

APPENDIX

SDA Opening Remarks

Good morning. It is a pleasure to have the opportunity to discuss the State's school construction program with you. Along with SDA's Chief of Staff Albert Alvarez and Executive Vice President Andrew Yosha, we will do our best to answer any questions you may have. Let me start by saying that we have a great story to tell.

Last year alone, the SDA opened 5 new or renovated school facilities throughout the state, representing a state investment of \$230 million. These schools impacted more than 4,200 students and represented nearly a HALF MILLION square feet of new construction.

In the past four years alone, we have opened 17 new or renovated schools. That's 2.1 MILLION square feet of new construction, more than 15,600 students impacted and a state investment of \$927 million.

These schools have real impacts. Students in Phillipsburg no longer have to learn in 30 trailers. Students in Newark now have classrooms instead of closets or hallways in which to learn. Projects in Paterson, Jersey City, Keansburg, New Brunswick, and Bridgeton have gone a long way toward addressing the overcrowding problems there.

Results like these are being replicated on projects statewide. We currently have 11 projects in active construction throughout the State. This includes four schools we will open this September as well as the new Trenton Central High School project. We also have issued notices to proceed with the design phase for a couple more new schools – including the Passaic Dayton Avenue Educational complex – a project that will deliver 3,000 new seats for students in Pre-K to 8. This will be the largest project to date for the Authority.

And this doesn't take into account the work we have ongoing on many other projects. In Paterson, we are demolishing the former Don Bosco school to ready the site for construction of a new Middle School. Early site preparation activities are also happening in Pemberton and Camden. In fact, SDA recently advertised for a design-builder for the new Camden High School.

Many of the program ideas we have shared with you in the past are proving successful today. These include SDA's use of the design-build approach, standardization efforts through the use of kit of parts and materials and systems standards as well as the expanded constructability review process. We are promoting fiscal responsibility in the management of taxpayers' resources and we have data to prove it.

One area in which we've experienced significant cost avoidance is in the number and amount of change orders on our projects. Last year we reviewed 12 projects on which we utilized our new approach and found that the projects evaluated experienced an average of 2.2 percent in change orders per project – which is quite impressive for the construction industry and represents a significant improvement for the Authority.

SDA's Regular Operating District (ROD) Grants staff also continues to do an excellent job administering the ROD Grant program that helps schools districts throughout the State make needed building improvements. In 2017, SDA executed 51 grants to RODs throughout the State.

The SDA also continues to approach school construction needs in the State with “out of the box” thinking in an effort to best meet student needs. One example of this is our purchase of the former Paterson Catholic H.S. facility which is serving now as swing space for the Paterson District and will be a permanent school facility in the future.

SDA continues to have a good partnership with New Jersey's construction industry. This year we anticipate advertising work estimated at between \$400 and \$500 million. We continue to exceed SBE goals. We had an SBE participation rate of 40% on our projects last year.

Our impressive portfolio is a testament to the continued hard work and diligence of the entire SDA staff. I am privileged to work with them every day. The Authority's work continues to benefit New Jersey's students, school districts, construction trade workers, contractors and the state's economy. I am confident that we have a program in place that provides students with the facilities they need while protecting the resources that the SDA has been afforded.

Thank you and I am happy to answer any questions you may have.

New Jersey Schools Development Authority

Recent School Openings

BRIDGETON QUARTER MILE LANE E.S.



PROJECT TYPE
Addition/Renovation

DELIVERY TYPE
Design-Build

MAXIMUM CAPACITY
795

TOTAL STATE INVESTMENT
\$39 M

SCHOOL OPENING
September 2017

SQUARE FOOTAGE OF ADDITION
89,500

DESIGN-BUILD CONTRACTOR
Ernest Bock and Sons, Inc.



BRIDGETON BUCKSHUTEM ROAD E.S.



PROJECT TYPE
Addition/Renovation

DELIVERY TYPE
Design-Build

ADDITIONAL CAPACITY
645

TOTAL STATE INVESTMENT
\$23.3 M

SCHOOL OPENING
September 2016

SQUARE FOOTAGE OF ADDITION
33,700

GENERAL CONTRACTOR
Ernest Bock and Sons, Inc.



ELIZABETH HALLORAN E.S.



DELIVERY TYPE
Design-Build

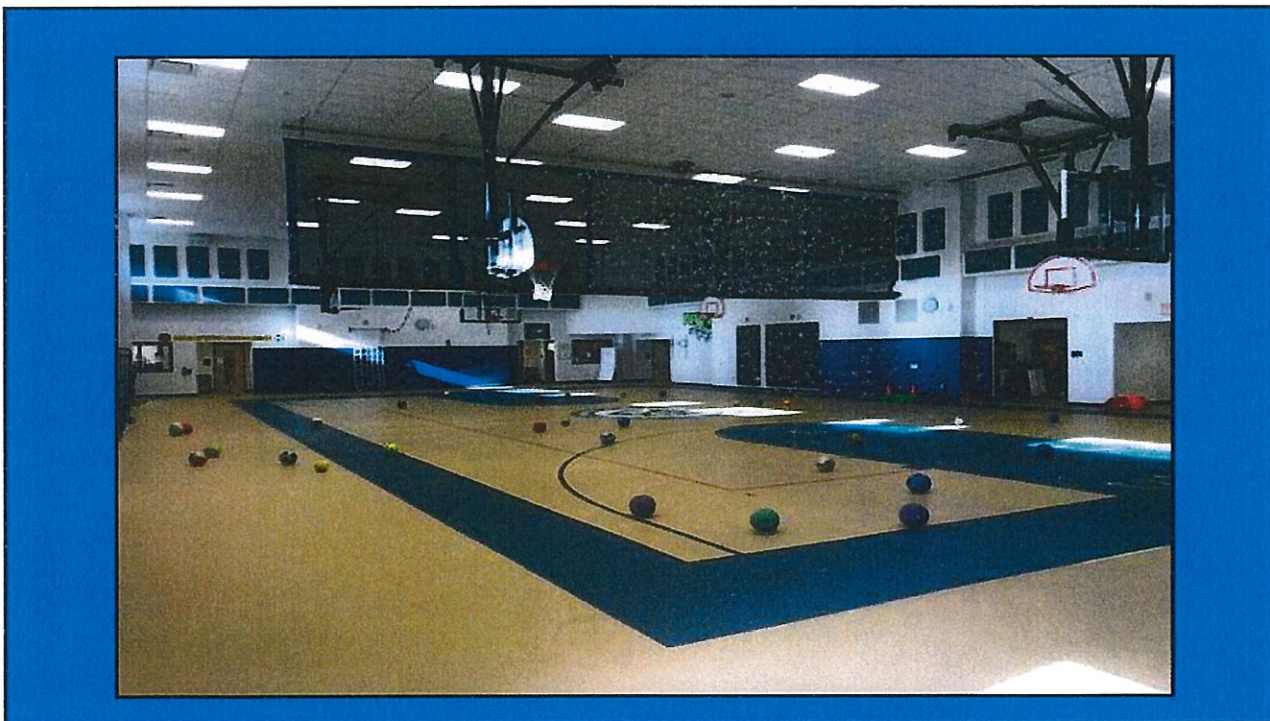
MAXIMUM CAPACITY
990

TOTAL STATE INVESTMENT
\$55.3 M

SCHOOL OPENING
September 2017

SQUARE FOOTAGE
140,000

GENERAL CONTRACTOR
Torcon



ELIZABETH HIGH SCHOOL – FRANK J. CICARELL ACADEMY



DELIVERY TYPE
Design-Bid-Build

MAXIMUM CAPACITY
1,284

TOTAL STATE INVESTMENT
\$64.1 M

SCHOOL OPENING
September 2016

SQUARE FOOTAGE
183,000

GENERAL CONTRACTOR
Patock Construction Co.



GLOUCESTER CITY MIDDLE SCHOOL



DELIVERY TYPE
Design - Build

MAXIMUM CAPACITY
760

TOTAL STATE INVESTMENT
\$65.3 M

SCHOOL OPENING
September 2017

SQUARE FOOTAGE
122,000

GENERAL CONTRACTOR
Terminal Construction Corporation



JERSEY CITY PATRICIA M. NOONAN E.S.



DELIVERY TYPE
Design - Build

MAXIMUM CAPACITY
848

TOTAL STATE INVESTMENT
\$54 M

SCHOOL OPENING
April 2017

SQUARE FOOTAGE
123,000

GENERAL CONTRACTOR
Dobco, Inc.



JERSEY CITY DR. MAYA ANGELOU PS #20



DELIVERY TYPE
Design - Bid - Build

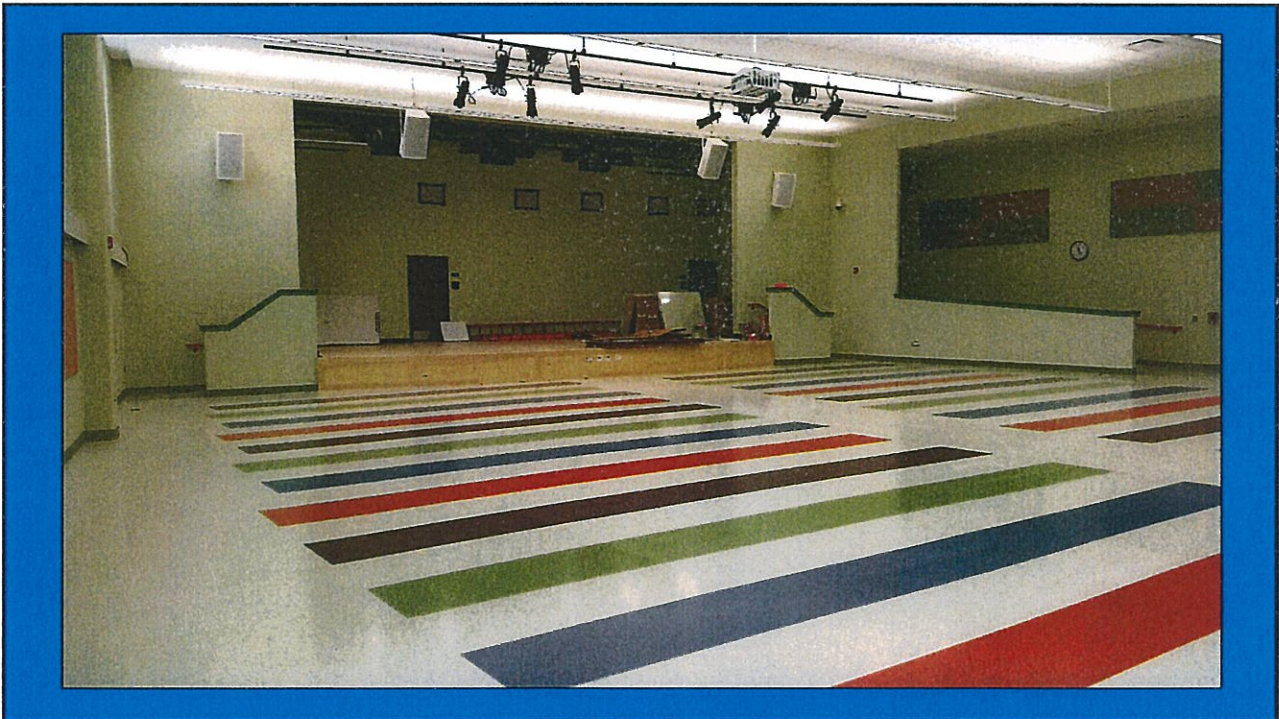
MAXIMUM CAPACITY
698

TOTAL STATE INVESTMENT
\$49.3 M

SCHOOL OPENING
September 2016

SQUARE FOOTAGE
108,800

GENERAL CONTRACTOR
Dobco, Inc.



