible for JTPA and provides employers with financial incentives to hire from this population;
- planned and conducted, in conjunction with the New Jersey Department of Labor, the National Showcase Conference. This conference reported on partnerships between vocational education and business and industry;
- developed and coordinated, with the departments of Community Affairs and Labor, Co-op 55, a program designed to encourage people who are at least 55 years of age and unemployed to participate in a cooperative vocational education training program leading to employment;
- developed the Golden Circle Awards. This program honors one vocational education graduate from each county in New Jersey who owns a business or has achieved managerial status with a New Jersey firm and is currently involved in vocational education programs; and
- initiated and developed a joint training program with various private sector corporations. This program is designed to gain statewide corporate commitment to the cooperative vocational education program prior to the hiring and training of student participants. This state-level corporate commitment expands employment opportunities for cooperative vocational education students.

DIVISION OF SPECIAL EDUCATION

The Division of Special Education implements state and federal statutes and regulations governing special education to ensure that handicapped children in New Jersey receive full educational opportunities. The division has six bureaus. Its four bureaus of programs and services (North I, North II, Central and South) conduct due process settlement conferences to resolve disputes arising within special education regulations. These bureaus also design and implement improvement projects. The Bureau of Program Development coordinates the various components of the Plan to Revise Special Education and the state Comprehensive System of Personnel Development. The Bureau of Policy and Planning distributes federal funds, operates four learning resource centers (LRCs), implements the State Plan for the Hearing Impaired, coordinates the use of technology within the division, analyzes proposed legislation and prepares statistical reports.

The division has several working committees with representation from its bureaus. In addition, there are special projects conducted by one or more staff members. Listed below are the accomplishments of these committees and special projects in 1986-87:

Education for the Handicapped Act, Part B

The Education for the Handicapped Act -- Part B (EHA-B) committee is responsible for the distribution of federal funds to districts. Federal entitlement monies of approximately \$35 million were awarded to districts to support programs for handicapped pupils. Another \$2 million was awarded to support cooperative arrangements among school districts, mainstreaming and programs for the severely handicapped.

The EHA-B committee announced the availability, as of September 1987, of 75 instructional mini-grants of up to \$10,000 each. These grants aim to increase the effectiveness of current programs serving handicapped pupils and encourage teachers and other instructional personnel to develop projects providing students with improved direct services.

Private Schools for the Handicapped

The private school committee is responsible for determining compliance with rules and regulations for 120 private schools for the handicapped in New Jersey and 65 private schools out of state. These schools serve approximately 8,000 pupils. On-site reviews of these schools are conducted on a three-year cycle. During the 1986-87 school year, 42 private schools in New Jersey and five private schools out of state were visited. The committee also:

- helped implement the amended private school tuition code (N.J.A.C. 6:20-4) that requires tuition rates to reflect the actual cost of services needed for handicapped pupils;
- planned and coordinated, in cooperation with the Division of Vocational Education, a vocational education conference for 40 private schools for the handicapped. The conference provided information concerning the approval and safety of vocational programs for special education students; and
- conducted two workshops for 35 private schools on developing curriculum in private schools for the handicapped.

Early Childhood

The early childhood committee is responsible for promoting special education programs for handicapped children from birth to age five. These programs are offered through 12 preschool resource centers and through the initiation of new programs and monitoring. Both federal and state funds support these projects. In 1986-87, the committee:

- administered a federal Preschool Incentive Grant of \$1.4 million, which provided funds for several preschool projects, including: 24 new district programs for handicapped preschool children, ages three to five; 16 mini-grants to preschool teachers for innovative projects; and the appointment of 12 preschool resource consultants. The preschool resource consultants are district employees and provide educational assistance to individual teachers statewide and in-service training to teachers and parents of handicapped preschool children. The Preschool Incentive Grant also supported the annual Early Childhood Conference; and
- coordinated 38 Early Intervention Programs (EIPs), sponsored by state and federal funds, which serve approximately 2,200 handicapped infants and toddlers. Under a federal State Planning Grant, training was provided at early intervention centers to improve services for infants and toddlers. Under the federal Preschool Incentive Grant, awards of up to \$22,000 were given to EIPs to fund a variety of improvement projects.

State Facilities Education

The state facilities education committee is responsible for monitoring education programs for handicapped pupils in facilities run by the state departments of Human Services and Corrections. In 1986-87, the committee:

- completed a second year of monitoring using a new, more comprehensive approach. Results indicated that more state facility programs are meeting the federal and state requirements for education of the handicapped this year than last. The annual report on state facilities education was prepared and presented to the New Jersey State Legislature in November 1986;
- developed a procedure to ensure a consistent statewide approach for processing requests for home-bound instruction. This procedure will benefit handicapped pupils in local districts as well as those in state facilities; and
- developed interagency agreements to identify areas needing improvement and set specific timelines for remediating those areas of deficiency. For example, the departments of Education and Human Services have planned that by 1990, all of the state's day training centers will have educationally certified school nurses on staff.

Secondary, Adult, Vocational Education

The secondary, adult, vocational education (SAVE) committee is responsible for developing special education programs in secondary schools, vocational programs and transition services for handicapped pupils who are approaching adulthood. The committee supervises the nine districts participating in the Secondary Special Education Initiative. In 1986-87, the committee:

- distributed area directories of services for handicapped adults;
- collaborated with other state agencies and special task forces on transition services, that is, services for handicapped students leaving educational programs; and
- developed, with a special task force, a report on the size of special education classes in vocational schools.

Consultants for the Hearing Impaired

Consultants for the hearing impaired are responsible for implementing the State Plan for Hearing Impaired Children and Youth. They promote programs for auditory handicapped pupils through work with districts and parents. Under the state plan in 1986-87, the consultants:

- supported two specialized, four-member child study teams to assist district teams in evaluating children with hearing impairments;
- prepared a document outlining the specialized knowledge and skills required to evaluate children with hearing impairments;
- conducted the annual statewide conference for parents and professionals on the education of the hearing impaired;

- expanded the learning resource center collection of specialized materials for the instruction of hearing impaired pupils; and
- hired a coordinator for the Deaf-Blind Grant for New Jersey. Under this grant, the Division of Special Education, in cooperation with the Department of Human Services, administers a statewide project to provide various services to deaf-blind infants, children and youth, as well as to their parents and the involved professionals.

Data Analysis and Evaluation

The data analysis and evaluation committee is responsible for conducting the annual count of handicapped pupils, the staff serving them and the services provided. The committee analyzes the data to discern trends and develop projections. Among this year's findings:

- the number of handicapped pupils increased again this year but by a smaller amount than in previous years. The handicapped proportion of public school enrollment also increased, but only slightly. It appears that both the number of handicapped pupils and their proportion of the total public school enrollment is leveling off; and
- New Jersey was successful in reducing the amount of special education data required by the United States Office of Education.

Due Process Committee

Members of the due process committee serve as mediators in disputes brought by parents or districts regarding programs for handicapped pupils. They conduct prehearing settlement conferences and, if necessary, prepare materials to be turned over to the Office of Administrative Law for formal hearings. In addition, they provide information on due process rights to parents, districts and others.

In 1986-87, committee members:

- handled more than 300 due process requests;
- made presentations on due process issues at statewide conferences of social workers, learning disabilities teacher consultants and the national Council for Exceptional Children; and
- designed a brochure on due process for parents and districts.

