



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION  
225 WEST STATE STREET  
TRENTON, N. J.

OFFICE OF THE COMMISSIONER

FILE COPY

December 2, 1976

The Honorable Brendan T. Byrne  
Governor  
State House  
Trenton, New Jersey 08625

Dear Governor Byrne:

Enclosed please find the annual report of the Department of Education for the 1975 - 1976 school year. Although the year was a difficult year in many ways for the educational community, it was an exciting year, and, I believe a year characterized by progress in the area of positive educational change.

Sincerely,

Fred G. Burke  
Commissioner

Enclosure

cc: Mr. Robert Comstock  
Judge Alan Handler  
Members of the State Board of Education  
Division Heads

New Jersey State Library

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ANNUAL REPORT OF THE  
COMMISSIONER OF EDUCATION  
AND THE  
STATE BOARD OF EDUCATION

1975-1976



Fred G. Burke  
Commissioner of Education

Ralph H. Lataille  
Deputy Commissioner

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## INTRODUCTION

1975-1976 was a year of new direction and fundamental change in the New Jersey Department of Education. The "Thorough and Efficient" legislation, Chapter 212, was passed, but only after the unprecedented court-ordered school closing. The administrative code for T & E was approved by the State Board, and guidelines and procedures were prepared for the Department implementation of T & E.

In anticipation of the implementation of T & E, a new management team was assembled to respond to the Department's new priorities. Twenty people were appointed or reappointed county superintendents: George Snow, Morris County; Dale Reinhardt, Sussex County; Earl Mattison, Warren County; David Adler, Bergen County; John Berwick, Cumberland County; Norman Gathany, Hunterdon County; Edward Callahan, Mercer County; Harold Bills, Monmouth County; William White, Ocean County; Gustave Perna, Passaic County; Donald Vansant, Somerset County; James Clancy, Union County; J. Howard Hunt, Salem County; Gus Ruh, Gloucester County; Malcolm MacEwan, Cape May County; Vincent Cantillon, Atlantic County; George Batezel, Burlington County; Russell Carpenter, Hudson County; Rita Carney, Middlesex County; and Donald Beineman, Camden County. Directors were named to head the two new Educational Improvement Centers: Dr. Thomas Rookey (EIC-Central), and Dr. James Lewis (EIC-Northeast). Reassignments and promotions within the Department allowed more decentralization of staff to the County Office and the EICs. In the past few months, some 22 central staff members were moved to County Offices, and other reassignments are planned.

The uncertainty of the fiscal crisis in June tremendously strained the Departmental staff. But even under such pressures, the staff has demonstrated an extraordinary ability to work creatively and efficiently under extremely difficult situations.

According to the implementation plan, 1976-77 will be a year to target in on the single most important objective of T & E---pupil achievement. The initiation of T & E and the mobilization of the evaluation resources of the state toward school improvement will support a significant breakthrough in the achievement of New Jersey pupils.

From an organizational perspective, the year ahead will be a year in which we focus on improved communications within the Department. The growth of the County Offices and the four EICs have spurred a commitment to making a more decentralized system work for the improvement of schools and the enhancement of pupil achievement. From the implementation of T & E should come a revitalization of education in New Jersey.

We anticipate that most, if not all, of the professional staff now in the Department and in the schools will benefit from a thorough in-service approach to the renewal of our educational system. 1977-78 should be a year in which the educational community of New Jersey makes a firm commitment to its professional renewal.



As was apparent in "8 Steps to the 80s," we are entering an era characterized by a consolidation of effort in educational improvement. The watchwords for the years ahead must be the continuous reform of the educational community of New Jersey.



## EIGHT STEPS TO THE EIGHTIES REVISITED

STEP ONE: TO DEVELOP A STATEWIDE SYSTEM TO MONITOR LOCAL EDUCATIONAL EFFORTS AS PROPOSED UNDER "THOROUGH AND EFFICIENT"

With the movement of many central staff members out into the County Offices and the EICs, the statewide system to monitor local efforts under T & E is now in place. The T & E process has been piloted in sixteen districts in four counties. The evaluation reports of these pilot districts demonstrate that, by and large, the T & E process can be carried out in New Jersey's school districts. The pilot activities were reported to the entire field staff of the County Offices and EICs. Training materials were developed at these practicums for use by the local districts and the associations.

We have initiated a three year conversion to a new program-oriented budgeting format for all districts. For several years 35 districts have been piloting a new program budgeting format which was evaluated this summer and will serve as the basis for our T & E budget requirements.

The Task Force on Competency Indicators and Standards submitted a series of recommendations concerning the implementation of statewide standards to the State Board, as charged. The Department is fully committed to developing a plan and a program for implementing and monitoring state minimum standards, as specified in Chapter 97 laws of 1976, an amendment to PSEA 1975, Chapter 212.

A new Assistant Commissioner for School Programs, Dr. Bernard Weiss, supported by our Right to Read and assessment staff, will direct this major commitment.

1976-77 will see the completion of the design for the comprehensive visitations and evaluations of all local school districts. Each year for the next five years 20% of the districts will be evaluated, until all districts are evaluated. To further improve the state system of evaluation to meet the demands of modern educational planning, an evaluation institute was held in the Fall 1976.

STEP TWO: TO RESHAPE THE DEPARTMENT OF EDUCATION SO  
THAT IT CONFORMS WITH THE REQUIREMENTS OF  
"THOROUGH AND EFFICIENT"

In response to T & E, major changes were made last year in the organizational structure of the Department of Education.

The Office of the Deputy Commissioner was expanded to include responsibility for four major departmental programs: coordination of the County Offices, administration of the school approval process, as well as the Office of Equal Educational Opportunity and the Office of Grants Management.

The Division of Research, Planning and Evaluation was reorganized to provide research/evaluation services to other divisions of the Department as well as to support the design, monitoring, and evaluation activities of T & E. A new program in organizational analysis and evaluation will be a major effort in the year ahead.

Almost half of the staff of the Division of School Programs was moved out of the Trenton office and into County Offices and EICs last year to provide more direct technical assistance to and monitoring of the local districts. This division now supervises the four regional EICs and provides program planning assistance in the areas of bilingual education, special education, compensatory education, and the Right to Read program. A "regional team" concept will increasingly be the organizing principle of this division. In addition, the division is responsible for

the development and implementation of basic skills.

The other Divisions of Field Services, Administration and Finance, Vocational Education, the State Library, the State Museum, and the Katzenbach School for the Deaf have made modifications in their organizational structures to meet more efficiently and effectively the objectives of T & E. Specifically vocational education is beginning a process of decentralization and Katzenbach is moving toward assuming more statewide responsibility for education of the deaf. Other details of the activities of the several divisions are provided at the end of this report.

As these changes were taking shape, the Department's Office of Management Information was working on the design of a Department-wide plan to provide objectives for the Department under T & E. This new management system, called the Operational Plan, will insure that departmental functions are integrated to achieve common objectives; it will also provide a framework for cooperative and decentralized planning and evaluation and ultimately will link program expenditures to measurable program results. Managers on all levels have responded to the Department's priorities and have set primary and secondary objectives for their respective programs. Program priorities have been aggregated into division priorities, and aligned with the priorities stated in "8 Steps to the 80s." The personnel evaluation system, developed by a Department-wide task force, will allow each individual to develop goals linked with the primary and secondary objectives of his or her program center. The Plan will be field tested in the year

ahead, during which time modifications will be completed. The Operational Plan should be fully installed by July, 1977.

