U. S. Department of Education
Office of Vocational and Adult Education

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The Carl D. Perkins Career and Technical Education
Improvement Act of 2006

STATE PLAN COVER PAGE

State Name: NEW JERSEY

Eligible Agency Submitting Plan on Behalf of State:

NEW JERSEY STATE DEPARTMENT OF EDUCATION

Person at, or representing, the eligible agency responsible for answering questions on this plan:

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Type of State Plan Submission (check *one*):

___ 6-Year Full Plan – FY 2007 – FY 2013
___ 1-Year Transition – FY 2007 – FY 2008 (submitted April 2007)
_X_ 5-Year Plan – FY 2008 – FY 2013

Special Features of State Plan Submission (check all that apply):

___ Unified - Secondary and Postsecondary
___ Unified - Postsecondary Only
___ Title I only (*All Title II funds have been consolidated under Title I*)
_X_ Title I and Title II

NEW JERSEY FIVE-YEAR CAREER AND TECHNICAL EDUCATION STATE PLAN

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PART A: STATE PLAN NARRATIVE

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

A. Statutory Requirements

1. Conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. [Sec. 122(a)(3)]

2. Include a summary of the above recommendations and the eligible agency's response to such recommendations in the State plan. [Sec. 122(a)(3)]

3. Develop the State plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State plan. [Sec. 122(b)(1)(A)-(B)]

4. Develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]

5. Develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency must file its objections with you. You must respond to any objections you receive in the State plan that you submit to the Secretary. [Sec. 122(e)(3)]

A. 1. Public Hearing Process

In accordance with Section 122(a)(3) of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) and the "Guide for Submission of State Plans, the New Jersey Department of Education (NJDOE), Office of Career and Technical Education (OCTE),

initiated a process to elicit public input on the draft Five-Year State Plan. In efforts to engage the widest possible participation reflective of requirements in Section 122 (b)(1)(A-B) and Section 122 (b)(2)(2) of the Act, the OCTE undertook the following actions:

- Formed the New Jersey Career and Technical Education Advisory Council;
- Conducted public hearings regionally across the state to accommodate those who chose to present formal oral and written testimony on the draft State Plan;
- Created a web-based forum for the submission of public comments on the draft State Plan.

The public hearings were conducted on the following dates and in the following locations, and were announced on the NJDOE Website, through the OCTE vocinfo listserv, and through advertisements in regional newspapers:

- Southern Region: Monday, December 3, 2007 – NJDOE Southern Regional Office, Sewell, NJ; 4:00 p.m. to 6:00 p.m.
- Northern Region: Tuesday, December 4, 2007 – Morris County College, Randolph, NJ; 4:00 p.m. to 6:00 p.m.
- Central Region: Thursday, December 6, 2007 – NJDOE, Trenton, NJ; 6:00 p.m. to 8:00 p.m.

The web-based public comments were solicited through the NJDOE's website at http://www.nj.gov/education/voc/plan/plan.pdf. Descriptive information about web-based feedback, public hearings, and the draft State Plan was posted on the NJDOE website. A drop-down box allowed individuals the opportunity to comment on specific sections of the State Plan or to provide general feedback.

In addition to the opportunities identified above, the NJDOE advised individuals of opportunities to provide comment on the draft State Plan through the OCTE vocinfo listserv, and other pertinent listservs and e-mail notifications to professional organizations, and to the New Jersey Career and Technical Education Advisory Council. Written comments, in addition to the web-based input, were encouraged during two public comment periods:

- November 21, 2007 through December 31, 2007; and
- January 18, 2008 through February 15, 2008.

Finally, the public also had the opportunity to present comments on the Plan at a public hearing session on February 20, 2008 as part of the New Jersey State Board of Education review of the Plan.

A.2. Summary of Recommendations and Responses

Key recommendations submitted as part of the public comment/public hearing process, and the NJDOE responses, are summarized below. Additional, more specific technical comments, edits, and corrections were also provided and were incorporated into the Plan.

1. Comments were generally positive and supportive of increasing academic rigor and integrating academic and technical courses, while also ensuring that the purpose of career and technical education is maintained. The NJDOE believes that the educational integrity of CTE hinges on enhancing the academic skills of CTE students to ensure that they are competitive with their peers who graduate from traditional high schools. Additionally, to ensure compliance with the Perkins Act of 2006, which emphasizes, the need to build the academic and technical skills of students, the NJDOE must comply with this dual emphasis to receive federal funding.

2. Comments were presented addressing the CTE program approval and five-year re-approval processes. The transition to more rigorous programs of study was a related concern raised by commenters. Currently, the OCTE is developing a new process for the approval of programs of study, which will be modeled on career pathways, as well as developing new guidance for re-approval of programs/programs of study. Before finalizing new procedures, the OCTE will consult with the CTE Advisory Council and will seek feedback from key stakeholders in New Jersey's system of CTE. Additionally, a subcommittee of the Advisory Council has been formed specifically to address the program approval process in greater depth.

3. Comments were presented addressing the 10 career clusters identified in the Plan as having initial focus in the development of programs of study. Commenters sought confirmation that the initial focus on these 10 career clusters would not preclude the development of new programs of study under the other clusters, and would not limit a student's options in seeking to pursue a particular career field of interest. The NJDOE does not limit a student's options in career and technical education to only current or emerging occupations that are high demand. New Jersey has identified specific industry sectors and occupations that offer significant growth opportunities in order to ensure consistency with the Perkins Act of 2006 which specifically emphasizes high skill, high wage or high demand occupations. Additionally, the 10 career clusters relate specifically to existing strong career opportunities in the State and to anticipated high growth areas in the State's economy, as identified in the Governor's *Economic Growth Strategy for New Jersey*. The NJDOE must consider this *Growth Strategy* in guiding CTE providers in developing and offering the programs of study that hold out the greatest prospect for employment in the State. As the economy changes, so too may these career clusters of focus. The Department will continue to support approved programs/programs of study under all career clusters in consideration of differing local and regional needs, and differing student interests, provided these programs meet criteria outlined in guidelines.

4. Comments relating to CTE teacher licensure were generally supportive of increased rigorous academic and technical preparation. However, concern was raised that new standards for CTE teachers might preclude individuals from business and industry from entering CTE teaching. Additional comments were presented recommending collaboration with higher education regarding the need for new, well-trained and certificated teachers in CTE areas. The OCTE is currently collaborating with the NJDOE Office of Professional Standards, Licensing, and Higher Education Collaboration to advise that office of amendments necessary to ensure that individuals seeking licensure as

CTE teachers are held to the highest quality standards. The OCTE will consult with the CTE Advisory Council to discuss specific recommendations with stakeholders.

5. Comments pertaining to teacher and career guidance counselor professional development were generally positive. Such comments included recommendations for collaboration with the higher education community, the New Jersey Department of Labor and Workforce Development, etc., and for the inclusion of specific topics (e.g., labor/industry trends). The OCTE is committed to enhancing professional development opportunities for teachers and career guidance counselors. In this regard, the OCTE will consult with the CTE Advisory Council and other appropriate stakeholders in the CTE community to ensure the design and implementation of rich, new professional development opportunities.

6. Comments regarding accountability and data collection and reporting were also presented. For example, there was concern regarding the responsibility of vocational school districts for the academic performance of shared-time students, as well as about the overall accuracy of VEDS data. Additionally, concern was raised about the impact of requirements for meeting certain NCLB performance measures. Clarity regarding requirements for measuring technical skills was also sought. The NJDOE considers that all CTE programs are responsible for academic achievement and, as such, all must ensure that CTE enhances and integrates academics to help ensure student success. With regard to NCLB performance measures, the NJDOE will carefully consider the impact on various student populations, while supporting the need to increase academic rigor for all students. Overall, the NJDOE recognizes the need for flexibility in the design and implementation of performance measures that are appropriate for programs and will collaborate with a variety of stakeholders to establish parameters for such flexibility. Finally, the NJDOE and OCTE are continually evaluating the data collection and reporting system used to measure the performance of CTE programs. The OCTE will work directly with all CTE stakeholders to ensure a more complete data collection system, including documenting postsecondary students who are academically disadvantaged and documenting participation of students in nontraditional CTE programs.

7. Comments were raised regarding the formula for distributing Perkins funds. The NJDOE was urged to review the formula and consider revising it to bring it in line with new directions established in the Plan. The NJDOE will continue to review the funding formula, seeking methods that will permit funding high quality programs, while ensuring compliance with the Perkins Act.

8. Comments were made generally regarding the need for broad collaboration between the NJDOE and stakeholders in the CTE community. In this regard, comments were also presented regarding the role of county vocational school districts in New Jersey's CTE system. Further, comments were made indicating that the Five-Year CTE State Plan should be understood as part of New Jersey's Unified State Plan. Finally, related comments were made regarding the NJDOE's intentions to collaborate with the State Employment and Training Commission. The NJDOE acknowledges the important role of

county vocational school districts in delivering CTE, but it also recognizes the value of the many different providers of CTE in New Jersey in meeting the needs of the State's diverse population. Therefore, equitable involvement of a variety of stakeholders is key to the success of New Jersey's system of CTE. Additionally, while the Five-Year CTE State Plan is not directly incorporated into New Jersey's Unified State Plan for New Jersey's Workforce Investment System due to the requirement for State Legislature authorization, it is to be understood by the Department and stakeholders as part of the Unified State Plan. The NJDOE also intends to continue to collaborate with the SETC on important initiatives, including support of the NJ NextStop website.

9. Comments were submitted regarding special populations, including displaced homemakers and economically disadvantaged students. The NJDOE has expanded the special populations section of the Plan to give additional consideration to these two groups that were not fully addressed by programs and initiatives in the original draft of the Plan. Additionally, the NJDOE made corrections to the Plan regarding references to programs offered by or through the Juvenile Justice Commission.

Overall, the NJDOE, Office of Career and Technical Education (OCTE) plans to take a collaborative approach involving key stakeholders in the CTE, community, and business sectors in addressing the implementation of all key initiatives presented within this Plan.

A. 3. New Jersey Career and Technical Education Advisory Council

The State Plan was developed in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia; entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. The Governor's Office was also consulted with respect to development of the State Plan.

A list of the member organizations and representatives serving on the New Jersey Career and Technical Education Advisory Council can be found in Appendix B.

The Advisory Council met on the following dates:

- September 28, 2007 – Monmouth County Vocational School, Freehold, NJ
- October 26, 2007 – Burlington County Institute of Technology, Westampton, NJ
- January 16, 2008 – John J. Heldrich Center for Workforce Development, New Brunswick, NJ

The Advisory Council Subcommittee on CTE Program Approval met on Friday, February 29, 2008 at the New Jersey Department of Education, Trenton, NJ.

A. 4. Activities and Procedures Allowing Participation in State Plan Development

Please refer to the response under A.3. above.