Special Education Technology

The technology committee is responsible for promoting the use of computers to manage various projects within the Division of Special Education. In addition the committee:

- conducted a statewide workshop on computer applications to special education that provided training for special education teachers in topics ranging from computer-assisted instruction to software evaluation;
- trained resource room teachers to familiarize them with computer-based learning materials, software evaluation and building student problem-solving skills; and
- established the New Jersey Assistive Devices Center, which circulates exhibits through the four learning resource centers. The exhibits display the latest technological advances

that enable handicapped students to communicate and participate more fully in school curriculum activities. The center is a result of the collaborative efforts of Bell Communications Research, the Rehabilitation Engineer Volunteers, the Pioneers and the New Jersey State Department of Education.

Learning Resource Centers

This year the division's four learning resource centers (LRCs) conducted many regional workshops and statewide conferences for teachers, professionals, administrators and parents of educationally handicapped pupils. These workshops and conferences explored such subjects as: mainstreaming; uses of the computer; secondary special education; transition planning; grant writing; the special education roles of school psychologists, social workers and physicians; special education in rural and urban settings; intervention strategies for hearing impaired students; and parents' involvement in special education.

The LRC project also:

- developed a number of publications, including: a *Parent Resources Handbook*; a *Directory of Services for Handicapped Adults*; a listing of all discretionary grants in special education funded by the state; a *Transition Handbook* describing the various agencies and services available for handicapped pupils leaving secondary schools; a description of the components of the evaluation section of the individualized program plan (IPP); a listing of exemplary special education programs; and *Special Education in New Jersey*, a brochure describing available services and eligibility requirements for handicapped students in the state and indicating where to obtain further information; and
- produced a 20-minute videotape, *Special Education in New Jersey*, for presentation to school boards. The tape illustrates the benefits of special education for the 166,000 handicapped pupils in New Jersey.

Comprehensive System of Personnel Development

The Comprehensive System of Personnel Development (CSPD) project involves pre-service and in-service training for special educators. In-service training was provided by the four learning resource centers. The CSPD project surveyed staff needs and in-service training priorities, communicated pre-service needs to higher education agencies and professional councils and organizations, and evaluated the CSPD process.

C. DIVISION OF
COUNTY AND
REGIONAL
SERVICES

The Division of County and Regional Services oversees regulation of the state's public schools through its 21 county offices of education. The county offices formally evaluate all school districts once every five years in a process known as monitoring, and they are also responsible for the annual review and approval of each district's planning objectives. In addition, the county offices provide assistance to local districts in meeting their annual objectives and other educational needs.

Three **regional curriculum services units (RCSUs)**, located in the northern, central and southern regions of the state, provide assistance to school districts in each region. Assistance includes: in-service training of teachers; curriculum planning; adaptation and development of curriculum packages; dissemination of curriculum materials and information; and networking of successful practices and programs.

The division's **Office of Equal Educational Opportunity** has the two-fold responsibility of monitoring school districts for compliance with federal desegregation laws and of providing technical assistance to local districts in the development and implementation of their own desegregation plans. In conjunction with these functions, the office also monitors school districts having vocational education programs for compliance with federal civil rights guidelines.

The division's **Office of Compliance** conducts fact-finding investigations in districts that evidence serious irregularities in their management and fiscal operations. The unit also conducts investigations that could ultimately lead to intervention by the State Department of Education in the operation of the district.

Operational Highlights for 1986-87

During the last year, the division:

- monitored 105 districts, bringing to 583 the total number of districts monitored since January 1984. Of the total number monitored, as of June 30, 1987, 549 have been certified for acceptable performance. Non-certified districts have been assigned to continued monitoring at Level II or Level III;
- conducted Level III monitoring of six school districts using teams composed of experts from various local school districts, staff of the Office of Compliance and other department offices;
- conducted 112 civil rights audits of vocational programs and 27 on-site reviews in accordance with federal guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex or handicapping condition; and
- conducted training sessions for teachers in computer use at the educational technology training centers (ETTCs) located at the regional curriculum services units.

D. DIVISION OF DIRECT SERVICES

The Division of Direct Services administers the department units that provide educational programs directly to students. Those units include 11 regional day schools for the handicapped, the Center for Occupational Education/Experimentation and Demonstration (COED), Newark Skills Center (NSC), Marie H. Katzenbach School for the Deaf and the New Jersey School of the Arts. Using resources of other state agencies as well as other divisions within the Department of Education, the division actively develops and improves educational programs.

Operational Highlights for 1986-87

During the past year, the division:

- completed a two-year study of job comparability with the cooperation of the Division of Administration. The study resulted in parity in salaries among professional employees in the division;
- conducted five Executive Academy sessions for educational leaders from throughout the state. The academy is designed to increase understanding of education issues and initiatives. The 87 participants included superintendents, school board members, school business officials, principals and supervisors;
- developed a plan with the divisions of Vocational Education and County and Regional Services to monitor the Center for Occupational Education/Experimentation and Demonstration;
- negotiated with two local school districts and renewed contracts for the operation of regional day schools in Jackson and Piscataway; and
- increased enrollment at the 11 regional day schools by 1.5 percent, bringing most of the schools to nearly full enrollment capacity. Enrollment data as of June 30, 1987 are reported below:

<u>School</u>	<u>Enrollment</u>
Bleshman (Paramus)	138
Corbin City	43
Hamilton	125
Jackson	101
Piscataway	121
Morristown	91
Millburn	61
Mannington	79
Newark	93
Winslow	54
Jersey City	61

The Center for Occupational Education/Experimentation and Demonstration:

- enrolled 521 students from seven school districts in the regular school year program. Students participated in one or two of 23 occupational areas. Additionally, 424 students were enrolled in the summer 1986 program and its vocational assessment component; and

- surveyed its 1986 graduating class to determine employment status. Of the respondents, 65 percent were working full time, 7 percent were in the military, 22 percent were in post-secondary education and 6 percent were in technical and business schools.

The Newark Skills Center:

- conducted a federally funded occupational training program for 290 economically disadvantaged and unemployed adults. Seventy-four percent of all trainees were placed in competitive employment after completing the program; and
- coordinated a plan with the City of Newark Welfare Department and the Newark Private Industry Council to provide vocational training to approximately 4,000 unemployed welfare recipients. The plan requires participants to attend vocational training courses in order to remain eligible for public assistance.

The Marie H. Katzenbach School for the Deaf:

- developed a six-year, long-range plan for development of programs in education, residential living and operational and support services;
- consolidated the high school's independent academic and vocational operations into a single program under the direction of one principal;
- initiated a residential after-school enrichment program that offers instruction in crafts, recreation and other non-academic areas;
- conducted workshops for staff and parents on subjects including behavior management, recreational activities, reading programs for the hearing impaired, student suicide prevention, and reporting of abuse in institutions; and
- gained recommendation by the national Conference of Educational Administrators Serving the Deaf for re-accreditation for a 10-year period.

The New Jersey School of the Arts:

- recruited talented high school students and coordinated workshops for a summer arts education program funded by the Governor's Challenge for Excellence Grant and administered by Montclair State College. Programs offered included dance, music, theater and playwriting; and
- increased student participation to 306 students, up from 210 students in 1985-86.

**E. DIVISION OF
STATE LIBRARY**

The mission of the State Library is to provide and promote library information services for state government employees and New Jersey residents. This mission is accomplished through the division's:

- law library;
- reference and interlibrary loan service;
- library development program; and
- program of direct services to blind and physically handicapped residents.

