

## PART B: NARRATIVE PERFORMANCE INFORMATION

### OVERVIEW OF STATE ADMINISTRATION

#### SOLE STATE AGENCY AND GOVERNANCE STRUCTURE

The New Jersey Department of Education (NJDOE), through the Office of Career and Technical Education (OCTE) within the Division of Educational Standards and Programs (ESP), provides quality educational services and leadership for the state's K-12 career education and counseling system and for career and technical education programs in secondary and postsecondary education. The OCTE also administers funding provided under the Perkins Act. OCTE seeks to ensure high student academic achievement and technical skill development supporting postsecondary education in community colleges and training opportunities, economic self-sufficiency, as well as economic competitiveness for the State. OCTE also coordinates with New Jersey's workforce development system, as administered by the New Jersey Department of Labor and Workforce Development (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).

#### ORGANIZATION OF CAREER AND TECHNICAL EDUCATION PROGRAMS

New Jersey has adopted the States' Career Clusters model, which represents groupings of occupations based on commonalities that link what students learn in school with the knowledge they will need for success in postsecondary education and training and in careers. As such, the NJDOE implements CTE programs of study consistent with this model, utilizing 16 clusters and the corresponding 79 pathways, as developed by the States' Career Clusters Initiative ([www.careerclusters.org](http://www.careerclusters.org)).

### B1. IMPLEMENTATION OF STATE LEADERSHIP ACTIVITIES

During the period from July 1, 2008 through June 30, 2009, the NJDOE provided leadership in the required areas and 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 were also used to support the Center for Occupational Employment Information (COEI) at the NJLWD. One of the current initiatives with the COEI is *New Jersey's Career Assistance Navigator (NJCAN)*. This free Internet-based delivery system includes comprehensive and current occupational, post-secondary school and financial aid information. *NJCAN* contains the most current national, state and local labor market data and projections, and provides New Jersey employer searches, apprenticeship and educational training opportunities and administrative tools for school counselors and educators. New Jersey One-Stop Career Center staff and Workforce Investment Board (WIB) operators have been trained statewide on the *NJCAN*. To date, approximately 25 educational institutions are using *NJCAN*. Additional training sessions are planned for 2010.

#### B1a. REQUIRED USES OF STATE LEADERSHIP FUNDS

##### Assessment of career and technical education programs funded under Perkins IV

The progress of eligible recipients was measured against the performance indicators using the Vocational Education Data System (VEDS) 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 OCTE staff. The NJDOE and LEAs also consulted with Workforce Investment Boards (WIBs) with regard to new career and 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.

##### Developing, improving, or expanding the use of technology in career and technical education

Technology is uniquely positioned to transform learning, to foster critical thinking, creativity, and innovation, and to prepare students to thrive in the global economy. As engaged digital learners, students are able to acquire and apply content knowledge and skills through active exploration, interaction, and collaboration with others across the globe, challenging them to design the future.

- **Facilities Guide for Technology in New Jersey Schools**

A new Facilities Guide for Technology in New Jersey Schools was published and is available on the NJDOE website at <http://www.state.nj.us/education/techno/facstan/>. It is intended to assist in the design of educational facilities that incorporate the technological tools needed to integrate technology into instruction in all content areas as required for implementation of the 2009 New Jersey Core Curriculum Content Standards (NJCCCS).

Eligible recipients were encouraged to incorporate technology usage into their local five-year plans and to use available Perkins grant funds for the improvement of technology in the delivery of instruction for CTE programs. As part of that delivery mechanism, classroom teachers must be provided instruction in the implementation of high levels of technology in all CTE programs. Additionally, career guidance counselors were encouraged to use technology in order to enhance opportunities related to academic and career counseling for students. Training must be provided to career guidance counselors in the use of the appropriate technology. Specific CTE activities that were initiated or continued at the state and local levels to develop, improve, and expand access to appropriate technology included the following:

- **Project Lead The Way (PLTW)**

One focus of the Office of Career and Technical Education is enhancing programs in STEM. This includes participation in the nationally recognized Project Lead The Way (PLTW) program. PLTW has developed a four-year sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor, and discipline of engineering and engineering technology prior to entering college. Currently, New Jersey has over 40 schools participating in the program. Students participating in PLTW courses have the opportunity to earn college credit for their courses, are better prepared for college engineering programs and more likely to be successful, thus reducing the attrition rate in these college programs. In addition, PLTW has developed a Middle School Technology Curriculum: Gateway to Technology. The curriculum addresses national standards in math, science and technology. Students are encouraged to participate in this program for career exploration, and to increase interest and awareness of for non-traditional students.

- **New Jersey Agricultural Education Development Initiative**

The NJDOE continued its collaboration with the NJ Department of Agriculture (NJDA) in the implementation of the NJ Agricultural Education Development Initiative. This initiative addresses the implementation of activities that prepare agricultural education students (grades 9-12 and postsecondary) for employment in the state's agriculture, food and natural resources industries. Critical to the success of this initiative is the alignment with and integration of the NJ CCCS, including science, technology, and mathematics standards, into all components of the curriculum. The initiative also provides schools with a web based tool to evaluate the total agricultural education program including instruction, experiential learning, leadership development, community partnerships, marketing, professional development and program planning using a local team consisting of at least one agriculture teacher, one administrator, and one advisory committee member.

- **National Curriculum of Agricultural Sciences Education (CASE) Program**

New Jersey is one of 12 pilot states working with the National Council for Agricultural Education in support of the National Curriculum of Agricultural Sciences Education (CASE) Program. The CASE program, based on the Project Lead The Way model, ensures:

- Alignment with Science, Technology, Engineering and Mathematics (STEM);
- Alignment with the Agricultural Education model and includes rigorous and relevant curriculum, Supervised Agricultural Experience (SAE), and FFA for all students in the program;
- Solid preparation of students for successful work at the postsecondary level;
- A rigorous professional development sequence for instructors; and
- Adoption of the Agriculture, Food and Natural resources (AFNR) Pathways from the Career Clusters model.

The NJDOE, in collaboration with the NJDA, is piloting the CASE program at one high school. The Principles in Agricultural Science – Animal is being field tested. The teacher received 80 hours of intense training to deliver the activity-, project-, and problem-based instruction in animal science. The lessons include STEM concepts and are correlated to national academic and agriculture content standards. The CASE courses require the use of lab science equipment and materials, thus raising the rigor of the instruction and preparing students for the science, business and technology of agriculture. Rutgers University will serve as an affiliate institution to be a training site for teachers

in the region and to set up articulation agreements for CASE high school graduates. The CASE program will enhance standards and assessments, provide course, pathway and program data, increase teacher professional development resulting in increased teacher recruitment and retention and help infuse agricultural science education in more schools by serving audiences we do not currently serve such as in urban schools with diverse populations.

#### **Offering professional development programs, including providing comprehensive professional development**

The OCTE continued to promote rigorous curricula and high quality teaching, administrative, and counseling skills that are critical to the success of CTE programs. The following examples of professional development and technical assistance initiatives were provided or planned for during FY09:

- Professional development provided for schools in the High Schools That Work state network on such topics as: integrating academics and technical skills; increasing rigor; use of technology; and contextual learning;
- Professional development for schools electing to be part of Project Lead The Way (PLTW)/(teachers are required to attend summer institutes prior to receiving certification to teach courses);
- Professional development for school counselors through the Systemic Reform in School Guidance and Counseling Programs;
- Collaboration with the community colleges to provide specialized programs to support improved CTE instruction, including instruction on the integration of academic and technical skills and
- Professional development for high schools on the development and implementation of career academies.

***High Schools That Work (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. In July 2008, a state representative attended the National HSTW Summer Conference in Nashville, Tennessee along with over 100 representatives from New Jersey HSTW school districts. During FY09, four state-sponsored professional development workshops for New Jersey's HSTW schools were conducted. Two HSTW advisory committee meetings were held with the coordinators from HSTW schools to discuss issues such as sharing promising practices, strategies to improve student academic achievement and suggestions on how to collaborate more effectively with school principals for continued implementation of HSTW's ten key practices. The OCTE coordinated two technical review visits. The state HSTW coordinator attended all 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 career and technical education.

***Technology Centers That Work (TCTW):*** Through a cooperative agreement, the NJDOE provides NJ's three completely shared-time county vocational school districts with funding and support to enhance the quality of career and technical education programs through the HSTW Technology Centers That Work (TCTW) initiative. This initiative is designed to prepare technology center leaders and teachers to motivate students to achieve at high levels. During FY09, the Southern Regional Education Board (SREB) staff facilitated a two-day professional development workshop on October 7<sup>th</sup> and 8<sup>th</sup>, 2008 entitled *Integrating Numeracy into Career and Technical Education (CTE)*. Teams of teachers and leaders from Cumberland County Vocational-Technical School District, Hunterdon County Polytech School District and Mercer County Vocational School District (New Jersey's only three completely shared-time vocational schools) participated in the event. The objective of the training was to provide teachers with hands-on practices on how to build authentic CTE units of study which are fully integrated through the application of rigorous mathematics. In July 2008, one TCTW team of six teachers along with the principal from the Hunterdon County Polytech School District attended the National High Schools That Work (HSTW) Summer Conference in Nashville, Tennessee. At the conference, the team presented a workshop on Structured Learning Experiences (SLEs). The presentation focused on how students work on "real world" activities to reinforce their workplace skills, thereby making them better prepared when they enter the workforce.