A. 5. Consultation with State Agencies Responsible for Secondary and Postsecondary CTE

The State Board of Education is the agency designated to be responsible for all secondary CTE programs in the State. The State Department of Education acts on behalf of the State Board of Education and the Office of Career and Technical Education is charged with the responsibility for administering the grant program. For postsecondary programs, there are two separate public institution types that conduct organized instruction in career preparation for adults and postsecondary students in New Jersey: county colleges and postsecondary CTE providers. The county college system in New Jersey is organized under the State Commission on Higher Education and under the New Jersey Council of County Colleges. The postsecondary vocational school system is organized under, and represented by, the New Jersey Council of County Vocational-Technical Schools. There is a close relationship among the groups. The OCTE conducted various meetings with representatives of both institution types to discuss funding options for both secondary and postsecondary instructional programs. More specifically, the New Jersey State Director for Career and Technical Education (*i.e.*, the director of the NJDOE Office of Career and Technical Education) presented on and/or discussed the State Plan and the NJDOE vision for career and technical education on the following dates:

- 10/15/07: Representatives from the New Jersey Council of County Colleges
- 10/17/07: Action Council for the Economy (ACE) of the New Jersey Office of Economic Growth Meeting
- 11/5/07: Representatives from the New Jersey Council of County Vocational Technical Schools
- 11/20/07: New Jersey State Commission on Employment and Training (SETC) Full Commission Meeting
- 12/6/07: Gender Parity Council Meeting of the SETC
- 12/12/07: NJDOE Monthly Commissioner's Meeting (including all NJDOE assistant commissioners and department directors)
- 12/19/07: New Jersey Vocational Administrators and Supervisors Association (NJ-VASA) Meeting
- 1/11/08: Association of New Jersey Apprenticeship Coordinators Meeting
- 1/15/08: New Jersey Council of County Vocational Technical Schools Meeting (entire membership)
- 1/17/08: Project Directors for NJ WIRED (Workforce Innovation in Regional Economic Development) Grants Meeting
- 1/18/08: NJ PLACE (New Jersey Pathways Leading Apprentices to a College Education) Advisory Group Meeting
- 1/24/08: Center for Occupational Employment Information (COEI) Steering Committee Meeting
- 1/30/08: State Employment and Training Commission Meeting

Additionally, the State Director of Career and Technical Education held various consultations with the Career and Technical Education Association of New Jersey (CTEANJ) regarding the State Plan and the NJDOE vision for CTE in New Jersey.

B. Procedural Suggestions and Planning Reminders

The NJDOE will:

- Maintain a record of the public hearings that includes copies of the notices for the hearings, what media were used to publicize the hearings, mailing lists used for notification, where the hearings were held, and attendance levels, in accordance with 122(a)(3);

- Develop and implement policies and procedures for the framework of consultations required by section 122(b)(1)(A-B) and section 122(b)(2) of the Act, as well as maintain appropriate records for these mandated consultations;

- Collaborate with the New Jersey Department of Labor and Workforce Development, the State Employment and Training Commission, local Workforce Investment Boards, and other appropriate partners as the Department plans for the participation of postsecondary career and technical programs in the State's one-stop career center delivery system.

- Ensure that public hearings and other consultation activities should address all aspects of the State plan, including the reservation of funds under section 112(c) of the Act, if any, and the amount and uses of funds reserved for services that prepare individuals for nontraditional training and employment under section 112(a)(2)(B) of the Act.

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

2. Career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—

i. Incorporate secondary education and postsecondary education elements;

ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;

iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and

iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Background

The process for developing New Jersey's One-Year Transition Plan placed a strong emphasis on linking career and technical education to the New Jersey Core Curriculum Content Standards (NJ CCCS). This theme is further developed and strengthened in this Five-Year Plan. In this regard, the central focus of CTE program development and delivery in New Jersey over the next five years will call for the full integration of rigorous academics and intensive technical skill development for all participating students.

The overarching framework for practical implementation of integrated academics and technical skill development is established and guided by the following:

1. The Partnership for 21st Century Skills;
2. New Jersey Governor Jon S. Corzine's *Economic Growth Strategy for the State of New Jersey 2007*; and
3. The Mission of the New Jersey Department of Education.

Each of these is described below.

The Partnership for 21st Century Skills

To place education broadly in the context of the new realities of the 21st century, New Jersey has embraced the agenda of the Partnership for 21st Century Skills and has applied to become a

Leadership State in this Partnership. In doing so, New Jersey has set forth the following vision, mission, and goals for 21st century learning:

Vision: New Jersey citizens have the requisite knowledge, communication, technology, and problem solving skills to live and work effectively in a complex and dynamic world.

Mission: To ensure that all New Jersey students are provided with a rigorous, aligned P-16 world class education to succeed in postsecondary education, the work environment and community life in a global society.

Goals:

1. To help students understand, connect to and act on critical global issues by integrating 21st century perspectives into curricula in all Core Curriculum Content Standards areas;

2. To connect student acquisition of international literacies to real world experiences both in New Jersey and beyond state and national borders; and

3. To enhance teacher capacity for 21st century teaching excellence through pre-service education, professional development and opportunities for exchange and study abroad.

The mission, vision, and goals of the Partnership thus represent New Jersey's overarching approach to and conception of education in the state, including career and technical education. The Partnership agenda encompasses all other initiatives and programs and directs New Jersey schools and communities to a broadened conception of what will be necessary to *prepare students to succeed as global citizens.*

Economic Growth Strategy for the State of New Jersey 2007

New Jersey's direction for a re-envisioned approach to career and technical education is also informed by the six specific priorities established in the Governor's *Economic Growth Strategy for the State of New Jersey 2007,* which are as follow:

Priority #1: Market New Jersey for economic growth by partnering with the state's businesses and helping them to grow and prosper;

Priority #2: Develop a world-class workforce by assisting the state's students and job seekers to obtain the skills and education needed in a competitive global economy;

Priority #3: Promote sustainable growth with a particular emphasis on the state's cities and make strategic infrastructure investments to support economic growth while protecting the environment;

Priority #4: Nurture the development of new technologies, and ensure that the state continues to be a leader in innovation;

Priority #5: Encourage entrepreneurship and the growth of small, minority-owned, and women-owned businesses; and

Priority #6: Enhance the global competitiveness of New Jersey's businesses.

These six priorities, with particular emphasis on Priority #2, call for a new conception of CTE to *support healthy economic growth within the State.*

Additionally, in Support of the Governor's *Economic Growth Strategy*, the NJDOE is represented on the Action Council for the Economy, which is an executive branch committee of representatives from 24 New Jersey State agencies under the leadership of the Governor's Office of Economic Growth. The Council collaborates on projects to support a strong and growing economy in the State of New Jersey.

Mission of the New Jersey Department of Education (NJDOE)

Finally, and consistent with both the call to *prepare students to succeed as global citizens* and to *support healthy economic growth within the State*, the Mission of the New Jersey Department of Education is to:

> "[P]rovide leadership to prepare all students for their role as citizens and for the career opportunities of the 21st century."

The NJDOE believes that CTE is uniquely well positioned to support and promote the mission, vision, goals, and strategies identified in the overarching and guiding framework for education in the State by providing students with: the knowledge, attitude, and skills to live and work as productive individuals who are successful in their careers, families, and communities; a rigorous academic and technical curriculum to prepare them to meet the challenges of a rapidly changing society; educational and student leadership experiences for personal and professional growth; and opportunities to apply academic knowledge and skills in meaningful contexts through partnerships with business, industry, and community.

Broadly, career and technical education must ready students to be educated, prepared, and adaptable in the workplace and in the community to effectively address the common challenges that businesses, other employers, and society as a whole face now and will increasingly face in the future. In this regard, the NJDOE sees career and technical education as a collaborative system. It is important that diversity of providers is maintained in the State in order to ensure access and equity in opportunities for all students who choose to take advantage of educational opportunities through CTE. In this manner, the NJDOE must give equal consideration to the role of each type of provider in delivering CTE to a diverse population of students.

This focus and direction of this Five-Year CTE State Plan are consistent with the purpose of the reauthorized Carl D. Perkins Career and Technical Education Act of 2006, which seeks to broaden the conception of "programs of study" beyond training students for specific occupations, while at the same time maintaining a clear focus on educating students for high-wage, high-skill, or high-demand careers.

Finally, it is important to note that while, during this cycle, the Five-Year CTE State Plan is not incorporated directly into New Jersey's Unified State Plan, it is intended that the CTE State Plan

be understood as part of New Jersey's overall approach to workforce and economic development in the State. This is consistent with Governor Corzine's *Economic Growth Strategy*, which incorporates educational priorities.

New Jersey's Economic Growth Areas

In order to fulfill the vision of CTE to *prepare students to succeed as global citizens and for career opportunities of the 21st century* and to *support healthy economic growth within the State*, practical actions must be identified and prioritized. To this end, New Jersey begins by establishing career areas with the greatest need for skilled employees and the greatest potential for growth over the next decade. According to New Jersey Governor Jon S. Corzine's *Economic Growth Strategy for the State of New Jersey 2007,* industries already concentrated in the State, and industry sectors expected to experience the greatest growth over the next decade, depend on the State's talented workers and its geographic proximity to numerous large markets. These industry sectors include: financial services, information technology, life sciences, communications, logistics, agribusiness, and gaming/tourism.

Additionally, New Jersey's energy economy is demanding; and, renewable energy will become increasingly important to the state. Consequently, the state will aggressively encourage the expansion and creation of renewable energy solutions across all energy sectors. New Jersey already leads the nation in investing in innovative renewable energy resources, and opportunities continue to attract and grow renewable energy businesses in the state.

Further, the high tech industries located in New Jersey and anticipated to grow in the State over the next decade will require employees knowledgeable of and skilled in advanced manufacturing. While traditional manufacturing jobs have waned in New Jersey and across the country, advanced manufacturing will remain a critical industry sector and an important source of employment for New Jersey.

Finally, New Jersey recognizes that small business creation and growth is extremely important to the State's economy. More than 96 percent of all businesses in New Jersey have fewer than 100 employees and account for over 36 percent of all jobs in the State. New Jersey also has a strong tradition of entrepreneurship. In fact, the national nonprofit Center for Economic Development ranked New Jersey first in the nation for entrepreneurial energy in 2006 based on the number of new companies established and on the number of new jobs created by new companies. From 2003 to 2004, the number of new business openings increased by more than 20 percent, the third highest growth rate in the nation. Therefore, it is important for the state to ensure the sustainability of existing small and medium-sized businesses and to nurture entrepreneurial ventures within the state.

These key industry sectors and areas of particular opportunity for growth can be viewed in terms of States' Career Clusters model (www.careerclusters.org), which had previously been adopted for use in New Jersey. The Career Clusters represent groupings of occupations based on commonalities that link what students learn in school with the knowledge they will need for success in college and careers. The 16 Career Clusters are:

- Agriculture, Food, & Natural Resources;
- Architecture & Construction;
- Arts, A/V Technology & Communications;
- Business, Management & Administration;
- Education & Training;
- Finance;
- Government & Public Administration;
- Health Science;
- Hospitality & Tourism;
- Human Services;
- Information Technology;
- Law, Public Safety, Corrections & Security;
- Manufacturing;
- Marketing, Sales & Service;
- Science, Technology, Engineering & Mathematics; and
- Transportation, Distribution & Logistics.

Using this model to categorize the industry sectors and economic growth opportunities, closely correlated to those identified in the *Governor's Economic Growth Strategy*, the following 10 Career Clusters will be emphasized initially:

1. Agriculture, Food, & Natural Resources (agribusiness);
2. Arts, A/V Technology & Communications (communications);
3. Business, Management & Administration (entrepreneurship);
4. Finance (financial services);
5. Health Science (life sciences);
6. Hospitality & Tourism (gaming and tourism);
7. Information Technology (information technology);
8. Manufacturing (advanced manufacturing);
9. Science, Technology, Engineering & Mathematics (life sciences; renewable energy); and
10. Transportation, Distribution & Logistics (logistics, ports, transportation).

These specific Career Clusters will be the initial focus in New Jersey in the development of new CTE programs of study, and the enhancement of existing CTE programs. Accordingly, the NJDOE will support and encourage the implementation CTE programs of study using the Career Clusters model, and the corresponding 81 pathways developed by the Career Clusters Institute, that emphasize New Jersey's strongest industry sectors and areas of greatest growth opportunity. Although the focus will be on these 10 Career Clusters, this would not preclude development or support of CTE programs in other Career Clusters.