The State Library:

- provides library and information services to state government;
- purchases, acquires and maintains a general collection of books, periodicals, newspapers, maps, films and other library materials for the use of state and local governments, libraries and the public;
- administers a New Jersey documents depository network throughout the state;
- mobilizes library resources and services through a statewide network of interlibrary relationships;
- provides reading materials for the blind and handicapped, and a radio reading service to the blind and physically handicapped of central and southern New Jersey;
- designs and promotes library programs for economically, socially and culturally deprived citizens;
- gathers and publishes data which document the conditions of libraries and library services in New Jersey;
- initiates research into problems of librarianship and makes the findings and recommendations known;
- provides in-service training for librarians and others involved in library management and services; and
- promotes effective programs of education for librarianship.

Operational Highlights for 1986-87

During the past year, the division:

- established a one-year special literacy projects office to coordinate the increasing number of library-related literacy activities;
- received a \$25,000 federal Library Services and Construction Act, Title VI program grant to combat illiteracy;
- worked with urban libraries to obtain federal grants for 13 literacy projects in New Jersey;

- contracted for the first statewide services program with the University of Medicine and Dentistry of New Jersey to provide consumer health information to all libraries through online database searches. Under the contract, corporate, institutional and other special libraries will also receive free interlibrary loan and photocopy services;
- increased online database search capabilities by adding new sources to the major databases and by adding electronic mail services and OTIS's INFOFIND system;
- reconvened the Preservation and Conservation Advisory Committee to assist in a project to conserve and preserve library materials throughout the state;
- appointed a project manager to implement the installation of an Integrated Library System, a microcomputer-based system to coordinate catalog, circulation and book and serials acquisitions;
- closed the main catalog and removed over one million catalog cards. A microfiche catalog will replace the main catalog until the computerized Integrated Library System is installed;
- celebrated Audiovision's second anniversary, expanded its broadcast area to include south Jersey and increased the number of hours the service is broadcast to 66 hours each week. Audiovision, the radio reading service for the blind and handicapped, provides listeners with readings from daily and weekly newspapers, current magazines and books.
- conducted a two-day orientation for 36 new public library directors;
- held a one-day conference for public librarians, *Deaf Awareness – Breaking the Sound Barrier*;
- hosted the fourth annual Fall Festival for users of the Library for the Blind and Handicapped at the library;
- sponsored a conference series on promoting library services for adolescents in schools and public libraries;
- surveyed public library trustees throughout the state to determine how best to support continuing education efforts;
- issued *The 1986 Supplement to Library Laws of New Jersey*;
- initiated a Library Network Committee on Policies, Procedures and Protocols for Required Services to review, analyze and evaluate the provision of statewide services;
- began an outreach program aimed at locating print-handicapped senior citizens in retirement villages and adult day centers in the shore counties and informing them of specialized library programs;
- developed specifications for a new computerized circulation and inventory control system for the Library for the Blind and Handicapped in conjunction with regional libraries for the handicapped in Philadelphia and Pittsburgh;
- prepared and published a 140-page handbook, *Public Relations and Young Adult Services*;

- implemented the new State Aid to Institutional Libraries grant program (*N.J.S.A. 18A:74-3.4*), to develop and improve libraries in "adult or juvenile health, mental health, mental retardation, veterans, residential, correctional or other similar facility"; and
- administered grants of \$13.3 million in state funds and \$1.8 million in federal funds to libraries in New Jersey.

**F. DIVISION OF
EXECUTIVE
SERVICES**

The Division of Executive Services helps formulate state educational policy by providing support services to the Commissioner, members of the State Board of Education, the department's division heads and their staffs. The division serves as liaison with the legislature, the Governor's counsel, state educational associations and statewide and national news media. The five units of the division are: the Bureau of Controversies and Disputes, the Office of Legislative Services, the Office of Strategic Planning, the Public Information Office and the State Board Office.

The Bureau of Controversies and Disputes processes petitions alleging violations of education law statutes and rules of the State Board of Education. It also develops recommended written legal decisions for the Commissioner's consideration. Additionally, bureau staff provide assistance regarding statutory and regulatory questions to all department divisions and county offices, as well as to the general public and the news media.

The Office of Legislative Services (OLS) is responsible for policy planning, coordination and review, especially in regard to state legislation. OLS staff prepare department legislative proposals, analyze all education-related legislation and recommend the department's position on each bill. The staff serves as the department's liaison to the legislature, presenting department policy and positions, and seeking support for these from legislative committees, individual law makers and the Governor's counsel. OLS also serves as liaison to other state and federal agencies.

The Office of Strategic Planning, in coordination with other units of the division, helps develop departmental initiatives and comprehensive tactical action plans to support the department's reform efforts. The Office of Strategic Planning is also responsible for monitoring the development and preparation of new and/or revised New Jersey Administrative Code.

The Public Information Office serves as an information link to the news media, the state's educational community, other government agencies and the general public. It provides communications assistance to other divisions of the department by reviewing and editing documents and by developing news releases, speeches, position statements, official department publications, magazine articles, opinion-editorial pieces and arrangements for news conferences, media appearances and special projects.

The State Board Office assists the State Board of Education in meeting its responsibilities for the supervision and control of public education in the state. The staff communicates with the board members to coordinate the board's regular monthly public meetings, public testimony sessions and any related meetings, conferences and retreats. The State Board Appeals Office processes appeals of Commissioner's decisions in cases arising under the education laws; it also assists the State Board of Education's Legal Committee in developing its recommendations to the full board.

Operational Highlights for 1986-87

During the past year, the division:

- monitored and reviewed federal legislation affecting New Jersey education and provided requested information to the Governor's Office in Washington, D.C.;
- provided support for department initiatives, such as: proposals to revise principal certification and bilingual certification; a proposal to change the criteria that govern bilingual students' entry into regular classes; the cooperative relationships project; and the study regarding moving the high school graduation examination to a later grade;

- provided technical support to the department's committee that supplied information on education to the State and Local Expenditure and Revenue Policy Commission, a state committee investigating taxation and funding in New Jersey;
- coordinated activities with the Governor's Office, the legislature, education associations, the media, the public and the Citizen's Network to provide support for New Jersey's Plan to Intervene in Deficient School Districts;
- provided strategic information to legislators and the appropriations committee hearings, leading to the enactment of the state education budget;
- participated in a department analysis to determine the effects of the federal education budget and the reauthorization of Chapters I and II, the Education of the Handicapped and the Adult Education acts, on New Jersey education;
- provided technical assistance in developing or drafting legislation, analyzed bills, advised the Governor's counsel about, and testified in support of new education laws which:
 - * offer boards of education the option of acquiring new buildings through lease/purchase agreements rather than outright purchase (P.L. 1987, c. 65);
 - * govern the withdrawal of school districts from sending-receiving relationships (P.L. 1986, c. 156);
 - * modify the formula used to set tuition rates for schools sending handicapped pupils to private schools (P.L. 1986, c. 50);
 - * require criminal background checks for all public school employees having regular contact with children; and,
 - * provide financial incentives to encourage the formation of regional school districts;
- developed regulations which established a process for ensuring compliance with the State Department of Health policy on the admissibility to school of children with Human Immunodeficiency Virus (HIV) infection (related to the disease AIDS). The regulations established a procedure whereby conflicts regarding decisions by local districts to exclude children could be reviewed by a medical advisory panel and the Commissioner;
- participated in the State Task Force on AIDS in Schools, which was created to develop and disseminate materials and guidelines on AIDS education in public and private schools;
- participated in a task force to develop financial and other incentives to encourage small and limited-purpose school districts to form regional districts voluntarily;
- helped revise the department's athletic guidelines to eliminate gender bias in school sports programs;
- planned and coordinated public information activities for new department initiatives such as 10,000 Graduates...10,000 Jobs and New Jersey's Plan to Enhance Cooperative Relationships in School Districts, as well as plans to revise certification requirements for school principals and bilingual and English as a second language teachers;
- planned and coordinated public information activities for all State Board of Education meetings and special events such as the 1987 Teacher of the Year Program, the Governor's Convocation on Excellence in Teaching, the Commissioner's Symposium for Outstanding Teachers, the Governor's Teaching Scholars Program and the Academy for the Advancement of Teaching and Management's annual convocation;