KEANSBURG JOSEPH C. CARUSO E.S.



DELIVERY TYPE
Design - Build

MAXIMUM CAPACITY
842

TOTAL STATE INVESTMENT
\$50.9 M

SCHOOL OPENING
September 2016

SQUARE FOOTAGE
122,000

GENERAL CONTRACTOR
Hall Construction Co., Inc



LONG BRANCH GEORGE L. CATRAMBONE E.S.



DELIVERY TYPE

Design – Bid - Build

MAXIMUM CAPACITY

867

TOTAL STATE INVESTMENT

\$40 M

SCHOOL OPENING

September 2014

SQUARE FOOTAGE

109,000

GENERAL CONTRACTOR

Terminal Construction Corp.



NEW BRUNSWICK REDSHAW E.S.



DELIVERY TYPE
Design - Build

MAXIMUM CAPACITY
990

TOTAL STATE INVESTMENT
\$51.2 M

SCHOOL OPENING
January 2015

SQUARE FOOTAGE
135,000

GENERAL CONTRACTOR
Hall Construction Co., Inc.



NEWARK ELLIOTT STREET E.S.



DELIVERY TYPE
Design - Build

MAXIMUM CAPACITY
932

TOTAL STATE INVESTMENT
\$46.7 M

SCHOOL OPENING
February 2016

SQUARE FOOTAGE
138,000

GENERAL CONTRACTOR
Hall Construction Co., Inc



NEWARK OLIVER STREET E.S.



DELIVERY TYPE
Design - Build

MAXIMUM CAPACITY
932

TOTAL STATE INVESTMENT
\$73.6 M

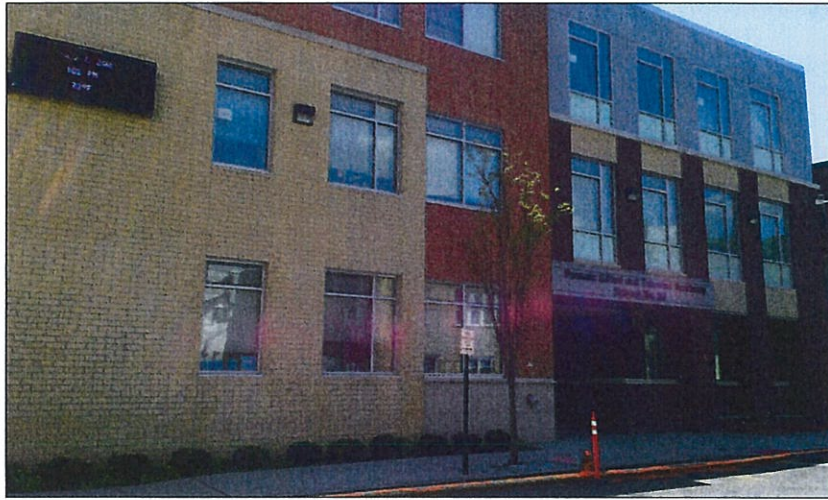
SCHOOL OPENING
September 2016

SQUARE FOOTAGE
137,000

GENERAL CONTRACTOR
Epic Management, Inc



PASSAIC GIFTED & TALENTED ACADEMY



DELIVERY TYPE
Design-Bid-Build

MAXIMUM CAPACITY
780

TOTAL STATE INVESTMENT
\$55 M

SCHOOL OPENING
September 2015

SQUARE FOOTAGE
116,000

GENERAL CONTRACTOR
Dobco, Inc.



PATERSON DR. HANI AWADALLAH E.S.



DELIVERY TYPE
Design-Bid-Build

MAXIMUM CAPACITY
722

TOTAL STATE INVESTMENT
\$55.2 M

SCHOOL OPENING
September 2016

SQUARE FOOTAGE
105,500

GENERAL CONTRACTOR
Ernest Bock & Sons, Inc.



PATERSON SCHOOL NO. 16



DELIVERY TYPE
Design - Build

MAXIMUM CAPACITY
705

TOTAL STATE INVESTMENT
\$62.4 M

SCHOOL OPENING
September 2016

SQUARE FOOTAGE
109,500

GENERAL CONTRACTOR
Hall Construction Co., Inc.



PHILLIPSBURG HIGH SCHOOL



DELIVERY TYPE
Design-Bid-Build

MAXIMUM CAPACITY
2,172

TOTAL STATE INVESTMENT
\$127.5 M

SCHOOL OPENING
September 2016

SQUARE FOOTAGE
330,000

GENERAL CONTRACTOR
Epic Management, Inc.



WNY HARRY L. BAIN E.S.



DELIVERY TYPE
Design-Bid-Build

MAXIMUM CAPACITY
814

TOTAL STATE INVESTMENT
\$16.8 M

SCHOOL OPENING
September 2017

BUILDING SQUARE FOOTAGE
102,000

GENERAL CONTRACTOR
Paul Otto Building Co., Inc.





To: The Honorable Ronald Rice and Mila Jasey, Co-Chairs
Members, Joint Committee on the Public Schools

From: Cecilia Zalkind, President and CEO
Cynthia Rice, Senior Policy Analyst
Advocates for Children of New Jersey

Date: May 8, 2018

RE: **Preschool and Kindergarten School Facilities**

The research is clear that a high quality preschool experience followed by a strong, developmentally appropriate year of kindergarten can provide our young children with the foundations necessary for short- and long-term academic success.

During the last two decades, New Jersey has seen both at the state and local level, that those research findings has been at the heart of our preschool early learning policies. From the beginning of the implementation of Abbott preschool in 1999 to the inclusion of additional funds for preschool expansion in the proposed FY 2019 budget, our state has embraced the importance of these years of learning and growth. This year, close to 60,000 preschoolers are enrolled in a high quality program.

For our kindergartners, in the 2015-16 school year, there were nearly 92,000 of them enrolled in school and almost 80,000 or 87 percent were in full-day programs, according to ACNJ's 2017 New Jersey Kids Count. This additional classroom time from half-day to full-day provides a greater opportunity for children to experience and learn the multiple components critical for a strong education foundation.

Besides the data, ACNJ has learned that facilities—or lack thereof-- are often driving district decisions on how best to provide programs for preschoolers and kindergartners. If the goal of our state and local districts is to ensure that the

maximum number of our young students have the academic and social/emotional skills to be successful in school and in life, it is time to think differently about facilities.

PRESCHOOL: The majority of the state's former Abbott school districts implement preschool through a mixed delivery system of public preschool, private provider and Head Start classrooms. While the locations may vary in any given Abbott community, the standards do not. Every preschool teacher has a Bachelor's Degree with specialized training in early childhood education and there are a maximum of 15 preschoolers in every class. In fact, the majority of preschoolers continue to attend preschool outside the public school settings. This approach has allowed districts to provide for a greater number of children without having to build facilities to meet their entire preschool universe.

New Jersey's approach to educating our 3- and 4-year olds is viewed throughout the country as a national model, as it innovatively addresses the need for quality early learning while saving on the cost of new construction.

The problem is that too few New Jersey educators know of the success of our model. This lack of knowledge regarding the mixed delivery system has had consequences on how school districts move forward with preschool planning and implementation, once funding becomes available. The majority of districts that received either federal or state preschool expansion dollars appeared to make their enrollment decisions based on their own classroom availability, rather than student need. In too many districts, with too many young children who would benefit from quality preschool, implementing the program through a mixed delivery system was not chosen as an option so that more children could be served. Because the DOE did not require districts to work with those provider programs that met the high quality preschool standards, there was no impetus for relationships to develop between the school districts and qualifying community programs. As a result, fewer eligible children were served.

The following are three examples of enrollment data from the 2017-18 school year for districts that received either federal or state expansion dollars.

Districts	Universe of 3- & 4-year olds	Number of preschoolers being served	Percentage being served
1	210	61	29
2	1472	205	14
3	1280	415	33

All three districts solely used their in-district available classroom space and did not engage community programs in order to provide a higher number of their preschoolers with a quality program.

Similarly, while the majority of New Jersey kindergartners attend full-day programs, 12,000 young students continue to attend school for only half the day. Like the compelling preschool research, full-day kindergarten can provide young students with the academic learning time needed to prepare for the skill mastery of primary-grade reading and math, reducing the chances for the necessity of future remediation or retention. From past conversations with district superintendents, the primary reason for not offering full-day kindergarten is the lack of facilities.

This has a detrimental impact on both kindergarten teachers and their young students. Teachers have described that it is extremely difficult to fully implement the multiple components of New Jersey’s comprehensive Kindergarten Implementation Guidelines in just 2 ½ or 3 hours. Similarly, kindergartners in these abbreviated programs cannot experience the maximum benefits of the guidelines’ full implementation.

In order to maximize the number of preschool and kindergarten students benefiting from full-day, quality programs, it is time for our state and local school districts to think “outside-the-box” when it comes to facilities. The following is a list of recommendations that will increase the number of young children who will have access to quality full-day preschool and kindergarten:

For Preschool:

1. *Require districts eligible for preschool expansion funds to assess facility availability of eligible community provider programs to determine whether*

they are an option in providing additional classroom space. Assuming funding availability, the DOE should send the message to districts that they should explore every facility option so that more 3- and 4-year-olds can have access to and benefit from quality preschool.

- *Provide scholarship funds for teachers in community programs to return to school.* Provider teachers may need to return to school to meet the required standard of having a Bachelor's Degree and specialized training in early childhood education. During the early years of the implementation of the Abbott preschool program, scholarships were available to teachers in community-based and Head Start programs so that they could meet the standard during the time that the program was being implemented incrementally. These dollars proved to be money well-spent. Between 2000 and December 2007, \$21.7 million of scholarship dollars were awarded to more than 6,600 preschool teachers, according to figures from the former Professional Impact New Jersey. While the focus of the funding was to ensure qualified teachers in community programs, it also resulted in the professionalization of an entire group of individuals, the majority of whom were women from the community in which they worked. **This minimal investment over seven years in our state's early education workforce was cheaper than the construction of even one educational facility.**
- *Provide funds for renovations of child care programs so that they can meet preschool standards.* While all child care programs are required to meet state licensing standards, they may need funding assistance to meet the higher preschool standards.
- *Educate eligible school districts on the benefits of the mixed delivery system.* The benefits of our state's mixed delivery system for preschool implementation should be shared with school districts so that they will be less concerned about the effectiveness of implementing a program with community partners.

For Kindergarten:

- *Require full-day kindergarten.* The educational foundation necessary for young children to be successful in school is significant, and difficult to achieve in just a half-day of preschool. Providing young students with the

tools necessary to achieve that end requires more time each day in our kindergarten classrooms.

