

SECTION 1: NARRATIVE REPORT FOR THE CONSOLIDATED ANNUAL PERFORMANCE, ACCOUNTABILITY, AND FINANCIAL STATUS REPORT

Executive Summary

Part I, Program Administration: The NJ Department of Education (NJDOE) provides quality educational services for the state's K-12 and postsecondary education systems. Within that broad mission, the NJDOE's Office of Vocational-Technical, Career and Innovative Programs (OVTCIP), within the Division of Educational Programs and Assessment, is responsible for providing the leadership for the K-12 career education and counseling system and for vocational-technical education programs in secondary and postsecondary schools and colleges. OVTCIP is also responsible for administering the funding provided under the Carl D. Perkins Vocational and Technical Education Act (Perkins Act). In its role, OVTCIP seeks to ensure high student academic achievement and technical skill development supporting opportunities for postsecondary education and training opportunities economic self-sufficiency, as well as economic competitiveness for the state.

During the period from July 1, 2005 through June 30, 2006, the NJDOE provided leadership in nearly all of the permissible areas cited in Section 124(b) and (c). The NJDOE used its Perkins leadership funds to support career education initiatives, curriculum development and dissemination, professional development, standards and measures development, high school reform initiatives, education/business partnerships, and to provide leadership through specific initiatives. Funds are also used to suppose the Center for Occupational Employment Information (COEI) at the NJ Department of Labor and Workforce Development (NJLWD). COEI provides the resources necessary for students and parents to explore career opportunities, identify the education and training required for occupations of interest, and select postsecondary schools that offer degrees and certificates in those programs.

Part II, Program Performance: OVTCIP staff provided ongoing technical assistance for vocational-technical education programs in NJ. State measurement approaches have been designed and performance levels have been set to be objective, quantifiable, and measurable. Progress of eligible recipients is measured against the performance indicators using the Vocational Education Data Systems (VEDS) and other sources for employment data. The goal is to deliver independently collected and verified data by working with NJ's State Employment and Training Commission (SETC) on a unified Accountability System to ensure a fair performance assessment of all providers.

Narrative

I. Program Administration [Section 122 (c)]

a. Report on State Administration (roles/responsibility summary)

The OVTCIP provides leadership for the K-12 career education and counseling system and for vocational-technical education programs in secondary and postsecondary schools and colleges, and administers funding provided under the Perkins Act. The director of OVTCIP serves as the State Director of Vocational Education, representing the Commissioner of Education on all bodies responsible for addressing vocational-technical education and how academic preparation and achievement of high academic standards through secondary and postsecondary vocational-technical education support NJ's workforce development system, as administered by the NJLWD. The NJ State Board of Education (SBOE) also serves as the State Board for Vocational Education and approves all plans submitted to the U.S. Department of Education (USDOE). (See "Organizational Chart of Key Activities" on page 20.)

b. Report on State Leadership [Section 124]

New Jersey used leadership funds to support career education initiatives, curriculum development and dissemination, professional development, standards and measures development, high school reform initiatives, and education/business partnerships, as well as to provide leadership through specific initiatives. The NJDOE provided services to local education agencies (LEAs), including charter schools, private schools for the disabled approved by the NJDOE, and to community colleges by: distributing state and federal funds; creating and/or continuing support for interagency coordination and cooperation among various state and federal agencies, including the NJLWD, the NJ Department of Children and Families (NJDCF), formerly part of the NJ

Department of Human Services (NJ DHS), the NJ Department of Corrections (NJ DOC), the NJ Commission on Higher Education, the NJ Juvenile Justice Commission (JJC), the SETC, the US Department of Labor (USDOL)—Office of Apprenticeship and Training, as well as other commissions and boards; providing technical assistance to all eligible local recipients; participating actively in joint planning activities on the SETC; continuing a partnership with the USDOL, the federal Occupational Health and Safety Administration (OSHA), the U.S. Department of Labor, Division of Wage and Hour Compliance, the NJLWD, the University of Medicine and Dentistry of NJ (UMDNJ), and the Environmental and Occupational Safety and Health Institute (EOSHI) to implement training for teachers supervising students in work-based structured learning experiences (SLEs); and, providing support for staff positions in other offices within the NJDOE to assist in Perkins implementation (*i.e.*, the Offices of Special Populations, Program Support Services, Academic and Professional Standards, Special Education, Licensure and Credentials, and Compliance Investigation).

OSHA Alliance: The OSHA, NJDOE, NJLWD, the UMDNJ School of Public Health (UMDNJ-SPH), and EOSHI entered into an OSHA Alliance, which was signed on October 31, 2005 at a ceremony at the NJDOE. The Alliance was created to recognize the value of establishing a collaborative relationship to foster safer and healthier NJ workplaces for students and youth workers, as well as to support the new certification requirements for teachers who place and supervise students in work sites. Through the Alliance, the partnering agencies will focus their efforts on reducing and preventing student exposure to hazards most common to youth employment, including retail, service industries, and health industries. Training on hazards found in many other occupations for which high school students are trained and in which they frequently participate will also be included. Information about those occupations, equipment, and materials that are either restricted or prohibited for youth workers will also be addressed. In developing this Alliance, the partner agencies support the federal OSHA State Plan and Consultation Project. Partners are an integral part of the OSHA national effort, and commit to support the NJDOE teacher training program as well as the NJ Safe Schools Program. The partnering agencies also commit to participate in and support each agency's relevant activities and conferences as part of the Alliance. This is the first such OSHA Alliance in the country.

Career and Technical Education Study: On behalf of the NJDOE, the John J. Heldrich Center for Workforce Development at Rutgers, The State University of NJ, and the Center for Education and Training for Employment (CETE) at the Ohio State University completed a two-phase study entitled, "*A Profile of Career and Technical Education Programs in New Jersey High Schools.*" The primary purpose of the study was to gain an in-depth understanding of how career and technical education (CTE) programs are preparing NJ students for careers and further education in current and emerging employment sectors. Another important purpose was to identify how school counseling offices are helping students to plan for the future and make decisions regarding careers and further education. The results of the project will inform NJ officials and educators involved in high school and career and technical education on how best to assist schools in creating, expanding, and improving their programs that educate students about and for careers. The final study report submitted in November 2005 is currently under review and revision.

Career Clusters: OVTCIP continued to assist in the development of guidelines for implementation of the States' 16 Career Clusters. To this end, OVTCIP updated all programs of study currently offered at 2-year and 4-year institutions of higher education, and through all existing vocational-technical education programs in NJ within each of the career pathways in the 16 Career Clusters. The NJDOE also worked with the NJLWD to align that department's crosswalk of Classification of Instructional Programs (CIP) to the 16 career clusters. Additionally, OVTCIP staff attended the National Career Cluster Institute in Phoenix, AZ. OVTCIP also began reconstituting the Career Cluster Teams with staff responsibility for specific clusters. A workshop on the States' 16 Career Clusters was presented at the Middle Schools Association Conference.

Standards and Certifications/CIP 2000: OVTCIP continued its responsibility for the design, development, and implementation of NJ's plan to assist LEAs in meeting industry standards and certifications. To accomplish this objective, OVTCIP continued its review of available industry standards and certifications for inclusion in databases and dissemination to LEAs. The office completed a review of the CIP 2000 and alignment of the CIP 1990 and 2000 to the 16 Career Clusters and their related career pathways utilizing available crosswalks from the USDOE. Review of this alignment is ongoing.

Data Quality Institute: To improve performance data quality, OVTCIP staff members participated in the national Data Quality Institute on the secondary and postsecondary levels. The team returned with information to apply to NJ's system of data collection, review, and analysis.

Cosmetology Programs: OVTCIP coordinated and implemented group testing of 1,273 Manicurist or Cosmetology/Hairstylist program completers. The number of minutes for the licensure test was increased from 75 to 120 minutes, resulting in an 8% increase in students passing the state examination. The anticipated rate of increase was calculated at 3.5%. OVTCIP also conducted a presentation on Computer-Based Testing at the 2004 Generation Next and NJ Education Association conferences, and led a focus group to collect data on students testing prior to graduation, leading to Board approval in April 2005. The state-conducted group test ensures an accurate reporting of student test results and provides sufficient time prior to the end of the school year for the students to participate in remedial instruction if necessary.