CTE Priorities

The NJDOE established a set of specific, focused, and forward-thinking priorities for career and technical education in its Transition Plan. These priorities (described below) have been expanded from seven to eight and will remain central to the State's new vision for CTE over the

next five years, as they address the call to *prepare students to succeed as global citizens and for career opportunities of the 21st century,* and to *support healthy economic growth within the State.* The CTE priorities, as listed below, do not appear in any order of importance.

CTE Priority #1: Science, Technology, Engineering and Mathematics (STEM) Education

Strengthen skill development of New Jersey's CTE students specifically in the areas of science, technology, engineering, and mathematics to ensure success at the postsecondary level and long-term, high-wage, high-skill, or high-demand career opportunities for students particularly in New Jersey's burgeoning high tech sectors.

This will also include preparation of students for work in fields of new and emerging technologies relating, for example, to development of renewable energy sources to meet New Jersey's energy demands and make the state more energy self-sufficient.

Examples of STEM related initiatives to be supported by the NJDOE:

- Innovation Partnership Institutes;
- High Schools That Work Initiative;
- Math-in-CTE*;
- Project Lead The Way;
- New Jersey Agricultural Education Development Initiative; and
- National Curriculum of Agricultural Sciences Education (CASE) Initiative.

* Math-in-CTE was established by the National Research Center for Career and Technical Education (NRCCTE) as a curriculum integration model designed to enhance mathematics that is embedded in career and technical education (CTE) content. It is a process that provides the opportunity for math and CTE teacher teams to work together in communities of practice and to identify where math intersects with CTE concepts and applications. This process leads to the creation of math-enhanced CTE lessons that follow a seven-element pedagogic framework. Premised on five core principles, the research-based Math-in-CTE model has been shown to have a significant positive impact on student learning in mathematics with no loss to career and technical area content.

CTE Priority #2: Education Reform

Promote CTE throughout the state as an important and viable high school reform model that links academic achievement, technical skill development, and student leadership in a contextual learning environment, as well as links CTE to activities such as New Jersey's High School Redesign Initiative and the America Diploma Project (ADP), as well as to New Jersey's overarching educational initiative: The Partnership for 21st Century Skills.

Through CTE Priority #2, the NJDOE will also promote Advanced Placement (AP) courses in CTE programs of study, as well as promote other methods of increasing academic rigor including, but not limited to, dual enrollment articulation agreements between secondary schools and two- and four-year colleges and universities that allow secondary students to earn college credits.

Examples of Education Reform related initiatives to be supported:

- Shared-Time Vocational Schools Initiative (Technology Centers that Work);
- High Schools That Work (HSTW);
- Career Academies;
- Career and Technical Student Organizations (CTSO);
- Service Learning;
- Structured Learning Experiences (SLE); and
- Secondary Education Initiative (SEI)

CTE Priority #3: Nontraditional Careers

Promote the expanded 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.

Examples of Nontraditional Career related initiatives to be supported:

- Nontraditional Career Resource Center;
- Gender equity activities with the State Employment and Training Commission;
- Collaboration with the NJDOE Division of District and School Improvement's Internal Resource Team on equity issues; and
- Collaboration with the National Women's Law Center (NWLC) on identifying strategies to enhance capacity for systemic impact.

CTE Priority #4: Developmental Career Counseling

Support strong developmental career counseling programs to promote career preparation and life-long learning.

Examples of Career Counseling related initiatives to be supported:

- School Counseling National Leadership Cadre Initiative (NLC)
  The NLC 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. Current Cadre members are from 10 states that have demonstrated strong leadership in forging collaborative partnerships between their state departments of education and career resource networks, as well as their state school counseling associations and school counselor preparation programs. The NLC works to identify, document, and disseminate promising practices and approaches in career development education (CDE). Their work also addresses defining outcomes for school counseling programs and refining accountability practices. The NLC is dedicated to nationwide implementation 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.

- Systemic Reform in School Guidance and Counseling Programs

New Jersey began this three-year grant program in October 2007 in partnership with Kean University. The goal of the program is to bring about statewide systemic reform by implementing 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. This will be accomplished through the development of a system to support the implementation of comprehensive, developmental guidance and counseling programs to meet the needs of all students. The New Jersey Department of Education will, upon completion of this three-year grant cycle, seek to institutionalize this systemic school guidance and counseling reform initiative so that the benefits of the initiative are realized by all students across the State.

CTE Priority #5: Collaboration and Partnership Development

Support 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.

Collaboration and partnership development is an overarching priority that extends across a broad range of CTE activities to be supported by the NJDOE.

Examples of Collaboration and Partnership-Based initiatives to be supported:

- Innovation Partnership Institutes Grants (with the New Jersey Department of Labor and Workforce Development and the New Jersey Commission on Higher Education);
- National Curriculum of Agricultural Sciences Education (CASE) Initiative with the New Jersey Department of Agriculture and the National FFA Organization;
- High Schools That Work with the Southern Region Educational Board;
- Cumberland County College and Career Transition Initiative (CCTI) Partnership (with Cumberland County College, secondary schools, and workforce development);
- 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;
- Systemic Reform in School Guidance and Counseling Programs (with Kean University);
- New Jersey Chamber of Commerce Initiative: Learn More, Earn More, Do More (formerly, State Scholars Initiative);
- 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;
- Collaborations with trade unions for student apprenticeship placements; and
- Collaboration with national and local partners in the Math-in-CTE project.

CTE Priority #6: Professional Development and Technical Assistance

Promote rigorous curricula and high quality teaching, administrative, and counseling skills that are critical to the success of any CTE program of study. Without rigorous curricula and

highly qualified staff, high-tech equipment in the classroom and opportunities for students to attain high-skill, high-wage, or high-demand careers in the economy are meaningless.

Examples of Professional Development and Technical Assistance initiatives to be supported:

- 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;
- Technical assistance on using data on performance measures related to academic and career counseling; and
- Technical assistance to local recipients to guide them in designing, developing and implementing rigorous, high quality CTE programs of study.

CTE Priority #7: Student Leadership Development

The NJDOE will support activities that will assist students in assuming leadership roles to serve four critical functions:

1. Increase student commitment to their education (retention);
2. Increase student achievement;
3. Offer experience in a critical skill area sought after by employers; and
4. Increase student commitment to their communities by providing opportunities to increase student citizenship responsibility.

There are seven Career and Technical Student Organizations (CTSOs) that are recognized by the NJDOE as intra-curricular in nature and in practice. Each organization plays a significant role in providing opportunities for students to learn and practice leadership development, academic and technical skills and community involvement. The programs are also designed to provide professional development activities for teachers. The organizations serve to motivate students toward greater accomplishment and provide a system to reward excellence in student and teacher performance. Continued significant financial and technical support of CTSOs is essential.

Examples of Student Leadership Development initiatives to be supported:

- Career and technical student organizations (CTSOs);
- Structured learning experiences;
- Service learning;
- Student mentoring; and
- E-mentoring.

CTE Priority #8: Teacher Preparation and Recruitment

In order to ensure that students are well-prepared for career and postsecondary opportunities in all 16 Career Clusters, the NJDOE acknowledges that quality teachers are key and, as such, the supply of quality teachers must be addressed as a foundational consideration in this Plan.

Currently in New Jersey there is a critical need for a sustainable supply of high quality teachers in career and technical education programs, as well as across all academic programs in the State. Specifically, New Jersey is experiencing significant teacher shortages in the following areas:

- Bilingual/Bicultural Education (K-12);
- English as a Second Language (ESL)/(K-12);
- World Languages (K-12);
- Mathematics (K-12);
- Science (K-12); and
- Special Education (K-12).

Similarly, career and technical education programs are suffering from a lack of adequately prepared, knowledgeable, and skilled teachers in the wide range of CTE program areas offered in New Jersey.

By taking the multi-faceted approach described below under examples of initiatives to be supported, New Jersey will not only improve career opportunities for students by expanding programs of study in Education and Training, but it will also serve as an investment in the long-term success of the State's public schools. Additionally, this approach will also ensure that the most talented and well-prepared individuals are recruited as CTE teachers.

Examples of Teacher Preparation and Recruitment initiatives to be supported:

- Introducing students to the field of education as a career path (to include teaching math, science, special education, etc.);
- Collaborating with stakeholders and secondary schools to encourage development of programs of study in the Education and Training Career Cluster in order to encourage interest in education and provide students with pathways to postsecondary opportunities in the field of education;
- Recruiting and preparing individuals to teach in CTE programs;
- Building creative partnerships with business and industry to expand the pool of available CTE teachers;
- Working with the higher education community to develop awareness of the lack of teacher preparation in the areas of teacher shortage and to devise ways to fill the gap between need and supply, including CTE teacher preparation at the baccalaureate level;
- Collaborating with the NJDOE Office of Professional Standards, Licensing and Higher Education Collaboration to enhance New Jersey's Alternate Route (to

teaching) program through expanded mentoring and professional development opportunities;
- Supporting New Jersey involvement in a national initiative through the National Association of State Boards of Education to address CTE teacher preparation as an education priority; and
- Supporting the efforts of the New Jersey Higher Education Task Force to ensure that the State, higher education and P-12 education communities have collective responsibility to ensure that programs prepare, graduate, and recommend educator candidates of high quality who meet state and national standards.

To address these priorities, New Jersey will build on activities, initiatives, and strategies set forth in its One-Year Transition Plan, as well as implement new initiatives in order to:

- provide enhanced and more direct support to secondary and postsecondary providers of CTE in the State in order to ensure successful program outcomes; and
- integrate and embed CTE more thoroughly into the broad educational programs and services supported and administered by the New Jersey Department of Education.

Overarching Strategies

To assist local education agencies in meeting the requirements of the NJDOE and of the federal Perkins grant, specific activities and initiatives begun during the Transition Year will continue to be implemented to assist local recipients in integrating academic rigor with intensive technical skill development in enhanced CTE programs of study. All CTE activities and initiatives will be conducted in accordance with New Jersey State Board of Education priorities under the overarching state educational framework of the Partnership for 21st Century Skills, and in accordance with the Governor's *Economic Growth Strategy for the State of New Jersey 2007* and the Mission of the New Jersey Department of Education.

In all cases, consultation with the New Jersey Career and Technical Education Advisory Council will be integral. The Advisory Council is a standing body with partners external to the NJDOE. A subcommittee of the full council has also been formed specifically to address the program approval process.

Of particular importance as New Jersey advances this Five-Year Plan, is the NJDOE's efforts to reorganize internally in order to be more responsive to anticipated local needs as the standards for CTE and CTE students are enhanced. In this regard, and in order to ensure continuous improvement at the state and local levels, the NJDOE Office of Career and Technical Education (OCTE) will fully implement its internal reorganized structure to ensure a more efficient and effective delivery of CTE services and activities, as well as accessible, effective, and ongoing technical assistance.

One of the goals of the reorganization, once fully implemented, is to allow OCTE staff to work more closely with personnel in individual county vocational school districts, comprehensive high schools, and community colleges to better serve the needs of students, teachers, counselors, and administrators throughout the state. Additionally, the reorganization will enhance

communication and collaboration between and among these stakeholders within counties. This more hands-on approach will facilitate clear and more consistent communication between the state and local levels.

Additionally, internal collaboration between the Office of Career and Technical Education and other NJDOE divisions and offices will support the development of CTE programs of study that *prepare students to succeed as global citizens and for career opportunities of the 21st century,* and that *support healthy economic growth within the State*. This collaboration will include other offices within the Division of Educational Standards and Programs, including the Office of Academic Standards, the Office of Math and Science Education, and the Office of Professional Standards, Licensing, and Higher Education Collaboration, as well as offices within the Division of District and School Improvement (e.g., the Office of Equity), and the Division of Student Services (e.g., the Office of Special Education Programs and the Office of Educational Support Services).