- planned and coordinated the department's Speakers Bureau and a media campaign on the Plan to Intervene in Deficient School Districts;
- edited more than 100 publications for various divisions within the department;
- prepared, edited and disseminated the following official department publications and periodicals:
 - * the department's *1985-86 Annual Report*;
 - * the *New Jersey Education Bulletin*;
 - * *The EDition*;
 - * the *New Jersey Teacher Bulletin*; and
 - * *New Jersey's Design for Educational Excellence: Into Action*;
- developed a public service campaign on teaching. The campaign, "Teaching...It's a Vital Profession," is to include brochures, information packets for teachers and guidance counselors, public service announcements on television and radio and other materials. The campaign was designed to encourage talented candidates to consider teaching in New Jersey schools by informing the public -- especially outstanding high school students -- about the rewards of teaching and state programs to enhance the profession;
- prepared materials for the state's response to the *Abbott v. Burke* litigation and submitted them to the state Attorney General's Office. The case, which challenges the state's educational funding system, is expected to be decided by an administrative law judge in spring 1988;
- coordinated the development and implementation of a series of workshops for senior management staff on issues likely to affect education in the near future. Nationally recognized speakers included: Chester Finn, assistant secretary, U.S. Department of Education; Harold Hodgkinson, senior fellow, Educational Leadership Institute; Marc Tucker, executive director, Carnegie Forum on Education and the Economy; Frank Newman, president, Education Commission of the States; and James Comer, M.D., professor of psychiatry, Yale University Medical School;
- organized a department-wide study of existing program guidelines to determine which guidelines, if any, mandate -- rather than recommend -- actions. Such guidelines will be modified and the mandates placed in code. The Office of Administrative Law is assisting with the study; and
- directed monthly meetings of the Administrative Code Review Committee, which reviews proposed changes to code and makes recommendations to the State Board of Education.

The Pilot Master Teacher Program

The Pilot Master Teacher Program was initiated by Governor Kean and developed by the Governor's Commission on Master Teachers to support, recognize and advance the careers of New Jersey teachers. As designed, the pilot program called for the selection of five pilot districts, with each district selecting up to five percent of its teaching staff as master teachers. Each master teacher receives a \$5,000 stipend for an additional month of work plus other year-long educational projects and services.

The Pinelands Regional School District in Ocean County has been the sole participating district in the pilot. The Division of Executive Services has worked closely with the Ocean County office of education to help resolve problems in and to evaluate the effectiveness of the program in the Pinelands Regional School District. The district implemented the second year of its three-year program by establishing a teacher resource center, offering student leadership training and developing a course on computer applications for business. Pending a successful evaluation of year-two activities, the program will be granted a third and final year of operation.

**G. DIVISION OF
FINANCE**

In 1986-87, the Division of Finance was responsible for overseeing the allocation and payment of approximately \$2.4 billion in state aid and \$260.1 million in federal aid to local school districts. The division and its Audit Bureau are also responsible for ensuring that these resources are properly accounted for and spent.

The division also encompasses the Bureau of Facility Planning Services, the Bureau of Child Nutrition, the Bureau of Pupil Transportation and the Bureau of School Finance. The first three bureaus offer technical assistance in their respective areas to local districts and other agencies. The Bureau of School Finance is responsible for calculating and distributing state aid to school districts and for administering some federal grants programs and the state nonpublic school aid program.

In addition, the division has a research unit which studies and reports on the fiscal impact of new state education initiatives, the equity of current funding formulas and comparisons of school district expenditures.

Operational Highlights for 1986-87

During the past year, the division's bureaus pursued the following activities:

Pupil Transportation

The Bureau of Pupil Transportation approved payment of transportation services for 484,430 public school pupils, 77,353 nonpublic school pupils and 67,187 handicapped pupils. Payments were made for 30,471 nonpublic pupils in lieu of transportation services. These pupils were transported 128 million miles in 13,109 school buses operated by 20,181 licensed school bus drivers. The bureau also reviewed applications for nine school districts participating in the computerized bus scheduling and routing program that assists in creating efficient, multi-fleet operations. Approximately 165 districts now share in this cost-saving program.

Child Nutrition

In 1986-87, the school lunch program served 472,677 children daily, of whom 45 percent were from low-income families who received this program at reduced prices or at no cost. The program expended \$58,052,265 in federal funds and \$7,175,000 in state funds.

Three hundred day care centers also participated in the Child Care Food Program, which serves breakfast, lunch, dinner and supplemental meals. The program was supported with \$10,345,069 in federal funds during 1986-87.

The following meals were served under the Child Care Food Program:

Breakfasts	3,999,261
Lunches	4,676,257
Dinners	307,705
Supplemental	4,930,074

One hundred local agencies participated in a summer food service program that served children in low-income areas. The program provided \$3,908,600 in federal funds for the following meals:

Breakfasts	762,010
Lunches	1,767,087
Dinners	124,511
Supplemental	259,653

School Finance

In 1986-87, the Bureau of School Finance distributed \$131 million in state aid to local school districts to cover teachers' contributions to the Social Security system. The payment was a first-time allocation in accordance with the Omnibus Reconciliation Act of 1986.

The bureau also allocated \$48.6 million in state aid to local districts to defray the districts' costs of bringing all full-time teachers up to the state-mandated minimum salary of \$18,500.

In addition, the bureau:

- presented \$8 million in state asbestos entitlements to the State Board of Education for distribution to 51 school districts; \$4.3 million was allocated to 31 districts with planned projects and \$3.7 million was distributed to 18 districts with completed projects;
- approved \$3.5 million in additional funding requested on behalf of students attending nonpublic schools; and
- completed a study of the tuition formula for public school districts for the State Board of Education.

Facility Planning

Chapter 373, Laws of 1983, requires the Bureau of Facility Planning to evaluate substandard facilities that have been approved for use by the county superintendent of schools for two consecutive years. In 1986-87, the bureau received 600 plans for review and approval, an increase of 218 percent over the previous year. The bureau also provided more than 300 local school districts with planning and building code review assistance and evaluated or re-evaluated 1,165 instructional spaces.

The bureau continues to serve as the liaison for asbestos removal with local districts and the departments of Health, Community Affairs and Labor. Upon referral from the departments of Health, Labor and Environmental Protection, the bureau follows up school building problems related to radon and the Public Employees Occupational Safety and Health Act (PEOSHA).

The bureau also developed new code requirements to bring school building planning and evaluation requirements into line with the State Uniform Construction Code.