***Secondary Education Transformation:*** The NJDOE is continuing its partnership with HSTW and the Southern Regional Education Board (SREB) and is working with comprehensive high schools to further opportunities to enhance the HSTW framework, focusing on enhancing the quality of CTE within high schools. During the next two years, ten NJ high schools have committed to working on an intensive process by participating in summer institutes and year-long training focused on developing CTE programs of study aligned with the New Jersey Core Curriculum Content Standards (NJCCCS) and

industry standards, embedding literacy, numeracy, problem/project-based learning into CTE courses, and developing related course syllabi. In addition, on site coaching support by SREB will be provided. The initial roll-out of the project was presented on May 21, 2009.

***Systemic Reform in School Guidance and Counseling:*** The OCTE continued its partnership with Kean University, Union, New Jersey, as part of a three-year grant program designed to enhance students' success through participation in comprehensive, developmental school counseling programs that are focused on promoting life skills and career development. Throughout the 2008-2009 school year, fourteen high school pilot sites participated in four professional development workshops. The topics included the following:

- Introduction to the American School Counselor Association(ASCA) National Model
- A Framework for School Counseling Programs
- New Jersey High School Redesign Initiative
- Teacher Advisory Programs
- Implementing Personalized Student Learning Plans

Two grant advisory committee meetings were conducted to address the status of school guidance and counseling programs statewide and identify key strategies to more effectively personalize the learning environment, increase academic achievement and assist students in the transition to post-secondary education and/or the world of work. Consultants provided additional technical assistance and training to each pilot site high school team. These trained mentors conducted on-site visits and provided resources and support to over 200 school counselors and educators on individual school counseling grant-related projects. Additional New Jersey school counseling initiatives include resources listed on OCTE's website to assist school 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. OCTE continues to collaborate with the New Jersey School Counselor Association (NJSCA) by attending monthly board meetings and presenting at the association's fall and spring professional development conferences. A representative from OCTE attended the ASCA 2009 annual conference, "Making a Difference" in Dallas, Texas on June 28-July1, 2009. Over 2000 pre-kindergarten to post-secondary professional school counselors, counselor educators, supervisors and graduate students participated in over 100 educational sessions, networking events and pre-conference workshops on topics such as *Getting Started on the ASCA National Model for School Counseling Programs; Individualized Learning Plans; School Counselor-Principal Partnerships; Technology for Counselors; and Using Data to Effect Change*. On October 27, 2008, the OCTE hosted a regional workshop at Kean University on the Personalized Student Learning Plan Pilot Program. The workshop provided an overview of the pilot program including goals, application guidelines and requirements to over 100 school counselors, educators and administrators.

***Structured Learning Experiences (SLEs):*** The OCTE continued implementation of the training requirements for teachers who place and supervise students in Structured Learning Experiences (SLEs). SLEs include experiences designed for career awareness, career exploration and/or career orientation. These experiences must be in non-hazardous occupations in any career cluster. 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 CTSOs. All students in all career clusters are eligible to participate in SLEs to meet graduation requirements. The requirements for an individual to coordinate an SLE 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 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 at its national conference and in its newsletters.

***Cisco Network Academy:*** Professional development for Cisco instructors took place on October 30, 2008 at the NJDOE offices in Trenton. Topics included New Jersey's Five Year Plan for CTE and the Cisco Networking Academy, Virtual Private Networks (VPNs), IP Version6 and Rapid Spanning Protocol. A follow-up Cisco Networking Academy (hands-on) was held on April 24, 2009 at the Morris County Vocational Technical School. Items for instructors to explore included the new capabilities of Packet Tracer 5.2, configuring Frame Relay, configuring ACLs, and configuring Switch Port Security. A Cisco-hosted virtual Webinar took place on April 21, 2009 to review contest rules and processes for the national pilot competition of "Net Riders". The competition was open to high school Cisco Networking Academy students

enrolled in Cisco Certified Network Associate (CCNA) courses. The goal for the event was to challenge students to achieve high standards of competency in the IT and Networking fields, as well as to motivate students to pursue further IT education and training.

**Providing support for career and technical education programs that improve the academic, and career and technical skills of students through the integration of academics with career and technical education**

New Jersey served 108,266 secondary CTE students, which included 7,555 Tech Prep secondary students, during FY09 through applied academics in the reported career and technical education programs. In accordance with the NJ CCCS, passed by the State Board of Education (SBOE) in 1996 with subsequent modifications, all LEAs must align their curriculum to the NJ CCCS. All grant programs administered by OCTE require that grantees include information on how the NJ CCCS are integrated into each grant program. At its monthly public meeting on June 17, 2009, the SBOE adopted revised Core Curriculum Content Standards in six content areas and revised high school graduation requirements. New Jersey adopted CTE standards at this time; this was a monumental step for CTE and will provide the foundation for enhancing quality programs.

*Standard 9.4 Career and Technical Education:* Standard 9.4 describes the knowledge and skills that prepare students for postsecondary education, training, and employment in a chosen career pathway, and applies only to high school students enrolled in career and technical education programs. The 16 strands in standard 9.4 align with the 16 career clusters of the [States' Career Clusters Initiative](#). Each strand is further refined to reflect multiple career pathways. By using the clusters as an organizing tool for grouping occupations and careers, Standard 9.4 identifies a common set of knowledge and skills for success within each broad career cluster, as well as for each career pathway within that cluster. This framework has been reviewed nationally by teams of business, industry, labor, education, and higher education representatives to ensure that it encompasses industry-validated knowledge and skills needed for career success.

*Revised High School Graduation Requirements:* The amendments to the high school graduation requirements at N.J.A.C. 6A:8-5.1(a)1 specify what is required to prepare high school students for a variety of post-secondary opportunities that may include college, immediate entry into the workforce or engagement in public service. The amendments require participation in a local program of study of not fewer than **120 total credits**, effective with the 2009-2010 grade nine class, reflecting an increase from the former minimum of 110 credits. Content-specific requirements are delineated in the chart on the following page.

**Option 2**, at N.J.A.C. 6A:8-5.1(a)1ii, allowing students to fulfill the 120-credit requirement set forth in whole or in part through program completion of a range of personalized learning opportunities, remains optional for students, but is no longer optional for school districts who must now establish a process to approve personalized student learning opportunities. This may provide CTE students opportunities to fulfill graduation requirements in a variety of manners related to their specific CTE program.

**NJ State Minimum\* Graduation Requirements by Content Area and Grade 9 Class**

	<b>Course and credit requirements for all students entering grade 9 in:</b>					
	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>LANGUAGE ARTS LITERACY</b>	20 credits	20 credits aligned to grade nine through 12 standards				
<b>MATHEMATICS</b>	15 credits including algebra I or the content equivalent**	15 credits including algebra I and geometry or the content equivalent**		15 credits including algebra I and geometry or the content equivalent* and a third year of math that builds on the concepts and skills of algebra and geometry and prepares students for college and 21st century careers		
<b>SCIENCE</b>	15 credits including at least five credits in laboratory biology/life science or the content equivalent**	15 credits including at least five credits in laboratory biology/life science or the content equivalent** and one additional laboratory/ inquiry-based science course which shall include chemistry, environmental science, or physics		15 credits including at least five credits in laboratory biology/life science or the content equivalent**; an additional laboratory/inquiry-based science course including chemistry, environmental science, or physics; and a third laboratory/inquiry-based science course		
<b>SOCIAL STUDIES</b>	15 credits including satisfaction of N.J.S.A. 18A:35-1 and 2	15 credits including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography and global content in all course offerings				
<b>FINANCIAL, ECONOMIC, BUSINESS, AND ENTREPRENEURIAL LITERACY</b>	No state requirement		2.5 credits			
<b>HEALTH, SAFETY, AND PHYSICAL EDUCATION</b>	3 ¾ credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week, as required by N.J.S.A. 18A:35-5, 7 and 8					
<b>VISUAL AND PERFORMING ARTS</b>	5 credits					
<b>WORLD LANGUAGES</b>	5 credits or student demonstration of proficiency					
<b>TECHNOLOGICAL LITERACY</b>	Consistent with the Core Curriculum Content Standards, integrated throughout the curriculum					
<b>21ST CENTURY LIFE AND CAREERS, OR CAREER-TECHNICAL EDUCATION</b>	5 credits					
<b>TOTAL CREDITS (State Minimum)</b>	110	120***				

\* School districts may establish course and/or credit requirements which exceed the State minimums.

\*\* "Content equivalent" means courses or activities that include the same or equivalent knowledge and skills as those found in traditionally titled courses which are required for high school graduation and which are aligned with the Core Curriculum Content Standards. This content must be taught by certified teachers, may be integrated in one or more courses, may be titled differently, or may present material in an interdisciplinary or spiral format.

\*\*\* The 120 credit total is greater than the sum of the individual requirements above, to allow for student electives.

*CTE Partnership Grant Program:* In response to national and state initiatives, the New Jersey Department of Education (NJDOE) developed in FY09 a Notice of Grant Opportunity (NGO) for the Career and Technical Education Partnership (CTEP) grant program; a critical initiative to galvanize positive, productive links among public education, business, industry, labor and workforce development and institutions of higher education to create opportunities for enhancing quality secondary and postsecondary career and technical education (CTE) programs in New Jersey. The NGO (which was disseminated to eligible two and four-year public institutions of higher education) identified the 4-year continuation grant program's intention to create a systemic approach to engage stakeholders in an ongoing process in order to address the following four program priorities:

1. identification and/or development of resources, tools, strategies and sample curriculum related to the identified career cluster(s) to assist secondary school districts statewide in developing quality CTE programs and programs of study that include challenging academic and technical content, aligned to the NJCCCS and industry standards in order to prepare students for successful entry into a career or postsecondary studies. The resources will include models for developing integrated academic and CTE courses. This will be accomplished in conjunction with the creation of a statewide Career Cluster Advisory Committee.
2. creation of a statewide model (including curriculum) for at least one new CTE program of study within the career cluster(s) identified with focus on high-skill, high-wage or high-demand occupations based on labor and workforce development information;
3. delivery of high-quality professional development for secondary school districts with approved CTE programs and postsecondary CTE programs within the identified career cluster(s), for teachers, administrators, counselors and college faculty related to integrating academic and technical skills and aligning secondary and postsecondary CTE and academic curriculum; and
4. administration and leadership for the identified Career and Technical Student Organization (CTSO) in order to ensure that the student organization's co-curricular activities, competitive events and student leadership activities are aligned to NJCCCS and to industry standards.