- *Allow school districts with limited facilities space to implement full-day kindergarten in community settings.* If the goal is to ensure that all children have access to full-day kindergarten, using the successful preschool mixed delivery model will allow districts an additional option in achieving that end. Like in the preschool model, kindergarten teachers located in community-based settings, would have to meet all the educational and curriculum standards as their colleagues in public kindergarten classrooms.



Quality Public Education for All New Jersey Students

160 West State Street, Trenton NJ 08608
gscschools@gmail.com
609-394-2828 (office) 732 996 9016 (cell)
www.gscschools.org

TESTIMONY BEFORE THE JOINT COMMITTEE ON PUBLIC SCHOOLS

DAVID ADERHOLD, Ed.D.

TUESDAY, MAY 8, 2018

To members of the Joint Committee on the Public Schools, it is my pleasure to provide written testimony to the Committee regarding the need to fund monies for regular operating school districts to address school facility needs. I have had the pleasure of serving as a school administrator for the past sixteen years, the last five as the Superintendent of Schools in the West Windsor Plainsboro Regional School District. Further, I offer my testimony as an officer of the Garden State Coalition of Schools representing more than 90 school districts throughout NJ.

Providing funding for school security and Vo-Tech schools is important and serves a need for students in NJ. However, there are tremendous challenges for regular operating school districts as well and I would ask the committees indulgence in focusing on the an aging educational infrastructure, deferred maintenance, and expanding populations anticipated in NJ based upon the NJ Supreme Court's ruling on Affordable Housing obligations.

Each of these challenges brings with it the need for capital projects dollars allocated within school district budgets. There is an inevitable financial strain on communities when school districts need to be expanded or repair facilities that could be considerably lessened if ROD grants became available once again for regular operating school districts.

ROD GRANTS

Under prior ROD funding formulas, school facilities projects had been determined by the Department to be placed in one of three prioritization "levels" based on the proposed scope of work.

Level 1 school facilities projects address the most critical operational building needs, including health and safety issues, and program mandates. Examples including essential building systems

upgrades such as repairing or replacement of structural, mechanical/heating and cooling, electrical, and plumbing systems; roofs, windows, masonry, ADA upgrades, hazardous material abatement, security and communications systems.

Level 2 school facilities projects focus on the renewal of existing buildings, overcrowding, and/or improving the quality of existing instructional spaces. Level 2 allowed for existing site upgrades including upgrades to sidewalks, paving, fencing, and security lighting.

Level 3 included major school facilities projects that involve the renovation and/or expansion of existing schools or the construction of new schools. These projects included district-wide unhoused students and overcrowding and early childhood programs accommodations.

Deferred Maintenance

Deferred maintenance in K-12 schools has become a \$271 billion problem, according to the 2016 State of our Schools: America's K-12 Facilities report released by the Center for Green Schools at the U.S. Green Building Council, the 21st Century School Fund and the National Council on School Facilities.

Typically, school buildings deteriorate at a rate of approximately 2 percent per year or on a 50 year replacement cycle.

West Windsor – Plainsboro Regional School District has approximately 240 million dollars in depreciable assets. Assuming a replacement cycle of 40 years for major facility repairs; roofs (20 years); boilers (25-30 years); replace chiller (20 years); replace lavatory (35 – 40 years); paving (10 years), carpets/tile (8 years), etc. This would require a capital outlay budget of \$6 million dollars per year. This does not include technology purchasing and hardware (servers, switches, wiring, and devices). WWP has allocated \$3.6 million in capital outlay for the 18-19 school year, including \$1.2 million for technology. This leaves approximately \$2.4 million for capital project improvements or approximately 1% annual replacement value of the 240 million dollars' worth of depreciable assets.

Most school districts struggle to allocate the appropriate amount of capital outlay necessary to keep up with maintenance repairs. As such the deferred maintenance list loom large for most school districts. As school districts have encountered monetary challenges, school districts have worked to stay away from the classroom by protecting teacher/student ratios and classroom supplies. As a result, the facilities usually bear the brunt of funding cuts.

Unfortunately, due to competing dollars, inadequate funding, and the 2% cap and allowances on the local tax levy once dollars once allocated toward capital projects are eliminated they are virtually impossible to reinsert into the subsequent budget. Other costs continue to escalate far in excess of 2%, such as out of district special education tuition costs and health insurance. Further, reserve accounts have shrunk for school districts as budgets become tighter each year. While some districts still maintain reserve balances to offset capital outlay dollars to maintain facilities, many school districts do not have this tool available to address facility and infrastructure needs.

In an effort to rectify shortchanging maintenance programs over time, school districts often request referendums in order to dig out from large deferred-maintenance.

Comprehensive Maintenance Planning

All districts are required to have a Comprehensive Maintenance Planning document which is required by N.J.S.A. 18A:7G-3 and N.J.A.C. 6:24 for district facilities. The Commissioner of Education requires that districts make appropriate investments in the maintenance of school facilities. All buildings operated by the school district are required to plan for routine maintenance requirements including preventive, corrective, and predictive maintenance of equipment and facilities.

Due to the general age of the District School Buildings, it requires effective planning to be able to spend funds to maintain an infrastructure that may be slated for replacement in the future and an infrastructure that is in some cases well beyond its useful life cycle.

Building and Grounds Departments play a significant role in achieving an environment conducive to learning for all students and staff. Clean, safe, and well maintained facilities contribute to our students learning outcomes.

Challenges that school districts are facing:

- a. Aging schools and facilities
- b. Increasing enrollments
- c. Lack of open space for future school sites.
- d. Budget constraints and reductions
- e. Increasing energy costs.
- f. Aging equipment – HVAC, roofs, fire alarm upgrades, communication technologies
- g. Code changes requiring upgrades
- h. Security enhancements

The purpose of an effective maintenance plan is to achieve the following five key goals:

- Preserve taxpayers' investments in public buildings. Preventive maintenance can extend the life of building components, thus sustaining buildings' value and the significant tax dollars they represent.
- Help buildings function as they were intended and operate at peak efficiency, including minimizing energy consumption.
- Prevent failures of building systems that would interrupt occupants' activities and the delivery of public services.
- Sustain a safe and healthful environment by keeping buildings and their components in good repair and structurally sound. Protecting the physical integrity of building components through preventive maintenance preserves a safe environment for employees and the public.

- Provide maintenance in ways that are cost-effective. Increasing preventive maintenance can reduce time spent reacting to crises, which is a more cost-effective way to operate buildings.

Affordable Housing

The impact of the 2016 NJ Supreme Court ruling on Affordable Housing has the potential to add over 150,000 housing units to NJ over the next decade. Townships and school districts must be proactive in shaping the impact to rapid residential growth.

In WWP the Superior Court Judge ruled that West Windsor owes 1500 Affordable Housing Units. The township is in the process of determining its plan to submit to the judge. However, the impact will be much greater than 1500 as communities will design integrated affordable housing communities. Preliminary numbers estimate an impact of approximately 4000 total units over the next decade.

While we prepare for referendum in WWP to address residential growth and current facility needs there are many projects that will continue to be unaddressed.

Overall

ROD grants for regular operating districts must be a component of the school facility solution in NJ. The first four rounds of ROD were highly successful. The legislature should leverage the success of this program to provide a fifth round of funding in an effort to support communities address facility needs and mitigate an increasing tax impact.



**Joint Committee on the Public Schools Facilities Hearing
Testimony by Judy Savage, Executive Director, NJCCVTS
May 8, 2018**

Good morning Assemblywoman Jasey and members of the Joint Committee. Thank you for the opportunity to speak about the unique school facility needs of county vocational-technical schools and how the proposed Securing our Children's Future Bond Act would help to address critical career and technical education needs.

Research studies, surveys, and ongoing conversations with employers all tell a similar story: there are many well-paying jobs in advanced manufacturing and other growth industries in New Jersey that require training beyond high school, but not necessarily a four-year degree.

But many New Jersey employers struggle to fill those jobs because they cannot find qualified candidates. As a state and as a nation, we have focused too much on preparing all students for college, at the expense of opportunities to pursue technical education that puts young people on a career pathway.

The Legislature's Manufacturing Caucus heard this message loud and clear from manufacturers who are unable to fill current openings and are very worried about their future workforce as longtime employees retire. Employers in other industry sectors have similar concerns.

A recent report by McKinsey & Company linked this critical workforce need to NJ's economic growth¹. Other national studies have similar findings: There are great opportunities for people with technical skills and a credential or two-year degree to fill good jobs in manufacturing, transportation and logistics, health care, IT, construction and other essential growth industries.^{2 3}

¹ *Reseeding Growth in the Garden State*, McKinsey and Company, July 2017, <https://www.mckinsey.com/global-themes/employment-and-growth/reseeding-growth-in-the-garden-state>

² *Good Jobs that Pay with a BA*, Georgetown Center for Education and the Workforce, November 2017, <https://goodjobsdata.org/>

³ *Middle Skills Fact Sheet for NJ*, National Skills Coalition, February 2017 <https://www.nationalskillscoalition.org/resources/publications/2017-middle-skills-fact-sheets/file/New-Jersey-MiddleSkills.pdf>

Today's workers need technical training as much as they need academics. As one of our district partners told us recently: "It doesn't matter what your business is. If you don't have people with technical skills, you're going nowhere."⁴

And young people feel the same way. They understand that technology is constantly evolving, and they want to get a head-start on careers that most of us have not even imagined yet.

Expanding career and technical education is a key to closing this skills gap. It is a critical investment in New Jersey's future workforce that is needed to support long-term economic growth.

NJ's 21 county vocational-technical school districts are already responding to these critical workforce demands. Our schools collaborate with employers, colleges, local high schools and others to prepare students for careers as well as college.

But additional capacity is needed to serve more students in new and upgraded career programs.

Career and technical education or CTE – the new term for vocational education – has changed dramatically over the past 20 years, just like the economy has.

Recognizing how quickly jobs are changing, and the strong academic foundation and high-level skills needed to succeed in a global economy, today's high-quality CTE programs prepare students for a career pathway, not just a single, specific job.

Communications, problem-solving and team-work skills are as integral to our programs as the technical aspects of automotive repair, information technology, health care or any other career area. And our students benefit from work-based experiences, opportunities to earn college credits and industry-recognized credentials, and a clear roadmap for career success.

CTE is gaining steam across the nation, and the demand for these programs is especially intense in NJ. County vocational school enrollment has increased by over 34% since 2000, yet thousands of students are still being turned away due to lack of capacity.

While the demand varies by county and by program, on a statewide average, there are almost 2.3 applicants for every available seat in a county vocational school. Nearly 30,000 students applied to county vocational-technical schools in 2018, and roughly 17,000 could not be accepted due to program capacity.

When you look at this overwhelming student and parent demand for more career-focused education – along with the skills gap – it is clear that we must expand CTE to prepare more young people for careers.

⁴ James Mahlman, owner, Netcetra LLC, Toms River, NJ.

Last fall, the NJ Council of County Vocational-Technical Schools undertook a statewide needs assessment to identify specific needs in each county. We asked our county vocational school leaders to think about emerging needs for the next 10-15 years, especially in current and emerging technically skilled careers that can be launched with a credential or associate's degree.