In an effort to reduce the paperwork burden of local districts, the Department prepared a manual entitled, "Standard Operating Procedures for the Collection of Data from Local Education Agencies." All data collection instruments from federal agencies and from various programs within the Department will now be screened by the Office of Management Information to avoid duplication. An item-by-item analysis of these forms by Department data specialists has led to a reduction of Department and County forms from 400 to 190. The process will allow for a continuous review of these forms, and the possibility of even greater reduction in the next fiscal year.

Organizational development in 1976-77 will focus to a large extent on the enhancement of cooperation between the County Offices and the EICs. This effort will be supported by regional teams in special education, compensatory education, Right to Read, and new team members to be named from Field Services, Vocational Education, and Administration and Finance. A budget specialist will be designated in each County Office to assist in the December budget reviews, to conduct extensive training seminars on program budgeting for LEA personnel, and to assist districts in the long term conversion to program budgeting. These budget specialists will work closely with members of the Division of Administration and Finance.

A more complete program of inservice training for Department staff will be provided in the year ahead. Organizational evaluation specialists in RP & E are planning an internal executive academy, for junior and middle management staff, patterned after the successful Executive Academy for School District Superintendents. T & E is an evolving concept and our organizational needs, as a result, are also evolving.



STEP THREE: TO PROVIDE SCHOOL IMPROVEMENT ASSISTANCE  
TO LOCAL EDUCATIONAL AGENCIES

In fiscal '76 plans were completed for the establishment of two new EICs. EIC Central recently opened in Hightstown and is now responding to requests for assistance from districts in that region. The staff of EIC Northeast is being hired, and the EIC will open in East Orange in the fall. Together these new centers will offer school improvement assistance to 1505 schools responsible for the education of 969,000 of New Jersey's one and one-half million elementary and secondary school students.

Through RP&E's Diffusion Project, over \$488,000 were received last year to support the dissemination of innovative programs from many states to local districts. To date, 140 New Jersey schools have replicated one of the innovative programs available through this Project, including 32 in urban aid districts.

Federal Title III/IV efforts have been reshaped to focus more explicitly on the dissemination of validated programs developed in New Jersey and elsewhere.

The New Jersey Educational Assessment Program annually measures achievement in the basic skill areas of reading and mathematics by testing students enrolled in specific grades. State testing in 1975-76 revealed that the level of achievement of basic skills continues to be lower than is desired. It was found that at the point where the reading programs were dropped by the schools,

around grade four, the scores began to drop. An increase in basic skills occurred from 10th grade to 12th grade, but that increase was offset by a consistent drop-out pattern. These findings are being used now in planning technical assistance through the EICs to local districts. A Survey of Test Utilization was conducted in the late spring among all districts to ascertain the degree of utilization of assessment results. Though analyses of results are still incomplete, a preliminary analysis, Utilization Review: Summative Report, shows that there is widespread acceptance of the assessment program, and test results are being used increasingly in developing programs in basic skills.

The EIC Planning Office recently conducted an Inventory of Priorities survey sent to school board presidents, superintendents, principals, parochial and private school administrators, and to a sample of 3,000 public school teachers in the state. The survey was aimed at getting information on how EICs are used by the local districts, what innovative programs the districts are interested in using, and how such programs are adapted by the districts. Respondents were asked to designate their program priorities in the categories of instructional technology, curriculum, target groups, district management and support services. A preliminary analysis of the data seems to indicate that the priorities across the state are generally consistent, the state-wide educational priorities are indeed valid, and the state should be able to provide general programs and services which can then be tailored at the local level to meet specific needs.

By the end of 1976-77 we should have a better assessment of the needs of local districts for technical assistance. The T & E model provides for each school to come up with a discrepancy analysis of the gaps between its aspirations and its actual achievement levels. The analysis of this discrepancy information should allow us to better direct our school improvement and technical assistance in the years ahead. This will require on-going analysis, evaluation, and redirection and will allow us to fulfill the promise of equalizing educational opportunity.



STEP FOUR: TO IMPROVE STATE EDUCATIONAL SERVICES TO LOCAL  
DISTRICTS FOR TARGET STUDENT POPULATIONS WITH COMPENSATORY/  
SPECIAL EDUCATIONAL NEEDS

Vocational Education

Enrollment in the state's vocational educational programs is constantly growing. In 1963, 3% of the secondary school population of New Jersey were enrolled in vocational education classes. Today, some 35% of secondary school students are enrolled in occupational skills development programs. Our goal: by 1985 at least 60% of all secondary school students will be provided some form of occupational skills development training.

A number of economically disadvantaged students, many of whom are potential dropouts, are benefiting from the cooperative education programs. Without this work/school combination, many students would drop out of school. Last year co-op students in New Jersey earned \$24 million, and that total should increase this year as the number of participants increases.

Handicapped students, who for many years were confined to programs offered through sheltered workshops, are now being included in county vocational school programs through cooperative efforts with the Branch of Special Education. Though some programs still focus on special vocational training for the handicapped, many handicapped students are not only being mainstreamed into the regular occupational skills classes, but also are participating in on-the-job cooperative programs.

The Technology for Children (T4C) program has been growing since 1965 and increasingly is being adopted by local districts. T4C is an infusion of the tools, activities and processes of the industrial-business world into the elementary school curriculum. These activities become the vehicle for teaching basic skills and contributing to a child's career decision-making base.

### Education for the Handicapped

The requirement under T & E that the state provide quality education for all its handicapped children has been strengthened recently by the enactment of the federal Education for All Handicapped Children Act. This Act provides that every handicapped child, regardless of the severity of his or her impairment, should receive a free and appropriate public education. The passage of this federal legislation will double federal funds for projects to local school districts (FY 1976 3.2 million, FY 1977 6.4 million).

Project Child Find is the vehicle for locating handicapped children not now being served by an educational program. The existing state network of 4 Regional Learning Resource Centers will assist in providing information on county screening, regional evaluation and diagnostic programs for pre-school handicapped children. This project is now under way and will help provide individualized educational plans for these children.

Joint programs between special education and vocational education in the Department are increasing opportunities for handicapped

children and adults to gain additional training in life skills in schools throughout the state.

The passage of a \$25 million state bond referendum and projected Regional Day School System will support the further development and completion of programs in regional day schools for severely handicapped children. During the next 10 years it is anticipated that an additional 2500 severely handicapped children will receive quality education in these facilities.

In the coming year it is expected that some 10,000 parents of handicapped children will benefit from programs in the local districts that will train parents of handicapped children to better cope with problems associated with their children. This effort will complement expansion of pilot pre-school projects using state and federal funds.

### Bilingual Education

This bureau was established in January, 1975, to ensure that school districts provide bilingual education programs designed to meet the educational needs of all eligible persons of limited English speaking ability. Until that date, Title I, ESEA staff had been providing program planning for bilingual education to 39 districts. The Bureau's primary activities involve developing materials to assist local districts in implementing the bilingual law, providing technical assistance in the area of bilingual education, reviewing local district proposals and applications dealing with bilingual programs, monitoring all bilingual pro-

grams, and collecting and processing data on bilingual programs in New Jersey.

During the past school year, 11 school districts in New Jersey received Title VII grants for bilingual education, totalling \$2,289,008.00. Those districts were Camden, Elizabeth, Lakewood, Long Branch, Paterson, Trenton, Union City, Vineland, and Woodstown-Pilestroke. Over 10,000 students participated in the various bilingual programs last year.