Annually, the participants in the group test include students from both private and public schools. Of all students who took the 2006 licensure test for Cosmetology and Hairstyling 74.12% passed the written portion of the exam, while 94.17% of the students passed the practical portion of the exam. Of the 30 highest scoring schools, 26 were public schools.

Other Activities: Leadership funds also supported Vocational Student Organizations (VSOs), partnerships with other organizations involved with vocational-technical education programs, data collection, and the infusion of safety and health education and applied academics into vocational-technical education program curricula.

1. Required Activities

1.1 Perkins Entitlement Grants

Perkins funds in NJ are used to improve instructional programs across the depth and breadth of the state. All 21 NJ counties are represented by a variety of secondary and postsecondary institutions and state agencies. Nearly 200 secondary and postsecondary institutions receive support for approved programs through the 165 individual grants provided using Perkins grant funds, covering all demographic groups in the state in a variety of approved secondary and postsecondary programs. Grantees include:

- **County Vocational School Districts:** There are county vocational school districts in all of the 21 counties in the state. These vocational school districts serve all of the individual secondary school districts within their county jurisdiction and, in some cases, across county lines as well. The vocational school districts serve secondary and postsecondary students enrolled in approved vocational-technical education programs. All of the county vocational school districts applied for, and received, funding for secondary programs, and also received state and/or federal funding for the postsecondary vocational-technical education programs, including apprenticeship training, professional certification, or updating courses.
- **Comprehensive High School Districts:** Comprehensive high school districts are school districts that deliver secondary school instruction through one or more high schools. There are 125 comprehensive high school districts that used Perkins funds to improve vocational-technical education programs. More than 150 comprehensive high school districts, including consortia member districts, benefit from Perkins funds. The comprehensive high schools also include one charter school specializing in performing arts programs and the NJ School for the Deaf.
- **County Colleges:** There are 19 county colleges in the community college system, covering all 21 counties in the state. Perkins funds are used by all of the county colleges to improve instruction in approved vocational-technical education programs. In many cases, county colleges work collaboratively with county vocational school districts and comprehensive high school districts to provide professional development for teachers and dual credit programs for students in vocational-technical education.
- **Abbott Districts:** "Abbott" refers to a series of NJ Supreme Court decisions resulting from litigation filed in 1981 on behalf of children residing in NJ's most economically disadvantaged municipalities. "Abbott" is the first-named plaintiff, but the name is now used to distinguish the 31 school districts selected by the Court and

the Legislature to benefit from state financial assistance and to implement specific remedies mandated by the Court. Twenty-six of the Abbott districts applied for, and received, Perkins grant funds to support approved vocational-technical education programs.

- Rural Districts: NJ used a portion of the Reserve fund for allocations targeting eligible districts identified by the National Center for Educational Statistics as rural districts. Of the 19 districts so designated, 12 were eligible to apply for Perkins funds.
- State Agencies: Three state agencies applied for, and received, Perkins grant funds to support at-risk youth in vocational-technical education programs.

1.1.1 Local Application

For FY06, eligible recipients were required to submit a program improvement plan that contained the components listed below.

- Title page that provides relevant information about the eligible recipient.
- Narrative: the eligible recipient must indicate if they are below or above each of the final agreed upon performance levels for the standards and measures; if below the levels, the eligible recipient must indicate what areas are deficient and how funds will be used to increase the performance levels. If Perkins funds are not being used to address the issues, the eligible recipient must indicate the rationale and identify the resources that will be used.
- Budget detail pages – for each item purchased, the eligible recipient must identify: the goal and objective from the multi-year plan that supports the activity; the standard and measure to be addressed; the approved program CIP code; quantity, unit cost and total cost of each item; description of the item, sufficient to make approval decisions; and justification for the item.
- Statement of assurances – identifies all rules and regulations that the grantee will adhere to.
- Board resolution – approval from the eligible recipient’s board of education to submit the application.

1.2 Assessment of Funded Programs

The progress of eligible recipients was measured against the performance indicators using the VEDS information system and other sources for employment information to provide the necessary data. Data were analyzed by the NJDOE and discussed with LEAs. A report of enrollments and effectiveness in meeting the core indicators of performance is included in the annual Perkins Performance Report, which is coordinated, edited, and produced by OVTCIP staff. Additionally, the NJDOE and LEAs consulted with Workforce Investment Boards (WIBs) with regard to new vocational-technical program approvals to address local needs for workforce development and to avoid unnecessary duplication of programs. The NJDOE also required LEAs and community colleges applying for Perkins funding for entitlement and discretionary grant programs to obtain local WIB endorsement.

1.2.1 Monitoring Process

The NJDOE conducted onsite monitoring of Perkins grant recipients to ensure that grant programs and budget plans met state and federal guidelines. In FY06, OVTCIP monitored 30 different sites and 91 different Perkins-funded and state match-funded grant programs totaling in excess of \$24 million in grant funds. The following are examples of the elements that were examined during the monitoring visit for discretionary grants (*e.g.*, Tech Prep) and entitlement grants: the status of implementation activities and timelines outlined in multi-year project plans; outcome evaluation data and observable measures (*e.g.*, documentation) for all completed goals and objectives; budget expenditures; time and activity information for all grant-funded positions; current student enrollment data by program(s) of study; and Perkins mandates (*e.g.*, integration of applied academics and integrated curricula). In FY06, the monitoring teams collected a large sample of School Safety and Health plans. These plans will be reviewed by EOSHI and, if required, updated to ensure the plans are in compliance with our current NJ Administrative Code.

1.2.2 Technical Assistance

Entitlement Grants: To ensure high quality, successful programs, OVTCIP provided enhanced technical assistance throughout the grant period. This took the form of focus groups, regional technical assistance,

informational programs, and follow-up regional work sessions. The work sessions gave eligible recipients the opportunity to address individual issues with their assigned OVTCIP program officer and to review the preliminary draft of the FY06 spending plan. Discussions included the distribution and review of program performance data and discussions on the use of funds for activities to improve any areas or programs that were deficient. In all cases, OVTCIP staff members were available to work directly with eligible recipients and respond to individual inquiries concerning the Perkins spending plan processes and guidelines. Throughout the year, program officers continued to support grantees by providing technical assistance and remediation related to the submission of formal reports, program development and modifications, and addressing the objectives established in multi-year plans. In addition, the staff laid the ground work for greater grantee accountability by working directly with the data collection staff to insure more complete information on program progress.

Discretionary Grants: Technical assistance workshops were provided for eligible applicants prior to the start of discretionary grant programs to provide participants with information about the upcoming grant and governing Notice of Grant Opportunity (NGO). Topics for discussion included program design, fiscal and program reporting, timelines, data collection procedures, and preparing for state/federal grant audits. Program officers also provided ongoing technical assistance during the grant year.

Perkins Data Reporting Training: A simple and clear dictionary was provided to LEAs, which helped school districts to better understand the definition of the collected data fields. The key points for data transfer were discussed at the training sessions, as well as how each field affects a district's performance.

1.1.3 Reporting Student Measurement of Progress (including special populations)

During FY06, the NJDOE compiled performance data submitted by the secondary LEAs. Districts using the NJDOE program were able to perform edit checks of their own data. For those districts submitting data using Excel spreadsheets, data were reviewed by OVTCIP and questions were addressed with the districts. This process ensured greater accuracy in data reported by districts. Postsecondary institutions and state agencies were included in the data compilation and review process.