Some of our districts have been considering the need to expand for quite a while, and they already had a clear picture of what is needed in their county. Others, quite frankly, have been stymied by lack of resources for a very long time and did not really consider the possibility of expansion until recently.

The discussion about future needs will continue to be developed locally, engaging county leaders, employers, colleges and local school districts.

All county vocational schools agree that expansion is essential to add more students and new programs. At the same time, existing programs need upgrades to keep pace with industry needs and to attract the next generation of tech-savvy students.

The major needs are CTE shops and labs for the new career programs, as well as the equipment to outfit those facilities.

County vocational school leaders focused their needs assessment on technical education programs that will help to address New Jersey's skills gap in key industries. They are excited about starting new programs in areas like global logistics and distribution, manufacturing, aviation and drone technology, and emerging health care careers. And they also want to upgrade existing programs like welding, construction, and green energy to attract more students into these well-paying fields.

It is important to emphasize that the demand for these programs is coming from industry. All county vocational schools have strong business advisory boards, and are active with their local Chambers and Workforce Development Boards. The legislation requires that all funded projects must align with labor market demands or local economic goals, and employers must be engaged in this process.

Our needs assessment estimates the cost of new construction projects to be approximately \$630 million. This would include new vocational high schools in five counties and significant expansion of existing buildings in others.

Renovation projects to upgrade and expand CTE shops and labs is estimated to cost an additional \$266 million. And the initial estimated cost for technical equipment to support new and upgraded programs is about \$67 million.

We recognize that the total needs of approximately \$963 million is very significant. The proposed \$450 million allocation for county vocational-technical schools will go a long way towards addressing priority projects. Many counties are still reviewing their needs with local officials so that they will be ready to move forward when funding is hopefully approved by statewide voters.

Making this investment at the county level is the most cost-effective approach, especially if county vocational schools can collaborate with county colleges and local school districts to make these advanced programs available to high school and adult students throughout the region.

If all of the identified needs could be addressed and sufficient operating aid is provided to support expanded enrollment, we estimate that as many as 10,850 additional secondary students could be added.

This is a very exciting time for career and technical education. The state's focus on increasing students' career readiness has never been stronger, and NJ's county vocational-technical schools are enormous grateful to Senate President Sweeney for leading the way towards an expansion of CTE in New Jersey.

Still, we need a new dialogue with students and parents, who may still harbor misperceptions about vocational education as a lesser choice. We need to work with schools, community leaders, employers and others to help everyone recognize that there are many great career opportunities that pay well without requiring a four-year degree.

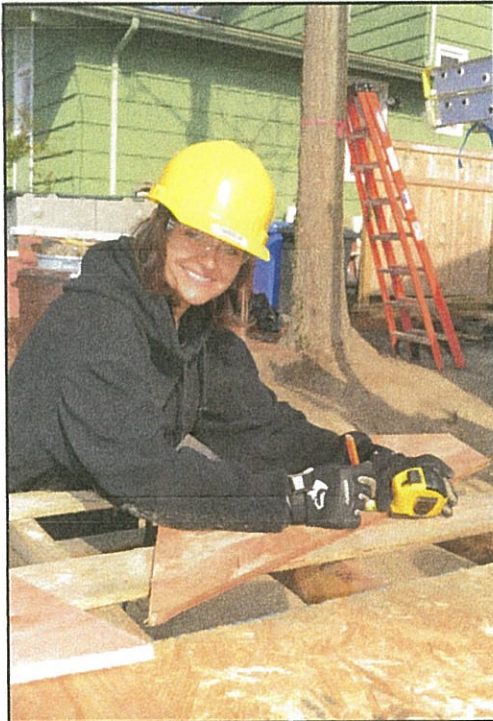
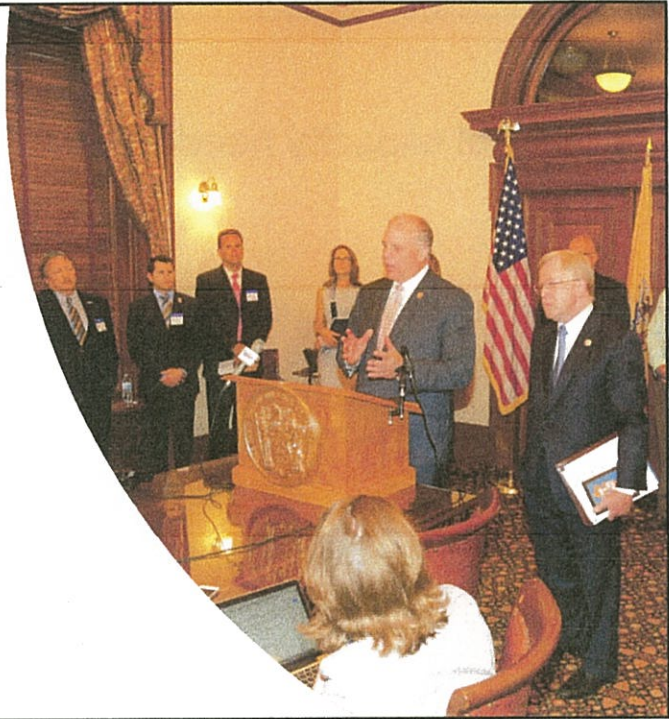
We need more focus on work-based learning, apprenticeships and innovative approaches like the Rowan Work and Learn Consortium, which aligns all levels of the education system with employer needs.

And finally, we need to break down barriers and improve collaboration with local school districts to expand opportunities for more students to gain CTE experiences. It should not be tug of war for students, but rather a collaboration where the vocational school provides shared services at the county level.

Thank you for the opportunity to speak today, and I will be happy to respond to your questions.

CTE Bond Act:

Preparing a highly skilled workforce to grow NJ's economy



Focus

- Expand access to county vocational-technical schools
- Address employer demand for skilled workforce
- Aimed at high-demand technical careers – many do not demand four-year degree
- Priority recommendation of Manufacturing Caucus

Additional capacity needed

- Almost 17,000 students could not be accommodated
- 2.3 applicants per seat (statewide average)
- Space available for only 43% of applicants

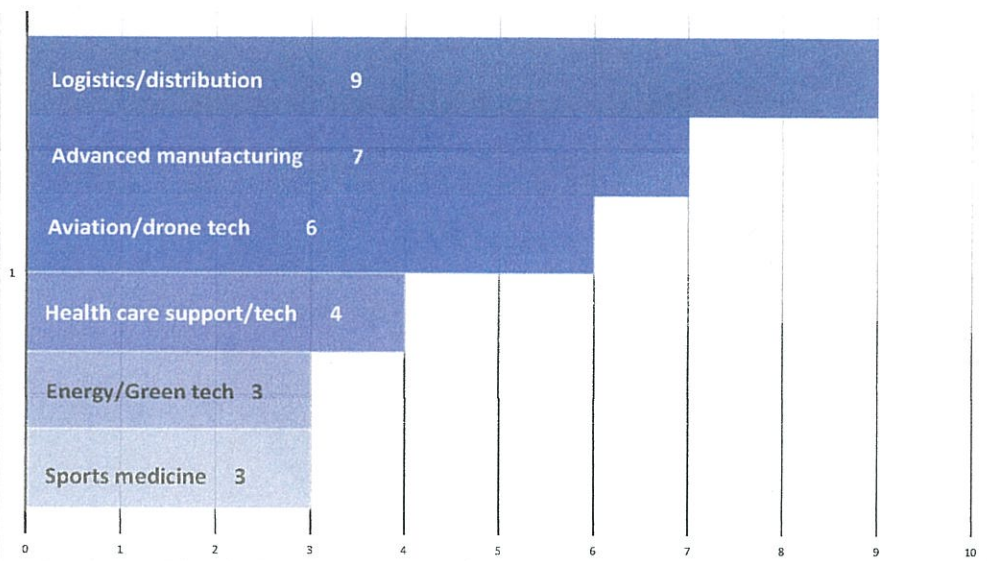


New construction, facility expansion and renovation

- CTE shops and labs
- Academic classrooms
- Ancillary and student support facilities



Demand for New and Expanded Programs

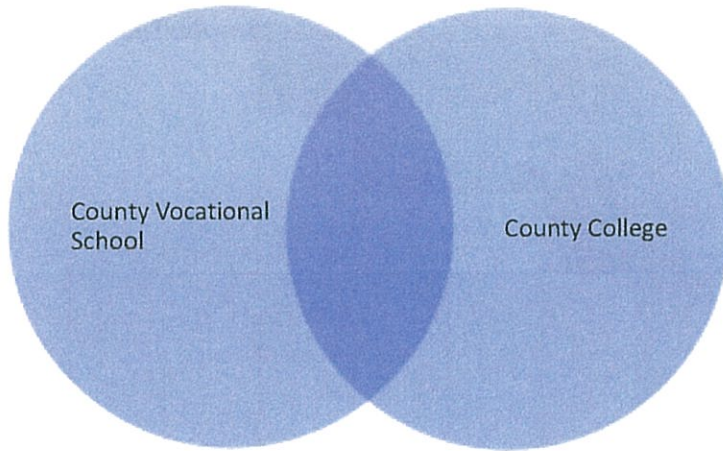


More new programs:

- Cybersecurity
- Robotics
- Digital media
- Welding



Pathways aligned with county colleges



Total Statewide Needs

\$963 Million

New construction and facility expansion:

\$630 Million

Renovation of existing facilities:

\$266 Million

Equipment - New and Upgraded Programs:

\$67 Million





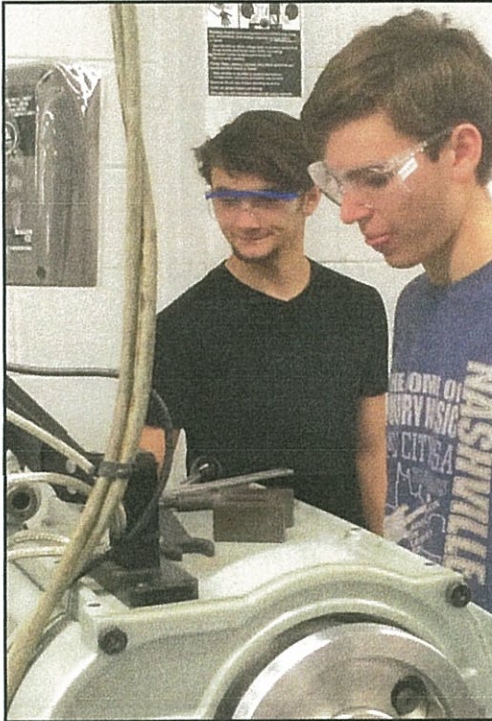
Additional Students Require Ongoing Resources

- Additional costs for teachers and staff, supplies, building operations
- State aid must recognize additional students
- County and local district contributions limited by caps