Last year the bureau staff conducted some 15 workshops for teachers in local districts, parent and professional groups, and other state and federal agency staff. They also met regularly with the State Advisory Committee on Bilingual Education, established to assist the Department and the Department of Higher Education in the formulation of policies and procedures relating to the bilingual education law. The staff also answered over 2,000 requests for information on bilingual education, the bilingual law, teacher certification, and teaching materials and techniques.

#### Title I and Migrant Education

The Bureau of Compensatory Education, responsible for administering programs for ESEA Title I and Migrant Education, last year allocated \$52.3 million in federal funds to 525 local school districts serving nearly 164,000 educationally deprived, low-income children in public and non-public schools. Through



regional workshops the Bureau provides technical assistance to all districts applying for funds. Last year the federal formula used to compute Title I aid to states was changed and New Jersey suffered a 35% loss in Title I funding. Under the New Jersey Education Act of 1975 \$33 million in state funds for compensatory education will be made available in the current fiscal year.

Program planning in the area of compensatory education is done by the local districts with assistance from the EICs. Curriculum planning focuses on basic skills and bilingual education.

Those districts serving over 2000 children of migrant farm workers and fishermen received \$2.3 million of the total \$52.3 million in support of programs for migrant children. The Bureau last year continued liaison with other groups deemed critical to the success of migrant children in compensatory programs: parents, community groups, health and social service agencies of the state, and the Association of Farm Workers.

Because Chapter 212 was influenced by the concepts and processes inherent in ESEA Title I, those local districts involved in Title I will be better prepared to implement T & E in both instructional and management functions.

### Adult Education

Over 47% of the New Jersey population 25 years of age or older failed to complete the 8th grade or its equivalent. State and federal funds administered through the Department are the primary

support for local districts programs in high school completion, citizenship classes for the foreign born, basic literacy (including English as a second language), and general adult education. Last year there was a 16% increase in enrollment in high school equivalency classes.

An ad hoc committee composed of various Department of Education, Department of Labor and Industry, and local district personnel are studying continuing education programs available to handicapped adults.

In the year ahead, the state will have available the first New Jersey Adult Basic Education Curriculum Guide, now in the final stages of refinement. This study was conducted by the University of Texas at Austin to ascertain those everyday, real-life skills which adults must perform in order to function competently in the mainstream of society. As a result, adult basic education teachers in New Jersey will have a guide that includes not only the total range of academic skills but also those areas of occupational knowledge, consumer education, government and law, and community resources important to the total education of today's adult.

#### Students in Urban Aid Districts

An estimated 343,000 students (24% of our public school enrollment) reside in New Jersey's 28 urban aid cities. Their proficiency in basic educational skills, as measured over the past

three years, has lagged consistently and seriously behind the proficiency of their peers throughout the state. The implementation of T & E requires that the state devote additional resources and expertise to urban districts to improve pupil performance. The Department's Urban Education Observatory, funded as a Title III/IV-C project, provides policy analysis and research assistance to local districts. Last year, socio-economic research, Urban District Data Profiles, was completed focusing on factors in urban districts which effect success in urban students. Through cooperative efforts with the EICs, local school district superintendents, and representatives of the Department of Higher Education and colleges in the state, the Observatory is developing cooperative strategies for addressing the problems of urban education. We anticipate the EIC-NE will become the focus of leadership efforts in providing technical assistance to urban schools. In the year ahead the Commissioner and his staff will meet with the urban superintendents on a monthly basis.

#### Education for Gifted and Talented Students

The Department is committed by the January, 1976 Administrative Code 6:8-3.5(11) of T & E to providing new educational opportunities for those children deemed "gifted and talented" by local school districts. Several major efforts will provide technical and fiscal support in the coming year for program planning for these children. State funds totaling \$50,000 have been set aside in fiscal '77 to generate leadership and program development activities for the gifted and talented. This fiscal base will

assist the Department in carrying out the requirements under T & E for gifted and talented children. In addition, the U.S. Office of Education is funding a multi-state consortium through which New Jersey will have access to a number of model programs operating in other states. The Department will choose and adapt the most innovative programs to provide quality educational experiences for the state's gifted and talented children. And most recently, six local districts have received ESEA Title III/IV-C funds totaling approximately \$40,000 for program development in the area of gifted and talented.

STEP FIVE: TO PLAN FUTURE STATE EFFORTS FOR  
STUDENT POPULATIONS NOT NOW ADEQUATELY SERVED

Serious attention is now being given to planning state efforts for adolescents, pre-schoolers, and the institutionalized.

Adolescent Education

Last January a 25-member Adolescent Education Study Committee was established to review and analyze the status of adolescent education in New Jersey. The Commission will be providing recommendations for future reform and action in this priority area.

In addition, the Office of Educational Research, initiated in October, 1975, has begun a Profile and Longitudinal Study of High School Seniors designed to assess the goals, plans and priorities of students concluding their secondary education. That study should provide some valuable information on how well students leaving New Jersey public schools are prepared for entering higher education or the job market, and should also provide some guide in planning programs which might better prepare adolescents for their futures.

These planning processes involve a broad cross-section of the educational community and should result in alternatives that are educationally beneficial to young adults as well as compatible with individual community goals.

## Early Childhood Education

In early childhood education, the major contemporary issues appear to be basic ones of rationale, clientele, sponsorship, and nature of services. Because the area is a new priority in terms of educational planning, long-term goals and shorter-term objectives are yet to be determined. Policy issues revolve around the locus of primary responsibility for early childhood development and child care services, and the relative contributions of families and other institutions, both private and public. Related questions are the definition of eligibility for the programs to be provided, the sources of funding, and the roles of decision-making assigned to different institutions and levels of government.

There is a growing body of evidence which indicates that early childhood experiences do influence later educational achievement. The Department will determine the implications of the existing and future knowledge base for policy-making and will implement a planning process for program development. The Department is now providing technical assistance to parent advisory groups in local districts looking at planning and budgeting programs concerning early childhood education.

A committee with representation from both the Department of Education and the Department of Institutions and Agencies is at work on developing a plan for a system of voluntary accreditation for licensed child centers in New Jersey, under legislation now nearing a vote in the legislature. They are studying all issues involved

in the setting of minimal standards and in measuring higher quality in programs for young children. The work of this committee provides a systematic approach to the inter-agency cooperation already undertaken during the last year.

### Institutionalized Students

The Garden State School District which now administers educational programs for disabled, neglected and delinquent people in the state's correctional institutions, is currently under the administrative structure of the State Department of Institutions and Agencies. Legislation is pending which would transfer the Garden State School District from I & A to the Department of Education. The Department has applied to the federal government for a grant to install child study teams and educational planners to work with juvenile court staff on the prevention of juvenile delinquency. The Department is also working on an inter-agency agreement with the State Department of Health to plan programs in career education for drug abusers and to develop vocational adjustment centers in various regions of the state. The planning of these centers will draw heavily on the expertise of vocational education specialists of the Department.





STEP SIX: TO PROVIDE DIRECT CULTURAL AND  
LIBRARY SERVICES TO OUR CITIZENS

The stringent operating budget of the State Library and Historical Commission was made even tighter last year by a \$2.8 million reduction of state aid to libraries. This 28% reduction forced the 383 municipalities and counties receiving grants to alter plans and restrict programs. Combined with escalating costs the year was one of retrenchment, and in some cases, loss.

The Outreach and Institutional Services section of the State Library awarded grants to public libraries and to the Garden State School District to provide compensatory/special library services to reach target populations with special needs. These populations include inmates of county jails and state prisons, residents of community mental retardation centers, Spanish citizens, migrant workers, pre-school children, students needing after-school tutorial assistance, and senior citizens.