A technical assistance session was conducted by the OCTE on May 5, 2009 to review the NGO and other grant application requirements with eligible applicants. Applications were received in the NJDOE Office of Grants Management and reviewed by independent reader panels during the month of June 2009.

*Career and Technical Education Program Approval and Re-approval Process:* The Career and Technical Education Program Approval Process that has been implemented by OCTE ensures that high quality career and technical education programs are established and maintained by LEAs and other agencies in New Jersey, which can then be supported and enhanced with available Perkins funding. In FY09, the OCTE began a five-year cycle of program re-approval to ensure that all approved programs and programs of study meet current industry demands and best prepare students for high wage, high skill or high demand careers. During this year, programs were analyzed and re-approved in the career clusters of Science, Technology, Engineering and Mathematics (STEM); Finance; and Information Technology (IT). The revised program approval and re-approval processes and applications were rolled-out to school districts during a technical assistance workshop in December 2008. The process for both submission and review of new and existing CTE programs and programs of study will continue to be reviewed and refined on an on-going basis.

The schedule for program re-approval for the remaining 13 clusters over the next four years is:

FY10: Health Science; Business, Management and Administration; Transportation, Logistics and Distribution

FY11: Manufacturing; Agriculture, Food, and Natural Resources; Hospitality and Tourism

FY12: Arts, A/V Technology and Communications; Education and Training; Marketing, Sales and Service;  
Law, Public Safety, Corrections and Security

FY13: Architecture and Construction; Government and Public Administration; Human Services

The chart on the following page serves to illustrate the number of approved CTE programs in July 2008 as compared with June 2009. In the case of the STEM and IT career clusters, there was a marked decrease in the number of approved CTE programs due to the re-approval process being implemented in those clusters this year. Although the number of approved CTE programs has decreased, the quality of the approved CTE programs will be substantially increased through this process. OCTE provides technical assistance to schools to help them meet the new requirements while remaining committed to these more rigorous standards.

**COMPARISON OF NUMBERS OF APPROVED CAREER & TECHNICAL EDUCATION PROGRAMS:  
JULY 2008 VS JUNE 2009**

<b>CAREER CLUSTERS</b>	<b>2008*</b>	<b>2009**</b>	<b>DIFFERENCE</b>	<b>% DECREASE</b>
<b>Agriculture, Food, &amp; Natural Resources</b>	<b>73</b>	<b>66</b>	<b>-7</b>	<b>-10%</b>
<b>Architecture &amp; Construction</b>	<b>298</b>	<b>249</b>	<b>-49</b>	<b>-16%</b>
<b>Arts, Audio-Video Technology &amp; Communications</b>	<b>348</b>	<b>304</b>	<b>-44</b>	<b>-13%</b>
<b>Business, Administration &amp; Management</b>	<b>480</b>	<b>408</b>	<b>-72</b>	<b>-15%</b>
<b>Education &amp; Training</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0%</b>
<b>Finance</b>	<b>12</b>	<b>10</b>	<b>-2</b>	<b>-17%</b>
<b>Government &amp; Public Administration</b>	<b>9</b>	<b>8</b>	<b>-1</b>	<b>-11%</b>
<b>Health Science</b>	<b>107</b>	<b>99</b>	<b>-8</b>	<b>-7%</b>
<b>Hospitality &amp; Tourism</b>	<b>110</b>	<b>100</b>	<b>-10</b>	<b>-9%</b>
<b>Human Services</b>	<b>142</b>	<b>125</b>	<b>-17</b>	<b>-12%</b>
<b>Information Technology</b>	<b>179</b>	<b>86</b>	<b>-93</b>	<b>-52%</b>
<b>Law, Public Safety, Corrections and Security</b>	<b>38</b>	<b>37</b>	<b>-1</b>	<b>-3%</b>
<b>Manufacturing</b>	<b>117</b>	<b>100</b>	<b>-17</b>	<b>-15%</b>
<b>Marketing, Sales &amp; Service</b>	<b>162</b>	<b>141</b>	<b>-21</b>	<b>-13%</b>
<b>Science, Technology, Engineering &amp; Mathematics</b>	<b>62</b>	<b>39</b>	<b>-23</b>	<b>-37%</b>
<b>Transportation, Distribution, &amp; Logistics</b>	<b>114</b>	<b>98</b>	<b>-16</b>	<b>-14%</b>
<b>TOTAL NUMBERS OF APPROVED CAREER &amp; TECHNICAL EDUCATION PROGRAMS (2008 - 2009)</b>	<b>2254</b>	<b>1873</b>	<b>-381</b>	<b>-17%</b>

\* Based upon number posted on the CTE Website as of July 2008

\*\* Based upon number posted on the CTE Website as of June 2009

### **Providing preparation for nontraditional fields in current and emerging professions**

During FY09, the Statewide Nontraditional Career Resource Center (NCRC) at Rutgers, The State University of New Jersey, was awarded a 3-year grant extending from October 1, 2008 through September 30, 2011. The program is designed to promote preparation of students for nontraditional career and 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 career and technical education and training programs in order to broaden their options and opportunities to prepare for and secure high-wage, high-skill employment. The Center's website can be found at: <http://ncrc.rutgers.edu/>.

Through the NCRC grant, Center staff and NJDOE staff work together to create new models and strategies to accomplish statewide goals and objectives. The focus of the NCRC is on building collaboration between the education and workforce development communities to help increase awareness by 7<sup>th</sup> through 12<sup>th</sup> 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, as well as a variety of student resources and presentations, an expanded website, career fairs, and career exploration days. The NCRC also offers a Career Summer Institute, which is a residential summer experiential learning program for students.

In collaboration with the New Jersey Department of Education, the NCRC began a two-pronged technical assistance program to promote student recruitment and retention in CTE. The program consisted of a comprehensive assessment of selected school district factors including nontraditional participation and completion in CTE programs, and an individualized technical assistance program to help increase nontraditional participation as required by Perkins. The NJDOE is committed to expanding participation of students in the exploration of and preparation for nontraditional careers to allow all students to satisfy their personal interests and make the best use of their particular knowledge and skills, while at the same time positioning the students to take advantage of critical growth areas in New Jersey's economy.

### **Supporting partnerships to enable students to achieve state academic standards, and career and technical skills, or complete career and technical programs of study**

The OCTE supported career-related educational opportunities through the development and expansion of school/business/community partnerships that allow CTE students to apply their skills and knowledge for the benefit of the communities in which they live, while also helping to build stronger ties between students and their local communities within the state.

*Examples of collaboration and partnership-based initiatives that were supported in FY09:*

- Career Academy Grant Program;
- Career and Technical Education Partnership Grant Program;
- Collaboration with the New Jersey Council of County Vocational-Technical Schools in exploring opportunities to expand development of career academies in partnership with comprehensive school districts;
- Collaboration with trade unions for student apprenticeship placements;
- Collaboration with national and local partners in the Math-in-CTE project;
- Collaboration with the National Career Academy Coalition (NCAC);
- Cumberland County College and Career Transition Initiative (CCTI) Partnership (with Cumberland County College, secondary schools, and workforce development);
- "Green" focused Program of Study National Academy (with the Council of County Vocational Technical Schools);
- High Schools That Work (with the Southern Regional Education Board);
- National Curriculum of Agricultural Sciences Education (CASE) Program (with the New Jersey Department of Agriculture and the National FFA Organization);
- National Governors Association (NGA) Academy;
- New Jersey Chamber of Commerce Initiative: Learn More Now, Do More Now, Earn More Later;
- Personalized Student Learning Plan Pilot (with the John J. Heldrich Center at Rutgers University);
- School Counseling National Leadership Cadre (with the USDOE, the National Center for School Counseling Outcome Research at the University of Massachusetts, and the Massachusetts Department of Education); and
- Systemic Reform in School Guidance and Counseling Programs (with Kean University).

*High Schools That Work (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. Goals and professional development activities completed during the year as part of the HSTW effort were previously discussed in the Professional Development section on page 3 of this narrative.

*Innovation Partnership Institutes:* The NJDOE continued its collaboration with the NJ Commission on Higher Education (NJCHE) and the NJLWD to develop formal relationships with industry in order to better respond to the educational and workforce challenges of a rapidly-changing economy. Through an initial competitive grant opportunity, state government is serving as an intermediary to encourage substantive partnerships between the state's business community and educational system. Such collaborations have resulted in the establishment of Innovation Partnership Institutes for major industry sectors identified as offering current employment opportunities in jobs that provide high wages, good benefits, and a viable career ladder within the industry, including: Information Technology, Bio-Technology/Pharmaceutical, and Finance. From 2007 to 2009 curricula was developed as a result of this partnership and can be viewed, printed and/or downloaded from the internet (<http://www.njnextstop.org/ipi.asp>).