Specifically, the work of the Division of District and School Improvement directly affects school improvement in secondary schools, including those secondary schools that offer CTE programs/programs of study. Within this division are the Office of Equity and the Office of Abbott Services. Collaboration with those offices particular will help to ensure that the academic and skill attainment needs of historically marginalized student populations are addressed.

Collaborative work with the Office of Academic Standards and the Office of Math and Science Education will focus on enhancing academic standards broadly throughout the career and technical education system. In this regard the OCTE will work with the Office of Academic Standards during its academic standards revision process scheduled to begin in the winter, 2007-2008. Additionally, the new Math-in-CTE project, which is part of a national roll-out strategy to improve academic achievement in mathematics in CTE will be coordinated with the Office of Math and Science Education.

The Division of Student Services addresses issues related to the needs of students in special populations, including special education students, students with disabilities, and students in alternative education programs. CTE programs and services related to the needs of students who are members of special populations related to enhancing academic and career counseling can be carried out more effectively by this ongoing collaboration.

Full implementation of this reorganized and collaborative internal structure will be essential to the success of all subsequent CTE initiatives undertaken.
Additional key strategies to be continued or initiated over the next five years include the following:

- Strengthening collaboration between the NJDOE and stakeholder organizations and groups, with particular focus on the New Jersey Council of County Vocational-Technical Schools and the New Jersey Council of County Colleges;
- Engaging the SETC and the local WIBs in aligning New Jersey's system of career and technical education with the State, regional, and local occupational opportunities;

- Fully developing the "programs of study" model for all eligible CTE providers in the State;
- Providing enhanced attention to the unique needs of nontraditional students and historically marginalized student populations to ensure that CTE serves the needs of the broadest possible range of students;
- Engaging the expertise of New Jersey's county vocational school system in designing career academies to facilitate progress in comprehensive high schools, including Abbott School Districts and other lower-performing high schools; and
- Strengthening accountability, with emphasis on using data to support continuous improvement in CTE programs of study in service to all students.

These key activities, and related activities which are discussed in more detail in the remainder of this section, build on the new CTE service delivery model from the state to the local school districts, and are characterized by data collection, information gathering, and intensive technical assistance and professional development to ensure eligible recipients understand and are able to meet the new Perkins Act requirements for developing and implementing high quality programs of study.

In all cases, these activities will support the broader vision to *prepare students to succeed as global citizens and for career opportunities of the 21st century,* and to *support healthy economic growth for New Jersey.*

2. Career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(b) How the state will, in consultation with eligible recipients, develop and implement career and technical programs of study described in (a) above.

As part of the internal reorganization discussed above, individual OCTE staff have been assigned to specific Career Clusters in order to give more focused attention to the development of high level programs of study under the corresponding pathways specific to each cluster. This attention will be critical as the NJDOE works with eligible recipients in implementing the higher standards and expectations associated with the programs of study model. Additionally, the CTE Advisory Council subcommittee on program approval will play an integral role in determining how the programs of study model is implemented in New Jersey.

The NJDOE must also ensure that it has complete and accurate information on all existing approved CTE programs currently offered by eligible Perkins recipients across the State. During the Transition Year, the NJDOE began an initial inventory of eligible Perkins recipients, including: county vocational school districts, comprehensive high schools, charter schools, state agencies, and institutions of higher education to identify current courses, their sequencing, and their potential role in a career pathway/program of study under the appropriate Career Cluster. This inventory, which identifies existing secondary education programs and their related Career Clusters/pathways, will be used as the basis for identifying potential programs of study based on potential two- and four-year college linkages. (See Appendix C for a summary inventory by Career Cluster of New Jersey's currently approved CTE secondary programs.)

An initial round of on-site visits was conducted to review CTE offerings in selected districts. These on-site reviews will continue in order to update the status of CTE offerings in school districts. Model CTE programs of study will also be identified and information on these specific programs of study will be used to provide technical assistance and professional development to schools.

The NJDOE will continue to provide ongoing technical assistance and professional development opportunities to assist county vocational school districts, comprehensive high schools, charter schools, state agencies, and institutions of higher education in meeting the higher standards required for the designation of CTE program of study. Experts and other resources will be identified to assist eligible recipients in developing high standard programs of study and in upgrading existing CTE programs to the more rigorous programs of study. State experts, including schools that have developed successful programs and academies, may be part of a collaborative process to enhance quality CTE programs.

Additionally, and as noted previously in this Five-Year Plan, the NJDOE will focus initially on the following 10 Career Clusters, in accordance with growing industry sectors identified in the Governor's *Economic Growth Strategy for the State of New Jersey 2007.*

1. Agriculture, Food, & Natural Resources;
2. Arts, A/V Technology & Communications;
3. Business, Management & Administration;
4. Finance;
5. Health Science;
6. Hospitality and Tourism;
7. Information Technology;
8. Manufacturing;
9. Science, Technology, Engineering & Mathematics; and
10. Transportation, Distribution & Logistics.

In consulting with eligible recipients, the NJDOE will encourage and guide the development of CTE programs of study under these key clusters, as well as under other Career Clusters as dictated by local demand. The NJDOE will involve eligible recipients in determining the pathways and the programs of study under the Career Clusters listed above that may be addressed more fully.

Available data will continue to inform the NJDOE regarding the need for technical assistance and professional development to ensure a clear understanding of the new, more rigorous standards for CTE programs of study, and to ensure that appropriate steps are taken by eligible recipients to develop and implement such programs of study. The NJDOE will invite and solicit regular feedback to determine needs and problem areas at the local level so that technical assistance and professional development activities can be tailored to specific, identified needs.

Additionally, through the identification of model programs of study, areas of effectiveness, and exemplary programs, the NJDOE will seek to develop collaborative arrangements between and among county vocational school districts, comprehensive high schools, charter schools, state

agencies and institutions of higher education so that the successful model programs of study can be discussed and shared directly at the local level. This may be facilitated through consultation with the New Jersey Council of County Vocational-Technical Schools and the New Jersey Council of County Colleges.

New Jersey will also establish a timeline for the state's implementation of programs of study. All eligible recipients will be required to have at least one approved program of study in order to be eligible to receive Perkins funding. Expanding the number of approved programs of study will be the goal, with specific decisions to be made regarding the process upon further input from the Advisory Council.

Further, the NJDOE will implement a plan to review existing CTE programs and to re-approve those programs and/or programs of study on a five-year cycle to ensure that these meet current industry demands and best prepare students for high wage, high skill or high demand careers. The current plan for the re-approval process will look at pathways and programs of study under the following Career Clusters over the next five years:

Year One:

- Science, Technology, Engineering, and Mathematics
- Finance
- Information Technology

Year Two:

- Health Science
- Business, Management, and Administration
- Transportation, Logistics, Distribution

Year Three:

- Manufacturing
- Agriculture, Food, and Natural Resources
- Hospitality and Tourism

Year Four:

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

Year Five:

- Architecture and Construction
- Government and Public Administration
- Human Services

At the end of year five, the re-approval cycle will begin again with the Career Clusters identified under year one above. This will ensure an ongoing mechanism to have all CTE programs meet quality standards.

2. Career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(c) How the state will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions.

In accordance with CTE Priority #5: Collaboration and Partnership Development, the NJDOE will:

- Continue to emphasize the importance of developing and implementing articulation agreements between secondary and postsecondary providers of CTE. The formal articulation process can be a challenging one; therefore, technical assistance and ongoing support will remain critical in the development of these agreements and will also ensure an understanding of the value of such arrangements to the future success of CTE in the state.

- The NJDOE will also develop model articulation agreements that can be adopted/adapted for local use.

Additionally, there is a heightened commitment in New Jersey to develop state-level articulation agreements. As New Jersey's Five-Year Plan moves forward:

- The importance of collaboration and partnerships will be formalized at the highest levels of state government and will serve as a model for all eligible recipients. State-level articulation agreements may also ease the burden on eligible recipients in developing their own local-level agreements. For example, collaborative arrangements between the NJDOE, the New Jersey Department of Labor and Workforce Development (NJLWD), and the New Jersey Commission on Higher Education (NJCHE) on the Innovations Partnerships Grants initiative will be standard-setting and, hence, a particularly important model in this regard.

- Meetings will be held to expedite the discussion between the secondary and postsecondary institutions to determine the best path toward developing state-level articulation agreements, where appropriate. Discussion will include the possibilities and the barriers to such articulations and the methods that could be used to overcome the barriers.

The NJDOE will also continue to support two additional important examples of state-level collaboration: NJ TRANSFER and NJ PLACE:

- The NJ TRANSFER initiative (www.njtransfer.org) supports students' transition from two-year to four-year institutions of higher education through alignment of courses accepted for credit.

- The New Jersey Pathways Leading Apprentices to a College Education (NJ PLACE) initiative has shown much promise (www.njplace.com). NJ PLACE is implemented under the leadership of the State Employment and Training Commission (SETC), the NJLWD, and the NJ AFL/CIO, and represents a collaboration including New Jersey's 19 community colleges, the NJDOE, other state agencies. This initiative has already developed a statewide model to award college credit for participating registered apprenticeships in the building and construction trades.

2. Career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients.

Effective and sustained communication between eligible recipients and the populations and communities they serve is critical and will be a continued central focus of the NJDOE's activities and efforts to ensure that CTE programs meet or exceed the state adjusted levels of performance. In this regard, the NJDOE will continue to encourage:

- All eligible recipients to make information available to the public regarding their CTE programs of study by publishing information in each eligible recipient's course selection guide and on each local recipient's website;

- All county vocational school districts to disseminate to all potential sending school districts and to parents and other stakeholders in their respective counties information regarding all of their CTE programs of study;

- All county vocational school districts and their designated representatives to schedule regular opportunities, during school hours, to present information to students in local district schools in grades 6 through 12 about available CTE opportunities;

- Comprehensive high school districts to provide information to students concerning the programs of study that are available from other sources, including the county vocational school districts;

- All county vocational school districts to communicate regularly with school counselors and administrators in the middle schools and comprehensive high schools about all shared-time and full-time CTE opportunities to facilitate students' and parents' ability to make informed decisions about participating in county vocational school district programs;

- All comprehensive high schools offering career and technical programs of study to describe how they will communicate information about their programs of study to parents, students, and counselors in order to increase awareness of CTE opportunities, and to facilitate appropriate course selections by students;

- All secondary and postsecondary institutions to use local and state Internet web sites to disseminate information to the public concerning the approved programs of study, and

- Additional strategies to make information about CTE opportunities available through both the county vocational school districts and comprehensive high schools, including:

  - Regular publications, including press releases in local newspapers;
  - Newsletters regarding student participation in programs and outcomes;
  - Regularly updated information posted on school websites;
  - Information and announcements on cable television;
  - Organized informational meetings with prospective students and their parents to describe programs;
  - Meetings with parents each year during course selection periods;
  - Open houses to showcase programs and to tour facilities; and
  - Presentations at parents' meetings.

The NJDOE will also continue to provide updated information on its state Website on all of New Jersey's approved CTE programs of study, as well as related program performance data in order to keep constituents informed of program descriptions, requirements, and related outcomes. When model programs of study have been identified, detailed information on these programs of study will be posted on the NJDOE Website. Modifications and further additions to the existing information on the NJDOE Website will be explored to determine how to enhance the types and quality of data made available to the public.

Further, the County Superintendents Roundtable and local Workforce Investment Boards (WIBs) will continue to serve as forums for the dissemination of information about CTE programs of study offered by eligible recipients.

2. Career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by the State, to develop, improve, and expand access to appropriate technology in career and technical education programs.