The NJDOE continued to collaborate with recommended testing authorities to identify approved measures of vocational-technical education program competencies. The state's *Guidelines for the Testing and Certification of Students in NJ Vocational-Technical Education Programs* identified the tests and certifications listed by Career Cluster which LEAs and colleges may use to meet the requirements for vocational-technical education program competency determination. Competency tests were to be selected in the following priority order:

1. If a licensing or industry credentialing examination exists, it must be used (*e.g.*, State licensing examinations for cosmetology and licensed practical nursing).
2. If a recognized industry-credentialing exam exists, such as the ADDA Drafter Certification Examination, or the ASE Certification Exam(s), etc., it must be used.
3. If no such test is available, a nationally-validated test, such as Job Ready Tests from the National Occupational Competency Testing Institute (NOCTI), should be used.
4. If a nationally-validated test is unavailable or cannot be administered for some reason, a standardized test (based upon an employer-verified task list) or a test generated from a Vocational-Technical Education Consortium of States (V-TECS) test data bank must be used. The testing authority will provide the previous year's competency test results based on the percentage of students passing in each program.
5. If none of the above tests is available, a teacher-developed test based on procedures included in the *Guidelines for the Testing and Certification of Students in New Jersey Vocational-Technical Education Programs* should be used.

Other data needed for accountability requirements under the law were collected by matching student data files with data files from wage records, higher education, state administration, corrections, and the following federal agencies: defense, personnel management, and postal services.

Secondary Students Completing One or More Vocational Course(s): The LEAs were required to submit data on all secondary students who completed one or more vocational courses in an approved vocational-technical education program. Data collected on these students were collected together with data for those students who had

completed a series of three or more courses. In addition, students were described by their status in the vocational-technical education system (*e.g.*, participant, concentrator).

Postsecondary Students Enrolled in Vocational-Technical Education Programs: Final annual reports from 2-year colleges and adult vocational education programs indicated that the number of students served by the Perkins grant was 53,200 for FY06, which included 1,268 postsecondary Tech Prep students. The information contained in the report represents the total number of students served, including those enrolled in vocational-technical education programs and those receiving support services. The report identifies students by program of enrollment, gender, membership in a special population, and the number of students enrolled in postsecondary vocational certificate or degree programs.

The county vocational schools were also required to submit demographic and educational data on all postsecondary students who completed one or more courses in vocational-technical education programs. Institutions reported outcome measures on the VEDS, which included postsecondary performance measures. These students were not reported in competency test results because they did not complete a vocational-technical education program and, therefore, were not eligible to sit for an exit exam.

Postsecondary Students Completing Vocational-Technical Education Programs: In addition to currently enrolled students, the colleges reported on the number of students who completed their programs each year. Students were identified in the same manner as described above. Also, with the exception of data obtainable through the NJLWD, colleges provided data on the average GPA and graduation for the cohort group. The county vocational schools submitted data on all postsecondary students who had completed a vocational-technical education program. These students were identified as completers and were included in competency test results.

1.3 Developing, Improving, Expanding the Use of Technology

Funding was used to support local activities as stated in Section 135(b)(3) of the Perkins Act to develop new, and to improve existing, vocational-technical education programs and courses through: the purchase of equipment to provide students with the knowledge and skills to use current technology for entry into a chosen field; professional development in the use of the new technology; activities to develop, improve, or expand the use of technology; activities to research, develop, or purchase curriculum materials and supplemental materials; activities to provide students with experience in and understanding of all aspects of an industry; and, activities to strengthen the academic and technical skills of the students.

OVTCIP was actively involved in national activities, including those of the National Skill Standards Board Institute (NSSBI) and the Career Cluster Initiative. On the state level, OVTCIP issued grants to enable LEAs and colleges to upgrade existing vocational-technical education programs to meet the standards established by nationally recognized organizations.

Industry certification was offered for drafting, electronic technologies, welding, air conditioning and refrigeration, practical nursing, certified nursing assistant, information technology, automotive, printing, and cosmetology/hairstyling. The certifying agencies provided technical assistance to participating LEAs and, in cooperation with OVTCIP, provided professional development on the topic of program improvement, which covered facilities, equipment, hand tools, texts, and instructional materials.

1.4 Professional Development Programs

OVTCIP continued implementation of the training requirements for teachers who place and supervise students in SLEs. To date, nearly 700 educators, including vocational-technical, academic, and special education teachers from high schools, special needs school districts, vocational schools, private schools for the disabled, and state institutions (JJC, NJDOC, and NJDCF), have completed or participated in the required courses. The requirements include: OSHA 10 General Industry Certificate training; training on federal and state wage and hour and wage payment laws, child labor laws, and hazardous orders; training on designing student training plans for a variety of SLEs. The training also addressed how to link SLEs to the NJ Core Curriculum Content Standards (CCCS) in order to ensure academic rigor and relevance. This teacher training program is considered a national model by the U.S. Department of Labor–OSHA, which has highlighted the program in its conference presentation nationally

and in its newsletters. Continued professional development for SLE coordinators was provided through conferences as well as a listserv where teachers can ask questions of OVTCIP staff, share ideas and information. OVTCIP continues to meet with the partner regulatory agencies to improve the course offerings and to respond to teacher input.

OVTCIP participated in a collaborative effort with other NJDOE offices to implement a pilot program for the newly adopted state law requiring all juniors to participate in a community-based experience prior to graduation. The 2-year pilot of 30 high schools is currently underway.

An initiative is underway between OVTCIP and the Office of Academic and Professional Standards within the NJDOE to establish industry-endorsed exit examinations for vocational dance and theatrical programs. The pilot program entered its fourth year where all vocational dance and theatrical programs located at county vocational school districts participated in exit performance and written examinations, with a plan to include comprehensive high schools in the next two years. This pilot program is being conducted in partnership with the State Collaborative on Assessment and Student Standards (SCASS).

OVTCIP continued its support of the NJDOE's Senior Year Option initiative, which encourages LEAs to design enhanced educational activities for seniors who have completed their high school requirements and passed the High School Proficiency Assessment. Senior year options include: taking college courses for credit; studying abroad; and, participating in any of a variety of work-based learning activities.

Professional development opportunities were also provided to teachers of agriculture through Agricultural Education Development Initiative (Ag Ed Initiative), a grant-supported interagency agreement with the NJ Department of Agriculture (NJDA). Program specific activities were conducted on a statewide basis and during regional programs, and included curriculum development and assessment workshops for teachers. Additionally, OVTCIP expanded the Ag Ed Initiative to introduce cutting edge geospatial technology into agricultural education curricula. Through the use of State Vocational Education funds, the NJDA hosted a highly successful one-day professional development conference in the May of 2006 to introduce teachers to the application of geographic information systems, global positioning systems, and remote sensing in the areas of agriculture and natural resources conservation. OVTCIP staff worked closely with staff of the NJDA to plan and implement the conference, which served approximately 70 agricultural educators throughout the state, in addition to key stakeholders and experts in this area. Follow-up training is planned for FY07.

From August 8-9, 2005, OVTCIP, in partnership with the Vocational Education Association of NJ and the NJ Association of Partners in Education, hosted the annual statewide Generation Next Conference, which showcased best practices and innovation in vocational-technical, career, and adult education at the local, state, and national levels. The conference was held in Atlantic City, NJ, and opened with a keynote address delivered by Willard R. Daggett, Ed.D., an internationally-recognized consultant, author, and speaker known for his ability to move education systems toward more rigorous and relevant skills and knowledge for all students. Nearly 700 attendees participate in over 100 workshops presented by local, state, and national experts.

Finally, NJ's Apprenticeship Policy Committee, of which the NJDOE is a partner, hosted the 46th Annual Eastern Seaboard Apprenticeship Conference (ESAC), a week-long apprenticeship and training conference that included approximately 600 participants and presenters from across the country. OVTCIP provided conference planning and coordination, a pivotal role in this very successful conference.

1.5 Integration of Academics with Vocational-Technical Education

New Jersey served 110,770 secondary vocational education students, which included 16,683 Tech Prep secondary students, during FY06 through applied academics in the reported vocational-technical education programs of study. In accordance with the CCCS, passed by the SBOE in 1996 with subsequent modifications, all LEAs must integrate at all grade levels applied academics into seven academic areas (visual/performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies, and world languages). All grant programs administered by OVTCIP require that grantees include information on how the CCCS are integrated into each grant program.