*Math-in-CTE:* The Math-in-CTE research study, conducted by the National Research Center for Career and Technical Education (NRCCTE), tested a model of curriculum integration to improve CTE students' mathematical understanding. In FY08, New Jersey chose to work with the NRCCTE to begin implementation of this program. The State's leadership team was formed and implementation of the program began in FY09. Twelve teams of teachers from 10 school districts volunteered to participate in the year long program. During the year, the teams attended 10 days of professional development in order to comprehend and implement the pedagogic framework of the program. Teachers were able to develop math-enhanced CTE lessons, test the lessons and report to the group concerning the success of the lessons. The teams were given the time and opportunity to practice and observe others teaching the lessons. Each team was provided feedback in order to improve the lessons. At the end of the school year, final versions of the lessons were distributed to the teams for future use in their courses. All of the teams were enthusiastic about the implementation and continuation of the program. In FY10, the New Jersey Department of Education will continue the program working with another set of volunteer teacher teams.

*New Jersey Career and Technical Education Advisory Council:* During FY09, the New Jersey Career and Technical Education Advisory Council (NJCTEAC) met on February 27<sup>th</sup>, with a second meeting planned for October 2009. The February 2009 meeting included presentations to the council on topics including: Highlights of the 2008 CAR; Update on the CTE Program Re-Approval Process; Update on Proposed CTE Standards; Update on Proposed Alternate Route Program; Secondary Education Transformation update; National Governor's Policy Association (NGA) Policy Academy; and the development of a CTE Communications Plan for New Jersey. A sub-committee of some council members was formed to participate in the CTE Alternate Route Teacher pilot program development project. The NJCTEAC was convened in FY08 to review and comment on the development, submission and implementation of New Jersey's State Plan for Career and Technical Education and the evaluation of the programs, services and activities assisted under Title I of the Perkins Act, including preparation for nontraditional fields. The NJCTEAC is chaired by the State Director for Career and Technical Education and includes comprehensive representation from education, business and industry and the community. The NJTEAC will continue to meet and provide counsel and guidance on CTE matters during FY10.

*Special Education:* The OCTE 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 career and technical education opportunities. To this end, the OCTE included in the school districts' five-year plan applications a goal that requires the inclusion of career and technical education teachers in the I.E.P. activities of their students, when applicable. The OCTE is also collaborating with the department's Office of Special Education (OSE) to include career and technical education teachers in professional development activities offered by the OSE in order to improve teaching and the retention and completion of special education students. 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 career and 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 career and technical education programs.

### **Serving individuals in State institutions**

The NJ Juvenile Justice Commission (JJC), NJ Department of Corrections (NJDOC), and the NJ Department of Children and Families (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. Under the NJDCF, the Office of Education created a system-wide SLE handbook for implementing SLEs at schools under the jurisdiction of the DCF. Career and technical education teachers from the JJC and the NJDOC also participated in various professional development activities sponsored by OCTE. The JJC hired cooperative education coordinators at its custodial centers so that students may participate in cooperative education programs onsite at the centers. The JJC also continued its CTE curriculum and program review in order to improve its CTE offerings. The NJDOC provided OSHA 10 General Industry Certificate training to incarcerated individuals in order to assist those exiting the system in obtaining employment. The NJDOC enrolled in the federal OSHA 10 Train-the-Trainer via OCTE's "Safe Schools" program to receive its training certificates and they are now training other NJDOC staff and incarcerated youth in order for them to receive OSHA 10 General Industry and Construction certificates. The Marie Katzenbach School for the Deaf (part of the NJDOE) also offers career and technical education services for special needs students.

### **Providing support for programs for special populations that lead to high skill, high wage and high demand occupations**

Retention is the critical key to improving performance for all students, including special population students who require particular attention in this regard. For example, secondary providers of CTE must ensure that approved programs and appropriate support services are clearly linked with a student's Individualized Education Plan (IEP). This will allow students with disabilities to gain a sense of achievement as they progress through a program, thereby increasing the likelihood that those students will remain in school and earn a high school diploma. More broadly, technical assistance provided by the NJDOE will reinforce the need to ensure clear linkages between CTE programs and the unique needs of special population students.

Through New Jersey's new focus on developmental career counseling, which began during the transition year, the NJDOE is better able to meet the needs of special population students to ensure their retention and success in CTE programs. In doing so, the NJDOE offices of Career and Technical Education, Educational Support Services, Equity and Equal Educational Opportunity, and Special Education will collaborate to ensure broad consideration of the diverse needs of special populations. This will include individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for non-traditional fields, single parents and single pregnant women, displaced homemakers, and individuals with limited English proficiency. New Jersey's participation in the School Counseling National Leadership Cadre also supports a broader vision of developing a comprehensive system of student support services. Further, the NJDOE will collaborate with other appropriate state agencies to draw on the expertise of professionals who work with special populations to ensure a broad framework of support for the students. Further efforts were made to establish SLE programs in the state's most economically disadvantaged school districts in order to promote career exploration and preparation for special populations students as well as the general student population.

The OCTE engaged in ongoing collaborations with the NJDOE Office of Special Education Programs in order to improve career-related activities and career and technical training opportunities for special education students who are not candidates for immersion into CTE programs. Training on supervising career exploration and career assessment SLEs was provided to NJDOE-approved private schools for the disabled and to special education transition coordinators and special education teachers on designing activities that are tied to the NJ CCCS so that academic competencies and employment competencies are taught and assessed. Presentations were given to special education service providers, as well as the Governor's Council on Special Populations regarding SLEs, teacher training requirements, and the appropriate role of service providers in order to ensure that school districts maintain oversight responsibility of students placed out-of-district. Since this initiative commenced, a number of school districts have sent teachers through the SLE training and have incorporated career exploration activities into the school curriculum, rather than using out-of-district placements. The Office of Special Education and OCTE also met to plan future professional development offerings that will include special education teachers and CTE teachers to assist both with addressing the needs of special education students who enroll in CTE programs.

### Offering technical assistance for eligible recipients

The staff of OCTE provided ongoing technical assistance to eligible recipients throughout each of the secondary and postsecondary career and 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, use of data for evaluation and program improvement, end-of-program assessments, and strategies to improve performance. In particular, technical assistance was provided on the following:

- Using data on performance measures related to academic and career counseling; and
- Designing, developing and implementing rigorous, high quality CTE programs of study.

*Structured Learning Experiences/Work-Based Training:* The OCTE 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. To date, the OCTE has trained over 900 teachers to coordinate SLEs. The OCTE has also provided informational in-service programs on SLEs to school districts through various seminars and workshops throughout the state. Two sessions were conducted for administrators and teachers employed in the state's economically disadvantaged school districts. The OCTE also hosts an email listserv for SLE teachers where they can ask questions and share resources. (SLE materials and resources are available on the NJDOE website at [www.nj.gov/njded/voc/sle/](http://www.nj.gov/njded/voc/sle/).)

*New Jersey OSHA Alliance:* On October 31, 2008, the NJ OSHA Alliance entered its third year of the second two-year agreement to promote workplace safety for students participating in school-sponsored SLEs, as well as for youth workers. This Alliance, which includes the U.S. Department of Labor, the NJLWD, the University of Medicine and Dentistry of New Jersey (UMDNJ) – School of Public Health, and the federal Occupational Safety and Health Administration, met quarterly throughout FY 2009 to plan, implement, and promote safety and health activities, including SLE training. The NJ AFL-CIO training program, which is the lead agency for the OSHA Education Partnership training program funded by the NJLWD, partnered with the NJ OSHA Alliance in delivering sections of the OSHA 10 General Industry Certificate training for teachers. The NJ AFL-CIO provided OSHA trainers and hosted training courses at member union apprenticeship program schools. Participating agencies also collaborated in giving presentations at various conferences and seminars throughout FY 2009.

*Vocational-Technical Education Safety and Health Updating Contract:* During the FY09 contract period, the lead fiscal agent, the Environmental and Occupational Health Sciences Institute (EOHSI) at the UMDNJ -School of Public Health, was responsible for setting up and delivering the OSHA-10 plus 2 training course, as well as the OSHA 501 and 511 Trainer courses. The lead agent also continued to provide a series of classes that outlined how to set-up and administer a student training plan for all cooperative education teachers, provided Safe Schools training for all School Administrators and chaired a Safe Schools Task Force that reviewed and proposed recommendations for students who are preparing for employment in the Agriculture, Food & Natural Resources career cluster.

## **B1b. PERMISSIBLE ACTIVITIES**

### Improving career guidance and academic counseling programs

*Systemic Reform in School Guidance and Counseling:* See update on page 4.

*Personalized Student Learning Plans:* The Personalized Student Learning Plan (PSLP) pilot program provides an opportunity for schools to explore meaningful, creative and flexible ways to personalize the learning environment through the development and implementation of a PSLP. PSLP's are one facet of the NJDOE's efforts to transform secondary education to better prepare students for the workforce and postsecondary education. A PSLP is defined as a formalized plan and process that involves students setting learning goals based on personal, academic and career interests, beginning in the middle school grades and continuing throughout high school with the close support of adult mentors that include teachers, counselors and parents (N.J.A.C. 6A:8). During FY09, 16 schools (10 high schools and 6 middle schools) were selected to participate in the pilot program representing New Jersey's diverse school community and student population. Of the 16 selected, 3 districts had a high school and middle school; one was a charter school and one a county vocational school. The pilot schools committed to a two-year program which began on July 1, 2009 through June 30, 2011. An orientation meeting was conducted for these pilot schools on June 25, 2009. An advisory committee was also formed to discuss the best ways to implement PSLPs for all students. The advisory committee is chaired by the

State Director of CTE, includes comprehensive representation, and meets regularly to provide feedback on the pilot schools' progress.