New Jersey is committed to using the Career Clusters model, and the corresponding identified pathways and programs of study, as the framework within which local recipients and the state will develop, improve, and expand CTE offerings. As noted previously, 10 specific Career Clusters will receive immediate priority based upon current and anticipated industry sector

demands and economic growth opportunities. Stakeholder input will be invited to determine which pathways and programs of study to prioritize within those 10 Career Clusters.

Also within this framework, the NJ CCCS for Technology Literacy will continue to be emphasized. Local school districts throughout the state, including county vocational school districts, comprehensive high schools, and charter schools are required to meet the two Technology Literacy standards, as follow:

8.1 Computer and Information Literacy
- A. Basic Computer Tools and Skills
  - Keyboarding
  - Word processing
  - Internet usage
  - Spreadsheets
  - Database concepts and usage
  - Publications and presentations
- B. Application of Productivity Tools
  - Social aspects
  - Information access and research
  - Problem solving

8.2 Technology Education
- A. Nature and impact of technology
- B. Design process and impact assessment
- C. Systems in the designed world

A complete description of the Technology Literacy standards can be found on the NJDOE website at: www.state.nj.us/njded/aps/cccs/tech.

Additionally, each local school district in the state is required to submit to the NJDOE a local Technology Plan. Procedures for completing a local district Technology Plan can be found at: www.state.nj.us/njded/techno/localtech/loctechproc.htm. Together, the Technology Standards and the required local Technology Plans, demonstrate NJDOE's commitment to technology education.

Further, and in accordance with CTE Priority #1: Science, Technology, Engineering, and Mathematics (STEM) Education, the NJDOE recognizes technology literacy as a critical component of most, if not all, CTE programs/programs of study. In a technology-rich and technologically-demanding world, the state and local recipients are under increasing pressure to ensure the availability of appropriate tools of technology, as well as to ensure the availability of well-prepared educators to instruct students in the effective use of those tools. New Jersey, as a hub of scientific and technological innovation, is acutely aware of the need to ensure that all CTE programs of study are appropriately designed and implemented to meet these technological needs and demands.

The specific CTE activities to be initiated or continued at the state and local levels to develop, improve, and expand access to appropriate technology will include, but not be limited to, the following:

- **Innovation Partnership Institutes**
  The NJDOE will continue its collaboration with the 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. Institutionalizing an ongoing dialogue between industry leaders and education leaders provides an opportunity for county vocational school districts, comprehensive high schools, charter schools, state agencies, and higher education institutions to keep their curricula relevant and current so that students and workers can acquire skills and knowledge that will be valued in the workplace.

  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 resulted in establishing Innovation Partnership Institutes for major industry sectors identified by the Governor's Office of Economic Growth 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.

- **High Schools That Work (HSTW) Initiative**
  The NJDOE will continue and expand its implementation of its High Schools That Work (HSTW) initiative. The HSTW initiative 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.

- **Technology Centers that Work**
  Through a cooperative agreement, the NJDOE provides New Jersey's three shared-time county vocational school districts with funding to enhance the quality of career-technical programs through the HSTW Technology Centers that Work initiative. This initiative is designed to prepare technology center leaders and teachers to motivate students to achieve at high levels when they:

  - expand students' opportunities to learn a rigorous academic core and a career/technical concentration that is taught in ways that enable students to see the usefulness of what they have been asked to learn.

  - create supportive relationships between students and adults. These relationships involve providing students extra help to meet challenging course standards and support to make successful transitions from home high school to technology center and from high school to postsecondary studies and careers with improved readiness for college and careers;

- work as teacher advisers with parents, students, and home high schools to set goals and to help students take the right courses to complete a program of study that prepares them for postsecondary studies and careers; and

- establish common planning time and professional development aligned with school improvement plans that focus on providing quality teaching and learning activities.

In this environment, more students will recognize that high school with a career/technical concentration matters to their future.

Specifically as part of the Technology Centers that Work agreements in New Jersey, the participating schools will:

- Assess the status of school and classroom practices using *HSTW* research-based indicators.
- Develop a set of actions the school can take to implement the *HSTW* design.
- Implement actions that would have the greatest immediate impact on raising achievement and changing the quality of school and classroom experiences.
- Upgrade existing course syllabi and major course projects to embed mathematics, literacy and science standards within career technical classes
- Organize school focus teams to address the major actions identified
- Implement strategies for engaging the faculty in the implementation of a site action plan.

- **Project Lead The Way (PLTW)**
  The NJDOE will continue its participation in the nationally-recognized Project Lead The Way (PLTW) program. The national 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. The courses are:

  - Introduction to Engineering Design
  - Digital Electronics
  - Principles of Engineering
  - Computer Integrated Manufacturing
  - Civil Engineering and Architecture
  - Biotechnical Engineering (in development)
  - Aerospace Engineering (in development)
  - Engineering Design and Development

  Introduction at this level will attract more students to engineering, and will allow students, while still in high school, to determine if engineering is the career they desire. Students participating in PLTW courses are better prepared for college engineering programs and more likely to be successful, thus reducing the attrition rate in these college

programs, which currently exceeds 50 percent nationally. At present, more than 30 New Jersey schools are part of the PLTW Network.

- **New Jersey Agricultural Education Development Initiative**
  The NJDOE will continue its collaboration with the New Jersey Department of Agriculture (NJDA) in the implementation of the New Jersey 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 agricultural and food 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 provides for the development of an interactive information and data system to provide agricultural education programs the means to align instruction with the latest agricultural science and technology and to share new interactive technology with the local agricultural industry.

- **National Curriculum of Agricultural Sciences Education (CASE) Initiative**
  New Jersey is one of 12 pilot states that is working with the National Council for Agricultural Education in support of the National Curriculum of Agricultural Sciences Education (CASE) Initiative. The CASE model, 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.

  Currently, the NJDOE, in collaboration with the New Jersey Department of Agriculture, is preparing to pilot the curriculum through the development stages. The complete program will be piloted in New Jersey schools with agriculture programs and in schools not currently conducting "NJDOE-approved" agriculture programs. During the summer 2008, teachers will be trained in the field testing process in order to begin piloting foundation courses in the 2008-09 school year.

Further, in an effort to expand access to appropriate technology in CTE programs, the NJDOE will continue to provide professional development opportunities throughout the year and will continue to promote local recipient use of the department's established New Jersey Professional Education Port (NJPEP) website. NJPEP provides statewide professional development opportunities and information designed to increase student achievement by enabling educators to understand and effectively implement the NJ CCCS, which include Technology Literacy standards, as indicated previously. NJPEP will continue to offer professional development on the integration of technology in education to assist school districts in meeting these standards. Within NJPEP, teachers have an interactive space where standards-based classroom activities or

professional development activities, including those activities relating to appropriate technology, can be collaboratively developed and shared with and by other teachers throughout New Jersey.

Eligible institutions will be encouraged to incorporate technology usage into the 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.

Career guidance counselors will also be 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.

2. Career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(f) The criteria that the state will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—

i. Promote continuous improvement in academic achievement;

ii. Promote continuous improvement of technical skill attainment; and

iii. Identify and address current or emerging occupational opportunities.

The criteria to be used in approving eligible recipients for funds under the Perkins Act include academic and technical skills, graduation rates, industry credentials, student placement and non-traditional student enrollment and completion. Three areas will be addressed in this section: academic proficiency, technical skill achievement, and support of current or emerging occupations. All performance data, except for placement, are from the Vocational Education Data System (VEDS) report submitted annually by secondary and postsecondary agencies. The latest available complete VEDS information is used to populate the grant application data fields for each institution seeking to use Perkins and/or state funds to support approved CTE programs. Comparison of VEDS information to the federal agreed upon performance levels is critical to determine priority for program planning, including activities funded through the Perkins grants. Accurate data assists programs to make decisions that are based on fact. Grantees are required to review program performance data and prioritize funding to concentrate on programs in most need of improvement. The three areas addressed in this section and their corresponding criteria are described below.

I. Academic Proficiency (Secondary Level Only)

Academic achievement at the secondary level in New Jersey is measured by the High School Proficiency Assessment (HSPA), as required by New Jersey law (N.J.S.A. 18A:7C-6.2). The HSPA measures student achievement in Language Arts Literacy and Mathematics. Each grantee's performance on the HSPA is compared to the statewide average performance and to the Final Agreed Upon Performance Levels (FAUPL) negotiated with the US Department of Education (USDOE), Office of Vocational and Adult Education (OVAE).

Using the HSPA results as the indicator, each secondary grantee must show progress in either achieving state negotiated performance standards or maintaining high levels of performance. An eligible recipient may not propose performance levels that are lower than the most recent reported performance. If reported performance is below the standard, the grantee will be required to specify strategies and activities that will be implemented to raise levels of academic achievement during the plan year. If performance is at or above the standard, strategies and activities must be provided that will allow the grantee to continue to meet or exceed the standards. A standard for academic achievement for postsecondary grantees is not required.

HSPA performance data reported via the VEDS regarding the achievement of students in approved CTE programs provides important information that can be utilized to evaluate the quality of programs and to ensure accountability. Local CTE program staff must use student performance data in guiding future program improvements.

II. Technical Skill Achievement

Completers of approved CTE programs will continue to be 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. Currently, such tests may include the following (in order of preference):

- The appropriate state-licensure examination where one exists; or
- An industry-recognized skill examination, where such exists; or
- A nationally-validated test, such as the National Occupational Competency Testing Institute (NOCTI) Job Ready Assessments; or
- A test generated from a national databank of test questions, such as the V-TECS test question data banks, verified by employers or experts in the field of study; or
- A locally-developed test which must be validated by a local employer or experts, other than the teacher in the career and technical area, as acceptable tools for evaluation of skill mastery.

The department will engage in discussions with providers of skill assessments to determine the most appropriate methods of assessing student performance. The department is participating in national discussions on student assessments in order to determine best approaches in this regard.

New Jersey's reorganized delivery structure for CTE services and technical assistance will also help to ensure that eligible recipients use appropriate end-of-program tests to verify students' acquisition of the requisite knowledge and technical skills in their chosen fields of study. Enhanced individualized attention by OCTE staff will allow for closer review of locally reported data indicating whether (and how many) students successfully completed appropriate end-of-program tests. Deficiencies can be identified early by OCTE staff and addressed in a timely manner with eligible recipients to effect necessary program changes.

Current Coverage by Third Party End-of-Program Assessments

Currently, there are 253 approved career and technical education programs recognized by the NJDOE Office of Career and Technical Education. A total of 104 programs (41 percent of the recognized CTE programs in New Jersey) have associated third party end-of-program assessments. (See Appendix D.) Of the current 104 third party end-of-program assessments:

- 69 are National Occupational Competency Testing Institute (NOCTI) assessments, including several that are industry-sanctioned, such as PrintEd;
- 18 are recognized industry credentials, such as Automotive Service Excellend (ASE)/National Automotive Technician Education Foundation (NATEF);
- 15 are occupational licensure exams or certification exams required by the State of New Jersey; and
- 2 are NJDOE-developed assessments (Dance and Theatre Arts).

Based on 2007 VEDS data for postsecondary students, these 104 third party end-of-program assessments had an impact upon 16,216 students, or 80.95 percent of the total of 20,033 of all career and technical education secondary student completers in New Jersey.

The NJDOE Office of Career and Technical Education will participate in the National Item Bank and National Clearinghouse initiatives in order to expand the coverage of third party end-of-program assessments.

Accountability

The NJDOE Office of Career and Technical Education will also participate, as requested, in the New Jersey Quality Single Accountability Continuum (NJQSAC) process at county vocational school districts as a way of ensuring continuous improvement in academic achievement and technical skill proficiency. NJQSAC is the NJDOE's monitoring and evaluation system for public school districts, including county vocational school districts. This new system shifts the monitoring and evaluation focus from compliance to assistance, capacity-building, and improvement. It is a single comprehensive accountability system that consolidates and incorporates the monitoring requirements of applicable state laws and programs and complements federally required improvements. The NJQSAC system focuses on monitoring and evaluating school districts in five areas which, based on research, have been identified as key factors in effective school districts. These areas are:

- Instruction and program;
- Personnel;
- Fiscal management;
- Operations; and
- Governance.