1.5.1 Overall State Emphasis on Applied Academics

As noted above, all LEAs must integrate at all grade levels applied academics into seven academic areas. New Jersey has established a multi-year roll-out plan for assessment of students for all indicators at grades 4, 8, and 11/12. To help districts plan curricula to meet the CCCS, the NJDOE has developed, revised, and printed frameworks upon which LEAs can base their own curriculum guides. All curriculum framework documents were completed in 1999 and are currently available on the NJDOE's website at: www.state.nj.us/njded/frameworks/. The SBOE revises the CCCS on a regular basis; and, new content standards were developed and approved by the SBOE for the following areas: Technological Literacy and Career Education, and Consumer, Family and Life Skills.

Also, as part of the new required training for teachers who supervise students in SLEs, all teachers receive instruction on how to link worksite activities to the CCCS, including academic, career, and vocational skills, as required by governing administrative code.

1.5.2 Vocational-Technical Education Programs

Tech Prep Education: In 2004, the NJDOE developed a 3-year Tech Prep Grant Program to establish new Tech Prep Models for Education. Fiscal Year 2006 represented year three of the grant, through which it is NJDOE's goal to: (1) promote transferability of credit, thereby providing students with a smooth transition from secondary to postsecondary education; (2) help students realize their full academic potential by integrating academic and career-technical curricula; (3) provide students with opportunities to earn college credit while in high school through new methods of program delivery; (4) provide students with the means to earn a broad range of degrees around a particular career focus at 2-year or 4-year postsecondary institutions, or a combination of the two; and, (5) develop strong partnerships between secondary and postsecondary institutions and a coordinated system of delivery.

The new Tech Prep Models for Education varied among the eight lead agencies. Community colleges, as lead agencies, worked with comprehensive and vocational schools to implement new programs of study in which students completed college courses via the Internet, on the campus of the high school, or at the local community college. Secondary schools that were lead agencies partnered with one or more comprehensive schools or a vocational-technical school, and a 2-year college and 4-year college or university. Many of these lead agencies taught equivalent college courses on their high school campuses that were articulated with their postsecondary partners and, in most cases, students received dual credit for the college courses they completed in high school.

In the spring of 2006, OVTCIP extended the grant period for Tech Prep grantees for one additional year (2006-07) through a formal contract modification. Tech Prep grantees are now responsible for developing and implementing a plan to: (1) provide in-service training to postsecondary admissions and advisory personnel to create a system that identifies Tech Prep students who enroll in postsecondary education; (2) provide in-service training to parents and other student support personnel about the benefits of Tech Prep programs of study, and the importance of providing guidance to students when they transition into postsecondary education so they do not lose college credits that they earned during high school; (3) address how lead agencies and their subgrantees will expand the new programs of study they developed over the multi-year Tech Prep Grant Program, and retain their students; (4) update curricula for the new programs of study, and include business and industry input in the process; (5) provide in-service training to data entry persons at secondary schools to identify Tech Prep students and enter correct information in VEDS and; (6) participate on a Tech Prep Transition Task Force to standardize components of articulation agreements, and to develop a means of identifying career-technical students before or at the time they enroll in a program of study at the community college.

In addition, OVTCIP has worked closely this year with the Commission on Higher Education and the NJ Council of County Colleges to improve data collection procedures for the purpose of identifying Tech Prep concentrators enrolled in Tech Prep programs of study in secondary high schools, and Tech Prep concentrators and completers enrolled in Tech Prep programs of study at community colleges in NJ to comply with federal regulations. This is an ongoing process and, as a result of inter-agency collaboration, OVTCIP has successfully identified Tech Prep student at the secondary and postsecondary levels of education in NJ.

Tech Prep grantees have also been provided with many opportunities to attend in-state and national conferences to present their new models for Tech Prep education.

Youth Transitions to Work (YTTW) Partnership Grant Program: Responsibility for administering the YTTW grant program was transferred to the NJLWD at the end of FY04. However, the NJDOE continues to provide financial support to the program in the amount of \$300,000 from the Perkins grant.

Extraordinary Standards Incentive Program (ESIP): NJ school districts with approved occupational programs are screened on an annual basis to see if they meet the criteria for the ESIP. If 80% of the completers of an approved occupational program sit for the licensing or certification examination and 90% of that group passes, then their school is eligible to receive an incentive award of up to \$10,000. For FY06, 10 different schools received the incentive award with 23 different programs being recognized as the best occupationally approved programs in the state. A total of \$207,234 was expended during this program cycle to support these award winning programs.

1.6 Preparation for Nontraditional Training and Employment

During FY06, the Statewide Nontraditional Career Resource Center (NCRC) 3-year grant program was in its third year. The program was designed to promote preparation of students for nontraditional vocational-technical education, training and employment to meet the needs of the 21st century workplace and the global economy. The overall state goal for this program is to increase the number of students participating in and completing nontraditional vocational-technical education and training programs in order to broaden their options and opportunities to prepare for and secure high-wage, high-skill employment. The third grant period began on October 1, 2005. One award was made to Rutgers University for the new grant cycle. The Center's website can be found at: <http://ncrc.rutgers.edu/>.

Through the grant, NCRC staff and NJDOE staff worked to create new models and strategies to accomplish statewide goals and objectives. The focus of the NCRC has been on building collaboration between the education and workforce development communities to help increase awareness by 7th through 12th grade students of opportunities in nontraditional careers. The services and special events offered include: a speakers' bureau, an informational expert network, a mentor program, conferences on nontraditional roles for women, as well as a variety of student resources and presentations, career fairs, and career exploration days. The NCRC also offers a Career Summer Institute, which is a residential summer experiential learning program for students.

Additionally, if a Perkins entitlement grantee does not meet the performance standard for nontraditional training, its spending plan must show planned expenditures to meet the identified need for such training. Plans included activities such as: workshops to create awareness of nontraditional careers and to provide vocational-technical education information; recruitment, intake and assessment activities to determine interest and skill level; career counseling sessions; and development of an individual career plan, including vocational-technical training and job placement assistance.

1.7 Supporting Partnerships to Enable Students to Achieve State Academic Standards and Career and Technical Skills

High Schools That Work (HSTW) Network: The purpose of this initiative is to provide the opportunity for high schools to join the HSTW network. HSTW is a national effort to engage state, district, and school leaders and teachers in partnership with students, parents, and the community to improve the way that high school students are prepared for work and further education. HSTW seeks to advance the mathematics, science, communications, problem-solving, and technical achievement of students by providing a framework of goals, key practices, and key conditions for accelerating learning and setting higher standards.

The NJDOE HSTW grant program assists school districts serving grades 9-12 that offer both a combination of an academic and an approved occupational program. By implementing HSTW strategies for integrating and upgrading the level of academic studies, students receive both academic and vocational-technical education that addresses key practices leading to accelerating student achievement.

During FY06, NJ's HSTW initiative expanded to include 17 schools, with the addition of three new schools during this time period. In August 2005, a 2-day site development workshop, led by the Southern Regional Education Board (SREB), for the three new schools was held at the Generation Next Conference. There are plans to expand the number of schools involved in HSTW through a grant opportunity for the coming year.

Other activities that were supported included sending a state team to the National HSTW Summer Conference in Atlanta, GA in July 2005. Throughout the 2005-06 school year, four state-sponsored professional development workshops for NJ's HSTW schools were held. The topics included numeracy across the curriculum, school culture, technology integration and engaging instructional strategies. Additionally, quarterly networking meetings were held with representatives from HSTW schools to discuss issues such as using data, technical assistance visits, developing advisor-advisee programs and raising expectations. OVTCIP also coordinated five technical assistance visits to schools and two technical review visits to follow up with schools' progress. The state HSTW coordinator also attends the HSTW board meetings and national training workshops to stay abreast of new initiatives and strategies aimed at improving student achievement and raising the quality of vocational-technical education.

Vocational-Technical Education Consortium of States: NJ is a member of the Vocational-Technical Education Consortium of States (V-TECS). Membership is supported by Perkins Leadership funds. V-TECS provides high quality information and resources for career and workforce development. Vocational-technical information is research-based and validated by business and industry via member states. LEAs and agencies can use V-TECS vocational-technical competencies to establish or enhance vocational-technical education programs; and, V-TECS software and materials are distributed to districts as required. OVTCIP staff attended the V-TECS Technical Coordinator Inservice from February 28–March 2, 2006 in Atlanta, GA. Training for interested NJ school districts in the utilization of V-TECS software and materials was conducted in Newark, NJ in February 2006, and at the August 7-8, 2005 Generation Next Conference in Atlantic City, NJ.