In addition, the number of materials in formats usable by blind and handicapped readers increased 7% last year through an intensive recataloging program undertaken by the State Library. A revitalization of the volunteer taping and brailleing program added 75 items to the now 250 materials on tape for blind and handicapped readers.

The State Museum has been contributing to the cultural life of the State since its inception 100 years ago. The Museum's focus is on the arts, archeology, and science of the state. Though its impact on public school children has not been measured quantitatively, the Museum remains a highlight in the lives of many children in the state. At least 100,000 school children with their teachers visit the Museum each year, and another one-half million are exposed to Museum materials via traveling exhibits, special programs, and films.

STEP SEVEN: TO DEVELOP LEGISLATIVE PROPOSALS THAT WILL IMPROVE  
THE QUALITY OF EDUCATION IN OUR STATE

The Department of Education initiated, or played a substantial role in, the passage of the following state measures during fiscal 1976:

- |            |        |  |
|------------|--------|--|
| Chapter 1  | A1367  | M. Katzenbach School appropriation - \$78,600.   |
| Chapter 18 | S 1200 | Validates certain proceedings for the issuance of bonds of school districts.   |
| Chapter 21 | A46    | Phases in the new method of apportioning the current expense costs of regional school districts over a 4 year period.            |
| Chapter 25 | S1377  | Postpones the implementation of the amendments and supplements to the Local Public Contracts Law.                                |
| Chapter 30 | S1413  | Appropriates \$2,850,103 from the Public Buildings Construction Fund for certain educational building projects.                  |
| Chapter 39 | S1469  | Designates "The School Qualified Bond Act," pledges State school aid to guarantee the principal and interest on qualified bonds. |

- Chapter 41 S1205 Permits the State Health Benefits Commission to purchase various health care benefits that a public employer has determined to provide employees not included in collective negotiations units.
- Chapter 42 S1500 Appropriation for the State budget for the fiscal year 1976-77.
- Chapter 47 A1513 Designates the "Gross Income Tax Act."
- Chapter 53 S1297 Amends the definition of "teacher" in the Teachers' Pension and Annunity Fund to include unclassified professional staff of the Department of Education.
- Chapter 61 S1602 Delays the operative date of P.L. 1975, C. 353, relating to the "Local Public Contracts Law."
- Chapter 63 S1546 Designates the "Tenants' Property Tax Rebate Act."
- Chapter 64 S1593 Appropriates \$551,000,000 to fund the "Public Education Act."

A priority in the coming year will be to observe the effects of revisions in the distribution of state formula aid. If necessary, legislation effecting fiscal remedies will be prepared to alleviate inequities in the distribution of state aid to local districts.

In addition, the Department is working with other state agencies to draw up legislative proposals to ensure that state services genuinely aid our local communities. In the past, services have been aimed at the specific needs of individual citizens; they should also serve to strengthen the local community at large.

As required by Chapter 212, the State Board of Education will consult regularly with the Commissioner of Labor and Industry, who in consultation with employer and employee groups, will report annually to the Board on labor needs and employment qualifications in New Jersey. The Board will also receive reports from the Chancellor of Higher Education who will provide entry requirements and anticipated enrollment levels of the state's institutions of higher education. The Commissioner of Health will provide a definition of the state's current and projected health needs, and the Commissioner of Institutions and Agencies (now Human Services) will report on the pupils under the jurisdiction of that department.

The Department will maintain its liaison with New Jersey School Boards Association, New Jersey Education Association, and New Jersey Council of School Administrators. The exchange of valuable

information, which can be utilized in the implementation of T&E, will continue between the Department of Education and these associations.

During fiscal year 1976 many federal statutes of particular significance to New Jersey were enacted. The successful passage of these bills was the result, in part, of the effective lobbying efforts of the New Jersey Department of Education, the Washington office of the Education Liaison, and the New Jersey Congressional delegation.

Under Section 842 of P.L. 93-380, those states which have adopted State equalization plans for public school funding are awarded federal grants. New Jersey will be the recipient of approximately \$405,000 to be used for implementing the T & E Law.

Senator Harrison Williams of New Jersey sponsored the Education for All Handicapped Childrens Act, P.L. 94-142, a major piece of legislation passed this year. The bill sets forth two over-all priorities: 1) to reach handicapped children not yet served; and 2) to provide services for the severely handicapped. The successful implementation of this bill was contingent upon the passage the passage of the FY 1977 Appropriations Bill, which included approximately \$117 million in education funds for New Jersey. On September 30, 1976, the House and Senate overrode President Ford's veto of this measure.

The Education Amendments of 1976 focused primarily on amending the Vocational Education and Higher Education Acts. New Jersey's

representation was significant in the formulation stage of this statute. Senator Harrison Williams and his staff devoted considerable time to resolving a very sensitive issue facing New Jersey's two education departments: determination of State governance structure for Vocational Education.

It is equally important to note a bill whose successful passage was blocked. The President's proposal to consolidate educational (as well as other social services) programs would have brought significant losses to New Jersey. The consolidation grants would have greatly affected the following: Grants for the Disadvantaged; Support and Innovation (Title IV-C Projects); Occupational, Vocational and Adult Education; Library Resources; and School Assistance in Federally Affected Areas.





STEP EIGHT: TO FOSTER AN EDUCATIONAL CLIMATE THAT SERVES THE  
NEEDS OF OUR CLIENTS AND SUPPORTS THE CONTINUED GROWTH  
AND DEVELOPMENT OF OUR STATE'S EDUCATIONAL PROFESSIONALS

The School Executive Academy was formed last fall as a federally funded pilot effort in providing unique opportunities to selected New Jersey's school superintendents to meet and establish continuing dialogue with state education and government officials on matters of mutual interest. The superintendents participating in this communications program were given an in-depth explanation of the facts and implications of T & E. Through contact with state department personnel, all concerned achieved a great level of understanding of the respective roles, needs, responsibilities and constraints of local and state education agency personnel.

Organizational communications specialists in RP&E are now planning the extension of the Academy concept to include other members of the Department's management team through the development of an internal executive academy.

The Department of Education's publication INTERACT, is a consolidation of twenty-seven Department newspapers, which were previously mailed 128 times a year. Presently, nine issues are mailed nine times a year, at a saving of more than \$10,000 annually. The purpose of INTERACT is to establish a comprehensive statewide news network built around the citizens of New Jersey and how their lives are affected by the diverse educational services and opportunities offered by the New Jersey Department of Education.

The development of a Department program evaluation policy will be a priority objective in the year ahead. A new director of evaluation will have the responsibility for coordinating and developing an evaluation policy for both the Department and the T & E efforts of local districts. An evaluation institute will be conducted with EIC staff in September, and an annual evaluation institute probably will occur in the years ahead.

A major re-examination of the Department's progress in achieving affirmative action in all its Divisions is presently being undertaken. The opportunities for minority and women professionals are being examined with an emphasis on better recruiting techniques.

With the development of two new EICs to serve the state's urban corridor, there will be renewed emphasis on targeting our technical assistance resources to school personnel in the 28 urban aid districts. The interdivisional Urban Advisory Group, created last year, will continue to meet regularly and report to the Commissioner.

The Teacher Certification program last year performed 51,000 evaluations and recommended that approximately 46,000 certificates be awarded to New Jersey teachers.

Currently, the Department is working with representatives of state agencies, colleges, and associations to examine plans, programs and alternatives for professional development within the guidelines of T & E. Local districts will assess needs, develop

goals and objectives, implement programs and evaluate the in-service professional development component. The group will study a variety of models for continuous professional development and will present to the State Board of Education a report in the fall. In-service education will be promoted through improving relationships among the EICs and the State colleges. We expect that a complete set of recommendations will be made in fiscal '78 as part of the experience of the first year of T & E.