*National Leadership Cadre (NLC):* The NLC, a project sponsored by the Office of Vocational and Adult Education at the USDOE, is a national coalition of state leaders who are committed to promoting statewide systemic reform in school counseling through partnerships that connect career development education and academic achievement. The NLC works to identify, document, and disseminate promising practices and approaches in career development education (CDE). Its work also includes defining outcomes for school counseling programs and refining accountability practices. The OCTE continues to participate in monthly conference calls to address a variety of topics related to implementation and assessment of comprehensive developmental school counseling programs that are focused on promoting life and career development and student achievement through partnerships between state government agencies, state school counseling associations, and institutions of higher education.

### **Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students**

*Tech Prep:* Opportunities for collaboration and articulation between secondary and postsecondary career and technical education programs were available through the Tech-Prep Grant Program to provide postsecondary education training opportunities under Title II. A multi-year, competitive Tech-Prep Grant Program Notice of Grant Opportunity (NGO) was disseminated in FY08 to increase the number of Tech-Prep consortia in the state, thereby providing more opportunities for students to: prepare for high skill, high wage occupations in five broad industry areas where there is a workforce shortage; meet high academic and employability competencies; transition into postsecondary education and eventual work; and assist the state in obtaining more accurate data to describe Tech-Prep program success.

These new or modified Tech-Prep career pathway programs of study: (a) prepared students for occupations in: Health Science; Information Technology; Education and Training; Law, Public Safety, Corrections & Security; and Business, Management and Administration; (b) provided students with strong academic courses and a coherent sequence of career and technical education courses (i.e., three or more courses) for which students earned dual credit; (c) provided students with structured learning experiences and career exploration opportunities; (d) promoted professional development among teachers, administrators, and counselors; (e) prepared students for multiple career options in a career cluster, and with "portable" college credits that are transferable and lead to multiple associate or baccalaureate degrees at 2-year and 4-year postsecondary institutions; and, (f) improved articulation and transfer systems with postsecondary institutions. Eight school districts continued with implementation during FY09 in programs of: Nursing; Teachers in Training; Business, Management and Administration; Health Science; Pathways to Business; Criminal Justice and Corrections; Information Technology; and, Security & Protective Services.

In addition, the OCTE hosted the first Tech-Prep Career Pathway and Mentorship Conference in October 2008. The Tech-Prep Career Pathway and Mentorship Conference provided important information to educators interested in creating a plan to develop and implement career pathway programs of study that provide students with opportunities to earn college credit while in high school, and transition into college with multiple career options. Presentations were given by both comprehensive and vocational-technical school districts. Opportunities to network with secondary and postsecondary educators were provided. The conference was well-attended by CTE directors, coordinators, teachers, administrators, guidance counselors and their postsecondary partners.

*Career Academies:* In August 2008, the NJDOE partnered with the National Career Academy Coalition (NCAC) to provide training to 22 high school districts on "*Moving Career and Technical Education Programs to Career Academies*". Nationally, the focus on high school reform has included smaller learning communities and career academies. Of the smaller learning community proposals funded by the USDOE, two-thirds of the smaller learning communities are career academies. NCAC has found that there is a tremendous need for educators to learn how to create and implement career academies. During the two-day training sessions, a team including teachers and administrators from each school district learned about the National Standards of Practice (NSOP) for career academies; worked with the standards in relation to their own schools, staff and student bodies; and began to sketch out a plan and next steps in the local planning process for a career academy. As a follow-up to these August training sessions, the OCTE offered a 10-month limited competitive discretionary grant program. Nine awards, up to a maximum of \$100,000 per consortium, were offered based upon

submission of an application that met the criteria outlined in this Career Academy Grant Program Notice of Grant Opportunity. A technical assistance (TA) workshop was held on March 17, 2009 for eligible school districts interested in developing career academies.

Professional development opportunities following the TA workshop were offered to recipients of the Career Academy Grant Program. Grantees were encouraged to register for the NCAC Conference scheduled to take place in Philadelphia November 1-3, 2009. The OCTE program officer for this grant program met with grantees to discuss ways in which OCTE could provide ongoing support during the grant period. Several tours of operating career academies in NJ school districts were arranged by the OCTE and offered to school district personnel that had attended the August 2008 training.

#### **Supporting career and technical student organizations**

Support for career and technical student organizations (CTSOs) continued through state matching funds for Perkins. Seven CTSOs were provided with funds through grants to LEAs and one state agency for administrative services to operate the organizations. New Jersey's CTSOs 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-for trade and industrial education students.

*CTSO, Agricultural Education, and FFA Grants:* State funds were provided in support of career and technical education in New Jersey. CTSOs are an integral part of career and 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. CTSO programs and competitive events reflect current standards and competencies for the CTE programs that they serve. Teachers infuse CTSO activities into instructional programs, enhancing the real world connection to academic studies. CTSOs 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. FY09 represented an extension year (year 4) of the 3-year continuation grant, while development work on the CTEP grant which would incorporate CTSOs (mentioned above) commenced. Staff from OCTE continued to provide leadership to insure that CTSOs are operating in a fiscally sound manner serving the best interests of all student members.

#### **Supporting public charter schools operating career and technical education programs**

Public charter schools were provided with Perkins grant notices and career and technical education program approval information necessary for operating CTE programs. New Jersey's chARTer-TECH High School for the Performing Arts applied for and received Perkins funds in FY09 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 career and technical education programs eligible for Perkins funding. The curriculum offers community-based performance and apprenticeship opportunities.

#### **Supporting partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels**

The State Director of CTE regularly communicates with state professional business and education associations related to CTE in order to facilitate partnerships and ongoing enhancement of programs. This includes meetings and/or presentations at conferences with associations such as: Career and Technical Education Association of New Jersey (CTEANJ); New Jersey Business/Technology Education Association (NJBTEA); Technology Educators Association of New Jersey (TEANJ); New Jersey Council of County Vocational-Technical Schools (NJCCVTS); New Jersey Business and Industry Association (NJBIA); New Jersey Council of County Colleges and the New Jersey Chamber of Commerce.

The OCTE serves as the state's education representative for the statewide automotive skills competition. In this capacity OCTE ensured that certified programs were verified and updated and then reported to the national Ford/AAA Student Auto Skills national office. By state mandate, only National Automotive Technicians Education Foundation (NATEF) certified programs are eligible to compete in the annual Ford/AAA Student Auto Skills Competition. In February, 2009, students from 17 New Jersey high schools applied and completed on-line written exams. From this group, 10 finalists were eligible to participate in the hands-on competition which was conducted in May 5, 2009. The Warren County

Technical School was New Jersey's top finisher in the 2009 statewide competition and went on to represent the state in the June 2009 national competition in Dearborn, Michigan.

OCTE continued our partnership with CISCO. Cisco Network Academy professional development took place on October 30, 2008 at the NJDOE offices in Trenton. A follow-up Cisco Networking Academy (hands-on) was held on April 24, 2009 at the Morris County Vocational Technical School. A Cisco-hosted virtual Webinar took place on April 21, 2009 to review contest rules and processes for the national pilot competition of "Net Riders". The competition was open to high school Cisco Networking Academy students enrolled in Cisco Certified Network Associate (CCNA) courses. The goal for the event was to challenge students to achieve high standards of competency in the IT and Networking fields, as well as to motivate students to pursue further IT education and training.

**Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education**

*Career Academy Grant Program:* In FY09 the New Jersey Department of Education developed a discretionary grant program to provide opportunities to targeted comprehensive and vocational school districts to develop career academies. The purpose of the grant program is to provide federal funding to eligible school districts to create the infrastructure necessary to implement a 2-year or 4-year career academy in September of 2010, and develop or modify an existing CTE program or program of study with consortium members in one of the 16 career clusters recognized by the States' Career Cluster Initiative. The grant program was developed in keeping with the National Career Academy Coalition (NCAC) definition of a career academy as a small learning community comprised of a group of students within the larger high school who take classes together for at least two years, and are taught by a team of teachers from different disciplines. Students are taught a college preparatory curriculum with a career theme that helps students see relationships among academic subjects, and their application to a broad field of work. Partnerships with employers, the community, and local colleges bring resources from outside the high school to improve student motivation and achievement. The nine comprehensive and vocational-technical school districts receiving funds are listed below along with the career clusters that will be the focus of the academies and related programs of study and postsecondary partners:

<b>School</b>	<b>Career Cluster</b>	<b>Program of Study</b>	<b>Postsecondary Partner(s)</b>
Bergenfield School District	Health Science	Nursing	Bergen Community College and Ramapo College
Egg Harbor Township School District	Education and Training	Education, General	Atlantic Cape Community College
Hunterdon County Vocational School District	Health Science	Health Science, General	University of Medicine and Dentistry of New Jersey (UMDNJ)
Jackson Township School District	Arts, Audio/Video Technology and Communications	Digital Mass Media	Ocean County College
Lakewood Township School District	Business Management and Administration	Business Commerce, General	Ocean County College
Mercer County Vocational School District	Health Science	Health Science, General	Mercer County Community College
Morris School District	Science, Technology, Engineering and Mathematics (STEM)	Electrical, Electronic and Communication Engineering Technology/Tech; and Computer Aided Design (CAD)	County College of Morris
Pemberton Township School District	Health Science	Health Science, General	Burlington County College
Warren County Vocational School District	STEM	Engineering, General	New Jersey Institute of Technology (NJIT)

**Providing CTE programs for adults and school dropouts to complete their secondary school education**

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

### **Providing assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs**

The OCTE 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, OCTE recommends strategies and activities to school districts to assist in student placement. (See placement data in accompanying charts.)