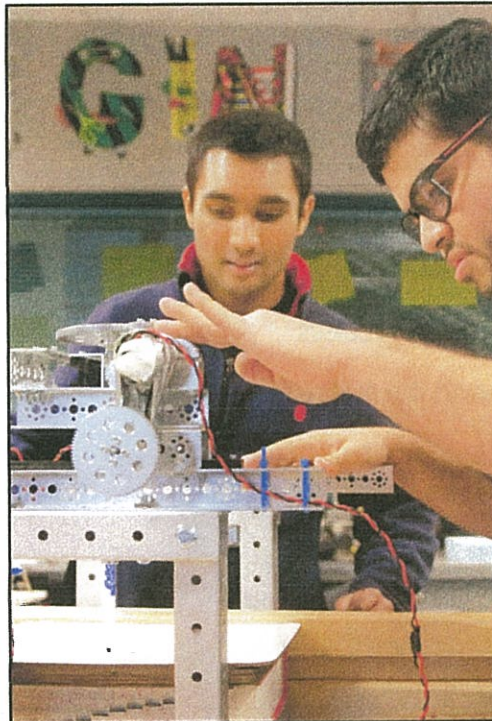
Other policy needs

- Teachers from industry
- Eliminate barriers to access
- Multiple pathways to success
- Address liability concerns of employers



Essential Partners

- Employers
 - County and four-year colleges
 - Local school districts
- ✓ Avoid duplication
 - ✓ Maximize state and county investment
 - ✓ Identify career pathways early



A new dialogue

- Misconceptions and stigma persist
- Career opportunities that don't require four-year degree
- Many Paths, One Future initiative - 65% attain credential by 2025
- Earn while you learn options
- Need for local district collaboration



County Vocational-Technical School Districts Needs Assessment Executive Summary

Last fall, the NJ Council of County Vocational-Technical Schools undertook a statewide needs assessment at the request of Senate President Sweeney, following his announcement of a proposed bond act for county vocational-technical schools. The goal was to identify current and future needs to expand enrollment and support critical workforce demands in key industries like manufacturing, logistics, information technology, health care, construction, and other technology-driven fields.

The Council asked our county vocational school leaders to consider current and emerging needs for the next 10-15 years. Each district made its best assessment of the capital projects required to both increase capacity and offer new and expanded programs to prepare students with the technical skills in high demand by employers.

The needs assessment showed that across the state, demand for career and technical education far exceeds current capacity. County vocational schools have experienced a 34% enrollment increase since 2000. Last year alone, nearly 17,000 students were denied admission, largely due to space limitations. On average, county vocational schools receive 2.3 applications for every available seat.

One thing all of the county vocational schools agreed on is that expansion is essential to add more students and new programs. At the same time, there is a need to upgrade existing facilities and programs to keep pace with industry needs and to attract the next generation of tech-savvy students.

More than half the districts report that they need a combination of new construction, expansion of existing facilities, and renovation. The major needs are CTE shops and labs for new career programs, as well as technical equipment.

The Council asked county vocational school leaders to focus their needs assessment on technical education programs that will help to address New Jersey's skills gap. They are excited about starting new programs in areas like global logistics and distribution, manufacturing, aviation and drone technology, and emerging health care careers. And they also want to upgrade existing programs like welding, construction, and green energy to attract more students into these well-paying fields.

Many of these programs can be initially launched with an industry-recognized certificate and/or an associate's degree, though students may also pursue pathways to four-year colleges and universities.

The estimated total cost for new construction needs is approximately \$630 million dollars. The estimated total cost of renovations to add more students and new programs is approximately \$266 million. Technical equipment needs for new and updated shops and technical labs are estimated to be about \$67 million.

Coordinating project and program development at the county level will provide the broadest access to education and training, while ensuring quality, maximizing opportunities for shared resources and services, and avoiding duplication. For example, the proposed bond act would recognize facilities shared by county colleges and vocational-technical schools as a priority.

If all of the identified needs could be addressed and sufficient operating aid is provided to support expanded enrollment, we estimate that as many as 10,850 students could be added to annual county vocational school enrollments and placed on the fast track to success.

This list provides each district's assessment of needs including: critical needs; project type; new programs to be offered; current enrollment; unmet demand; additional students that could be accommodated; and cost and project description.

Atlantic County Institute of Technology

Location:	5080 Atlantic Avenue Mays Landing, NJ 08330
Critical Needs:	CTE shops and labs Academic classrooms Cafeteria Gymnasium
Project type:	Renovation and equipment upgrades
New Programs to be offered:	Aviation Maintenance Diesel Mechanics Welding Auto Collision Technology Exercise Science
Current enrollment:	1533
Unmet demand (2017)	540
Potential additional students served with expansion (estimate)	400
Cost:	
New construction	\$46,000,000
Renovation	\$6,000,000
Equipment needs:	\$2,500,000

Project Description:

Construction of a three story multipurpose building. Construction of a pedestrian link and skybridge to connect the main ACIT building with the Freshman building to eliminate the need for shuttle buses. Addition and renovation project to add new health sciences labs, an aviation maintenance shop, culinary labs, academic classrooms, an additional gym, athletic fields, and a cafeteria. New and upgraded equipment.

Bergen County Technical Schools

Location: 540 N Farview Ave,
Paramus, NJ 07652

Critical Needs: CTE shops and labs
Academic classrooms
Cafeteria
Auditorium
Gymnasium
Student support and school-level
administrative offices

Project type: New construction, renovation and equipment upgrades

New Programs to be offered: Transportation/logistics and Distribution
Digital Marketing/UX Design
Cybersecurity
Data Analytics

Current enrollment: 2,336

Unmet demand (2017): 1,182

**Potential additional students served
with expansion (estimate):** 1,150

Cost:

New construction	\$100,000,000
Renovation	\$20,000,000
Equipment needs:	\$3,500,000

Project Description:

Construction of a new CTE high school building in addition to renovations of multiple classrooms and labs in existing school buildings to expand current programs and accommodate new CTE offerings. New instructional technology to support emerging tools in virtual reality and inventory management is also needed.

Burlington County Institute of Technology

Location: 695 Woodlane Rd,
Westampton, NJ 08060

Critical Needs: CTE shops and labs
Academic classrooms

Project type: New construction, renovation and equipment upgrades

New Programs to be offered: Transportation Distribution and Logistics Program
Career Development School
Programmable Logic Circuitry
Drone Technology infusion into
Engineering Architecture Design programs

Current enrollment: 2,016

Unmet demand (2017): 409

Potential additional students served with expansion (estimate): 300

Cost:
New construction \$3,000,000
Renovation \$3,000,000
Equipment needs: \$750,000

Project Description:

Culinary Arts: Complete renovation/overhaul to meet sinking floor intervention.
Dental Assisting: Renovation/expansion
Career Development programs: Expansion would address low ability students.
Power Sports Institute: Renovation
Transportation Distribution and Logistics: New Program

Camden County Technical Schools

Location: Camden County Technical Schools, 343 Berlin Cross Keys Road, Sicklerville, NJ 08081
and
Pennsauken Campus 6008 Browning Rd, Pennsauken Township, NJ 08109

Critical Needs: CTE shops and labs,
Academic classrooms

Project type: New construction, renovation, equipment upgrades

New Programs to be offered: Fitness and Exercise Science
Digital Media Communications
Civil Engineering Technology
Manufacturing Technology/Mechatronics
Construction Trades

Current enrollment: 2,015

Unmet demand (2017): 742

Potential additional students served with expansion (estimate): 250-300

Cost:
New construction \$16,000,000
Renovation \$93,000,000
Equipment needs: \$4,300,000

Project Description:

Camden County Technical Schools need resources for additional construction and renovation to serve student and employer demand. Our expansion/renovations would include new programs in emerging as well as high demand areas including manufacturing and civil engineering. We require upgrades to keep our programs aligned with industry standards and demands. Renovations will allow us to create state of the art industrial areas, resulting in increased enrollment in these areas. We would like to create an exploratory lab that will afford students the ability to gain exposure to a variety of trades in one location that can also be used for makerspace(s) on nights and weekends.

Cape May County Technical School District

Location: 188 Crest Haven Rd,
Cape May Court House, NJ 08210

Critical Needs: CTE shops and labs
Academic classrooms

Project type: New construction, renovation equipment upgrades

New Programs to be offered: Drone Technology
Aviation
Energy Academy

Current enrollment: 702

Unmet demand (2017): 123

**Potential additional students served
with expansion (estimate):** 50

Cost:
New construction \$1,550,000
Renovation \$900,000
Equipment needs: \$1,500,000

Project Description:

Need additional instructional space, large area for hands-on technical work,
equipment, supplies

Cumberland County Technical Education Center

Location: 3400 College Drive
Vineland, NJ 08360

Critical Needs: CTE shops and labs
Academic classrooms

Project type: New construction, renovation and equipment upgrades

New Programs to be offered: Advanced Manufacturing
Programming
Utility Programming - Electric/Gas
Education- Bilingual

Current enrollment: 598

Unmet demand (2017): 320

**Potential additional students served
with expansion (estimate):** 450

Cost:
New construction \$22,000,000
Renovation \$1,000,000
Equipment needs: \$1,500,000

Project Description:

Health Science and Medicine Expansion - 55,000 sq. feet, addition to the current building - State of the Art Medical Labs and Classrooms outfitted for secondary and post-secondary students. Collaborative spaces that can be utilized by our College and University Partners. Since the location is adjacent to the campus of INSPIRA HealthSystem's Vineland location, we will be collaborating with INSPIRA to assist in their training/PD needs.

Essex County Vocational Technical Schools

Location: 60 Nelson Place 1 North,
Newark, NJ 07102

Critical Needs: CTE shops and labs
Academic classrooms

Project type: Renovation, equipment upgrades

New Programs to be offered: Expand Allied Health
Possibility for Adult programs during the
day (Cosmetology, LPN, CNA)

Current enrollment: 2,188

Unmet demand (2017): 1,315

**Potential additional students served
with expansion (estimate):** 300

Cost:

New construction	N/A
Renovation	\$5,000,000
Equipment needs:	\$1,500,000

Project Description:

The renovation of Essex County-Newark Tech to expand the Allied Health program as well as the potential for CNA or LPN programs.

Gloucester County Institute of Technology

Location: 1360 Tanyard Rd,
Sewell, NJ 08080

Critical Needs: CTE shops and labs,
Academic classrooms
Gymnasium/Auditorium

Project type: New construction, renovation and expansion

New Programs to be offered: Advanced Manufacturing
Sports Medicine
Exercise Science

Current enrollment: 1,317

Unmet demand (2017): 540

**Potential additional students served
with expansion (estimate):** 300

Cost:
New construction \$20,000,000
Renovation \$7,000,000
Equipment needs: \$3,000,000

Project Description:

Facility upgrades to accommodate more students and start new programs, as well as construction on the county college campus to open more seats.

Hudson County Schools of Technology

Location: 2000 85th St,
North Bergen, NJ 07047

Critical Needs: CTE shops and labs
Academic classrooms

Project type: Renovation

New Programs to be offered: TBD

Current enrollment: 2,533

Unmet demand (2017): 3,000

**Potential additional students served
with expansion (estimate):** 500

Cost:
New construction TBD
Renovation \$20,000,000
Equipment needs: TBD

Project Description:

Hudson seeks to partner with Bayonne to renovate an existing facility or build a new facility to provide additional programs and serve more students in the southern half Hudson County.