## OTHER DIVISIONAL ACTIVITIES

Although the majority of the Department's activities have been discussed in conjunction with the Eight Steps, it is useful to identify several other activities of the divisions.



## OFFICE OF THE DEPUTY COMMISSIONER

In the major reorganization of the Department last year, the Office of the Deputy Commissioner assumed the responsibility for three important functions of the Department: insuring racial desegregation and equal educational opportunity in the schools, maintaining a close cooperative relationship with the State Legislature, and develop a new role for the County Offices. The Deputy Commissioner's staff is also responsible for the record-keeping and other administrative details associated with the State Board of Education.

### Office of Equal Educational Opportunity

The Office of Equal Educational Opportunity is responsible for implementing the New Jersey State Board of Education's policy resolutions of 1969 and 1972 regarding school desegregation and equality of educational programs. The Office also assist districts in the compliance of federal legislation, most recently Title IX, and other court decisions concerning school desegregation, sex equality, affirmative action, and in general providing equal educational opportunity to all pupils in New Jersey public schools regardless of race, color, creed, national origin or sex.

The Office focused on five major activities last year: (1) school desegregation compliance; (2) development of staff and revision of curriculum materials to assist the desegregation process; (3) equality in educational programs; (4) school/community relations; and (5) dissemination of information for desegregation.

#### Office of School Approvals and County Services

This office was established in late 1975. The office administers the county offices for the Deputy Commissioner, including budgeting, training, communication, staffing, evaluation, and coordination of State services between Trenton and the county offices. The office operated several programs during the year which now are being phased into the responsibilities of county superintendents (secondary school approvals, non-public school approvals, summer school approvals, course and program approvals).

During the May/June pre-injunction period the office performed the function of department dissemination center to local schools via county offices. Mailings of Attorney General opinions, directives, advisories, and impact information were handled by staff of this office as part of the crisis center operation of the Department during the unique period.



### Legislative Liaison Office

This office initiates and coordinates the development of new State and Federal legislation consistent with Department priorities, designs and implements departmental involvement strategies so that appropriate persons participate in legislative review and generation, and provides Department staff with information and technical assistance concerning needed, current and proposed legislation.



## DIVISION OF ADMINISTRATION AND FINANCE

Enactment of the Public School Education Act of 1975 (Chapter 212) was the major achievement of 1975-76. Chapter 212 increased the level of state support of educational costs from 31% in 1974-75 to approximately 38% in 1976-77. The Commissioner, through the Division of Administration and Finance, supported the Supreme Court and the Legislature in their deliberations by providing timely analysis of numerous alternative proposals. Once the law was enacted, the division completely revised its procedures for the calculation of the four major state aid categories (equalization, categorical, transportation, and building aids).

### State Aid

Chapter 212 is based on a state-local sharing of educational costs. District equalization aid is derived from a "state support ratio" and the district's net current expense budget, both of which must be calculated separately for each district. The state support ratio is a measure of the district's relative property wealth per pupil.

Another new feature of Chapter 212 is the cap, which is a calculated limit on the permitted increase in district budgets from one year to the next.

Chapter 212 also revised the basis of apportionment of school costs in regional districts. While in the past districts could adopt either an enrollment or equalized valuation basis for apportioning costs, the new law puts all regionals on an evaluation basis.

### Budget procedures

Chapter 212 added a new date to the budgeting calendar. On or before December 1, all district budgets are to be submitted to county superintendents for review and approval to determine their adequacy.

Administration and Finance is conducting several activities to support districts as they implement this aspect of T & E. A district Budget Preparation Guide was prepared to describe reporting requirements and procedures during 1976-77 for fiscal 1977-78. The budget manual includes a timetable for the gradual conversion to new budget reporting procedures under Chapter 212 so that districts and county offices can be guided in their planning.

Each county office designated a budget specialist to assist districts, and these specialists will receive training from Administration and Finance personnel in September. The Division will also support county offices during the December budget review period.

## Assistance to Districts

The most notable local assistance project last year was the Governor's TAsk Force to oversee the installation of fiscal reforms in the Newark school system. In this work led by Special Agent Walter Wechsler, the Division joined with personnel from the Newark Board of Education, from other state agencies as well as outside consultants to successfully implement new management systems in accounting, personnel, purchasing, data processing, payroll and budgeting in Newark.



## DIVISION OF CONTROVERSIES AND DISPUTES

Since 1846, the comprehensive statutory responsibility for hearing all educational controversies and disputes has inhered in the office of the chief public officer of education in the state. Since that year, too, the Division of Controversies and Disputes has existed to process all appeals to the Commissioner.

The Division's function rests on the philosophy that school problems should be decided by persons familiar with school practices. Any aggrieved person may initiate an appeal to the Commissioner by filing a petition of appeal which sets forth grounds of the complainant. The petition is made under oath and a copy is served upon the respondent. The respondent is then directed to file an answer, after which a conference of the parties is held and attempts to settle the matter are made.

The problems range from relatively simple matters as, for instance, the award of a school bus bid, to extremely complex socio-economic problems such as racial imbalance in the schools, and include such matters as admission of pupils, pupil discipline, salaries, employee dismissals, school board business, budgets, and many others covering the educational spectrum.

Obviously, one major purpose of the Commissioner's administrative tribunal is to relieve the courts of matters which can be decided at a lower level and to save the parties the cost of a court proceeding. Since 1949, the Commissioner has been called upon

to process and decide more than 1,590 appeals. This, of course, does not represent the total number received, because many are settled or withdrawn during the process without the necessity for making a final written decision. Of these 1,590 final decisions, 190 reached the courts and only 11 were reversed, thus representing not only a saving to the litigants, but to the taxpayers generally.

In addition to its work of processing appeals to the Commissioner, the Division also serves as a resource of information on school law and regulations to other divisions of the Department of Education. Only a few other state departments of education (New York State, for example) perform functions similar to the Division of Controversies and Disputes. The Division is unique in the respect that it has been staffed from its inception by persons who have had broad experience in the operation of public schools and who bring that experience to bear upon the problems which come before the Commissioner.

The Division is also responsible for facilitating the rule-making process of the State Board of Education by the administration of those activities connected with the organization, coordination, proper development and dissemination of new, revised or amended sections of Title 6 (Education) of the New Jersey Administrative Code. During 1975-1976, 28 rules were processed (new, amended or repealed) and filed with the Division of Administrative Procedure, Department of State.



The history of public education in this state clearly shows that the Commissioner's determination of educational policy issues and controversies arising under the school laws, generally has provided sound direction to local boards of education and created a high degree of stability in the operation of the State's system of public schools.



## DIVISION OF FIELD SERVICES

The Division of Field Services provides technical assistance, monitoring and administrative services to school districts and school personnel in the development of educational programs for children and adults. Division staff conduct programs of adult, continuing and community education; promote nutritionally sound lunch programs; provide emergency preparedness and security guard training programs; insure the structural soundness and educational adequacy of school buildings; assure safe and efficient transportation of pupils; and certify qualified teachers, educational services, and administrative supervisory personnel.

### Adult Continuing and Community Education

This bureau is charged with the responsibility of maintaining and monitoring programs for a vast constituency. In the first nine months of fiscal 1976, 25,551 adults enrolled in the high school equivalency classes in 162 instructional programs. This is a 16% increase in enrollment over a comparable period last year. In addition, 18,278 candidates took the GED test during the first nine months of fiscal year 1976.