Example of Continuous Improvement in Technical Skill Achievement

One of the approaches to establishing various methods of integrated professional development activities is the proposed, "National Model for Performing Arts." In that endeavor, the OCTE is collaborating with the Office of Academic Standards, the Office of State Assessments and CTE educators in a long-term research and development project for performing arts career and technical education programs to develop a state end-of-program written and practical examination for CTE dance and CTE theatre arts programs. The OCTE is contracting with the National Dance Educators Organization (NDEO) and two national theatre education associations to develop and pilot the end-of-program examinations based upon the state-generated examinations that have been piloted statewide since 2002. The OCTE anticipates that the examinations will be in place in New Jersey during the 2009-2010 school year.

III. Support of Current or Emerging Occupations

New Jersey's CTE focus is to *prepare students to succeed as global citizens and for career opportunities of the 21st century,* and to *support healthy economic growth within the State.* To do so, New Jersey must promote CTE programs of study that support current or emerging occupations. As noted previously, the Governor Corzine's *Economic Growth Strategy for the State of New Jersey 2007* identified high growth industry sectors, i.e., financial services, information technology, life sciences, communications, logistics, agribusiness, and gaming/tourism, as well as identified growing needs in renewable energy and in entrepreneurship. These specific industries and growth areas will be emphasized initially, but with the expectation that the state's needs will change over time. In the latter regard, the NJDOE will collaborate closely with the New Jersey Department of Labor and Workforce Development and the State Education and Training Commission, as those agencies continue the state's Ready for the Job initiative to profile the skill and workforce needs of key industries identified by the state's Office of Economic Growth.

The Ready for the Job initiative, supported by state Industry Workforce Advisory Councils, will determine the current and future workforce needs of the State's industries, identify the skills needed by industries, identify regional concentrations of workforce needs, identify workforce challenges faced by industries, and highlight steps that can be taken by educational institutions to meet each industry's specific workforce needs. To date, four Industry Workforce Advisory Councils have been established through the State's Innovation Partnerships Institutes (IPI) grant representing four high growth areas: financial services, information technology, biotechnology/pharmaceutical, and clean energy/clean technology. Progress of each of the IPI grants is described below:

Financial Services
Lead: New Jersey Institute of Technology
The Financial Services IPI is developing new curricula to better prepare students for growth occupations within the Financial Services Sector. Industry partners including Prudential Financial, Sovereign Bank and Mellon Financial are playing a central role in defining the required basic knowledge and industry-based, work-related standards and providing a cohesive set of recommendations to educators. A survey has been prepared to gather more

specific information from line managers within the partner organizations. Industry partners have agreed to circulate the survey to 5 – 10 line mangers within their organization. The purpose of the survey is to gather additional information on skill gaps from line mangers dealing with employees on a day to day basis.

Industry Partners	Academic Partners
Mellon Financial	NJIT
Pershing LLC	Bergen County College
Prudential Financial	Essex County College
Sovereign Bank	Hudson County College
	West Side High School
	Berkeley College
	Jersey City Public Schools
	Newark Public School District

In addition, IPI FS includes WIB Directors from the city of Newark, and the Counties of Bergen, Hudson, and Essex, as well as representatives of the Newark Alliance.

Information Technology

Lead: Camden County College

Camden County College, in partnership with NJIT, has created an Information Technology Innovation Partnership Institute to unite the efforts of key industry, state workforce development agencies and academic partners. This IPI serves to streamline the transition from NJ public IT education programs to real-world IT employment in the state. The design of the IPI educational ladder is based on the industry needs as expressed by experts from local IT businesses, including Verizon and Comcast. By allowing industry representatives to determine the competencies needed by current and future workers, and using these competencies as learning outcomes in the curriculum development process, the IT IPI will build the nucleus of an industry-led workforce development system. With industrial partners, such as Synergism, Inc., Astir IT Solutions, B. Systems Compliant, LLC, Comcast the IPI IT has identified the top 5 areas of need: database management/database administration, project management, network security, critical thinking/problem solving and basic business communications. Partners will collectively develop two, 90-minute training modules in each of these areas.

Industry Partners	Academic Partners
Astir IT Solutions	Camden County College
B. Systems Compliant, LLC	NJ Council of County Colleges
Comcast	NJIT
Cyberextruder	NJTC
Educate-Global	Camden County Technical Schools
Enterprising Solutions, Inc	
IS Value Corporation	
Lockheed Martin	
Lumeta	
Synergism, Inc	

Verizon
Zybic

Biotechnology/Pharmaceutical
Lead: Rutgers University
Under the Biotechnology/Pharmaceutical IPI Rutgers leads representatives of bio-pharma firms and education and training organizations to align the education and training resources with the workforce development needs of the bio/pharma industries of the state. By developing a shared understanding of the occupational and skill requirements of the bio/pharma industry, education and training organizations can review existing curricula and create new curricula to address skill gaps. These curricula will span secondary schools through post-graduate research to strengthen connections among the partners and improve the bio/pharma workforce. Activities include in-depth discussion of skill needs with senior executives of 12 leading companies, including Elusys Therapeutics, Stryker, Glaxo Smithkline, Organon, J&J, Novartis, Becton Dickinson, Hoffmann-La Roche, Wyeth, Chromocell, Genmab and ExSar. The key conclusions of these discussions have directly shaped the final choice of IPI modules. Another major early payoff to the partnerships between education and industry that Bio/Pharma IPI has fostered was the successful collaboration by the IPI team in the rapid preparation of the state's proposal to the US Department of Labor for the 3rd Round of WIRED funding. This led to a $5+ million grant to enable the Central NJ region to establish a bioscience workforce development and innovation system.

Industry Partners (partial list)	Academic Partners
Elusys Therapeutics	Rutgers University
Stryker	NJIT
Glaxo Smithkline	UMDNJ
Organon	Biotechnology High School
J&J	William Paterson University
Novartis	The College of New Jersey
Becton Dickinson	Rowan University
Hoffmann-La Roche	Stevens University
Wyeth	Monmouth University
Chromocell	NJ Community College Consortium for Workforce Development
Genmab	Academy for Advancement of Sci. & Tech
ExSar	Academy for Medical Sci. Tech
PTC Therapeutics	Lenape High School

In addition to the Middlesex County WIB, the Biotechnology Council of NJ and Health Care Institute of NJ have representatives serving on the IPI.

Clean Energy/Clean Technology
Lead: To be determined
The New Jersey Clean Energy/Clean Technology Industry Workforce Advisory Council is composed of human resources professionals from companies involved in the research,

development and production of clean energy and other clean technologies will meet twice per year to understand job growth trends and to guide the development of statewide education curricula and training strategies to meet the industry's evolving workforce and skill needs. The Clean Energy/Clean Technology Industry Workforce Advisory Council is a critical component of New Jersey's efforts to build a world-class workforce for this burgeoning industry. The first meeting of the Council was held on February 11, 2008, and was jointly facilitated by the State Employment and Training Commission, the New Jersey Department of Labor and Workforce Development, the Governor's Office of Economic Growth, and the New Jersey Commission on Higher Education, with the assistance of the John J. Heldrich Center for Workforce Development at Rutgers University.

The NJDOE will participate in ongoing discussions with these advisory groups to determine how to enhance the quality of CTE programs, including end-of-program testing. Two additional groups are planned for implementation in the near future; the industry sectors represented by these two additional groups will be advanced manufacturing and professional/scientific/technical services. The work of these Advisory Councils will inform future decisions about current or emerging occupations to be emphasized through New Jersey CTE delivery system.

The education and training strategies for each industry will be updated regularly and will guide the state's workforce and education investments. As industry needs change, the NJDOE will revisit the Career Clusters to which it gives priority in order to ensure consistency between the industry needs and education and training programs offered through CTE programs across the state.

Additionally, the NJDOE works with county-based Workforce Investment Boards (WIBs) to identify and support current and emerging occupations, and also supports the efforts of the state's Center for Occupational Employment Information (COEI). COEI, a member of America's Career Resource Network (ACRN), is a state agency that attends to the occupational information needs of CTE and employment and training program managers and policy makers and the career development needs of youth and adults by providing information on current and emerging occupations. Information and data provided by COEI and the NJLWD, Office of Labor Planning and Analysis is used to determine labor market demand and identify areas of career and technical training to be funded. (A searchable database is provided on the COEI website at: wnjpin.net/coei/.) For proposed career and technical programs not included on the local demand list, grantees will be required to provide the rationale with supporting documentation used to identify areas of career and technical training to be supported.

The NJDOE also supports the NJ NextStop (www.njnextstop.org) initiative, developed by the State of New Jersey, Rutgers University, which identifies the skills necessary to be in demand in New Jersey industries, including health care, finance, construction, utilities, manufacturing, tourism, transportation, and information technology. The organization's research focuses on New Jersey industries, but most of the skill and job information applies to occupations wherever they are located. The NJ NextStop website allows users to match their skills and interests with occupations that will be highly marketable when they are ready to enter the workforce. The website also lists and describes the various occupations within an expanding industry and

provides statistical overviews that identify weekly earnings and projected growth within the industry.

The findings of the NJ Next Stop and Ready for the Job initiatives are based on over 30 focus groups and 80 interviews with employers and educators conducted during 2003. The John J. Heldrich Center for Workforce Development at Rutgers, The State University of New Jersey, with assistance from researchers from William Paterson University, Cumberland County College, and Mercer County Community College, conducted this research to identify the skills, knowledge, and educational requirements of 74 select occupations and 11 job groups. The Heldrich Center and its research partners also identified the key trends in each industry that affect skill requirements and identified strategies for meeting the key workforce challenges of each industry. The local WIBs of Bergen, Cumberland/Salem, Hudson, Mercer, Atlantic/Cape May, and Passaic Counties and researchers from William Paterson University, Cumberland County College, and Mercer County Community College played a key role in recruiting employers and other project participants.

The information collected through this effort will be disseminated through a series of reports and through the NJ NextStop Website, which includes a searchable database of profiled occupations. Students and job seekers can use this information to make decisions about education and careers. Educational and training institutions can use this information to develop courses and programs of study that will provide individuals with necessary skills. Policy makers at the state level can use this information to ensure that government resources are invested in programs and efforts that will benefit individuals and businesses.

The NJDOE plans to continue to collaborate with the SETC to support the website design, particularly in regard to career counseling. Additionally, the NJDOE's Systemic Reform in School Counseling Grant (with Kean University) references the NJ NextStop website as a vibrant, effective tool for counselors and students.

Additional employment information is available on the Occupational Information Network website at http://online.onetcenter.org/gen_search_page, and on the Career Information Section of Workforce New Jersey Public Information Network (WNJPIN) website at http://wnjpin2.dol.state.nj.us/wnjpin/index.htm.

Finally, the NJDOE will continue to support apprenticeships as a valuable postsecondary option for students to learn highly skilled trades and pursue technical occupations in many emerging career areas.

2. Career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma.

Of critical importance to CTE is ensuring that students, including students who are members of special populations, are well-prepared to meet all of the state's requirements for high school graduation to ensure that each student graduates with, at a minimum, a high school diploma. The focus in this regard is on ensuring full integration of rigorous academics and intensive technical skill development in CTE programs of study for all students. There are two primary considerations in this regard:

- ensuring student retention in secondary school programs; and
- ensuring rigorous academic preparation that will allow students to pass the required test for high school graduation.