Hunterdon County Vocational School District

Location: 8 Bartles Corner Road, #2
Flemington, NJ 08822

Critical Needs: CTE shops and labs
Academic classrooms
Cafeteria
Auditorium
Gymnasium
Student support and school-level
administrative offices

Project type: New construction, equipment upgrades

New Programs to be offered: TBD

Current enrollment: 534

Unmet demand (2017): 248

**Potential additional students served
with expansion (estimate):** 1,300

Cost:

New construction	\$100,000,000
Renovation	N/A
Equipment needs	\$8,000,000

Project Description:

Hunterdon currently runs shared time programs in-district and operates three small, full-time programs in local high schools. We would like to open our own full-time facility to meet the needs of employers and students.

Mercer County Technical Schools

Location: 1085 Old Trenton Road
Trenton, NJ 08690

Critical Needs:
CTE shops and labs,
Academic classrooms
Student support and school-level
administrative offices

Project type: New construction, renovation, equipment upgrades

New Programs to be offered: Welding and Fabrication Academy
Building Trades/ Green Construction
Transportation Academy
Global Logistics Academy
Criminal Science/ Public Safety Academy
Media and Technology Academy
Performing Arts Academy
Finance Academy
Armed Forces Academy

Current enrollment: 954

Unmet demand (2017): 492

**Potential additional students served
with expansion (estimate):** 700

Cost:
New construction \$58,000,000
Renovation \$14,000,000
Equipment needs: \$5,000,000

Project Description:

Mercer is predominately a shared-time district. We are proposing the construction of two new buildings, and renovations that will enable the district to expand to full-time programs at both locations. We are also seeking renovation and equipment upgrades to serve more students.

Middlesex County Vocational and Technical Schools

Location: 112 Rues Lane
East Brunswick, New Jersey 08816

Critical Needs: CTE shops and labs
Academic classrooms

Project type: New construction, renovation, equipment upgrades

New Programs to be offered: Robotic and drone technology
Logistics and distribution
Expansion of manufacturing, media and information technology and green engineering and practices

Current enrollment: 2,202

Unmet demand (2017): 1,077

Potential additional students served with expansion (estimate): 240

Cost:

New construction	\$16,000,000
Renovation	\$2,800,000
Equipment needs:	\$3,900,000

Project Description:

Middlesex County is centrally located with a manufacturing base and a world-class transportation network.

The district proposes to build an Advanced Manufacturing and Distribution Training Center with a Green Jobs Division. The district is considering two options, based on resources available.

We plan to build a training center for high school and adult students on existing school property, which will be a demonstration site for advanced manufacturing. We plan to utilize sustainable construction practices in the design to the extent possible as a demonstration project as well as a green training site.

The district proposes to renovate and upgrade existing facilities to expand capacity.

Monmouth County Vocational School District

Location: 4000 Kozloski Rd
Freehold Township, 07728

Critical Needs: CTE shops and labs
Academic classrooms
Cafeteria
Auditorium
Gymnasium
Student support and school-level administrative offices

Project type: New construction, equipment upgrades

New Programs to be offered: Convert from shared-time to full time

Current enrollment: 2,733

Unmet demand (2017): 970

Potential additional students served with expansion (estimate): 1,000

Cost:
New construction \$80,000,000
Renovation N/A
Equipment needs: \$4,000,000

Project Description:

Build a new, full time polytechnical high school to replace all shared-time facilities. Monmouth currently has many outdated shared-time programs scattered throughout the county.

Morris County Schools of Technology

Location: 400 E Main St.
Denville, NJ 07834

Critical Needs: CTE shops and labs,
Academic classrooms
Cafeteria
Auditorium
Gymnasium
Student support and school-level
administrative offices

Project type: New construction, equipment upgrades

New Programs to be offered: Cybersecurity
Broadcasting/Communications
Air Travel - Pilots/Mechanics/Airport
Managers
Transportation Logistics Technology
Allied Health
Public Policy/Leadership
Financial Technology/IT

Current enrollment: 1,246

Unmet demand (2017): 761

**Potential additional students served
with expansion (estimate):** 800

Cost:
New construction \$100,000,000
Renovation TBD
Equipment needs: \$5,000,000

Project Description:

Renovation of existing spaces and/or the construction of a new 270,000 sq. ft. building to meet student and employer demand.

Ocean County Vocational Technical School

Location: 137 Bey Lea Road
Toms River NJ 08753

Critical Needs: CTE shops and labs
Academic classrooms

Project type: New construction, renovation, equipment upgrades

New Programs to be offered: Advanced Manufacturing

Current enrollment: 2,090

Unmet demand (2017): 663

**Potential additional students served
with expansion (estimate):** 600

Cost:
New construction \$20,000,000
Renovation \$40,000,000
Equipment needs: \$1,200,000

Project Description:

Renovations for enlarging the Law & Public Safety Academy, as well as building additions to accommodate new programs

Passaic County Technical Institute

Location: 45 Reinhardt Road
Wayne, NJ 07470

Critical Needs: CTE shops and labs
Academic classrooms

Project type: Equipment upgrades

New or upgraded programs to be offered:
Construction Trades Apprenticeships
Manufacturing
Veterinary Sciences
Hospitality & Tourism
Fashion Design

Current enrollment: 3,461

Unmet demand (2017): 2,695

**Potential additional students served
with expansion (estimate):** 500

Cost:
New construction N/A
Renovation TBD
Equipment needs: \$10,000,000

Project Description:

PCTI's vision is to upgrade existing programs to serve more students and better serve the needs of employers.

Salem County Vocational-Technical Schools

Location: 880 Route 45
Woodstown, NJ 08098

Critical Needs: CTE shops and labs
Academic classrooms

Project type: Renovation, equipment upgrades

New Programs to be offered: Global Logistics and supply chain management

Current enrollment: 900

Unmet demand (2017): 171

Potential additional students served with expansion (estimate): 510

Cost:
New construction \$12,000,000
Renovation \$3,000,000
Equipment needs: \$1,500,000

Project Description:

A physical expansion to meet the need of all level of learners in Salem County. The physical expansion to the building would allow SCVTS to bring all host site academies onto one campus. This expansion could also extend career and technical program offerings to additional special needs students to receive vocational training.

Somerset County Vocational Technical Schools

Location: 14 Vogt Drive,
Bridgewater, NJ 08807

Critical Needs: CTE shops and labs
Academic classrooms
Gymnasium
Student support and school-level
administrative offices

Project type: New construction, renovation, equipment upgrades

New Programs to be offered: Early Childhood Development
Digital communications
Transportation, distribution and logistics
Health occupations expansion
Agricultural science
Restaurant management and
entrepreneurship
MEAM (mechatronics, engineering,
advanced manufacturing)
Construction

Current enrollment: 654

Unmet demand (2017): 245

**Potential additional students served
with expansion (estimate):** 300

Cost:
New construction \$10,000,000
Renovation \$16,000,000
Equipment needs: \$2,500,000

Project Description:

New construction could expand high-demand programs as well as providing space for additional programs.

Sussex County Technical Schools

Location: 105 North Church Road
Sparta, NJ 07871

Critical Needs: CTE shops and labs renovations
Media center renovations
Additional CTE and academic classrooms
Building security upgrades
Upgrades to existing technology infrastructure
Installation of elevators
Auxiliary gym

Project type: New construction, renovation, equipment upgrades

New Programs to be offered: Manufacturing
Sports Medicine
Nursing
Logistics
Plumbing
Masonry

Current enrollment: 808

Unmet demand (2017): 137

Potential additional students served with expansion (estimate): 150

Cost:
New construction \$15,000,000
Renovation \$10,000,000
Equipment needs: \$2,000,000

Project Description:

Our 5 Year Long-Range Facility Plan incorporates renovations to our existing facilities/infrastructure and the demolition of the pool, along with a 40,965 SF addition for new programs.

Union County Vocational-Technical Schools

Location: 1776 Raritan Road
Scotch Plains, NJ 07076

Critical Needs: CTE shops and labs
Academic classrooms

Project type: Renovation, equipment upgrades

New Programs to be offered: Medical fields, including eye care
Global logistics and distribution
Veterinary services

Current enrollment: 2,085

Unmet demand (2017): 1,154

**Potential additional students served
with expansion (estimate):** 500

Cost:
New construction N/A
Renovation \$20,000,000
Equipment needs: \$5,200,000

Project Description:

Renovation of existing building, and equipment for new programs.

Warren County Technical School District

Location: 1500 NJ-57
Washington, NJ 07882

Critical Needs: CTE shops and labs
Academic classrooms
Cafeteria
Auditorium
Gymnasium

Project type: New construction, renovation, equipment upgrades

New Programs to be offered: Robotics
HVAC
Plumbing
Drone design and development
Special education
Green Home/Smart Home renovation

Current enrollment: 456

Unmet demand (2017): 17

Potential additional students served with expansion (estimate): 300

Cost:
New construction \$10,000,000
Renovation \$4,000,000
Equipment needs: \$2,000,000

Project Description:

Need to add/renovate gymnasium, cafeteria, add additional shop and classroom space, and increase numbers of support services space. Possible need to increase sewage treatment plant if expansion occurs.

John F. Donahue
Executive Director

Michele D. Roemer, Ed.D.
Assistant Executive Director

Joint Committee Meeting May 8 – School Facilities

Good Morning and thank you for this opportunity to address the problems confronting our New Jersey School Districts with respect to providing and maintaining healthy and safe facilities for our children.

School spending has, in one form or another, always had limits or caps on spending. But prior to our current tax levy cap law (P.L. 2010, Chapter 44), we always had adjustments that were “outside” these caps. For example, we could ask voters to support additional tax increases for special education costs, capital outlay, opening a new school, excessive insurance increases, enrollment increases, etc.

When New Jersey passed our current spending cap law (P.L. 2010, Chapter 44) school budgets were limited to increases of 2% of their tax levy, not their budgets. Most notable was the fact that the majority of adjustments beyond the cap were eliminated as part of this new legislation; in particular – Capital Outlay. We now have to include major capital outlay costs within the limits of our budgetary increases.

We all know, and I witness every year, how districts struggle to live within these caps. At the same time, school districts are facing the financial pressure of dealing with ever-increasing costs for special education, charter schools, and health insurance. These financial pressures are unavoidable and must be addressed within tax levy limits that are restrictive.

So there is no budgetary room in our spending plans to address our annual capital needs; and therefore, we delay and kick this can down the road. This problem will only get worse and become more and more expensive in the future.

If we are serious about providing healthy and safe facilities for our children, I urge you to consider placing annual capital costs outside our budgetary limits and let local boards of education decide if they wish to pass such increases on to their citizens. In addition, let me emphasize, “allowing” an adjustment of this kind only impacts local taxes if the local board of education, elected by the community, chooses to do so.

At minimum, capital projects that address school security should most definitely be outside of spending limits. I cannot imagine a board of education and its community from objecting to tax increases that make our schools safe from the horrible events that recently occurred in Florida.