The five Adult Education Resource Centers have provided in-service teacher training workshops for 1,800 adult educational professionals in 1975-1976. The workshops provided training in the areas of Adult Basic Education, high school completion, English as a second language, and the aging process.

The Bureau hosted meetings to identify program services available to handicapped adults, created an extension of a high school equivalency program for inmates at the Somerset County Jail and created or helped to create attractive proposals for grant awards from both the government and private foundations.

These and its other accomplishments were effected with only 70% of its authorized staff. With unfilled vacancies there exists the threat that truly vital services will no longer be available to citizens of New Jersey.

#### Child Nutrition Programs

This Bureau is charged with the administration of two basic classifications of Child Nutrition Programs, in-school and non-school programs. The program is a national leader in the field and provides extensive technical assistance to every nutrition program in the state. Currently, approximately 530,000 students per day are served in public and non-public schools.

Once anticipated problem is the the block-grant concept proposed by President Ford which would radically affect Child Nutrition programs in New Jersey. Major financial responsibility for the program would be shifted to the state and only an extremely needy population would be supported. The special milk, school breakfast, non-food assistance and, possibly, the child care program would be eliminated.

## Emergency Preparedness Education

The major functions of this Bureau are promoting school-based programs of survival and safety education; development of school emergency plans; security training programs, individualized training of guards and dissemination of information and programs of energy conservation. This program reaches out to participating public and non-public schools with educational materials whose purpose is to prepare students effectively to respond to natural and man-made disasters in an intelligent, practical way and, hopefully, to save their lives in the process.

## Facility Planning Services

The charge of this Bureau is to insure the physical and educational adequacy of public school facilities of New Jersey. To achieve this goal, the Bureau maintains a wide range of services, including technical assistance in every stage of school facility planning, from site selection and construction to the evaluation of existing structures, and the monitoring of complex regulations designed to maintain the safety of children in school facilities.

Agencies have expressed difficulty with some areas of the master plan regulations. Our response has been to propose modifications in the regulations, publish a building evaluation instrument, and encourage County offices to provide basic background and demographic data to each district.

### Pupil Transportation

This Bureau is charged with the following responsibilities: to insure the safety of transported pupils in both public and non-public schools through the evaluation of equipment and personnel; to conduct programs of safety education for pupils, drivers and school officials and to monitor the fiscal performance of local education agencies with state-aided transportation programs. Among other activities in 1975-1976, the Bureau conducted 154 School Bus Driver Training programs, involving 2,988 drivers, and 276 Defensive Driving programs for 2,975 school bus emergency exist drills for 50,548 pupils, in addition to 662 drivers and teachers.

### Teacher Education and Academic Credentials

The major responsibilities of the Bureau are the issuing of certificates to all teaching staff personnel and the continuous monitoring and evaluation of all college teacher education programs in New Jersey which lead to certification. During the past fiscal year, over 51,000 evaluations were completed, and 46,000 certification actions were recommended, and total anticipated certification fees for this year will amount to over \$478,000.

In addition to examination of credentials for professional educational personnel, the Bureau, by law, is charged with issuing professional certificates to librarians and issuing pre-professional certificates in the following areas: medical, certified public accountants, dental hygienists, mortuary science, practical and registered nurses.





## DIVISION OF RESEARCH, PLANNING AND EVALUATION

The Division of Research, Planning and Evaluation serves as the major nucleus for the educational planning, research, program development, and evaluation activities of the Department. The Division also serves a staff function for the Commissioner and the State Board of Education regarding the planning of long-term programs to operationalize their priorities.

The Division focused its attention last year on five major program areas: design of the T & E process; policy research and planning; dissemination and development of innovative education programs; basic skills assessment and evaluation; and the educational needs of urban districts.

### The T & E Process

The Division's Office of Priority Planning developed and disseminated to local districts the T & E Primer, a manual which gives a comprehensive explanation of the T & E process. The Office also provided direct technical assistance to districts in the adoption of comprehensive planning programs and the consideration of program alternatives under the T & E process. The Organization Design and Development Center published a resource catalog, Modelog, of planning models for use by local districts. In addition, 16 local districts served as field test sites for the evaluation of the T & E process.

### Policy Research and Planning

The Policy Research Program is charged with converting critical educational issues and needs into fully developed research, policy analysis, and/or planning projects. The primary accomplishments during 1975-76 were the development of research and planning agendas in early childhood education, adolescent education, senior citizen education, and life-long learning.

### Dissemination and Development

During the past year, the Division continued its efforts in the dissemination and development of innovative education programs to local school districts. These activities were coordinated under the auspices of the R & D Project Center and the N.J. Facilitator Project, in cooperation with the Education Improvement Centers.

### Basic Skills Assessment and Evaluation

The Educational Assessment Program again administered the annual statewide achievement tests in reading and mathematics to all students in grades 4, 7, and 10. In addition, a survey was completed to determine the degree to which local districts are utilizing Educational Assessment Program results. The Office of Educational Assessment also coordinated the activities of the National Council on Educational Assessment under a grant award from the U.S. Office of Education.

## Urban Education

The Urban Education Observatory recently prepared two publications: New Jersey Urban School Districts is a set of profiles on the 28 urban-aid school districts; and, Urban Population Change, 1970-75 focuses on the urban areas of New Jersey.



## DIVISION OF SCHOOL PROGRAMS

The Division of School Programs was reorganized last year to provide more direct technical assistance to local districts serving these children. The Division now administers the Right-to-Read program, the Bureau of Compensatory Education, the Bilingual Education program, the Bureau of Special Education and Pupil Personnel Services, and the four regional Educational Improvement Centers (EICs).

### Right-to-Read Program

The state's Right-to-Read Program, last year supported almost exclusively by federal funds, is part of a nationwide effort to examine and upgrade reading programs in public and private schools. Districts participating in this effort do so on a voluntary basis. By the nature of this federal grant, no money is allotted for local district use. Only training, technical assistance, and some materials are provided.

In the past year the Right-to-Read program staff was able to assess what procedures and techniques teachers use when they teach reading; they developed in-service programs and manuals on techniques and procedures necessary to assess reading programs, prioritize needs, and organize and implement program change in the schools.

The staff also conducted training programs for over 300 directors of reading, and acquainted those district directors with the T & E process of identifying and prioritizing program needs, and, developing plans (time-action lines) for program implementation.

A "Criteria of Excellence" was prepared which details requirements for a quality, comprehensive reading program. The Right to Read staff is now developing instruments to measure the quality of school district reading programs. Last year the Right to Read staff also helped establish the criteria for additional reading courses for certification of elementary and secondary classroom teachers in the state, and the staff is now providing limited technical assistance to colleges and the Bureau of Teacher Certification as the new requirements are being implemented by the colleges.

### Compensatory Education

Responsible for expanding and improving programs for educationally disadvantaged children in low-income areas, the Bureau of Compensatory Education last year allocated \$49 million dollars to 525 local school districts serving nearly 164,000 resident Title I ESEA children in public and non-public schools. Through regional and county workshops these districts were helped in applying for federal funds--the Bureau critiqued 485 applications submitted by these districts. The Bureau also continued its monitoring function by reviewing the administrative, instructional and fiscal activities of Title I programs in over 250 school districts.

The Compensatory Education staff coordinated the activities of the New Jersey Title I Statewide Parent Advisory Council. In response to T & E, last year the Bureau reorganized the state Title I office and now has staff working on geographical regional teams.