### **Developing valid and reliable assessments of technical skills**

An initiative is underway between OCTE and the Office of Academic and Professional Standards (OAPS) within the NJDOE to establish state-approved exit examinations for career and technical education dance and theatrical programs. The OCTE and the OAPS piloted an online written assessment this year for the dance and theatre assessments. Planning is underway to move the coordination of the performance assessment to New Jersey universities with theatre and dance education programs. The pilot program expanded school participation in the performance assessments last year to include new comprehensive high schools that had observed the performance assessments during the previous school year. Several additional comprehensive high schools observed the performance assessments during FY09. All schools participating in or observing the performance assessments also participated in the written assessments. This pilot program is being conducted in partnership with the State Collaborative on Assessment and Student Standards (SCASS). The OCTE contracted with the National Dance Educators Organization (NDEO) and the Educational Theatre Association (ETA), which created four written assessments that parallel the teacher-generated assessments, the first of which was used during the 2007- 2008 school year. Some school districts are using the end-of-program assessments as their final exams.

### **Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes**

To enhance and improve the data collection system, in FY09 the OCTE revised the way data are collected. Prior to this year, secondary and postsecondary institutions were allowed to submit, via e-mail to the OCTE, files containing student information and performance data. In FY09, a web-based system was established, requiring the institutions to download and upload their data files to a more secure environment. In addition to increased security and privacy protection, the new system created a faster method of submitting and reviewing the data.

To complement the web-based submission process for all other measures, the OCTE replaced the UI record matching process with a survey of secondary school districts to measure performance on the student completers' placement in employment, military service or postsecondary education. The survey was administered and delivered via the same web-based process as the other performance data, creating a secure environment. It appears that, because the survey was linked to the other measures of performance data, large numbers of secondary districts responded. Approximately 70% of the secondary districts responded to the survey, providing more data than had been previously collected through the former system using social security numbers to track students through the UI record matching system.

**NOTE:** New Jersey postsecondary institutions reported Asian/Hawaiian Pacific Islander together as one category, but the 1997 standard that we have opted to utilize for our reporting requires that these two categories be reported separately; one category for Asian and another for Hawaiian/Pacific Islander. In FY10, we will have the capability to separate these two categories.

### **Improving the recruitment and retention of CTE teachers and the transition to teaching from business/industry**

Currently, New Jersey recruits CTE teachers primarily through partnerships with teacher professional organizations, including occupationally-specific organizations such as business educators and consumer and family life sciences educators, as well as through organizations such as cooperative education teacher organizations and the New Jersey Education Association. As part of New Jersey's efforts to expand the pool of high quality CTE teachers, the OCTE continued in FY09 to promote the use of the NJHire Website ([www.njhire.com](http://www.njhire.com)) to attract new teachers to career and technical education. NJHire is the New Jersey Department of Education's free education recruitment Website.

New Jersey's Alternate Route to teaching program, a non-traditional teacher preparation program, assists individuals transitioning to teaching from other careers, including from business and industry, including small businesses. During FY09, new regulations were adopted by the State Board of Education that call for the creation of an alternate route

teacher preparation program specific to CTE teachers, beginning in February 2010. The intent of the new regulations is to more carefully target the needs of CTE teachers and to develop a professional learning community of CTE teachers throughout the state. In response to the new regulations, the NJDOE entered into a contract with Brookdale Community College in Monmouth County, NJ to write the curriculum for the new alternate route program. Additionally, as of September 1, 2009, alternate route teacher applicants will be required to complete a 24-hour introductory teaching course prior to receiving their certificate of eligibility to teach in New Jersey. The intent of the 24-hour course is to help prospective alternate route teachers learn about the teaching profession, including introducing applicants to important information such as classroom management, school governance, lesson plans and daily classroom tools. Current state regulations governing licensing of all novice teachers, including provisional teachers under the State's Alternate Route program, require 30 to 34 weeks of professional mentoring for provisional teachers. The mentoring programs are implemented by mentor teachers, supervised by the school principal and conducted in accordance with the parameters of a school district's local mentor plan and governing State regulations. Mentor teachers are New Jersey certified experienced teachers who are assigned to provide support and guidance to novice and alternate route teachers.

**Supporting occupational and employment information resources**

FY09 funds were used to support the Center for Occupational Employment Information (COEI) at the NJLWD. One of the current initiatives with the COEI is *New Jersey's Career Assistance Navigator (NJCAN)*. This free Internet-based delivery system includes comprehensive and current occupational, post-secondary school and financial aid information. *NJCAN* contains the most current national, state and local labor market data and projections, and provides New Jersey employer searches, apprenticeship and educational training opportunities and administrative tools for school counselors and educators. New Jersey One-Stop Career Center staff and Workforce Investment Board (WIB) operators have been trained statewide on the *NJCAN*. To date, approximately 25 educational institutions are using *NJCAN*. Additional training sessions are planned for 2010.

**B2. PROGRESS IN DEVELOPING AND IMPLEMENTING TECHNICAL SKILL ASSESSMENTS**

**B2a. UPDATE ON THE APPROVED PLAN FOR DEVELOPING AND IMPLEMENTING TECHNICAL SKILL ASSESSMENTS**

Completers of approved CTE programs are required to demonstrate mastery of the appropriate technical skills. Upon completion of an approved CTE program/program of study, students will continue to be required to take an end-of-program test. During FY09, tests which were acceptable as tools for evaluation of skill mastery (in order of preference):

1. The appropriate state-licensure examination where one exists; or
2. An industry-recognized skill examination, where such exists; or
3. A nationally-validated test, such as the National Occupational Competency Testing Institute (NOCTI) Job Ready Assessments.

Currently, the NJDOE OCTE has approved CTE programs in 243 distinct CIP Codes. A total of 96 of these CIP Codes have associated state-recognized, third party assessments. (Appendix A). The following chart reflects the status of technical skills data:

<b>Based on 2007-2009 VEDS Data Reported by Secondary School Districts</b>	<b>FY09</b>	<b>FY08</b>
Number of CIP Codes with approved CTE programs	243	249
Number of CIP Codes with state-recognized third party assessments	96	102
Total concentrators who completed CTE programs	18,493	19,792
Concentrators who completed programs in CIP Codes with state-recognized third party assessments	14,437	17,503
CTE concentrators who completed the program in CIP Codes with state-recognized 3 <sup>rd</sup> party assessments and took the assessment	5271	6304
Percentage of students who are reported in the state's calculation of CTE concentrators who took the assessments	36.5%	36%

OCTE continues its intention to participate in the National Clearinghouse Initiative proposed by OVAE once the details have been clearly articulated. This participation will help to expand the coverage of state-recognized, third party end-of-program assessments. OCTE will also work with secondary grant recipients to increase the number of students taking the recognized end-of-program assessments. This will include analyzing their local data to determine test-taking patterns and identifying specific strategies to increase numbers of students taking the appropriate tests. Enhanced, individualized

attention by OCTE will allow for closer review of locally reported data indicating whether (and how many) students successfully completed appropriate end-of-program tests. In this way, challenges faced by eligible recipients can be identified by OCTE and addressed in a timely manner to effect necessary program changes. Attendance and active participation at the annual DQI meetings is another demonstration of OCTE's commitment to expanding our knowledge and usage of end-of-program assessments. Finally, the new CTE Partnership Grant Program described on page 6 of this narrative will potentially offer the opportunity to explore other technical skill assessments that may exist.

### B3. IMPLEMENTATION OF STATE PROGRAM IMPROVEMENT PLANS

#### B3a. STATE INDICATION OF AGREED UPON STATE ADJUSTED LEVEL OF PERFORMANCE

The state met at least 90% of all agreed upon state-adjusted levels of performance for all indicators.

### B4. IMPLEMENTATION OF LOCAL PROGRAM IMPROVEMENT PLANS

#### B4a. STATE INDICATION OF AGREED UPON LOCAL ADJUSTED LEVEL OF PERFORMANCE

##### Local Secondary Measures

	Language Arts	Math	Technical Skill Attainment	Graduation	Placement	Non Trad. Participants	Non Trad. Completers
State Adjusted Level of Performance (ALP)	85%	74%	85%	95%	77%	30%	27.77%
90% of state ALP	76.5%	66.6%	76.5%	85.5%	69.3%	27%	24.99%
Number of eligible recipients below 90% of state ALP *	21	23	17	0	1	35	42

\*Numbers reflect performance comparison against more rigorous state adjusted levels of performance rather than local negotiated levels of performance. Data for agreed upon local levels of performance are not available for comparison.

Language Arts Literacy (LAL): Twenty-one (21) secondary school districts reported data showing that they failed to achieve at least 90% of the state's Final Agreed Upon Performance Level (FAUPL) in Language Arts Literacy. Some of this increase is attributable to the 5.5 point increase (from 79.5% to 85%) in the state's adjusted level of performance for LAL. By comparison, fourteen districts failed to meet the state adjusted level of performance in FY08 while sixteen districts failed to meet the FY08 performance level in FY09.

Mathematics: Twenty-three (23) secondary school districts reported data showing that they failed to achieve at least 90% of the state's Final Agreed Upon Performance Level (FAUPL) in Mathematics in FY09. While this is an increase in the number of districts failing to meet the adjusted level of performance, it is partially attributable to the 9.5 point increase in the state target for mathematics (from 64.5% to 74%). On a comparative scale, in FY08 fourteen (14) districts failed to meet the FY08 level of performance, while in FY09 twelve (12) districts failed to meet the FY08 performance level.

Completion/graduation rate: None were below 90% of the state adjusted level of performance.

2008-2009 was a baseline year for Technical Skills, Placement and the Non-traditional measures and no comparisons are available.