**H. DIVISION OF
ADMINISTRATION**

The Division of Administration is responsible for directing the internal management and operations of the department. The division's responsibilities include budget and accounting, data processing and information resources management, grants and contracts administration, internal auditing, human resources management, affirmative action and central services.

Operational Highlights for 1986-87

During the past year, the division:

- computerized its purchase and payment recording system;
- reviewed and approved more than 1,000 third-party contracts allocating discretionary funds to local school districts from federal, state and private sources;
- conducted workshops to inform department employees about the state's Consolidated Omnibus Budget Reconciliation Act (COBRA) of 1986. The act extends health and welfare benefits of deceased state employees to their dependents for 10 years;
- established a consistent system of job titles for all teachers in department-run schools;
- coordinated plans to relocate 350 department employees to the renovated Capitol Plaza facility by winter 1988 and to remodel the education building at 225 West State St. over the next four years;
- reduced from 74 to 35 the number of forms local school districts are required to file with the department; this represents an annual reduction in printing volume of 3.4 million forms and a direct savings of \$56,000;
- added four-color printing capability to the print shop, enabling the department to use color photographs in its publications;
- relocated two regional curriculum services units, RCSU-South and RCSU-North;
- organized the Criminal History Review Unit and processed more than 12,000 sets of fingerprints from school bus drivers and 5,000 sets of prints of new employees hired by local school districts;
- conducted training sessions to inform department employees of statewide guidelines set out under the Governor's Initiative on Affirmative Action;
- reduced the cost of data processing and office automation services by \$2.5 million a year while increasing by eight-fold the number of services available; and
- initiated an electronic mail communication system between the main office and satellite offices across the state.



VI. APPENDIX
Selected Educational Statistics

TABLE 1

**NEW JERSEY STATEWIDE TESTING SYSTEM
1986-87 HIGH SCHOOL PROFICIENCY TEST - GRADE 9
STATEWIDE SCORE DISTRIBUTIONS**

READING TEST - MEAN HSPT SCORE 1987: 88.3 PERCENT PASSING 1987: 91.0
 PASSING 1986: 85.0 1986: 82.6
 SCORE: 75 1984: 77.3 1984: *

	DISTRIBUTION OF HSPT SCORES				
	0-24	25-49	50-74	75-88	89-100
**Number Tested 1987: 73378					
Number of Students 1987	6	287	6320	21115	45650
Percent of Students 1987	0.0	0.4	8.6	28.8	62.2
Percent of Students 1986	0.0	1.8	15.6	30.7	51.9
Percent of Students 1984	0.3	7.5	25.8	34.1	32.3

MATHEMATICS TEST - MEAN HSPT SCORE 1987: 74.3 PERCENT PASSING 1987: 77.0
 PASSING 1986: 71.6 1986: 71.8
 SCORE: 61 1984: 62.6 1984: *

	DISTRIBUTION OF HSPT SCORES				
	0-20	21-40	41-60	61-80	81-100
**Number Tested 1987: 73791					
Number of Students 1987	29	3262	13666	24727	32107
Percent of Students 1987	0.0	4.4	18.5	33.5	43.5
Percent of Students 1986	0.1	5.9	22.2	33.3	38.5
Percent of Students 1984	0.6	14.4	31.5	31.1	22.5

*** WRITING TEST - MEAN HSPT SCORE 1987: 84.7 PERCENT PASSING 1987: 85.9
 PASSING 1986: 82.2 1986: 76.5
 SCORE: 77 1985: 80.0 1985: *

	DISTRIBUTION OF HSPT SCORES				
	40-52	53-64	65-76	77-88	89-100
****Number Tested 1987: 73406					
Number of Students 1987	188	890	9263	40480	22585
Percent of Students 1987	0.3	1.2	12.6	55.1	30.8
Percent of Students 1986	0.3	2.5	20.7	54.7	21.8
Percent of Students 1985	1.0	5.1	27.2	49.3	17.4

* A passing score was not established for 1984 nor applicable for 1985.

** Excludes special education and limited English-speaking students, and voided student answer documents.

*** The Writing results are compared to 1985 instead of 1984, due to a change in the method for scoring the essays from the Holistic Method in 1984 to the Registered Holistic Method used in 1985, 1986, and 1987.

**** Excludes special education and limited English-speaking students, and answer documents voided on either or both sections of the Writing test.

TABLE 2

**New Jersey Statewide Testing System
1986-87 Minimum Basic Skills Test**

COMPARISON OF TEST RESULTS BY YEAR

TEST	Number Taking The Test In 1986-87*	Number Meeting Or Exceeding Statewide Standard In 1986-87	Percent Meeting Or Exceeding Statewide Standard In:				Change In % Of Students Meeting Or Exceeding Statewide Standard **
			1986-87	1985-86	1984-85	1983-84	
11 Reading	3,980	3,245	81.5	83.8	77.8	77.7	+3.8
11 Math	4,087	3,480	85.1	82.4	79.5	80.9	+4.2
12 Reading	356	244	68.5	76.3	74.3	—	-5.8
12 Math	310	245	79.0	78.3	82.1	—	-3.1
Returning Students*** Reading	31	10	32.3	53.3	—	—	-21.0
Returning Students*** Math	24	12	50.0	47.1	—	—	+2.9

*Excludes voided answer sheets, and special education and limited English-speaking students.

**These figures represent the difference between the results for the first administration in that grade and the 1986-87 results.

***Students no longer enrolled who previously did not satisfy the basic skills requirement in the graduation law.

TABLE 3

VITAL EDUCATION STATISTICS: FIVE YEARS

PUBLIC SCHOOL DISTRICTS		1982-83	1983-84	1984-85	1985-86	1986-87
Operating districts		593	592	592	592	592
Non-operating districts		23	24	24	24	24
Total districts		616	616	616	616	616
Regional districts		69	69	69	69	69
Consolidated districts		7	7	7	7	8
Special services districts and commissions		13	13	13	13	13
SCHOOLS						
Elementary schools		1,884	1,855	1,833	1,840	1,846
Secondary schools		434	433	422	415	405
Total schools		2,318	2,288	2,255	2,255	2,251
ENROLLMENTS						
Pre-kindergarten		5,243	5,345	5,739	6,029	6,054
Elementary		733,002	720,358	710,984	709,329	716,898
Secondary		434,275	422,138	412,500	400,836	384,515
Male		602,770	590,083	580,569	574,334	569,628
Female		569,245	557,758	548,654	541,860	537,839
White		828,750	802,055	781,828	765,257	751,894
Black		215,171	213,033	209,805	208,564	206,416
Hispanic		103,395	105,327	107,758	109,665	112,892
Other		25,204	27,426	29,832	32,708	36,265
Total enrollments		1,172,520	1,147,841	1,129,223	1,116,194	1,107,467
Drop-outs:	Minority	7,394	7,452	8,449	8,357	N/A
	Total	16,606	16,519	18,568	18,008	N/A
High School	Minority	18,207	18,592	17,819	17,616	N/A
Graduates:	Total	90,048	85,569	81,547	78,781	N/A
CERTIFIED PERSONNEL						
Administrators/supervisors:	Total	7,114	7,219	7,325	7,500	7,503
	Female	1,425	1,531	1,606	1,739	1,791
	Minority	695	750	789	834	834
Classroom teachers:	Total	74,303	73,593	73,774	74,236	75,558
	Female	48,361	48,286	49,047	50,096	51,667
	Minority	8,535	8,666	8,850	8,994	9,177
Special services personnel:	Total	12,270	12,267	12,537	12,921	13,287
	Female	9,137	9,112	9,277	9,647	10,016
	Minority	1,311	1,376	1,418	1,504	1,578
Total certified personnel		93,687	93,079	93,636	94,657	96,348
Entering:	Administrators/supervisors	706	669	791	825	829
	Teachers	9,860	9,380	10,170	10,241	10,805
	Special services personnel	1,643	1,667	1,710	1,937	2,009
Average Salary: Teachers		\$21,536	\$23,222	\$25,079	\$27,170	\$28,718