FY06 Ford/AAA Student Auto Skills Competition: As the State's education representative for the statewide competition, all of the National Automotive Technicians Education Foundation (NATEF) certified programs were updated and sent to the national headquarters. (Only NATEF certified programs are eligible to compete.) A total of 19 schools applied and took the written examination on February 9, 2006. From this group, 10 finalists were eligible to participate in the hands-on competition, which was held on May 11, 2006. Monmouth County Vocational School was NJ's top finisher in the 2006 statewide competition and NJ's representative in the June 2006 national competition.

Law, Public Safety and Security Programs: OVTCIP continued its partnership with the National Education Consortium for Careers in Law, Public Safety, Corrections and Security to promote and support the Law, Public Safety, Corrections, and Security Career Cluster (LPSCS). Staff worked directly with the consortium and individual members to advance the programs and pathways of the career cluster. Further meetings to enhance and improve approved vocational-technical education programs in this career cluster took place during the year.

One-Stop Conference: OVTCIP was a partner with the SETC in planning the annual SETC One-Stop Conference in Atlantic City, NJ. OVTCIP participated in and presented the following workshops: Parity and Professional Development: Educator Tools and Resources for Nontraditional Careers; Using Skill Standards and Certifications for Vocational-Technical Program Improvement; Development Partnerships in Education: Preparing Students for Postsecondary Education and Work. OVTCIP also sponsored an exhibit during the One-Stop Conference, which showcased a variety of programs and services offered for students and adult learners to support vocational-technical education programs and training.

Special Education: OVTCIP established and maintains a collaborative partnership with the NJDOE Office of Special Education to strengthen its relationship with the special education community as well as to improve and expand opportunities for special education students to access general education services and vocational-technical education opportunities. Examples of this ongoing collaboration included: inclusion of special education teachers and transition coordinators in the required training for placing and supervising students in work-based and community-based SLEs; inclusion of special education teachers and transition coordinators in state apprenticeship

and vocational-technical education conferences and activities; staff participation in civil rights and IDEA monitoring of LEAs; and, assistance in developing monitoring instruments of LEAs regarding special education students' access to SLEs and vocational-technical education programs.

1.8 Serving Individuals in State Institutions

Juvenile Justice Commission: The JJC, NJDOC, and NJDCF continue to participate in the required non-collegiate training for coordinating SLEs, as well as in other activities such as conferences and workshops. Numerous educators, including career and technical education teachers, are now authorized to place and supervise students in agency-based, as well as work-based SLEs for credit. Career and technical education teachers from the JJC and the NJDOC also participated in various professional development activities sponsored by OVTCIP, including the annual apprenticeship and Generation Next conferences.

2. Permissible Activities

The NJDOE provided leadership in nearly all of the permissible areas cited in Section 124(c)(1)-12).

Permissible Use 1: Technical assistance of eligible participants

The staff of the OVTCIP provided ongoing technical assistance to eligible recipients throughout each of the secondary and postsecondary vocational-technical education program areas, including Tech Prep and apprenticeship programs. Staff members assigned to review Perkins grantee applications provided technical assistance to grantees for adherence to the requirements of the Act and State code and statute.

Vocational-Technical Education Program Review Process: The Vocational-Technical Education Program Review Process implemented by OVTCIP ensures that high quality vocational-technical education programs are established by LEAs and other agencies in NJ, which can then be supported and enhanced with available Perkins funding. OVTCIP has continued responsibility for the Vocational-Technical Education Program Approval Process, associated reviews, research, and correspondence. Additionally, OVTCIP continually assists program approval applicants in new proposed program review and development. An analysis of the Program Approval Process for possible changes/revisions has been completed and recommendations were made for updates/changes in the submission and review process.

Structured Learning Experiences/Work-Based Training: OVTCIP continues to develop resources for LEAs, institutions, private schools for the disabled, unions, and employers regarding participation in various SLEs, including experiences which focus on career awareness and exploration, cooperative education, paid and unpaid employment, volunteer activities, as well as vocational assessment and evaluation for special education students. New resources posted this year include: NJ Model Agency Agreements and Model Student Training Plans for: Volunteer, School-Sponsored SLEs; Unpaid, School-Sponsored SLEs, Paid, School-Sponsored SLEs; Cooperative Education Experiences-Hazardous Occupations, and 12th Grade Options Unpaid Career Internships. Resources provided to teachers and districts include: "SLE Teacher Certification and Training Information School Year 2005-2006"; "Guidelines for School-Sponsored SLEs and Senior Experiences"; "Examples of Common Hazardous Occupations that Meet the Certification Requirement for the Cooperative Education Coordinator/Hazardous Occupations Certificate"; and 12th Grade Option Program Career Internship Resource Packet.

In addition, OVTCIP added the following resource web links: Youth Rules for Positive and Safe Work Experiences; USDOL, Employment Standards Administration Wage and Hour Division; "Youth 2 Work" Teen Worker OSHA Resources; Occupational Safety and Health Administration; and NJ Child Labor and Regulations. These and other materials are available on the NJDOE website at www.nj.gov/njded/voc/sle/.

Vocational-Technical Education Safety and Health Updating Contract: During the FY06, contract period, the lead fiscal agent, the Environmental and Occupational Health Sciences Institute (EOHSI) at the University of Medicine and Dentistry of NJ, School of Public Health, was charged with responsibility for setting up and delivering the OSHA-10 plus 2 training course as well as the OSHA 501 and 511 Trainer courses. Additionally, EOHSI representatives continued to provide a series of classes that outlined how to set-up and administer a student training plan for all cooperative education teachers, offered Safe Schools training for all school

administrators, and chaired a Safe Schools Task Force that reviewed and proposed recommendations for students who are employed by the Health Care Services Industry.

Permissible Use 2: Career guidance and counseling

Workshops and seminars for counselors and educators throughout the state have focused on the role of the counselor and the NJDOE's Standards for Career Education and Consumer, Family and Life Skills. New Jersey school counseling initiatives including resources listed on OVTCIP's website assist districts in developing and implementing comprehensive career guidance and counseling programs for grades K-12, as required by N.J.A.C. 6A:8-3.2. Building upon the work in prior years to develop model programs that meet the CCCS and the National Standards for School Counseling Programs, OVTCIP has partnered with the NJ School Counselor Association (NJSCA) to complete development of a State Model Framework for School Counseling Programs, and works with the NJSCA in planning and presenting the association's fall and spring professional development conferences.

Career Education Requirements for All Students: OVTCIP participated in the planning, development, and proposal of new provisions under N.J.A.C. 6A:8 Standards and Assessment for Student Achievement. The revised graduation standards include a new requirement of a minimum of five credits in career education and consumer, family, and life skills, or vocational-technical education effective with the 2004-2005 grade nine class. In addition, Option 2 of the graduation requirements permits district boards of education to meet part or all of the graduation credit requirements using curricular activities and programs that involve in-depth experiences linked to the CCCS. Such curricular activities and programs may include: interdisciplinary or theme-based programs, independent study, co-curricular or extra-curricular activities, magnet programs, student exchange programs, distance learning opportunities, internships, community service, or other SLEs. As part of the required training for supervising SLEs, teachers learn how to satisfy this requirement by planning and documenting SLEs to meet this standard. This initiative has also greatly expanded opportunities for special education students to access general education programs, including special education students enrolled in country vocational-technical education programs, comprehensive high schools, special needs school districts, private schools for the disabled, and the state agencies, helping NJ to meet the requirements of IDEA.

Permissible Use 3: Linkages between secondary and postsecondary vocational-technical education

Opportunities for collaboration and articulation between secondary and postsecondary vocational-technical education programs were available through a number of NJDOE initiatives in FY06. For example, agreements were established under the Tech Prep grant program to provide postsecondary education training opportunities under Title II, and through the NJDOE's state maintenance of effort funds. OVTCIP also is represented in a statewide apprenticeship articulation initiative, called NJ PLACE, in which postsecondary apprenticeship training programs are being articulated to 2-year and 4-year degree programs.