With regard to student retention, the NJDOE will continue to investigate current, relevant research regarding dropouts and dropout prevention, including research conducted by Franklin P. Schargel, educator and consultant, whose works include: *Strategies to Help Solve Our School Dropout Problem* (2001), and *Dropout Prevention Tools* (2004). Additionally, the NJDOE will review other salient research such as *The Silent Epidemic – Perspectives of High School Dropouts*, a report by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill and Melinda Gates Foundation (March 2006).

Based on such research, the NJDOE will be able to identify specifically how CTE can best be designed, modified, and implemented as a reform strategy to increase student retention. For example, according to *The Silent Epidemic*, "Nearly half (47 percent) [of students surveyed who had dropped out of high school] said a major reason for dropping out was that classes were not interesting." In this regard, CTE providers at the secondary level must design programs of study that meet the needs and interests of students in a relevant, contextual learning environment, while also providing the necessary support systems, *e.g.*, job coaching, transportation services, etc., to ensure appropriate student progress through a program of study. Additionally, the participation of school and worksite mentors can significantly increase a student's commitment to education. A student's sense of achievement and progression through a program of study is critical to retention.

Further, students are afforded the opportunity to participate in Structured Learning Experiences (SLEs), which are experiential, supervised, in-depth learning experiences designed to offer students the opportunity to more fully explore career interests within one or more of the Career Clusters. SLEs are rigorous activities that are integrated into the curriculum and provide students with opportunities to: demonstrate and apply a high level of academic attainment; develop career goals; and develop personal/social goals. Therefore, participation in SLEs will allow students to make immediate use of their acquired knowledge and skills which will help to build on the notion of relevance of learning to the 'real world' and, thus, provide additional incentive for students to remain in school.

Retention issues relating to students who are members of special populations require particular consideration. In this regard, secondary providers of CTE must ensure that programs of study and appropriate support services are clearly linked with a student's Individualized Education Plan (IEP). This will allow students who are members of special populations to also gain a sense

of achievement as they progress through a program of study, thereby increasing the likelihood that those students will remain in school and earn a high school diploma.

The next factor is ensuring that the program of study is sufficiently rigorous to prepare participating students to meet all of the graduation requirements to earn a high school diploma. In this regard, the NJDOE will place a renewed emphasis on high quality CTE programs of study that are linked to rigorous academics with intensive technical skill development embedded real world applications. This contextual-based learning approach also drives retention and, ultimately, improves success rates for all students (CTE and non-CTE) on high school graduation tests. In order to ensure high quality CTE programs of study, the NJDOE will provide specific and ongoing technical assistance to local school districts and professional development for CTE teachers and administrators on how to develop programs of study under the Career Clusters/Career Pathways model to create opportunities for successful student transition from secondary school.

To ensure that programs at the secondary level prepare CTE students, including students who are members of special populations, to graduate from secondary school with a diploma, the NJDOE will also establish a focus on the importance of career development in promoting student achievement, in accordance with CTE Priority #4: Developmental Career Counseling. With the newly initiated three-year grant with Kean University, Systemic Reform in School Guidance and Counseling, the focus on developmental comprehensive school counseling programs will address the needs of all students to enhance successful graduates. This, in part, will be addressed by providing strategies and examples by working with selected high schools to develop teacher advisor-advisee programs to personalize the high school environment and help students develop academic and career plans.

New Jersey is also a member of the National Leadership Cadre (NLC) for school counseling, which is dedicated to implementation of comprehensive developmental counseling programs that are focused on promoting life-long career development and student achievement through partnerships between state government agencies, state counseling associations, and institutions of higher education. The provision of support services to students, as mentioned above, and particularly through this career counseling initiative, will improve student retention as well as academic achievement.

To bring this need into a sharper focus, the Perkins grant funding application requires that each secondary applicant report on the graduation rate for each of their approved programs, and address how it intends to provide activities and strategies that will improve performance or to maintain high performance. If the graduation rate is below the state standard for any program, improvement activities are required.

2. Career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(h) How programs at the secondary level will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand

occupations in current or emerging occupations, and how participating students will be made aware of such opportunities.

As noted under item 2(g) above, ensuring that CTE programs of study are sufficiently rigorous is critical in preparing participating students to graduate and transition to careers and/or postsecondary education immediately after high school. Also as noted above in this regard, the NJDOE will place a renewed emphasis on high quality CTE programs of study that are linked to rigorous academics and intensive technical skill development embedded in real world applications. This contextual-based learning approach will drive student retention and student success rates.

Additionally, in accordance with CTE Priority #5: Collaboration and Partnership Development, opportunities to develop collaborative arrangements (*e.g.*, articulation agreements) between secondary and postsecondary providers, as well as between secondary providers and businesses, will greatly increase a student's options after high school. Therefore, the NJDOE will raise awareness of, and place renewed emphasis on, the need for collaboration and partnership development to provide students with opportunities for seamless transition into the workplace or into postsecondary education.

As described previously in this plan, NJ PLACE (www.njplace.com/) is a particularly good example of a collaborative initiative that opens educational and employment doors to students after completing high school. The initiative is implemented under the leadership of the SETC, the NJLWD, and the NJ AFL/CIO, and represents a collaboration including New Jersey's 19 community colleges, the NJDOE, several other state agencies, and organized labor. NJ PLACE has already developed a statewide model to award college credit for participating registered apprenticeships in the building and construction trades.

In accordance with CTE Priority #4: Developmental Career Counseling, and as described above, a solid support system of academic and career guidance and counseling will be essential in preparing students, including special populations students, for postsecondary education or entry into high-wage, high-skill, or high-demand careers in current or emerging occupations. As described previously, New Jersey's Systemic School Guidance and Counseling Grant with Kean University will address this issue. New Jersey's membership in the NLC for school counseling will also be critical in promoting broad-based academic and career guidance and counseling support systems at the secondary level for students and their parents. Additionally, such support systems will incorporate resources available through such entities and initiatives as the Center for Occupational and Employment Information (wnjpin.net/coei/), NJ TRANSFER (www.njtransfer.org/), and NJ Next Stop (www.njnextstop.org/), and will serve as the cornerstone of informational campaigns to raise awareness of parents and students regarding options after high school.

Finally, in accordance with CTE Priority #8: Teacher Preparation and Recruitment, expansion of programs of study relating to teacher education will afford participating students the opportunity to link their secondary programs to post-baccalaureate programs to complete the entry-level education and training requirements to teach in New Jersey's public schools.

2. Career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(i) How funds will be used to improve or develop new career and technical education courses—

i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;

ii. At the postsecondary level that are relevant and challenging; and

iii. That lead to employment in high-skill, high-wage, or high-demand occupations.

At the local level, the expenditure of funds to improve a CTE program or programs is a data-driven decision making process. Eligible recipients at the secondary and postsecondary levels are required to report performance data on all CTE students. These performance data are included as part of the Perkins local program application and each local recipient's performance is compared to the state adjusted levels of performance. (Local improvement strategies are embedded within the local program application.) For example, the local recipient's performance on academic achievement is measured by the passage rate on the New Jersey HSPA. (Note: Students must score at the "proficient" or "advanced proficient" levels in order to pass the HSPA. Specific indicators for proficiency and advanced proficiency by subject area can be found on the NJDOE website at: www.nj.gov/njded/assessment/descriptors.) If the local recipient's passage rate falls below the state adjusted level of performance, the recipient must identify the activities and strategies it will implement, and support with funding, to raise the performance level.

Through this data-driven decision making approach, the NJDOE calls attention to the need for program performance improvement and requires the local recipients to identify the specific activities to be funded to ensure such improvement. At the secondary level, this approach ensures that new or improved CTE courses are aligned with the rigorous and challenging academic content standards and student academic achievement standards adopted by the State. Additionally at the secondary level, New Jersey encourages local recipients to explore models developed by such organizations as the National Academy Foundation (NAF) (www.naf.org/cps/rde/xchg), which the NJDOE has identified as providing rigorous curriculum and/or programs. At the postsecondary level, this data-driven decision making approach ensures that new or improved CTE courses are relevant and challenging.

At both the secondary and postsecondary levels, accountability is critical in the use of funds to make clearly identifiable strides toward improved performance and linking plans for improvement to concrete outcomes that will result in better preparation of students for employment in high-skill, high-wage, or high-demand occupations. New or improved courses must also be supportive of the larger "Framework" (discussed under 2(a) above) of Career Clusters model and the corresponding programs of study.

At the state level, funds will be used to support new initiatives or the continuation of promising or proven successful initiatives, focusing specifically on initiatives identified under or supported

by the eight CTE Priorities established in this Five-Year Plan. In this regard, the development of a new CTE program requires submission of a program approval application. The program approval process includes a review of such elements as:

- Admission requirements;
- Program structure;
- Instructional staffing;
- Enrollment projections;
- Curriculum;
- Facilities and equipment;
- Program cost;
- Career guidance and counseling;
- Partnerships;
- Participation of special populations; and
- Evaluation.

2. Career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(j) How the state will facilitate and coordinate communications on best practices among successful recipients of Tech Prep program grants under Title II and other eligible recipients to improve program quality and student achievement.

New Jersey is fortunate to have a great number of examples of superior CTE practices. Sharing and replicating successful ("best") practices between and among successful recipients and other eligible recipients is essential for an efficient and well-functioning system of CTE. Therefore, in accordance with CTE Priority #5: Collaboration and Partnership Development, the NJDOE will facilitate and coordinate communications on best practices among successful recipients of Tech Prep program grants under Title II and other eligible recipients to improve program quality and student achievement.

The first step is to establish baseline criteria for what constitutes a "best practice." In this regard, the NJDOE used the transition year to collect data and information from local recipients in order to establish these baseline criteria. One of the key indicators that the department will continue to examine is student performance measure outcomes, *i.e.,* high student performance will be the foundational data component that will lead to the assessment of other factors critical to the identification of "best practices."

Following initial data assessments, the NJDOE will conduct on-site visits of those school districts that rank high on critical data-driven criteria in order to obtain a more complete picture of a potential best practice in action. These visits will be coordinated by teams of department staff and will include stakeholder representation. This approach will encourage sharing of information, and will allow the department to uncover more subtle elements of implementation that are not revealed through hard data.

After the criteria have been established and best practices identified, the NJDOE will proceed with facilitating and coordinating communication of best practices among local recipients. This process will include conducting professional development workshops specific to best practices, including where they exist, how they are implemented, how they are assessed, etc. The department will also establish plans for conducting a series of meetings among local school district personnel to discuss, in-depth, how replication of best practices can be achieved in different locations. Another strategy will be to highlight "showcase sites" to bring specific high achieving practices to the broad attention of New Jersey's education community.

Finally, as one other means of facilitating and coordinating communication among local recipients regarding best practices, the NJDOE will promote mentorship across school districts. This latter strategy may also include providing incentive grants to mentors to share best practices and to assist, on a more intense and focused level, partnering school districts in replicating those practices. The NJDOE will also use technology to share best practices information, including the department website, webcasts, teleconferencing, etc. In all cases, the ultimate goal will be to maximize the opportunity and ability to replicate these practices statewide.

2. Career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement.

To ensure the use of funds to effectively link academic and CTE at the secondary and postsecondary levels, the NJDOE will emphasize high achievement in the rigorous academic core and technical skill areas of CTE programs of study to ensure that students enter postsecondary education ready to achieve at a higher, more demanding level. This will occur, in part, as a result of the focus under New Jersey's CTE Priority #1: Science, Technology, Engineering, and Mathematics, and CTE Priority #2: Education Reform. Taken together, these two priorities will strengthen achievement by New Jersey's CTE students in critical academic subject areas to ensure success at the postsecondary level and long-term, high-wage, high-skill, or high-demand career opportunities for students particularly in New Jersey's burgeoning high tech sectors.