TABLE 4
PUBLIC SCHOOL ENROLLMENT BY COUNTY

COUNTY	1985-86		1986-87	
	ELEMENTARY	SECONDARY	ELEMENTARY	SECONDARY
Atlantic	21,602	9,280	21,803	9,222
Bergen	62,855	41,005	63,445	38,649
Burlington	39,340	21,939	40,192	21,345
Camden	52,430	27,342	53,140	26,693
Cape May	8,094	3,913	8,392	3,904
Cumberland	16,770	8,430	16,682	8,325
Essex	84,086	42,628	84,147	39,704
Gloucester	21,451	14,609	21,865	14,502
Hudson	48,672	21,072	47,666	20,783
Hunterdon	10,670	6,115	10,859	5,960
Mercer	26,391	17,774	26,911	17,141
Middlesex	51,550	33,446	53,220	31,243
Monmouth	52,291	31,065	54,773	28,426
Morris	41,161	24,438	40,759	23,438
Ocean	40,393	19,611	40,850	19,864
Passaic	45,642	21,582	45,270	20,869
Salem	7,925	4,127	7,964	4,014
Somerset	17,848	12,684	18,359	12,073
Sussex	15,513	8,373	15,718	8,255
Union	41,541	25,590	41,713	24,418
Warren	9,133	5,813	9,224	5,687
STATE	715,358	400,836	722,952	384,515

TABLE 5
DEPARTMENT OF EDUCATION APPROPRIATIONS

Budget Components	1985-86		1986-87		1987-88	
	Actual	Percent	Adjusted	Percent	Budgeted	Percent
Direct State Services	\$ 37,072,000	1.23%	\$ 38,709,000	1.19%	\$ 39,179,000	1.11%
State Aid	2,676,668,000	89.08%	2,917,401,000	89.67%	3,168,140,000	89.52%
Federal Aid	284,957,000	9.49%	289,781,000	8.91%	326,140,000	9.21%
Other funds (Including Debt Service & Capital Construction)	6,263,000	.20%	7,558,000	.23%	5,797,000	.16%
Total	\$3,004,960,000	100.00%	\$3,253,449,000	100.00%	\$3,539,256,000	100.00%
Total Education State Appropriations	\$2,720,003,000	31.44%	\$2,963,668,000	31.90%	\$3,213,116,000	31.56%
Total State Appropriations	\$8,652,619,000	100.00%	\$9,289,647,000	100.00%	\$10,179,872,000	100.00%

TABLE 6**FEDERAL AID TO LOCAL DISTRICTS**

FEDERAL PROGRAMS	1985-86	1986-87
Chapter 1 block grant	\$106,510,222	\$101,620,923
Title VI-B handicapped	42,826,000	39,237,668
Preschool handicapped	526,500	852,706
Title VII-bilingual	1,050,000	1,511,193
Vocational Education Act	12,816,112	10,331,017
Library Services & Construction Act (Titles I, II, & III)	1,880,394	1,984,279
Child nutrition	77,451,411	79,637,790
Indochinese Ref. Act (Cuban-Haitian)	259,700	338,011
Emergency Immigrant Assistance Act	727,518	754,470
Adult basic education	1,807,495*	1,964,261*
Impact aid	11,928,000	10,100,000
Chapter 2 block grant	11,685,347	11,045,705
EESA - Math & Science	<u>1,492,238</u>	<u>701,796</u>
TOTAL	\$270,960,937	\$260,079,819

*Awards to school districts only.

TABLE 7
STATE SCHOOL AID TO LOCAL DISTRICTS

MAJOR ACCOUNTS	1985-86 Expenditures	1986-87 Appropriations
Current expense equalization aid	\$1,339,926,000	\$1,430,814,000
Formula	1,241,384,000	1,325,170,000
Minimum	98,542,000	105,644,000
School facilities aid	105,015,000	106,998,000
Capital outlay	10,187,000	11,256,000
Debt service type 2	39,179,000	40,088,000
Debt service type 1	30,006,000	31,353,000
State debt service	25,643,000	24,301,000
Transportation aid	155,278,000	155,191,000
Categorical aid	381,247,000	411,524,000
Special education	228,255,000	250,684,000
County special services districts	14,495,000	15,750,000
Compensatory	104,182,000	110,176,000
Bilingual	26,203,000	26,948,000
Local vocational	8,112,000	7,966,000
Sub-total	\$1,981,466,000	\$2,104,527,000
Other grants-in-aid	111,869,000	178,038,000
Pension fund contributions	570,543,000	621,540,000
Total state aid	\$2,663,878,000	\$2,904,105,000
From general fund	1,015,236,000	1,086,105,000
From property tax relief fund	1,648,642,000	1,818,000,000
Total school expenditures (including pension contributions)	\$6,326,184,000	\$6,908,200,000*
Percent of state support	42.1%	42.0%

*Estimated

TABLE 8
BUDGET CAP WAIVERS

COUNTY	<u>1985-86</u>				<u>1986-87</u>			
	No. of Districts Requesting Cap Increases	Total Waiver Requested	No. of Districts That Received Cap Waivers	Total Waiver Approved	No. of Districts Requesting Cap Increases	Total Waiver Requested	No. of Districts That Received Cap Waivers	Total Waiver Approved
Atlantic	3	\$ 734,723.00	3	\$ 648,839.00	4	\$ 1,808,814.00	4	\$ 1,747,947.00
Bergen	11	3,165,404.17	11	2,616,610.17	7	1,745,654.00	7	1,737,464.00
Burlington	3	547,133.00	3	505,612.00	1	111,082.00	1	111,082.00
Camden	1	40,711.00	1	40,711.00	1	330,998.00	1	135,600.00
Cape May	3	1,016,857.00	3	1,011,730.00	2	13,875.76	2	13,875.76
Cumberland	—	—	—	—	1	74,511.00	1	74,511.00
Essex	1	5,719,513.00	1	4,660,856.00	—	—	—	—
Gloucester	1	1,158,133.00	1	1,158,133.00	2	63,493.00	2	63,493.00
Hudson	—	—	—	—	—	—	—	—
Hunterdon	3	111,428.00	2	95,344.00	1	58,776.00	1	58,776.00
Mercer	2	841,838.00	2	834,917.00	2	843,459.00	2	843,459.00
Middlesex	7	3,804,662.00	7	3,130,256.00	1	225,620.00	1	225,620.00
Monmouth	1	743,829.00	1	567,271.00	3	1,885,824.00	3	1,885,824.00
Morris	2	753,985.00	2	753,985.00	5	685,950.00	5	621,656.00
Ocean	4	725,208.50	4	720,208.50	4	641,674.58	4	626,010.58
Passaic	1	124,908.80	1	114,583.00	—	—	—	—
Salem	—	—	—	—	—	—	—	—
Somerset	6	1,114,936.00	6	1,110,669.00	9	1,287,939.00	9	1,287,939.00
Sussex	1	168,494.00	1	165,868.00	3	279,617.00	3	247,390.00
Union	—	—	—	—	1	903,230.00	1	895,661.00
Warren	1	57,602.00	1	57,602.00	—	—	—	—
TOTAL	51	\$20,829,365.47	50	\$18,193,194.67	47	\$10,960,517.34	47	\$10,576,308.34

TABLE 9
APPROVED SCHOOL BUILDING CONSTRUCTION

DEPARTMENT OF EDUCATION
STATE OF NEW JERSEY

July 1, 1986 - June 30, 1987

DIVISION OF FINANCE
BUREAU OF FACILITY PLANNING SERV.