### Local Postsecondary Measures

	Technical Skill Attainment	Credential, Certificate or Degree	Retention	Placement	Non Trad. Participants	Non Trad. Completers
State Adjusted Level of Performance (ALP)	77%	95.8%	38%	80%	24.27%	22.78%
90% of state ALP	69.3%	86.22	34.2%	72%	21.84%	20.5%
Number of eligible recipients below 90% of state ALP *	0	1	1	8	3	6

\*Numbers reflect performance comparison against more rigorous state adjusted levels of performance rather than local negotiated levels of performance. Data for agreed upon local levels of performance are not available for comparison.

2008-2009 was a baseline year for all postsecondary performance measurements; therefore, no comparisons may be made to analyze trends.

The OCTE is continuing to emphasize the need for secondary and postsecondary institutions to measure student and program performance and focus greater attention on those programs that fail to meet one or more standards. OCTE has chosen to maintain a high level of expectations and has created a continuous program improvement plan for all recipients regardless of their level of achievement. All recipients of Perkins funds must establish a target goal for any standard that is below the state standard. The Perkins grant application, in addition to its service as a funding application, also serves as a local improvement plan for all recipients. Performance information for every standard for every approved CTE program for all secondary grantees was added to the web-based Perkins grant application for the year beginning on July 1, 2008. The application shows the school district which of their programs met standards and which did not. The grantees are required to select strategies they will use to maintain the standard for the high performing programs and select strategies to improve those programs that fell below standard. The grantees must also identify the source of the funding for those strategies and indicate that they are using Perkins funds for those programs that fell below standard, forcing them to address the issues with the federal funds.

The OCTE has received limited postsecondary data and, therefore, has elected to postpone inclusion of program-specific data on the Perkins application until the grant year beginning July 1, 2010. In the interim, postsecondary grantees must establish a goal for each standard and self-report those programs that have not met the state standards. Like the secondary application, the postsecondary application requires the inclusion of specific steps to correct the deficiencies. At annual technical assistance workshops for eligible recipients, topics such as program approval, program evaluation, data collection and reporting are reviewed and emphasized.

For FY09, eligible recipients were required to submit a Perkins grant application that contained these components designed to focus on accountability:

- 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 how funds will be used to increase the performance levels. Perkins funds must be used to address the issues.
- 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.
- Workforce Investment Board Review: review by the Workforce Investment Board ensured that the applicant was supporting high skill, high wage career and technical education programs that were in demand.

**B4b. TRENDS IN THE PERFORMANCE OF ELIGIBLE RECIPIENTS WHO FAILED TO MEET ONE OR MORE INDICATORS**

As the OCTE continues to refine and analyze data, there are not yet sufficient data points to determine meaningful trends. A similar number of districts failed to meet standards in both 2008 and 2009. However, it appears that less than one-half of the districts failing to meet standards in 2007-2008 also failed to meet the standards in 2008-2009. That indicates that there was marked improvement for some districts. It also means that other districts dropped in performance and are on the deficiency list for the first time. There is a core group of districts that consistently have student achievement challenges and there is a correlation with these districts and districts identified as "Districts in Need of Improvement" under Title I. OCTE and other NJDOE staff will work closely with these districts to provide technical assistance and monitor improvement strategies. There are several factors to be considered:

- It appears that some districts with lower performance reported larger numbers of student in 2008-2009. This could be a result of increased enrollment or more accurate accounting and could cause a decrease in the proportion of students passing the mathematics or language arts assessments when all students are being reported.
- Some districts that are on the deficient list for 2008-2009 would have met the 2007-2008 targets. The significant increase in both the Language Arts target (+6.5%) and Mathematics target (+9.5%) this year needs to be considered.

The OCTE will continue to review the data to determine trends in the school districts most frequently appearing on the deficiency list and implement activities toward the goal of increasing the passing rates.

**B5. TECH PREP GRANT AWARD INFORMATION****B5a. USAGE OF TITLE II (TECH PREP) ALLOTMENT OF FUNDS**

The state used all of its Title II (Tech Prep) allotment for activities under section 203 (tech prep programs) during FY09.

**B5b. DESCRIPTION OF AWARD PROCESS FOR TECH PREP GRANTS**

A multi-year, competitive Tech-Prep Grant Program Notice of Grant Opportunity (NGO) was disseminated in FY08. The total number of Tech-Prep grants disseminated over the multi-year Tech-Prep grant program was divided equally between the northern and southern regions in New Jersey, ensuring that an equitable distribution of funding was distributed to urban and rural participants that apply for Tech-Prep grant funds [Section 204 (f)]. All Tech-Prep Grant Program applications that had a score of 65 and above were eligible to receive Tech-Prep federal funds. Applicants were funded in rank order by region. The top-ranking applications in each region received funding, and remaining funding, if available, was awarded to applicants based upon rank order regardless of region.

Only Tech-Prep program applications that met the highest standards were selected, based upon the following criteria: the applicant (1) demonstrated the greatest need; (2) developed the most comprehensive plan to address the articulated need; (3) clearly delineated the proposed program; (4) provided an appropriate basis for costs necessary to implement and sustain the program; and (5) provided evidence that the grantee will meet the NJDOE's goals for the statewide grant program. Grantees selected through the competitive process receive \$229,000 each year of the grant program (FY2007 - FY2010). Eight school districts continued with implementation during FY09 in programs of: Nursing; Teachers in Training; Business, Management and Administration; Health Science; Pathways to Business; Criminal Justice and Corrections; Information Technology; and, Security & Protective Services.

**B5c. CONSORTIA FAILING TO MEET AGREED-UPON MINIMUM LEVEL OF PERFORMANCE**

None of the secondary consortia members failed to meet the established levels of performance for their Tech Prep students.

**B5d. TRENDS IN THE PERFORMANCE OF THE CONSORTIA**

The data are not sufficient at this time to identify any trends for Tech Prep levels of performance.

## APPENDIX A

NJDOE Recognized CTE End-of-Program Assessments		
CIP Code	CTE Program Names	Assessments
010000	Agriculture, General	NOCTI Job Ready – Production Agriculture
010101	Agriculture Business & Management	NOCTI Job Ready – Production Agriculture ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
010601	Applied Horticulture/Horticulture Operations	NOCTI Job Ready – Production Agriculture
010603	Ornamental Horticulture	NOCTI Job Ready - Floriculture ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
010604	Greenhouse Operation & Management	NOCTI Job Ready – Floriculture / Greenhouse ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
010606	Plant Nursery Operations & Management	NOCTI Job Ready - Horticulture - Floriculture ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
010608	Floriculture/Florist Operations & Management	NOCTI Job Ready - Horticulture - Floriculture ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
010901	Animal Science	American Association for Laboratory Animal Science (AALAS) – Assistant Laboratory Animal Technician (ALAT)
090701	Radio & Television	NOCTI - Audio-Visual Communications Technology ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
090702	Digital Communications & Media/Multimedia	NOCTI - Audio-Visual Communications Technology ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
100105	Communication Technology/Technician	NOCTI - Audio-Visual Communications Technology ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
100201	Photographic & Film/Video Technology	NOCTI - Audio-Visual Communications Technology ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
100202	Radio & TV Broadcasting Technology/Technician	NOCTI - Television Broadcasting ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
100301	"Graphic Communications, General"	PrintED - NOCTI Job Ready Online -Graphic Communications ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
100303	Prepress/Desktop Publishing & Digital Image Design	PrintED - NOCTI Job Ready Online ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
100305	"Graphic & Printing Equipment Operator, General Prod."	PrintED - NOCTI Job Ready Online-Graphic Communications ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
100307	Printing Press Operator	PrintED - NOCTI Job Ready Online-Graphic Communications ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
110201	"Computer Programmer, General"	NOCTI Job Ready - Computer Programming ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
110203	Computer Programming/Vendor Certification	Appropriate vendor certification examinations
110901	Computer Systems Networking & Telecom/CISCO ACAD	Cisco Certified Network Associate (CCNA - for Cisco Academies) ( <a href="http://www.cisco.com">http://www.cisco.com</a> ) or CompTIA Network + (non-Cisco) ( <a href="http://certification.comptia.org">http://certification.comptia.org</a> )
120401	"Cosmetology/Cosmetologist, General"	NJ State Cosmetologist/Hairstylist License
120404	Electrolysis/Electrology & Elect. Technology	New Jersey State Electrologist License

**NJDOE Recognized CTE End-of-Program Assessments**

<b>CIP Code</b>	<b>CTE Program Names</b>	<b>Assessments</b>
120409	Aesthetics/Esthetician & Skin Care Specialist	NJ State Skin Care Specialist License
120410	Nail Technician/Specialist & Manicurist	NJ State Manicurist License
120500	"Cooking & Related Culinary Arts, General"	NOCTI - Culinary Arts I - Prep Cook ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
120501	Baking & Pastry Arts/Baker/Pastry Chef	NOCTI - Retail Commercial Baking ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
120503	Culinary Arts/Chef Training	NOCTI - Culinary Arts II - Prep Cook ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
120504	"Restaurant, Culinary & Catering Management/Manager"	NOCTI Job Ready - Hospitality Management (Food and Beverage option - <a href="http://www.nocti.org">http://www.nocti.org</a> )
120505	Food Prep/Professional Cooking/Kitchen Assistant	NOCTI Job Ready - Culinary Arts I - Prep Cook ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
120507	"Food Service, Waiter/Waitress & Dining Room Management"	NOCTI Job Ready - Hospitality Management (Food and Beverage option - <a href="http://www.nocti.org">http://www.nocti.org</a> )
120508	Institutional Food Workers	NOCTI Job Ready- Commercial Food ( <a href="http://www.nocti.org/">http://www.nocti.org/</a> )
150000	Engineering Technology/General	NOCTI Job Ready - Pre-Engineering / Engineering Technology ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
150606	Water Quality/Wastewater Treatment Technician	"NJ State Licensure: Wastewater/Water System Operator Classification License I, NJDEP, ( <a href="http://www.nj.gov/dep/index.html">http://www.nj.gov/dep/index.html</a> ) "
150612	Industrial Technology/Technician	NOCTI Job Ready - Manufacturing Technology ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
151202	Computer Maintenance Technician (Helpdesk Technician)	CompTIA A +
151301	Drafting & Design Technology	NOCTI Job Ready - General Drafting and Design ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
151302	CAD/CADD Drafting & Design Technology/Technician	NOCTI Job Ready - CAD/CAM ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
151303	Architectural Drafting & Arch. CAD/CADD	NOCTI Job Ready - Architectural Drafting ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
151306	Mechanical Drafting/Mechanical Drafting CAD/CAD	NOCTI Job Ready - General Drafting and Design ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
190101	"Family & Consumer Science/Human Sciences, General"	"NOCTI Job Ready - Food Production, Management and Services and/or Clothing and Textiles Management and Production ( <a href="http://www.nocti.org">http://www.nocti.org</a> ) "
190708	Child Care & Support Services Management	NOCTI Job Ready - Early Childhood Care and Education ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
190709	Child Care Provider/Assistant	NOCTI Job Ready - Early Childhood Care and Education ( <a href="http://www.nocti.org/">http://www.nocti.org/</a> )
190901	"Apparel & Textiles, General"	NOCTI Job Ready - Clothing and Textiles Management and Production ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
190902	Apparel & Textile Manufacturing	NOCTI Job Ready - Clothing and Textiles Management and Production ( <a href="http://www.nocti.org">http://www.nocti.org</a> )