Permissible Use 4: Cooperative education programs

Support for cooperative education experiences continued through the basic grant to county vocational schools and LEAs. In addition, the SBOE adopted new language under N.J.A.C. 6A:9, Professional Licensure and Standards, permitting all certified vocational-technical education teachers to supervise vocational-technical education students in cooperative education programs within their area of endorsement without obtaining additional certificates or licenses. All such teachers must complete the required non-collegiate training on federal and state labor laws, the OSHA 10 General Industry Certificate training, and designing and implementing student training plans.

Permissible Use 5: Vocational student organizations (Perkins State Vocational Education Aid/matching funds)

Support for vocational student organizations (VSOs) continued through state matching funds for Perkins. Seven VSOs were provided with funds through grants to LEAs for administrative services to operate the organizations. NJ's VSOs are: DECA-for marketing education students; FBLA-PBL-Future Business Leaders of America-Phi Beta Lambda; FFA-for agricultural students (FFA is co-sponsored by the NJDA and NJDOE); FCCLA-Family, Career, and Community Leaders of America; HOSA-Health Occupations Students of America; TSA-Technology Student Association; and, SkillsUSA/VICA-for trade and industrial education students.

VSO, Agricultural Education, and FFA Grants: These grants are expended in support of vocational education in NJ. VSOs are an integral part of vocational-technical education programs, providing students with the opportunity to enhance their occupational, employability, and leadership skills through a variety of activities, such as conferences, award programs, and competitive events. Activities are conducted at the local, state and national levels. VSO programs and competitive events reflect current standards and competencies for the occupational education programs that they serve. These co-curricular organizations are a valuable tool for implementing the CCCS, and provide professional development opportunities for teachers and advisors as part of their activities. Teachers infuse a VSO's activities into the instructional programs, enhancing the real world connection to academic studies. VSOs instill in their members the values and ideals of citizenship, volunteerism, patriotism, and cooperation, as well as promote leadership, personal growth, and career success among members. FY06 represented year 1 of 3-year continuation grant. Funding totaled \$820,000 for the VSOs, \$170,000 for the Agricultural Education Development Initiative and \$185,000 for the FFA (interagency agreement between the NJDA and the NJDOE).

On February 16, 2006, representatives from NJ's seven VSOs joined with other states in the national effort to promote career and technical education. The theme was "Career Tech: Education for Success." Student officers met with leaders from business, industry, education, and government as one of the activities in celebration of Career and Technical Education Week. They took part in a guided tour of the NJ State House hosted by Assemblyman Joseph Malone III (R-30th legislative district) and met with representatives from the NJ Council of Community Colleges. The meeting included all of NJ's VSO state presidents and served as an opportunity for student leaders to increase their knowledge of community college programs in NJ, as well as to share the accomplishments of their respective organizations.

During FY06, the NJDOE VSO program officer was selected by the National Board of Directors of the Family, Career and Community Leaders of America to receive its National Honorary Membership Award. This award is to recognize those who have made outstanding contributions and given continuing service to the national organization. Honorary member award recipients are elected by a majority vote at a joint meeting of the National Executive Council and the National Board of Directors based upon criteria and policies established by those bodies. The award was presented at the Family, Career and Community Leaders of America National Meeting in July 2006.

Also during FY06, OVTCIP expanded the Agricultural Education Development Initiative to introduce cutting edge geospatial technology into agricultural education curricula. Through the use of State Vocational Education funds, the NJDA hosted a one-day professional development conference in May 2006 to introduce teachers to the applications of geographic information systems, global positioning systems, and remote sensing in the areas of agriculture, and natural resources conservation. OVTCIP staff worked closely with staff of the NJDA to plan and implement the conference, which served approximately 70 agricultural educators throughout the state, in addition to key stakeholders and experts in this area. OVTCIP and the NJDA are currently planning follow-up hands-on training for agricultural educators on the use of geographic information systems software.

Permissible Use 6: Public secondary charter schools offering vocational-technical education

Public charter schools were provided with Perkins grant notices and vocational-technical education program approval information necessary for operating vocational-technical education programs. NJ's chARTer-TECH High School for the Performing Arts applied for and received Perkins funds in FY06 for its performing arts programs. The chARTer-TECH High School, originally chartered by the NJDOE in 1998, is committed to public arts and advanced technology education. Academic and artistic subjects are integrated throughout the curriculum, and all five artistic majors (*i.e.*, vocal music, instrumental music, theatre arts, dance, and TV and film) are approved vocational programs eligible for Perkins funding. The curriculum offers community-based performance and apprenticeship opportunities.

Permissible Use 7: Training in all aspects of an industry

State and federal vocational-technical education funds were used to support programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter. Eligible applicants for grant

awards were required to list in their applications the local objectives, activities and assessment tools that would be met or used in order to meet this required state goal.

Permissible Use 8: Family and consumer sciences education

The NJDOE, in collaboration with the Heldrich Center, completed a study to determine the effectiveness of electronic portfolios in assessing student attainment of NJ's Standards for Career Education and Consumer, Family and Life Skills (CECFLS). NJ's CCCS identify specific skills that students will develop in order to make informed decisions regarding their future education and careers, including skills related to career awareness, planning and preparation; employability; critical thinking; self-management; interpersonal relations; character development and ethics; consumer and personal finance; and safety. As a result of the completed study, OVTCIP initiated the new REFLECT Initiative in collaboration with Rutgers University to engage a defined cohort of students from pilot schools in utilizing an electronic portfolio design to develop educational and career plans and document attainment of the indicators in the CECFLS standards. Rutgers University leads this initiative in conjunction with a national research project and provides related technical assistance to the schools. OVTCIP's involvement in the REFLECT national study of the effectiveness of electronic portfolios on formative assessment of the CCCS for CECFLS and the possible effects on student learning is scheduled to be completed in June 2007, followed by a nationally-published report and recommendation for NJ school districts.

Permissible Use 9: Education and business partnerships

OVTCIP continued support for business-education partnerships in all vocational-technical education program areas, including a partnership agreement with Cisco Systems. OVTCIP also provided technical support to the Quality New Jersey initiative, which fosters partnerships between large local employers and high schools for career exploration opportunities for students and career academy development.

OVTCIP continued its collaboration with the NJLWD's Division of Wage and Hour Compliance to review and update the list of prohibited occupations and prohibited equipment for minors working in NJ. As part of this effort, OVTCIP convened a task force of representatives from business, labor, occupational safety and health organizations, education, the insurance industry, and state and federal wage and hour, safety and education to review the regulations and make recommendations to OVTCIP and the NJLWD. Recommendations were completed for the construction industry and a new task force was convened for the food service industry.

Structured Learning Experiences: SLEs may be paid or unpaid and may include, but are not limited to: cooperative education; apprenticeships; internships; school-based experiences; volunteer activities; community services; job shadowing; and membership in VSOs. All students in all career clusters are eligible to participate in SLEs to meet graduation requirements.

Permissible Use 10: Curriculum improvement and development

Technological change in business and industry requires ongoing improvements in equipment and technology, new courses to prepare students for new and emerging occupations, updated curricula, customized training as requested by business and industry, and extensive innovative vocational-technical education programs. OVTCIP continued its support for new and improved vocational-technical education courses by applying Perkins and state matching funds to efforts that will improve the quality and availability of vocational-technical education in NJ. For example, the ESIP provided a one-time \$10,000 grant to secondary and postsecondary vocational-technical education programs whose graduates achieved the extraordinary standard on national or state certification or licensing examination.

Perkins grants funded curriculum improvement and development on the secondary and postsecondary levels. School districts funded staff members and curriculum consultants and other experts to explore new methods of instruction. Teachers, administrators, and guidance personnel were provided professional development to address the need for new and revised curricula, and funds covered the costs of registration fees, travel, and purchase of new technology and equipment to deliver and improve instructional content.