COUNTY	SCH DIST	PROJ	NEW CONSTRUCTION			ADDITIONS & ALTERATIONS			REPAIRS & REHABILITATIONS			Total \$
			Elementary \$	Secondary \$	Misc. \$	Elementary \$	Secondary \$	Misc. \$	Elementary \$	Secondary \$	Misc. \$	
Atlantic	4	7	5,713,000						703,000	25,000		6,441,000
Bergen	15	17				495,000			97,200	120,000	300,000	1,012,200
Burlington	7	12				3,818,900	4,182,600		15,000	546,000		8,562,500
Camden	13	33				690,000	948,580		469,685	2,183,210	64,500	4,355,975
Cape May	3	3				350,000			44,900	145,800		540,700
Cumberland	—	—	—	—	—	—	—	—	—	—	—	—
Essex	5	30							296,100	423,000	347,973	1,067,073
Gloucester	6	10				592,195	212,000		128,000	22,000		954,195
Hudson	2	2								51,300		51,300
Hunterdon	4	5							159,350	53,900		213,250
Mercer	6	11				872,770	606,149		1,177,783	1,115,105		3,771,807
Middlesex	7	13							533,850	342,500		876,350
Monmouth	14	21					141,000		560,918	881,785	491,000	2,074,703
Morris	8	13				574,300	70,600		182,550	65,200		892,650
Ocean	6	17	1,240,000			1,308,585	150,000		206,759	411,000		3,316,344
Passaic	4	4				831,480			58,000	195,000		1,084,480
Salem	—	—	—	—	—	—	—	—	—	—	—	—
Somerset	2	3							201,000	40,000		241,000
Sussex	3	7				40,000			9,000	84,300		133,300
Union	8	39							370,338	75,900	353,400	799,638
Warren	2	3				3,489,400			11,520			3,500,920
	119	250	6,953,000			13,062,630	6,310,929		5,224,953	6,781,000	1,556,873	39,889,385

TABLE 10

COMPENSATORY EDUCATION DISTRICT EXPENDITURES: 1986-87

COUNTY	ECIA Chapter 1		State Compensatory Education		ECIA Chapter 1 Migrant		
	Number of Districts	Fiscal Allocation	Number of Districts	Total Allocation	Number of Districts	Fiscal Allocation Winter	Fiscal Allocation Summer
Atlantic	23	\$ 3,433,512	22	\$ 5,932,990	7	\$ 276,260	\$ 82,033
Bergen	74	3,806,216	74	6,125,650	—	—	—
Burlington	42	3,185,790	41	6,308,700	1	67,218	28,040
Camden	40	8,718,379	38	13,829,971	2	71,069	12,435
Cape May	16	904,783	15	1,466,984	—	—	—
Cumberland	15	3,219,704	15	5,723,224	4	217,609	53,844
Essex	20	24,522,920	21	28,436,401	—	—	—
Gloucester	28	2,275,075	27	4,037,859	1	277,182	34,408
Hudson	12	13,859,409	12	19,463,727	—	—	—
Hunterdon	25	425,183	28	886,611	—	—	—
Mercer	9	3,826,610	9	6,928,076	—	—	—
Middlesex	25	4,801,383	24	8,335,941	1	151,470	47,000
Monmouth	52	5,354,350	51	9,837,777	1	85,873	8,500
Morris	40	1,861,815	39	3,741,802	—	—	—
Ocean	29	3,611,258	28	6,607,936	—	—	—
Passaic	20	9,059,005	20	14,084,946	—	—	—
Salem	13	1,100,608	14	1,910,995	2	32,430	38,951
Somerset	22	822,598	18	1,806,770	—	—	—
Sussex	26	862,312	26	1,704,480	1	48,284	20,758
Union	21	5,200,802	21	9,028,876	—	—	—
Warren	25	769,211	24	1,612,007	—	—	—
N.J. Dept. of Health	—	—	—	—	1	272,510	—
N.J. Commission for the Blind	—	—	—	—	1	79,612	—
TOTALS	577	\$101,620,923	567	\$157,811,723	23	\$1,579,517	\$325,969

TABLE 11

BILINGUAL EDUCATION: 1986-87

COUNTY	Number of Programs	Students Served	Total LEP	Local Funds	State Funds	Title VII ESEA Federal Funds
Atlantic	10	638	692	\$ 758,209	\$ 435,942	\$ -0-
Bergen	52	2,836	2,975	1,155,122	2,324,461	-0-
Burlington	12	290	380	233,697	235,961	-0-
Camden	9	1,586	1,664	1,460,823	1,467,644	182,234
Cape May	2	39	52	11,178	29,285	-0-
Cumberland	4	959	977	345,906	794,067	203,849
Essex	15	7,909	8,159	9,938,638	6,732,532	436,552
Gloucester	2	44	79	16,471	36,817	-0-
Hudson	12	6,709	6,936	6,310,568	5,748,404	499,580
Hunterdon	1	5	32	5,963	4,184	-0-
Mercer	7	1,058	1,175	1,145,606	956,393	-0-
Middlesex	18	2,539	2,539	2,780,657	2,029,931	155,618
Monmouth	21	891	949	595,344	685,291	-0-
Morris	14	612	750	415,719	523,799	-0-
Ocean	4	222	266	446,127	188,267	-0-
Passaic	14	5,030	5,120	4,252,854	4,038,109	-0-
Salem	3	51	75	61,501	30,959	-0-
Somerset	8	269	323	192,375	189,940	-0-
Sussex	3	25	30	9,875	13,388	-0-
Union	17	2,795	2,858	1,882,257	2,164,647	33,360
Warren	1	7	37	28,990	8,368	-0-
TOTALS	229	34,514	36,068	\$32,047,880	\$28,638,389	\$1,511,193