### Bilingual Education

The purpose of the Bureau of Bilingual Education is to ensure that local educational agencies provide bilingual education programs which meet the needs of all eligible persons of limited English speaking ability.

### Special Education and Pupil Personnel Services

Recent enactment by the Federal government of the Education for All Handicapped Children Act, strengthens the state mandate to provide a quality education for all handicapped children. The Act mandates all states to provide an appropriate free public education for all handicapped children, regardless of the severity of the handicap, and allocates Federal funds for aiding states in accomplishing such goals. The level of funds authorized is subject to future appropriations and consequently cannot be used at this moment for planning purposes, except for FY 1977.

Last year the Bureau initiated a formal redress system which was approved by the State Board of Education for hearing parent and local school district appeals regarding the classification, placement and programs of handicapped children.

The Bureau of Special Education and Pupil Personnel Services approved 210 non-public school special education programs as eligible to receive public school pupils for the 1975-76 school year. During the year the Bureau was involved in monitoring all in-state programs and provided technical assistance to all new programs that were established. In an effort to more effectively monitor, determine eligibility and establish a more adequate cost analysis of special education programs, a revised approval procedure has been developed and completed by each non-public school.

Two major seven state federal grants, Area Learning Resource Center and Northeast Regional Resource Center, are supporting the development and improvement of state networks of Learning Resource Centers, and providing support of activities designed to improve intrastate capabilities in the areas of appraisal and programming for handicapped children.



## EICs

The Educational Improvement Centers are charged with providing direct technical assistance to local districts in their respective regions, and are the key vehicles for the implementation of the T & E process. The EICs, serving as regional centers for the Department, will house special education child study teams; specialists in vocational, career, and adult education; and many other Department staff working with target student populations.

A Department-wide regional center steering committee provides for the overall direction of the EICs towards state and regional priorities.

The EIC planning staff worked with a number of advisory groups in the last year to design criteria for choosing sites for the two new centers. The advisory groups included representatives from other Divisions of the Department, the New Jersey Education Association, state colleges, and Rutgers-The State University.



## DIVISION OF VOCATIONAL EDUCATION

The Division of Vocational Education provides resources and services to local educational agencies so that persons of all ages in all communities in the state will have ready access to vocational training or retraining which is realistic, of high quality and suited to their needs, interests and ability to benefit. The Division has eight bureaus or cost centers providing technical assistance to local districts for program development and administration of state vocational and career education programs. In spite of massive layoffs early in the year, the Division can report a number of achievements in 1975-76.

The eight cost centers cover the spectrum of vocational needs in the state from agriculture, business and health occupations to programs for special needs students. A brief checklist of accomplishments in each category suggests not only the width of the Division, but also its depth:

### Agriculture

Total student enrollment in all programs exceeded 3,050. There was a 30% increase in enrollments at the community college level.

## Business

Ten business and office education programs for handicapped students with enrollments in excess of 200 were funded during 1976. Sixteen post secondary programs were funded in seven counties affecting approximately 460 students.

## Distributive Education

10,732 students (a 15% increase over the previous year) were enrolled in distributive education during 1975-76.

## Health Occupations

The health occupations program totaled 13,163 students and represents an increase in all program areas.

## Home Economics

Consumer and homemaking programs in grades K-12 served 271,000 students. Of the 400 LEAs reporting home economics programs, 80 districts served 12,000 students through a variety of consumer and homemaking courses.

## Vocational, Industrial and Technical Education

89 new programs were initiated. At the post-secondary level, there were 16 new programs with the greatest growth occurring in the electronics field.

## Cooperative Vocational-Technical Education

Cooperative education programs have increased by over 10% from 1974-75. Student learners earned combined wages of over 27 million dollars and were employed in job categories representing most of the 291 OE Codes.

## Special Needs Students

Over 66,000 students participated in the Introduction to Vocations program in their schools last year.

In the service area, five distinct operations have been mounted within the Division and should be briefly summarized. To begin, the County Career Education Coordinators have completed County Plans for Career Development and County Data Books for each of New Jersey's 21 counties.

The Office of Occupational and Career Research Development, in its fifth full year of operation, provided comprehensive information services for the conduct of Vocational and Career Education

throughout the state. The Center at Edison provided huge amounts of data to educators, disseminating about 30,000 papers through 1976. Further, the curriculum laboratory administered by the Office of Vocational Curriculum and Media Development conducted curriculum development workshops for 98 participants working on 86 separate projects.

During 1976, about 1,500 teachers visited the Center for Consumer Education Services in Edison and consulted with center staff on curriculum development and instructional materials. The office of Vocational-Technical Facilities issued a Facility Planning Guide which was designed to aid school administrators and other education professionals in the planning of comprehensive vocational facilities.

Three different programs were implemented by the office of Urban Vocational Education Projects. The first, Project COED, provided experimentation and demonstration of occupational criteria and instructional methods to secondary school students in the in-school educationally deprived urban population. The projected enrollment for the 1976-77 year is 900.

The New Jersey Job Corps Center was operated under the Comprehensive Employment and Training Act of 1973 (CETA). Enrollment was 300, with a total authorized staff of 106. The Newark Skill Center also received its funds for operation and training from CETA. The Center negotiates with cities or counties for training

programs necessary for employment in their respective communities. The enrollment through various contracts was approximately 750, with a staff of 99 persons.

Regulatory functions of the Division are handled by the eight offices which comprise the Bureau of Regulatory Services. These offices provide service and approve vocational services throughout the state from correspondence schools to veterans' education and training.





## NEW JERSEY STATE LIBRARY

The New Jersey State Library faced major organizational changes because of budget crises, unexpected resignations, accidents, and deaths last year. Possible budget cuts for the next year required difficult program decisions, intense analysis of activities, and careful determination of priorities. All services were maintained but all suffered.

### Archives and History

The Bicentennial and the renewed interest in Revolution War records and other New Jersey documents resulted in heavy use of the Archives and Genealogy Section. Important blocks of records and documents were accessioned during the year. Work proceeds on organizing, inventorying, labeling, and making these materials accessible.

The Records Management staff completed the refilming of the State Library's card catalog and several endangered New Jersey newspapers were microfilmed under a program jointly funded by the Library and the Historical Commission.

### Law and Reference

The law and reference staff continued to serve the Legislative, Judicial, and Executive branches of State Government, and to provide backup services through the entire library network of the

State. Information requests remained high and demand for photocopies increased 6%. Bill room and other distribution of New Jersey materials rose 3.2% to a total of 207,000 items. To improve services to the Legislature, a reference office was opened in the State House in April. Seminars on State Library services were extended to court clerks, prison librarians, legal secretaries, and legislative aides.

### Library Development

The Outreach and Institutional Services Section helped concerned libraries expedite the transition from State/Federal to local funding. In cooperation with the Graduate Library School and the Education Opportunity Fund, Rutgers University, and others, staff pursued an active recruitment program to attract minorities to the library profession.

Sixteen municipal and county libraries received mini-incentive grants last year. The first grant (\$182,170) from the new Public Library Construction Incentive Aid Act was awarded to the Trenton Public Library. Federal Library Services and Construction Act grants were extended to Newark Public Library to five regional film centers.

Field staff conducted a major study of Area Library services to local libraries. A high level of satisfaction was reported by most local librarians. Two studies were completed with federal

funds: Performance Measures for Public Libraries, by the Rutgers Graduate Library School, Bureau of Library and Information Science Research, and The Use of and Attitudes Toward Libraries in New Jersey, by the Gallup Organization. Both will be used to evaluate the effectiveness of library services and the State's library development program.