Permissible Use 11: Programs for adults and school dropouts to complete secondary education

New Jersey continued to provide vocational-technical education programs that enable adults and school dropouts to complete their secondary school education. Funds were awarded to the NJDOC and to LEAs offering programs leading to high school completion and receipt of a state-issued high school diploma.

Permissible Use 12: Job and postsecondary education placement

OVTICIP ensures that school districts are aware that they have a responsibility to provide assistance to students who seek to enter employment in a variety of chosen occupational areas, and students who seek to pursue further education and/or training. Additionally, OVTICIP recommends strategies and activities to school districts to assist in student placement. (See placement data in accompanying charts.)

3. Core Indicator Related Activity

OVTICIP staff compared LEA data with the state performance standards during technical assistance workshops, and during telephone and written communications with agencies. If an eligible recipient did not show evidence of meeting state standards, OVTICIP staff advised the agency regarding activities that could be implemented to improve performance. The following provides examples of specific activities undertaken to support the achievement of each core indicators:

Core Indicator 1: Student attainment of challenging State established academic and vocational-technical skill proficiencies.

Activity: OVTICIP participated in national activities such as those of the NSSBI and the Career Cluster Initiative.

Outcome: The NJDOE awarded grants to LEAs and community colleges to upgrade existing vocational-technical education programs to meet the standards established by nationally-recognized organizations. OVTICIP provided assistance to LEAs and community colleges to support their efforts to meet nationally-recognized industry skill standards and upgrade existing vocational-technical education programs, including expanding the use of technology. Industry certification was offered in a variety of vocational-technical education program areas.

Budget: Figures not available at this time; the NJDOE requested and received a 30-day extension on the submission of its FSR forms.

Core Indicator 2: Student attainment of a secondary school diploma or a postsecondary degree or credential.

Activity: OVTICIP administered the Tech Prep grant program, and continued to support NJ's school counseling initiative (REFLECT Initiative), and the YTTW Program (transferred to NJLWD in 2004). *Outcome:* Outcomes included participation in the state's WIB councils, expansion of the number of first time apprenticeship sponsors, and assistance to local school-to-apprenticeship grant programs. *Budget:* Figures not available at this time; the NJDOE requested and received a 30-day extension on the submission of its FSR forms.

Core Indicator 3: Placement in, retention in, and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment.

Activity: The NJDOE supported the educational and training pursuits of over 53,200 county/community college and adult vocational education students during FY06. The Tech Prep and YTTW grant programs were instrumental in ensuring success in placement, retention, and advanced training. *Outcome:* The initiatives provided opportunities for seamless transition to postsecondary education and advanced training opportunities.

Budget: Figures not available at this time; the NJDOE requested and received a 30-day extension on the submission of its FSR forms.

Core Indicator 4: Student participation in and completion of vocational-technical education programs that lead to nontraditional training and employment.

Activity: OVTICIP provided funding to support a Statewide Nontraditional Career Resource Center. *Outcome:* Through a competitive grants process, Rutgers University was selected to operate the Statewide NCRC. NCRC and NJDOE staff worked to create new models and strategies to accomplish statewide goals and objectives. The NCRC's efforts have focused on building collaboration between the education and workforce development communities to increase awareness of 7th-12th grade students of opportunities in nontraditional careers. Services offered by the NCRC, and supported through Perkins funding, included: a speakers' bureau, informational expert network, mentor program, and a variety of student resources. Special events were offered throughout the year, and

included: conferences on nontraditional roles for women, as well as a variety of presentations, career fairs, and career exploration days. *Budget:* Figures not available at this time; the NJDOE requested and received a 30-day extension on the submission of its FSR forms.

c. Implications for Next Fiscal Year/State Plan

In its efforts to meet the state's goal of continuous improvement, NJ will continue to provide leadership as required by Perkins in Section 124. OVTCIP will continue and expand its efforts to enhance school counseling and guidance by launching an initiative to enhance the delivery of career systems. This will align with the Career Education and Consumer, Family and Life Skills Standards, which were recently adopted by the SBOE. OVTCIP will also continue to contract with institutions of higher education and professional organizations to provide professional development programs to K-12 educators.

State matching funds will be applied to continuation of other FY06 projects, including funds to county vocational schools, which provide vocational-technical training to adults but are not eligible to receive federal funds under the Pell Grant formula stipulated in the Perkins Act. Federal funds will continue to be distributed to local secondary and postsecondary vocational-technical education programs as required by Section 131, in keeping with NJDOE procedures.

OVTCIP will maintain an active role in the development of quality-based processes within the NJDOE, in order to execute practices that support consistent delivery of vocational-technical education programs to secondary and postsecondary students and adults through a voluntary process of performance excellence. Consistent with federal legislation as stated in the Workforce Investment Act, OVTCIP employees will participate in a series of activities to address all aspects of continuous improvement including the tracking of customer satisfaction measures. Additionally, OVTCIP will continue to participate in the NJDOE's Entitlement Web-Enabled Grant (EWEG) application for Perkins entitlement grants. Use of EWEG facilitates the completion, submission, and review of entitlement grant applications.

II. Program Performance

a. State Performance Summary

Current data indicate that secondary and postsecondary vocational-technical education programs either met or exceeded the negotiated levels of performance for nine out of nine indicators. Tech Prep students have exceeded all performance measures for each indicator.

b. Definition of Vocational Concentrator and Tech Prep Students

Threshold level of vocational education: A threshold level of vocational-technical education is defined as a program/sequence of courses or instructional units that provides an individual with the academic and technical knowledge/skills/proficiencies to prepare that individual for employment and/or further/advanced education.

Secondary: New Jersey defines threshold level of vocational-technical education as enrollment in the final level of an approved vocational-technical education program.

- Vocational participant: A student who completed at least one course within an approved vocational-technical education program. Vocational concentrator: A student who completed at least two-thirds of a sequence of courses within an approved vocational-technical education program after successfully completing previous coursework receiving at least a minimum passing grade. Vocational completer: A student who completed a sequence of courses within a state-approved vocational-technical education program that provides an individual with the academic and technical knowledge/skills/proficiencies to prepare the individual for employment and/or further/advanced education.

Postsecondary: The threshold level is defined as matriculated in an approved vocational-technical education program and enrolled in one or more vocational-technical educational course.

- Vocational participant: *Collegiate:* A postsecondary student who is enrolled in an Associate in Applied Science (AAS) or certain Associate in Science (AS) programs, or related credit generating certificate programs, and who has completed at least one college level course but fewer than 12 college level credits earned in the program by the end of the reporting year. *Adult:* A postsecondary student who is enrolled in an approved vocational-technical education program. Vocational concentrator: *Collegiate:* A postsecondary

student who is matriculated in an Associated in Applied Science (AAS) or certain Associated in Science (AS) programs, or related credit generating certificate programs, and who is enrolled in, or has successfully completed 12 or more college-level credits and was enrolled full-time in the fiscal reporting year; *Adult*: A postsecondary student who is enrolled in one or more vocational-technical course in an approved vocational-technical education program. Vocational completer: *Collegiate*: A postsecondary student who graduated from an Associate in Applied Science (AAS) or certain Associate in Science (AS) programs, or related credit generating certificate programs; *Non-Collegiate*: A postsecondary student who completes the required postsecondary program of study.

Tech Prep Secondary Definition: A Tech Prep program of study is a credit-based transition program. Students enrolled in a Tech Prep program of study (a coherent sequence of three or more courses) earn college credits (or dual credits) for one or more courses they complete during high school as a result of a written commitment developed between a secondary and a postsecondary institution (usually a community college) called an articulation agreement. A Tech Prep program: combines, at a minimum, two years of secondary education (e.g., junior and senior years) followed by a minimum of two years of postsecondary education; strengthens the applied academic component of vocational-technical education through the integration of academic and vocational-technical instruction; builds student competence in mathematics, science, and communications by providing students with a coherent sequence of courses that promotes both academic and vocational knowledge and skills; provides academic and technical preparation for careers in one of 16 different broad industry areas (career clusters) such as, but not limited to, Engineering Technology, Health Science, Business and Economics; and leads to an associate degree or baccalaureate degree, or a certificate in a specific field of study that leads to high skill, high wage employment.