John F. Donahue
Executive Director



**TESTIMONY BEFORE THE JOINT COMMITTEE ON THE PUBLIC SCHOOLS
ON SCHOOL FACILITIES**

May 8, 2018

Senator Rice, Assemblywoman Jasey and members of the Joint Committee on the Public Schools, thank you for the opportunity to address the current challenges faced by New Jersey's school construction program. Today, I want to discuss the imminent need to authorize additional school construction funding.

The Schools Development Authority (SDA) has committed virtually all of the \$2.9 billion in bonding authority approved by the Legislature in 2008 for school construction and renovation in the SDA (former Abbott) districts. In recent testimony before the Senate Budget Committee, SDA Executive Director Charles McKenna stated that, while the agency has \$1.7 billion dollars left in bonding authorization, all but \$70 million of that total is already allocated to specific projects in its current capital portfolio.

Bottom line: no new major construction projects in SDA districts can be funded and added to the current portfolio.

In addition, the \$1 billion authorized in 2008 for school construction and renovation in the non-SDA districts, the so-called "regular operating districts" (ROD districts), has also been exhausted. No funds remain to do any projects in those districts.

The SDA now finds itself without the resources to meet district needs, whether for emergent repairs, capital maintenance, or the renovation or construction of out-dated, over-crowded and/or dilapidated school facilities.

As you know, the State school construction program is mandated by the Supreme Court's orders in the *Abbott v. Burke* case, and implementing legislation and regulations. Providing New Jersey students with safe and adequate facilities is not only constitutionally required, but also essential to enhance, rather than detract from, the 21st-century learning we want our educators to provide and our students to attain.

It is therefore incumbent on the Legislature to ensure that the funding for the school construction program is promptly replenished to provide students, educators and families with the facilities needed for school success and community renewal, and to effectuate the thorough and efficient education required by our constitution.

The need to restart the school construction program in the 31 SDA districts is urgent. The most recent Long Range Facilities Plans (LRFP) for these districts were approved by the NJ Department of Education (NJDOE) between 2015 and 2016. Those approved

plans show the need for approximately 381 major school construction projects, including 200 renovations or additions and 102 new buildings.

Based on the LRFPs, the NJDOE must conduct, and periodically update, an educational assessment based on each SDA district's needs and provide an educational priority ranking of all projects across these districts. The most recent assessment, completed in May of 2016, but not released until October 2017, found that two-thirds of SDA districts do not have adequate instructional and administrative spaces to support student achievement of New Jersey's curriculum standards.

Based on the NJDOE needs assessment, the law requires the SDA and the NJDOE, working in conjunction with SDA districts, to develop a statewide strategic or capital plan establishing the sequencing of school facilities projects based on both the priority rankings and construction considerations identified by the SDA. This plan then serves as the basis for determining the order in which projects move forward in the construction process. It is also essential for the Legislature to determine the level of additional bond financing to be added to the program.

It is our understanding that the SDA and the NJDOE have not prepared such a plan to reflect the most recently completed district LRFPs and the statewide needs assessment.

In addition to major capital construction, there is also a significant need for funding of emergent repair projects. In 2017, after taking nearly a year to review 429 applications for urgently needed facilities repairs submitted by 23 SDA districts, the NJDOE approved state funding for only 15, or 5%, of repairs.

As the Legislature begins considering the next round of bond financing, it is important to note that the Supreme Court, in its 2002 *Lonegan* ruling, 174 N.J. 435 (2002), declared bond financing for school construction exempt from the constitution's requirement for voter approval. As determined by the Office of Legislative Services (OLS), this exemption in *Lonegan* remains even after passage of the debt limitation referendum in 2008, requiring voter approval as a prerequisite to issuing new bonds to finance capital or other infrastructure improvements.

Thank you again for the opportunity to bring this urgent matter to your attention. New Jersey has made great strides in improving the condition of school facilities over the last 15 years through implementation of the Abbott mandates for school construction through the Educational Facilities Construction and Financing Act (EFCFA). But much more remains to be done. Education Law Center stands ready to assist this Committee and the Legislature in making certain this vital program continues to move forward.

LOWER CAPE MAY REGIONAL SCHOOL DISTRICT

687 ROUTE 9, CAPE MAY, NJ 08204-4697



CHRISTOPHER H. KOBIK

Superintendent

TEL: (609) 884-3475

FAX: (609) 884-7067

EMAIL: kobikc@lcmrschools.com

May 10, 2018

Joint Committee on the Public Schools
41 West State Street Suite 2F
P.O. Box 070
Trenton, NJ

RE: Facilities Testimony before the Joint Committee on the Public Schools
-Career and Technical Education "A Program Not a Place" (S-2293)

Members of the Committee,

I submit this testimony to request that the legislature further research senate bill S-2293 before taking any further action in order to modify any Career and Technical Education (CTE) funding to include the more than one hundred regular Comprehensive High Schools that are operating CTE programs.

There has been a great deal of discussion regarding the value and importance of CTE in New Jersey, specifically praising the work of the 21 County Vocational High Schools. What has not been said is that the CTE model is widely applied in more than 100 Comprehensive High School Districts (listed below) in New Jersey. The senate bill S-2293, in its current state would provide \$500,000,000 that would only allow for the expansion of CTE in the 21 County Vocational Schools.

As a matter of fact, there are more students receiving Career and Technical Education in Comprehensive High School Districts than there are in our County Vocational Schools. Currently, the County Vocational Schools enroll 41% of the students participating in CTE programs in the state, where the 110 Comprehensive High Schools offering CTE programs are educating 59% (43,761) of the 74,319 students enrolled in CTE programs in New Jersey, per the most recent NJDOE Perkins 2017 Consolidated Annual Report (CAR) & Data Trends.

Career and Technical Education is a way of educating students and not confined to any one design of school. What's fantastic and worth celebrating about CTE is that it is a program design model that can be replicated anywhere and used for all students, not just those chosen to attend our Vocational Schools. All students can benefit from a series of courses that are

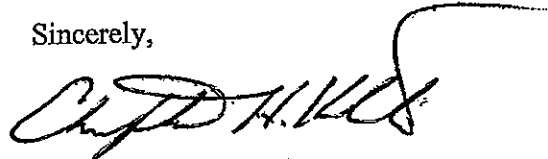
- NATIONALLY RECOGNIZED FOR EXCELLENCE -

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sequenced and aligned with industry standards, advised by industry partners, and provide out of school structured learning experiences, internships, and on site applied learning opportunities right in their home community. When the CTE model is applied in a Comprehensive High School District, students get the benefit of remaining part of their home district and school community. This also eliminates additional transportation and tuition costs associated with sending students out of district. Finally, students have the benefit of enjoying the full range of academic, athletic and co-curricular opportunities Comprehensive High Schools provide.

CTE is not an either/or proposition, we do need to work together to bring the benefits of this model to ALL of our students in ALL of our communities. As Governor Murphy and Senator Sweeney seek to expand and support CTE opportunities let's hope that they understand if a Career and Technical Education is good for some students; it is good for all students in all of our schools. High Quality Career and Technical Education programs are already present in many of our regular Comprehensive High Schools, where room for expansion exists. Please modify S-2293 and make a positive difference for all students in New Jersey.

Sincerely,



Christopher H. Kobik
Superintendent

Comprehensive High School Districts with CTE Programs

County	District
ATLANTIC	Atlantic City Public Schools
ATLANTIC	Buena Regional School District
ATLANTIC	Egg Harbor Township School District
ATLANTIC	Greater Egg Harbor Regional High School District
ATLANTIC	Hammonton School District
ATLANTIC	Pleasantville Public School District
BERGEN	Bergenfield Borough School District
BERGEN	Englewood Public School District

BERGEN	Garfield Public School District
BERGEN	Hackensack City
BERGEN	Leonia Public Schools
BERGEN	Lodi Public Schools
BERGEN	Northern Valley Regional High School
BURLINGTON	Burlington City Public Schools
BURLINGTON	Burlington County Special Services School District
BURLINGTON	Burlington Township Board Of Education
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BURLINGTON	Pemberton Township Schools
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CAMDEN	Pennsauken Township Board Of Education
CAMDEN	Sterling School District
CAMDEN	Winslow Township School District
CAPE MAY	Lower Cape May Regional School District
CAPE MAY	Middle Township Public Schools
CUMBERLAND	Bridgeton Public Schools

- *NATIONALLY RECOGNIZED FOR EXCELLENCE* -

CUMBERLAND	Cumberland Regional School District
CUMBERLAND	Millville Board Of Education
CUMBERLAND	City Of Vineland Board Of Education
ESSEX	Belleville Public Schools
ESSEX	Bloomfield Board Of Education
ESSEX	East Orange School District
ESSEX	Irvington Board Of Education
ESSEX	The Newark Public Schools
ESSEX	Nutley Public School District
ESSEX	Orange Board Of Education
ESSEX	South Orange-Maplewood School District
ESSEX	West Orange Public Schools
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GLOUCESTER	Gateway Regional School District
GLOUCESTER	Glassboro Public Schools
GLOUCESTER	Monroe Township Board Of Education
GLOUCESTER	Delsea Regional High School District
GLOUCESTER	Washington Township Public Schools
HUDSON	Jersey City Public Schools
HUDSON	Kearny
HUDSON	Union City School District
HUDSON	West New York Board Of Education
Hunterdon	South Hunterdon Regional
MERCER	East Windsor Regional School District

- *NATIONALLY RECOGNIZED FOR EXCELLENCE* -

MERCER	Ewing Township Public Schools
MERCER	Hamilton Township
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MONMOUTH	Red Bank Regional
MONMOUTH	Upper Freehold Regional School District
MORRIS	Morris Hills Regional District

- *NATIONALLY RECOGNIZED FOR EXCELLENCE* -

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UNION	Roselle Public Schools
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-NATIONALLY RECOGNIZED FOR EXCELLENCE-

UNION	Twp Of Union Board Of Education
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WARREN	Hackettstown Public Schools
WARREN	North Warren Regional School District
WARREN	Phillipsburg School District
WARREN	Warren Hills Regional School District

- NATIONALLY RECOGNIZED FOR EXCELLENCE -



*J. Kenyon Kummings, Superintendent
Wildwood Public Schools
4300 Pacific Avenue
Wildwood, New Jersey 08260
Phone: 609-522-4157 Fax: 609-523-8161*

Wildwood Public Schools

Joint Committee on the Public Schools
41 West State Street Suite 2F
P.O. Box 070
Trenton, NJ

May 11, 2018

RE: Facilities Testimony before The Joint Committee on the Public Schools
Caution Regarding Senate Bill (S-2293)

Members of the Committee,

This testimony concerns the proposal to finance funding for the 21 county vocational schools in New Jersey. S-2293 in its most recent amendment would provide \$500,000,000 "for the purpose of capital project grants for increasing the career and technical education program capacity at county vocational school districts and county colleges." I urge you to further research this bill in order to modify any Career and Technical Education (CTE) funding to include the more than 100 comprehensive high schools that are operating CTE programs. These are schools where every student has access to CTE programs and are not subject to the exclusionary practices of enrollment criteria. Providing 100% of the funding for CTE program expansion to 20% of the schools providing CTE is inequitable and unfair to the students of New Jersey.