The School and College Media Services Section stimulated library development in the public and private schools of the state through consultations and 180 field trips, participation in workshops, and numerous speaking engagements. The Title II ESEA Demonstration Program focused on library/media center development. Twenty-one school libraries were funded as demonstration centers, thirty-four received small special-purpose grants and each county audio-visual aid commission received funds to purchase audio-visual materials.

#### Library for the Blind and Handicapped

Over 3,000 previously-unavailable titles were added to the collections through an intensive recataloging program undertaken during the year. Detailed specifications for an automated circulation control system were prepared.

## Technical Services

The retirement of the Section Head on July 1, 1975, and vacancy of the newly-created position of Coordinator contributed to the inability of the Technical Services Section to promptly acquire, process, and catalog library materials. In April, 1976, the Section was temporarily transferred to the Law and Reference Bureau in order to provide temporary supervisory strength and to analyze weak spots. Staff development will receive the greatest attention in this section during the next year.

## New Jersey Historical Commission

The Commission's publication of the 28-volume pamphlet series, "New Jersey's Revolutionary Experience," and the hardcover book, New Jersey in the American Revolution, 1776-1783: A Documentary History, attracted considerable interest over the year. The Commission held its Seventh Annual New Jersey History Symposium on December 6, 1975, on the theme "New Jersey in the American Revolution III." All grant-in-aid programs had to be cancelled due to the 20% budget cut for the 1975-76 year, and the Commission was also obliged to sharply curtail its services to historical organizations and schools.

## NEW JERSEY STATE MUSEUM

The New Jersey State Museum is the focal point for preservation of the state's cultural heritage. It is situated in Capitol-complex facilities that include an auditorium, a planetarium and a three-level main building which houses exhibition halls, storage vaults and teaching accommodations. Its collections are valued in excess of \$4 million.

The State Museum includes four discipline-area bureaus--Art, Archaeology/Ethnology, Cultural History and Science. All are involved with the traditional museum functions of collection, exhibiting and interpreting. Emphasis in most collecting and exhibiting activities is placed on increasing understanding and appreciation of New Jersey's heritage.

The Museum is a primary source of cultural and personal enrichment for a very special audience. From September through June, thousands of students from all grade levels visit the Museum with their teachers. They experience special performing arts programs, guided gallery walks and illustrated lectures. Free public programs are presented in the planetarium and auditorium on weekends throughout the year and daily during July and August.

Museum outreach activities include a film loan service; a traveling exhibition program, which makes it possible for non-profit organizations throughout the state to borrow objects from

established collections; and a publications program that produces catalogues for major exhibitions and research reports on significant findings.

Museum programming is facilitated by the Friends of the New Jersey State Museum, a volunteer service group with more than 1,100 corporate and individual members dedicated to expansion of collections and activities. During the 1975 calendar year, the Friends contributed more than \$30,000 toward the support of Museum programs. In addition, the Friends' intensive two-day fund-raising project last May, called Acquisitions '76, elicited more than \$70,000.

Last year the Museum entertained approximately 450,000 visitors. They included more than 90,000 school children who came from special lectures or performing arts programs, more than 65,000 adults and young people who attended planetarium programs, and more than 47,000 who attended programs in the auditorium. The film loan service distributed more than 24,000 films to schools and community organizations, and some 25 traveling exhibitions were shown approximately 300 times to an estimated audience of more than 200,000.

Ten major exhibitions and more than 20 other exhibitions were mounted during the year. Among the former were exhibitions relating to the American Revolution, art from New Jersey, African textiles, Indian arts and crafts, American folk art, contemporary

art from Latin America, and life among the Eskimo. Emphasis in the secondary exhibitions was on the work of contemporary New Jersey painters, sculptors and photographers.





## MARIE H. KATZENBACH SCHOOL FOR THE DEAF

The Katzenbach School for the Deaf, offering primary as well as secondary education programs for the deaf, is concerned with the total environment of children--with physical and emotional as well as educational needs. Deafness is the primary handicap for these children, but many also have other handicaps. In addition, many of the children come to the Trenton school from the far reaches of the state and require residential care during the five-day school week.

The 325 staff members at Katzenbach last year provided educational, recreational and residential services to over 550 children. In an attempt to upgrade their approach to teaching these children, the school staff last year adopted a major new philosophy and program for teaching the deaf.

The "Total Communication" concept is based on the premise that it is the right of every deaf child to learn to use all forms of communication so that each may have the full opportunity to develop language competence at the earliest possible age. The "Total Communication" program sanctions the use of the full spectrum of language modes used by deaf children: child-devised gestures, formal sign language, speech, speechreading, finger-spelling, reading, and writing.

"Total Communication" is an inclusive system--no communication techniques are excluded by the teacher. All choices for communication are made by the child. Getting "Total Communication" underway at Katzenbach requires participation of the entire staff, including houseparents, kitchen workers, and the maintenance personnel. Parents will be encouraged to get involved in "Total Communication" because they are thought to be most important when determining the success or lack of success in the "Total Communication" system.

"Total Communication" is but one of the unique programs developed at Katzenbach. The School has gathered hundreds of thousands of dollars of equipment, and expertise, for the education of the deaf. Many school districts are operating their own learning centers for deaf children, but some feel that a great deal of duplication exists because of the lack of state-wide coordination. The Katzenbach School administrators are planning the establishment of a centralized diagnostic/evaluation center for deaf children in the State to remedy this problem.

The Katzenbach staff also instituted a school-wide health and safety system at Katzenbach School for the Deaf. An evacuation procedure was planned and drilled in the whole school, and the Katzenbach staff submitted a request for state funds to upgrade other deficiencies in the school's health and safety system.

NEW JERSEY DEPARTMENT OF EDUCATION  
SUMMARY OF FINANCIAL SUPPORT - FY '76

	<u>State</u>	<u>Federal</u>
*Commissioner's Office	\$ 263,789	\$ 1,407,127
Field Services	4,985,901	52,930,290
Administration and Finance	802,258,133	782,232
Controversies and Disputes	403,018	- 0 -
**School Programs	4,995,437	83,998,238
RP&E	1,317,335	8,641,193
Vocational	9,016,190	19,044,934
Library	9,695,668	5,248,979
Museum	1,465,859	31,332
***Katzenbach	4,029,375	401,307
Deputy's Office	<u>215,240</u>	<u>463,104</u>
SUBTOTAL	\$838,645,945	\$172,948,736
***Newark Skills Center	485,389	1,579,438
***Job Corps	- 0 -	2,100,941
***Project Coed	<u>1,460,058</u>	<u>- 0 -</u>
TOTAL DEPARTMENT**	\$840,591,392	\$176,629,115

1. Data Source: Department Accounting Report "C" FY'76 as of June 30, 1976. Figures include FY'76 appropriation plus FY'75 funds carried forward through existing enabling legislation. Figures do not include revolving funds, dedicated funds, private funds or bond proceeds.

2. Of the State funds approximately \$815 million flows through to local governing bodies; \$807 million to school districts; \$8 million for library and museum aid.

3. The bulk of the federal aid (about \$140 million) passes through the Department to school districts for three programs: Milk and Lunch; ESEA Title I; and Vocational Education.

\* This total includes ESEA Title V funds which are spent in other divisions as well as the Commissioner's Office.

\*\* It should be noted that of the \$4,995,437 state funds shown, an amount of \$547,010 are the proceeds of tuition receipts charged to sending school districts who have students enrolled in the Millburn School for the Hearing Handicapped.

\*\*\* Figures from Treasury Department. These accounts are not carried on Department of Education Central Office accounting system.