Tech Prep Postsecondary Definitions: *Tech Prep Postsecondary Concentrator*: A student who has completed the secondary portion of a recognized Tech Prep program of study and has enrolled in the postsecondary portion of that program of study. A Tech Prep student has earned college credit while in high school for completing one or more courses of the program of study articulated with a postsecondary institution. *Tech Prep Completer*: A student who has enrolled and completed both the secondary and the postsecondary portion of a recognized program of study and has received an appropriate postsecondary degree or certificate.

Tech Prep Status: *Tech Prep Participant*: A secondary student who is taking a course that is a component of a Tech Prep program of study (a coherent sequence of three or more courses) for which the student may or may not earn college credit, and who does not intend to complete the program of study, or pursue a postsecondary degree or certificate. *Tech Prep Concentrator-Secondary*: A student who is enrolled in a Tech Prep program of study (a coherent sequence of three or more courses) for which the student earns college credit for one or more of the program courses, and intends to complete the program of study and pursue a postsecondary degree or certificate.

c. Measurement Approaches and Data Quality Improvement

State measurement approaches and performance levels have been designed to be objective, quantifiable and measurable. The VEDS program has been upgraded and expanded. New Jersey has utilized additional sources for data, including NJ's 11th grade statewide assessment, the NJ Fall Enrollment Report and NJ School Report Card. Additionally, results of industry certification/licensure examinations, student performance on NOCTI's Job Ready tests, NJ's Vital Educational Statistics—Enrollment Table, NJ's Unemployment Insurance records and national vocational-technical data were utilized. Postsecondary collegiate data has been compiled using college data reports. OVTCIP has required LEAs and postsecondary institutions to submit data on students, with the results to be aggregated at the state level. Baseline data has been established. To improve data quality on accountability, the following steps were taken: Tech Prep State Coordinator completed an analysis of the data; more detailed instructions for using the computer application system to report vocational education data were added for users to address questions from previous years; and, after receiving the data submitted by local districts, more detailed edit checks of the data were conducted; if the data were found to be inaccurate or not logical, the district was instructed to make corrections.

The following Core Indicators, specified in the Act, have been adopted in NJ: student attainment of challenging state-established academic and vocational/technical skill proficiencies; student attainment of a secondary school

diploma or its recognized equivalent, proficiency credentials in conjunction with a secondary school diploma, or a postsecondary degree or credential; student placement in, retention in, and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment; and, student participation in and completion of vocational-technical education programs that lead to nontraditional training and employment.

Core Indicator 1: Student attainment of challenging State-established academic and vocational-technical skill proficiencies.

For secondary students, this academic subindicator has been identified: student score on the statewide High School Proficiency Assessment (HSPA) administered to all students in grades 11/12.

Numerator: # of vocational concentrators who passed the assessment and who left secondary education in the reporting year; Denominator: # of vocational concentrators who took the test and left secondary education in the reporting year.

- The vocational subindicator is the student score on a licensure/certification examination, for those fields in which licensure or certification is required; industry-endorsed competency examination; or a state-recognized test as indicated by the NSSBI, which is a membership foundation that represents communities of interest related to the development and use of industry skills requirements, skills assessment for learning or selection, and certifications.

Numerator: # of vocational concentrators who have passed licensure/certification or industry competency exam or state-recognized or locally-developed exam and who have left secondary education in the reporting year; Denominator: # of vocational concentrators who took the assessment identified in the numerator and have left secondary education in the reporting year.

For postsecondary students, this academic subindicator has been identified: student GPA for students enrolled in A.A.S., certificate, or specific A.S. programs.

Numerator: # of full-time, first time degree seeking college-level students who enrolled in postsecondary vocational-technical education programs and attained a 2.0 GPA or greater; Denominator: # of vocational concentrators meeting a threshold level in postsecondary vocational-technical education programs in the reporting year.

- The vocational subindicator is the student score on a licensure/certification examination, for those fields in which licensure is required; industry-endorsed competency examination; or a state-recognized test as indicated by the NSSBI.

Numerator: # of postsecondary vocational concentrators who have passed licensure/certification, industry competency exam or state-recognized exam and who have left program participation in the reporting year; Denominator: # of postsecondary vocational concentrators who sat for a licensure/certification, industry competency exam or state-recognized exam and were leavers in the reporting year.

Core Indicator 2: Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.

For secondary students, these subindicators have been identified: (1) issuance of a state-endorsed diploma; (2) granting of a diploma through passing the GED examination; and, (3) proficiency credential in conjunction with a secondary school diploma.

Numerator: # of vocational concentrators who attained a secondary school diploma or its recognized state equivalent and who left secondary education in the reporting year; Denominator: # of vocational concentrators who left secondary education in the reporting year.

For postsecondary students, this subindicator has been identified: postsecondary degree or credential/completion certificate.

Numerator: # of postsecondary vocational concentrators who attained a degree or certificate, or who transferred to a higher credential program; Denominator: # of vocational concentrators who were leavers in the reporting year.

Core Indicator 3: Placement in, retention in, and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment.

For secondary and postsecondary students, these subindicators have been identified: (1) placement in, retention in, and completion of postsecondary education or advanced training; (2) placement in military service; and, (3) placement/retention in employment.

Placement: Numerator: # of vocational completers and who were placed in postsecondary education or advanced training, employment and/or military service in the first two quarters after leaving an education program; Denominator: # of vocational completers who attained a school diploma or its recognized equivalent, a degree or a certificate and left education in the reporting year.

Retention: Numerator: # of vocational completers who attained a secondary school diploma or its recognized equivalent and who left secondary education in the reporting year and who were retained in postsecondary education or advanced training, employment and/or military service; Denominator: # of vocational completers who attained a school diploma or its recognized equivalent, a degree or a certificate and who were placed.

Core Indicator 4: Student participation in and completion of vocational-technical education programs that lead to nontraditional training and employment.

The 1998 Current Population Survey (CPS) nationwide census information from the Bureau of Labor Statistics was utilized to identify nontraditional occupations. Occupations listed in the CPS for which the percentage of women employed was at or below 25% were considered to be nontraditional for women, and occupations for which the percentage of women employed was at or above 75% were considered to be nontraditional for men. The national list of nontraditional occupations, updated by the National Alliance for Partnerships in Equity (NAPE) in 2004, was then matched against NJ approved occupation program CIP codes.

For secondary and postsecondary students, this subindicator has been identified: participation in and completion of identified nontraditional programs.

Participation: Numerator: # of students in under-represented gender group who participated in a nontraditional program in the reporting year; Denominator: # of students who participated in a nontraditional program in the reporting year.

Completion: Numerator: # of students in underrepresented gender group who completed a nontraditional program in the reporting year; Denominator: # of students who completed a nontraditional program in the reporting year.

d. Effectiveness of Improvement Strategies in Previous Program Year

Local data reports submitted to the state on eligible recipients' programs were measured against the performance indicators using the VEDS information system. An interagency work group was developed to determine common program evaluation data elements and indicators. OVTCIP worked with the SETC and state agencies to develop a unified plan accountability system, which includes: a cross-agency accountability data collection system based on the Indicators of Performance as listed in WIA Titles I and II and Perkins IV; a vendor/provider directory; and, a consumer report card. Non-duplication of programs is ensured through the WIBs, which must endorse the districts' Perkins Act Multi-Year Plans and Annual Spending Plans and the establishment of local vocational-technical education programs. In addition, in areas of the state where Tech Prep consortia are located, the existence of articulated programs ensures non-duplication.

e. Improvement Strategies for Next Program Year

Fiscal year 2007 is the transition year in which the NJDOE will collect data based on the new Perkins Act of 2006 (Perkins IV). OVTCIP's goals are to make the definitions clear on the collected data fields, and to provide training to LEAs to ensure their understanding of the data fields in the reporting system. This will allow NJ to ensure that its data collection and reporting is clear and accurate in all cases. To improve the performance, the state will calculate the LEA's core indicators of performance by program and provide the numbers to the LEAs. The LEAs must review their performance and develop their strategies and plans to meet the state targets at each program level.