The report of Education, Access and Opportunity Transition Advisory Committee submitted to Governor-elect Phil Murphy on January 1, 2018, recommends the expansion and "upgrade" of vocational-technical schools in each county. The report cites a claim that "New Jersey has excellent vocational-technical schools," but they have not received enough attention and support," and that they "are currently turning away over 15,000 students annually." It makes no recommendation for the expansion and support of CTE in comprehensive high schools. What is not recognized in the report is the fact that CTE is a *model* of educating and not relegated to a specific place, and that comprehensive high schools are currently offering CTE programs to all of their students. To be clear, this model is the basis for all programs in our vocational-technical schools. The solution to educating the 15,000 students who are being denied access to CTE programs exists in our comprehensive high schools.

There continues to be a failure to recognize that there are currently **110** Comprehensive High Schools (see below) that operate at least one CTE program or "Career Academy." The most recent NJDOE Perkins 2017 Consolidated Annual Report (CAR) & Data Trends, cites that of the 74,319 students enrolled in CTE programs in New Jersey, **59%** (43,761) are participating in CTE programs within our Comprehensive High Schools. There are more students accessing Career and Technical Education programs in Comprehensive High Schools than there are in our Vocational-Technical schools.

There are many benefits associated with operating CTE programs within our Comprehensive Public High Schools:

- All students have access. A number of our vocational technical schools have exclusionary enrollment processes that result in those most likely to succeed being selected. In Comprehensive High Schools, all students are given opportunity. Students who have difficulty meeting the rigorous industry standards aligned with these programs can be provided the instructional supports to allow them to benefit from the application of the CTE model. This means that if a child has an Individualized Education Plan (IEP), they have a higher likelihood of participating in CTE in their local comprehensive high school, instead of being denied access to a county vocational school due to a perceived inability to participate due to their disability.
- Comprehensive High Schools already have a complete continuum of supports in place in order to facilitate the success of Students With Disabilities (SWD) as well as English Language Learners (ELL).
- Many Comprehensive High Schools have room. We do not need to build more space, it is available. Advanced Manufacturing, Computer Science and highly technical programs can and should be available to all students in all schools.
- Many Comprehensive High Schools are directly connected to and integrated into their communities. Opportunities for internships, structured community based learning experiences, mentoring, and partnerships come with this proximity.

Comprehensive high schools have not had a voice commensurate with that of the County Council of Vocational Schools in impacting legislation. Nonetheless, it is now time to recognize the real opportunity that exists to improve the quality of education for all students in the state of New Jersey by including comprehensive high schools as an important part of the initiative to prepare all students to participate successfully in a highly competitive and technical global economy.

The most recent result of lobbying on behalf of the county vocational schools is S-2293, which if passed in its original form (S-1827), would have authorized the EDA to issue an additional \$50,000,000 in bonds to "provide grants for certain county vocational school district facilities projects and increases debt service district aid percentage for such projects." The bill has since been amended to now allocate \$500,000,000 to the vocational schools. There has been a myriad of bills signed into law that solely benefit the 21 Vocational/Technical High Schools, but where is the

support for the 110 comprehensive high schools offering CTE programs that every student has an opportunity to be educated within, especially given that the majority (59%) of students participating in CTE are doing so via their local comprehensive high school?

The re-shuffling of students most likely to succeed to county vocational schools will likely result in homogenous schools with tremendous performance profiles, however it will also result in comprehensive high schools with a higher percentage of more significant demographic challenges and certainly a less equitable education. Specific populations will continue to be denied access to programs housed by the 21 county vocational schools, regardless of their physical capacity.

The 110 comprehensive high schools operating CTE programs have the experience and knowledge base necessary to assist the legislature in making the support and funding of CTE programs in the comprehensive high school setting a priority in New Jersey.

I request that you involve our districts in any strategic planning, code recommendations, as well as in the authoring of any legislation that is on the theme of Career and Technical Education. We will participate in an effort to allow ALL students the opportunity and access to these integral educational programs. The current initiatives that aim to expand the vocational school districts, although well intended, may eventually do more harm than good to public education and will only assist in perpetuating exclusionary, elitist practices.

I recognize and value that the Joint Committee on the Public Schools is an important advocate of Career and Technical Education in New Jersey, and am excited at the opportunity to partner with you to expand and improve programs at the local level in our comprehensive high schools. Doing so will ensure that ALL students, regardless of background, zip code, household income and/or disability have the opportunity and access to this proven educational pathway.

Sincerely,



J. Kenyon Kummings
Superintendent

Comprehensive High School Districts with CTE Programs

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NEW JERSEY ASSOCIATION OF SCHOOL ADMINISTRATORS

920 West State Street • Trenton, New Jersey 08618-5394
609.599.2900 / Fax: 609.599.9359 website: <http://njasa.net>

**Testimony Regarding School Facilities and School Facilities Funding
By: Melanie Schulz, NJASA Director of Government Relations
Joint Committee on Public Schools
May 8, 2018**

Thank you to Senator Rice, Assemblywoman Jasey and the Members of the Joint Committee on the Public Schools for the opportunity to speak with you today on school facilities and school facilities funding.

When enacted in 2000 by Governor Christie Todd Whitman, the law to change the way that public school facilities were funded brought much optimism and hope to New Jersey's school districts.

Though the initial \$8.9 billion allocation was never thought to be anywhere near the total amount that would be needed to attend to the construction, renovation or other projects Statewide, this was the first time that a substantial effort by the Legislature and the Governor was made and was acknowledged to be one of the largest school construction projects in the nation.

Again, in 2008, the Legislature successfully passed legislation that Governor Corzine signed to authorize another \$3.9 billion for New Jersey school's facilities projects.

Sadly, during the last 8 years, no efforts have been made to finance another round of bonding while, at the same time, schools continue to deteriorate and other issues such as having to replace plumbing infrastructure because of ancient pipes for water delivery, and attention to school safety, such as windows, double entrance doors and locks has put additional pressures on how school districts can effectively ensure the wellbeing of their physical plant.

For the SDA districts, there is no money and for the ROD Grant Districts, taxpayers are carrying the burden with no opportunity for financial relief.

On behalf of all our school districts, I am asking for the Legislature to seriously consider another investment in our facilities.

Twenty years have passed since the New Jersey Supreme Court ruled in the *Abbot v Burke* case for the 31 districts.

While acknowledging the work of the SDA and school districts, it is imperative that the Legislature and Governor Murphy move forward now and commit to another bonding initiative.

Thank you.



CUMBERLAND REGIONAL SCHOOL DISTRICT

65 Love Lane, Bridgeton, New Jersey 08302
Phone: 856-451-9400 / Fax: 856-455-9750
www.crhsd.org



Steven W. Price
Superintendent/
Chief Educational Officer

Bruce D. Harbinson
School Business Administrator/
Assistant to Superintendent

Joint Committee on the Public Schools
41 West State Street Suite 2F
P.O. Box 070
Trenton, NJ

May 14, 2018

RE: Facilities Testimony before The Joint Committee on the Public Schools
Caution Regarding Senate Bill (S-2293)

Members of the Committee,

This testimony concerns the proposal to finance funding for the 21 county vocational schools in New Jersey. S-2293 in its most recent amendment would provide \$500,000,000 "for the purpose of capital project grants for increasing the career and technical education program capacity at county vocational school districts and county colleges." I urge you to further research this bill in order to modify any Career and Technical Education (CTE) funding to include the more than 100 comprehensive high schools that are operating CTE programs. When 59% of the CTE students are being educated by comprehensive high school districts, giving 100% of the newly purposed funding for CTE program expansion to 20% of the schools that educate 41% of the CTE students is simply inequitable. Not to mention, the 20% getting 100% of the money utilize exclusionary enrollment practices which eliminate the great majority of New Jersey High School Students.

If New Jersey is going to "expand and upgrade" vocational-technical education as the Access and Opportunity Transition Advisory Committee recommended to Governor Murphy, the 43,761 students receiving CTE training in the state's comprehensive high schools must be considered. If not, Access and Opportunity becomes an oxymoron.

There are many benefits associated with operating CTE programs within our Comprehensive Public High Schools:

- o All students have access. Almost all of our vocational technical schools have exclusionary enrollment processes that result in those most likely to succeed being selected. In Comprehensive High Schools, all students are given opportunity. Students who have difficulty meeting the rigorous industry standards aligned with these programs can be provided the instructional supports to allow them to benefit from the application of the CTE model. This means that if a child has an Individualized Education Plan (IEP), they have a higher likelihood of participating in CTE in their local comprehensive high school, instead of being denied access to a county vocational school due to a perceived inability to participate due to their disability.

May 14, 2018

- Comprehensive High Schools already have a complete continuum of supports in place in order to facilitate the success of Students With Disabilities (SWD) as well as English Language Learners (ELL).
- Many Comprehensive High Schools have room. We do not need to build more space, it is available. Advanced Manufacturing, Computer Science and highly technical programs can and should be available to all students in all schools.
- Many Comprehensive High Schools are directly connected to and integrated into their communities. Opportunities for internships, structured community based learning experiences, mentoring, and partnerships come with proximity.

There are currently 110 comprehensive high schools (see list below) that operate at least one CTE program or Academy. Cumberland Regional offers seven CTE-based Career Academies as well as a CTE school choice program in Agriculture. With only 41% of the CTE students in New Jersey receiving their education from Vocational-Technical schools, the vast majority are taking advantage of programs offered by their local high schools. It is time for the comprehensive high schools to have an equal voice with representation in our governing bodies.

The most recent result of lobbying on behalf of the county vocational schools is S-2293, which if passed in its original form (S-1827), would have authorized the EDA to issue an additional \$50,000,000 in bonds to "provide grants for certain county vocational school district facilities projects and increases debt service district aid percentage for such projects." The bill has since been amended to now allocate \$500,000,000 to the vocational schools. There has been a myriad of bills signed into law that solely benefit the 21 Vocational/Technical High Schools, but where is the support for the 110 comprehensive high schools offering CTE programs that every student has an opportunity to be educated within, especially given that the majority (59%) of students participating in CTE are doing so via their local comprehensive high school?

The 110 comprehensive high schools operating CTE programs have the experience and knowledge necessary to assist the legislature in making the support and funding of CTE programs in the comprehensive high school setting a priority in New Jersey.

I request that you involve our districts in any strategic planning, code recommendations, as well as in the authoring of any legislation that is on the theme of Career and Technical Education. We will participate in an effort to allow ALL students the opportunity and access to these integral educational programs. The current initiatives that aim to expand the vocational school districts, although well intended, may eventually do more harm than good to public education and will only assist in perpetuating exclusionary, elitist practices.

I truly appreciate the need for Career and Technical Education in New Jersey, and would love the opportunity to partner with the Joint Committee on the Public Schools to achieve true impact on our students needing Career and Vocational training. Working with the comprehensive high schools will ensure Access and Opportunity ALL New Jersey Students.

Sincerely,



Steve Price
Superintendent

May14, 2018

Comprehensive High School Districts with CTE Programs

County District

ATLANTIC Atlantic City Public Schools
ATLANTIC Buena Regional School District
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ATLANTIC Greater Egg Harbor Regional High School District
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