TABLE 12

**New Jersey Department of Education
Division of Special Education**

ENROLLMENT OF HANDICAPPED PUPILS BY COUNTY**1980-1986**

County	Total Handicapped						
	1980	1981	1982	1983	1984	1985	1986
Atlantic	4,395	4,695	4,838	4,991	4,973	5,112	5,213
Bergen	16,225	16,223	16,019	15,792	15,427	15,039	14,958
Burlington	7,835	8,240	8,173	8,060	8,080	8,400	8,553
Camden	10,537	11,805	12,134	12,097	12,444	12,680	12,240
Cape May	1,506	2,000	1,847	1,569	1,756	1,771	1,910
Cumberland	3,407	3,483	3,471	3,353	3,477	3,621	3,784
Essex	16,150	16,271	16,003	16,905	16,930	16,383	16,835
Gloucester	4,108	4,311	4,530	4,700	4,898	5,321	5,745
Hudson	7,645	9,850	9,272	9,827	10,508	11,211	10,738
Hunterdon	2,006	2,055	1,994	2,056	2,011	2,067	2,079
Mercer	6,256	6,134	6,175	6,157	6,435	6,668	6,972
Middlesex	12,685	12,683	12,498	12,618	12,773	12,619	13,139
Monmouth	10,758	11,297	11,903	12,003	12,153	12,406	12,735
Morris	9,655	9,816	9,373	9,528	9,272	9,557	9,681
Ocean	6,756	7,208	8,095	8,361	9,033	9,090	9,606
Passaic	9,947	10,288	10,378	10,390	10,565	10,665	10,541
Salem	1,381	1,705	1,716	1,563	1,644	1,607	1,602
Somerset	4,245	4,203	4,099	4,351	4,190	4,314	4,416
Sussex	3,141	3,503	3,384	3,516	3,599	3,665	3,757
Union	9,523	9,516	10,080	9,803	9,896	9,828	9,799
Warren	2,314	2,486	2,469	2,645	2,482	2,655	2,505
Total	150,475	157,772	158,451	160,285	162,546	164,679	166,811

Source: Annual Plan, December 1, 1980, 1981 and 1982.
 Program Plan for all Handicapped Children 1983-84.
 Special Education Plan, 1984-85, 1985-86 and 1986-87.

TABLE 13

ENROLLMENT IN ADULT EDUCATION PROGRAMS: 1986-87

Counties	Adult Basic Education		G.E.D. Preparation		Adult High School		Evening School for Foreign Born		General Adult Education (Tuition-Based)		Total Enrollment
	Number of Programs	Enrollment	Number of Programs	Enrollment	Number of Programs	Enrollment	Number of Programs	Enrollment	Number of Programs	Enrollment	
Atlantic	6	390	6	383	2	104	1	48	5	3,815	4,740
Bergen	9	1,968	9	805	1	269	7	619	18	76,660	80,321
Burlington	9	397	9	379	5	292	3	168	15	21,683	22,919
Camden	11	815	11	609	3	368	4	291	18	35,216	37,299
Cape May	3	65	3	162	1	112	0	0	4	4,033	4,372
Cumberland	6	439	6	348	1	223	3	117	6	20,202	21,329
Essex	10	3,846	10	1,109	2	309	5	733	9	26,619	32,616
Gloucester	7	165	7	304	1	22	1	37	5	6,943	7,471
Hudson	9	4,047	9	904	4	995	7	840	9	19,900	26,686
Hunterdon	1	117	1	39	0	0	1	73	1	24,480	24,709
Mercer	7	488	7	443	3	217	4	444	7	33,175	34,767
Middlesex	13	1,281	13	548	5	580	9	545	13	49,166	52,120
Monmouth	9	858	9	916	6	766	5	257	9	17,666	20,463
Morris	5	648	5	214	3	423	4	192	8	26,134	27,611
Ocean	10	370	10	477	5	263	4	96	11	86,399	87,605
Passaic	7	2,548	7	848	2	220	6	1,059	7	17,842	22,517
Salem	5	121	5	86	4	108	0	0	5	4,210	4,525
Somerset	3	226	3	159	3	311	3	423	4	16,543	17,662
Sussex	3	120	3	57	1	189	0	0	4	4,834	5,200
Union	8	2,019	8	553	3	351	5	812	10	21,971	25,706
Warren	1	63	1	79	1	40	0	0	1	5,103	5,285
Dept. of Human Serv.	1	406	1	339							745
Dept. of Corrections	1	1,136	1	1,009							2,145
*TOTAL	144	22,533	144	10,771	56	6,162	72	6,754	169	522,594	568,813

*Total Unduplicated Number of Programs = 192

TABLE 14**ADULT POPULATION IN NEW JERSEY***

COUNTY	TOTAL ADULT POPULATION	ADULTS WITH LESS THAN 8TH GRADE EDUCATION	ADULTS WITH LESS THAN 12TH GRADE EDUCATION
ATLANTIC	120,411	24,538	46,508
BERGEN	552,080	79,394	145,394
BURLINGTON	206,050	24,240	52,871
CAMDEN	277,983	46,923	95,875
CAPE MAY	53,926	10,413	20,241
CUMBERLAND	77,571	21,119	36,231
ESSEX	510,889	107,421	189,992
GLOUCESTER	113,641	17,802	38,464
HUDSON	343,115	102,659	166,251
HUNTERDON	52,929	6,751	12,652
MERCER	186,680	31,758	60,185
MIDDLESEX	354,978	56,830	106,372
MONMOUTH	305,233	40,107	79,313
MORRIS	246,933	24,438	48,894
OCEAN	244,199	39,196	78,010
PASSAIC	270,255	67,664	112,710
SALEM	38,539	8,012	14,445
SOMERSET	126,214	16,017	28,974
SUSSEX	68,115	7,996	16,688
UNION	323,219	55,619	101,377
WARREN	51,332	9,038	17,129
TOTAL	4,504,292	797,935	1,468,349

*Based on 1980 census. "Adult" is defined as a person 16 years of age or older who is no longer in school.

TABLE 15

STATE LIBRARY UTILIZATION

LAW & REFERENCE BUREAU:	
Visitors to reading room	55,301
Reference questions	53,890
Computer searches	
Law	415
Reference	3,318
Circulation	39,952
Photocopies in lieu of circulation	482,140
Interlibrary loan requests	
Received	12,359
Filled or located by State Library	8,440
Access Center - Requests processed	34,252
LIBRARY FOR THE BLIND AND HANDICAPPED:	
Active registration	12,280
Circulation	413,827
LIBRARY DEVELOPMENT BUREAU:	
Consultant services:	
Field visits	286
In-office	105
Telephone	2,594
Meeting/workshops:	
Planned or conducted	89
Participant or speaker	374
TECHNICAL SERVICES BUREAU:	
Titles catalogued	11,638
Volumes catalogued	17,955
Retrospective conversion	
project - holdings added to OCLC database	1,265
single items handled	180,000
PUBLICATIONS:	
Analyses of New Jersey Public Library	
Statistics	700
Fleeting Impressions	2,000
<i>Grapevine</i>	1,320
<i>Impressions</i>	30,000
Library Network Report	500
Network Information Packets	1,000
Network News	15,000
New Jersey Library Law Supplement	2,000
New Jersey Public Library Statistics	700
Program Announcements:	
Library Grants, 1986	2,500
New Directors	700
NJLA Institute Announcement	1,000
New Trustee Orientation	700
Statewide Services, 1987	4,000

TABLE 16

STATE LIBRARY INFORMATION REQUESTS

SERVICE	DISTRIBUTION/DISSEMINATION
LAW & REFERENCE	
Checklist of Official New Jersey Publications	3,600
New Jersey Depository Documents Shipping List	2,325
New Law Book List	4,550
New Book List	7,150
Special Bibliographies	2,300
New Jersey Congressional Delegation (List)	1,300
New Jersey Legislature (List)	2,600
New Jersey Library Network OCLC Access Center-Brochure	10,000
Access Center Book Marks	90,000
LIBRARY FOR THE BLIND AND HANDICAPPED	
Audiovision	
Broadcast Hours	2,740
Broadcast Schedule	8,800
Volunteer Hours	5,272
Children's Newsletters	5,400
LBH Newsletter	44,000
TDD Newsletter	720