**NJDOE Recognized CTE End-of-Program Assessments**

<b>CIP Code</b>	<b>CTE Program Names</b>	<b>Assessments</b>
190906	Fashion & Fabric Consultant	NOCTI Job Ready - Clothing and Textiles Management and Production ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
430102	Corrections	NOCTI Job Ready - Criminal Justice ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
430103	"Criminal Justice, Law Enforcement Administration"	NOCTI Job Ready - Law Enforcement ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
430107	Criminal Justice/Police Science/Law Enforcement Technician	NOCTI Job Ready - Law Enforcement ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
430203	"Fire Science, Firefighting"	NJ Fire Fighter I license
450702	Geographic Information System	Digital Quest Spatial Technology and Remote Sensing (STARS) ( <a href="http://www.digitalquest.com/">www.digitalquest.com/</a> )
460000	"Construction Trades, General"	NOCTI Job Ready - Building Construction Occupations ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
460101	Mason/Masonry	NOCTI Job Ready - Construction Masonry ( <a href="http://www.nocti.org">http://www.nocti.org</a> ) or National Center for Construction Education Research (NCCER) Masonry Level One Test ( <a href="http://www.nccer.org">http://www.nccer.org</a> )
460201	Carpenter/Carpentry	NOCTI Job Ready - Carpentry ( <a href="http://www.nocti.org">http://www.nocti.org</a> ) or National Center for Construction Education Research (NCCER) Carpentry Level One Test ( <a href="http://www.nccer.org">http://www.nccer.org</a> )
460302	Electrician	NOCTI Job Ready - Electrician ( <a href="http://www.nocti.org">http://www.nocti.org</a> ) or National Center for Construction Education Research (NCCER) Electrician Level One Test
460401	Building/Property Maintenance & Manager	NOCTI Job Ready - Building Trades Maintenance ( <a href="http://www.nocti.org">http://www.nocti.org</a> ) or National Center for Construction Education Research (NCCER) Introductory Craft Skills Test ( <a href="http://www.nccer.org">http://www.nccer.org</a> )
460408	Painting/Painter & Wall Coverer	NOCTI Job Ready - Painting and Decorating ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
460503	Plumbing Technology/Plumber	NOCTI Job Ready - Plumbing
469999	"Construction Trades, Other"	NOCTI Job Ready - trade specific ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
470101	Electrical/Electronics Equipment Installation & Repair	NOCTI Job Ready - Electronic Technology ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
470104	Computer Installation & Repair Technology/Technician (A+)	CompTIA A+ ( <a href="http://certification.comptia.org">http://certification.comptia.org</a> ) or NOCTI Job Ready - Computer Repair Technology ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
470105	Industrial Electronics Install. & Repair Technology/Technician	NOCTI Job Ready - Industrial Electronics ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
470106	Appliance Installation & Repair Technology/Technician	NOCTI Job Ready - Electrical Occupations ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
470201	"Heating, Air Conditioning & Refrigeration Maintenance Technician"	"NOCTI Job Ready - Heating, Air Conditioning & Refrigeration ( <a href="http://www.nocti.org">http://www.nocti.org</a> )"
470603	Auto body/Collision & Repair Technology/Technician	ASE/NATEF - Collision Repair and Refinish ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
470604	Automobile/Automotive Mechanics	ASE/NATEF - Automobile ( <a href="http://www.nocti.org">http://www.nocti.org</a> )

**NJDOE Recognized CTE End-of-Program Assessments**

<b>CIP Code</b>	<b>CTE Program Names</b>	<b>Assessments</b>
	Technology/Technician	
470605	Diesel Mechanics Technology/Technician	ASE/NATEF - Medium / Heavy Trucks ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
470606	Small Engine Mechanics & Repair Technology/Technician	NOCTI Job Ready - Small Engine Technology ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
480503	Machine Shop Technology/Assistant	NOCTI Job Ready - Precision Machining ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
480508	Welder Technology/Welder	American Welding Society (AWS) - Certified Welder ( <a href="http://www.aws.org">http://www.aws.org</a> )
480703	Cabinet Maker & Millwork/Millwright	NOCTI Job Ready - Cabinetmaking ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
490202	Construction/Heavy Equipment/Earth Moving Equipment Operator	National Center for Construction Education Research (NCCER) Heavy Equipment Operations Level One Test ( <a href="http://www.nccer.org">http://www.nccer.org</a> )
490299	"Ground Transportation, Other (Materials Handler)"	NOCTI Job Ready - Logistics Technology / Distribution Center Operations ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
500101	Visual & Performing Arts	NJ State DOE Theater Exam (affiliated with SCASS/Arts Assessment)
500301	Dance	NJ State DOE Dance Exam (affiliated with SCASS/Arts Assessment)
500401	"Design & Visual Communications, General"	NOCTI - Graphic Communication Technology ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
500402	Commercial & Advertising Art	NOCTI - Advertising Design ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
500501	"Drama & Dramatics, Theatre Arts, General"	NJ State DOE Theater Exam (affiliated with SCASS/Arts Assessment)
500506	Acting	NJ State DOE Theater Exam (affiliated with SCASS/Arts Assessment)
510601	Dental Assistant	"Certified Dental Assistant, Dental Assisting National Board ( <a href="http://www.dentalassisting.com">www.dentalassisting.com</a> ) "
510603	Dental Laboratory Technology/Technician	NOCTI Job Ready - Dental Lab Technology ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
510699	Dental Radiography Assistant	Radiation Health and Safety (RHS) examination given by the Dental Assisting National Board ( <a href="http://www.danb.org/">http://www.danb.org/</a> )
510805	Pharmacy Technician/Assistant	National Pharmacy Technician Certification Examination ( <a href="http://www.catglobal.com/CATGlobal8/demo.asp?context=ptcbcontext">http://www.catglobal.com/CATGlobal8/demo.asp?context=ptcbcontext</a> )
510899	"Allied Health & Medical Assistant, Other"	Physician Assistant National Certifying Exam (PANCE) National Commission on Certification of Physician Assistants ( <a href="http://www.nccpa.net">http://www.nccpa.net</a> )
510904	Emergency Medical Technology/Technician	NJ EMT Certification
511006	Ophthalmic Laboratory Technology/Technician	NJ Ophthalmic Qualifying Technical Exam
511613	LPN	National Council Licensure Examination for Licensed Practical/Vocational Nurses (NCLEX-PN; see <a href="https://www.ncsbn.org/nclex.htm">https://www.ncsbn.org/nclex.htm</a> )
511614	Nursing Assist/Aide & Patient Care Assistant	NJ Nurse Aide Certification (Long term care)

**NJDOE Recognized CTE End-of-Program Assessments**

<b>CIP Code</b>	<b>CTE Program Names</b>	<b>Assessments</b>
512602	Home Health Aide	NJ Home Health Aide / Homemaker license
520302	Accounting Technology/Technician & Bookkeeper	NOCTI Job Ready - Accounting (Basic) ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
520401	Administrative Assistant & Secretarial Science	NOCTI Job Ready - Administrative Assisting ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
520407	Business/Office Automation/Technology/Data Entry	NOCTI Job Ready - Business Information Processing ( <a href="http://www.nocti.org">http://www.nocti.org</a> )
520408	General Office Occupations & Clerical Services	MOUS (Microsoft Office User Specialist ( <a href="http://www.microsoft.com/learning">http://www.microsoft.com/learning</a> ))
520801	Finance	MarkED A*S*K* Institute - Fundamental Finance Concepts ( <a href="http://www.mark-ed.org">http://www.mark-ed.org</a> )
521201	"Management Info. Systems, General (Computer Applications)"	MOUS (Microsoft Office User Specialist) ( <a href="http://www.microsoft.com/learning">http://www.microsoft.com/learning</a> )
521401	"Marketing/Marketing Management, General"	MarkED A*S*K* Institute - Fundamental Business Concepts ( <a href="http://www.askinstitute.org">www.askinstitute.org</a> )
521801	"Sales, Distribution, & Marketing Operations, General"	MarkED A*S*K* Institute - Fundamental Marketing Concepts ( <a href="http://www.askinstitute.org">www.askinstitute.org</a> )