Additionally, in accordance with CTE Priority #5: Collaboration and Partnership Development, New Jersey will promote formal collaborative arrangements (*e.g.*, articulation agreements) between the secondary and postsecondary levels, in consultation with identified stakeholder groups during the five-year planning process, to offer secondary students the opportunity to earn college credit while still in high school through dual credit enrollment initiatives. Further, the department will encourage and support the collaboration and "teaming" of academic and career and technical teachers at the secondary and postsecondary levels to plan and prepare lessons in a coordinated manner allowing for a smooth transition of students from secondary to postsecondary education. The department will also encourage collaboration at the secondary and postsecondary levels on the development of new methods of program delivery, as well as on improvement of articulation transfer systems that address capacity constraints at two- and four-

year colleges and universities throughout New Jersey. Recipients who are struggling to meet academic measures will be encouraged to work collaboratively with postsecondary partners to develop programs and strategies to facilitate postsecondary readiness.

As one example, the Cumberland County College and Career Transition Initiative (CCTI) Partnership provides the opportunity for Cumberland County College to lead a county-wide effort at engaging the four comprehensive high schools in Cumberland County (Bridgeton High School, Cumberland Regional High School, Millville High School and Vineland High School) and the county vocational school district (Cumberland County Vocational School District) in a process to enhance transitions from high school to postsecondary education and careers. The HSTW key practices serve as a vehicle for enhancing student achievement and teaching and learning while all partners work together on developing career pathway concepts. This includes working with teams of teachers and leaders from each high school and the college to identify career pathways, develop course descriptions, and benchmark the courses to those in the community college. HSTW has the expertise to provide guidance and direction to all stakeholders to implement enhanced strategies for more successful student transitions from high school to college and careers and to improve student performance at both the secondary and postsecondary levels.

Finally, in accordance with CTE Priority #7: Student Leadership Development, the NJDOE will continue to promote contextual learning through mentorships and structured learning experiences (SLE's), such as service learning and job shadowing, to encourage students to look and plan beyond their high school education for satisfying personal and career development opportunities.

2. Career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(l) How the state will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]

As part of the NJDOE's data collection process to identify "best practices" (see item 2(j) above), the department will also begin to assess the level of integration of coherent and rigorous content aligned with challenging academic standards in CTE programs. The NJDOE participates in the model established by the National Research Center for Career and Technical Education (NRCCTE) in its "Math-in-CTE" study to determine the applicability of this framework across academic-CTE subjects. New Jersey sent a leadership team to begin to learn the process for implementation in New Jersey. The goal is to train a leadership team by the summer of 2008 and replicate the process with teams throughout the State.

The Math-in-CTE model has two essential aspects: (1) the "process," which involves building communities of practice that engage in long-term professional development, collaboration, and support; and (2) the "pedagogy," which begins with the CTE (not the math) curriculum and develops student understanding of math as a workplace skill through a theoretically based model designed to enhance transfer of learning.

Part of this process requires participants to categorize the degree of integration of each academic subject using the following "contextual continuum" developed for the Math-in-CTE model:

• Disconnected	Academic subject taught outside of CTE
• Coordinated	CTE and academic teachers coordinate around themes
• Context- Based	Occupation is the context for delivery of traditional academics
• Contextual	Academics emerge from occupational content

Key questions that the department will ask (in accordance with the NRCCTE model) and report as part of its Perkins Consolidated Annual Report are:

- Does enhancing the CTE curriculum with academic subjects increase student achievement in those academic subjects?
- Can we infuse enough of the academic subjects into the CTE curricula to meaningfully enhance the academic skills of CTE participants?
- How can this be done without reducing technical skill development?

Additionally, the department will conduct professional development training to guide school teams in various aspect of integration including, but not limited to:

- Learning how to embed academic content into CTE courses;
- Examining CTE teacher assignments to determine the potential embedded academic subject matter content;
- Learning how to use an instructional design that enhances academic achievement through CTE instruction;
- Learning how to assess students' academic subject awareness as it relates to CTE subjects;
- Developing teacher assignments and instructional materials, and identifying related study materials that enhance mathematical learning related to projects and assignments in CTE courses;
- Developing formal assessments to determine students' mastery of mathematical skills embedded in their CTE assignments;
- Learning how to work with a learning community of academic and CTE teachers to plan integrated lessons, give each other support and feedback, and collect data on student achievement;
- Identify related study materials that enhance academic knowledge relevant to projects and assignments in CTE courses; and
- Learning the role of school leaders in achieving a school-wide focus on academic achievement aligned to high school and college- and career-readiness standards.

3. How comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that;

(a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;

The OCTE is implementing a comprehensive, multi-pronged approach to its professional development plan for CTE and academic teachers, career and guidance counselors, administrators, and supervisors of work-based education (structured learning experiences). Based on the Career Clusters assignments, OCTE staff will provide professional development and technical assistance to school districts on the development of high quality programs of study. Such professional development and technical assistance will be specific to individual Career Clusters and will focus initially on the 10 Career Clusters representing key industry sectors highlighted by the Governor's Economic Growth Strategy, as well as Career Clusters which currently have a limited number of programs of study, e.g., Finance, and Education and Training.

In regard to the latter, for example, New Jersey acknowledges that there is a critical need to get students interested in science and mathematics and to encourage them to consider science and mathematics teaching as a prospective career. To address this, professional development workshops may be implemented to focus on how to design programs of study within the Education and Training Career Cluster to interest and engage students in related career options (as discussed in CTE Priority #8).

Additionally, the following new professional development initiatives will be implemented:

- A state leadership team has been identified to participate in the Math-in-CTE project in order to receive training in integrating math across all CTE program areas. Professional development will, in turn, be provided to school districts to enhance mathematics instruction and integration in many CTE programs;
- The NJDOE will develop a similar initiative to provide professional development to school districts in integrating literacy achievement across all CTE program areas;
- Intensive professional development will be provided focused specifically on using data to drive continuous improvement in CTE program. This will include technical assistance on data-driven decision making related to achievement of performance measures, and related to the provision of academic and career counseling services; and
- The NJDOE Office of Career and Technical Education will collaborate with the NJDOE Office of Academic Standards in order to establish effective professional development programs addressing the New Jersey Core Curriculum Content Standards in CTE programs/programs of study. This will include ensuring that CTE programs/programs of study are fully aligned with the vision, mission, and goals of the Partnership for 21st Century Skills.

Further, the following key professional development activities will continue:

- Schools in the High Schools That Work state network will continue to receive professional development on such topics as: integrating rigorous academics and

intensive technical skill development; increasing overall program rigor; enhancing the use of technology; and providing contextual learning opportunities;

- Professional development will remain a requirement 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 will continue to be provided through the Systemic Reform in School Guidance and Counseling Programs (described below);
- Collaborations with the State's community colleges will continue in order to provide specialized programs to support improved CTE instruction, including instruction on the integration of academic and technical skills; and,
- Technical assistance will continue to be provided on an ongoing basis to local recipients to guide them in designing, developing and implementing rigorous, high quality CTE programs of study.

Career and Guidance Counselors

Through the NJDOE's Systemic Reform in School Guidance and Counseling Programs, the grantee (Kean University) will provide statewide professional development training for school counselors, teachers, administrators, and counselor educators on the components of a comprehensive guidance and counseling program, and on the process of developing and implementing successful programs. This training will incorporate the components of the American School Counselors Association (ASCA) model www.schoolcounselor.org and the National Career Development Guidelines www.acrnetwork.org/ncdg.htm, as well as support current efforts in New Jersey to redesign the high school experience www.njhighschoolsummit.org/index.asp. Additionally, the training will address the NJ Core Curriculum Content Standards for Career Education and Consumer, Family and Life Skills (www.nj.gov/education/aps/cccs/career/).

The grantee will also select high schools to engage them in a process to implement and evaluate the components of a comprehensive, developmental guidance and counseling program. These high schools should be representative of New Jersey's diversity (to include urban, suburban, and rural schools), and be selected based on a demonstrated level of commitment to this process. At least 50 percent of the selected high schools must use a teacher advisor-advisee program as the delivery system for the comprehensive program. In addition to the required 12 high schools, the grantee may also choose to work with a middle school within one or more of the districts from which the 12 high schools are selected.

In year two of the multi-year grant initiative, the grantee will provide intensive professional development to the schools selected for participation in year one. The grantee will also outreach to other institutions of higher education school counselor preparation programs in order to develop the capacity in preparing future school counselors to support comprehensive developmental guidance and counseling programs and to promote alignment of school counselor preparation programs to this goal. Additionally, the grantee will continue to provide statewide professional development for counselors, teachers, and administrators related to the program goals.

In the final year of the grant, the grantee will ensure that schools selected in year one continue to evaluate and refine their programs based on the outcomes of the prior year. Each school must have a partner in higher education to enhance its design and implement successful practices in a more comprehensive manner. The grantee will also complete an evaluation of the process and outcomes and make recommendations related to the impact that comprehensive guidance and counseling programs have demonstrated based on school and state data.

3. How comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that;

(b) Increases the percentage of teachers that meet teacher certification or licensing requirements;

As discussed previously, New Jersey has made teacher preparation and recruitment one of its eight CTE priorities, acknowledging that ensuring a sustainable supply of high quality teachers across all academic and technical subject areas is a fundamental consideration in the improvement of education in New Jersey.

The NJDOE regulations governing Professional Licensure and Standards (N.J.A.C. 6A:9) will undergo comprehensive review beginning in January 2008. As part of the review process, the OCTE will advise the Office of Professional Standards, Licensing, and Higher Education Collaboration of amendments necessary to ensure that individuals seeking licensure as CTE teachers are held to same high quality standards as teachers of academic disciplines. This will help to ensure that a greater percentage of teachers in CTE classrooms meet certification or licensing requirements.

Currently, successful CTE licensure applicants are required to complete a department-approved teacher preparation program, as well as complete a department-approved district training program, prior to obtaining a standard CTE instructional certificate. The OCTE will examine these requirements during the comprehensive review of code process, and make recommendations for strengthening these requirements, as needed. The goal will be to ensure that teachers obtain the academic and pedagogical skills required to teach challenging CTE programs that prepare students to enter postsecondary education and training as well as employment.

The OCTE will also collaborate with various state business and trade associations and labor organizations such as the New Jersey AFL-CIO and the New Jersey State Building and Construction Trades to promote CTE teaching careers to their members. The OCTE has worked closely with these organizations in the past to improve the quality of CTE program offerings. In particular, the OCTE will continue its partnerships with the New Jersey Business and Industry Association and the New Jersey Chamber of Commerce in recruiting individuals from small businesses to consider teaching careers.

Additionally, on September 5, 2007, the New Jersey State Board of Education adopted a resolution approving the NJDOE's selection of the Praxis I: Pre-Professional Skills test: Reading, Writing and Math for the vocational-technical education endorsement and the establishment of initial qualifying scores on those tests. The skills test requirements pertain to experience-based vocational certificates, i.e., those certificates that do not require an associate's or bachelor's degree and, therefore, represent a quality control measure to ensure that CTE teachers are appropriately prepared for the classroom.

To promote CTE preparation for the basic skills test, the OCTE will promote the use of the ETS "Tests at a Glance" (TAAG), which are free, downloadable guides that provide valuable information helping individuals prepare for specific Praxis tests. The TAAG guides can be used as a foundation for any study plan, and include the following information: test length, number of questions, test format, and topics covered. Sample questions in each content category with rationales for for the best answers are also provided.

Further, as broad recruitment tools to expand the pool of potential high quality teachers, a number of other specific initiatives will continue to be supported to increase the percentage of teachers that meet teacher certification or licensing requirements. These initiatives are described below and are consistent with the focus of CTE Priority #8 on preparing and recruiting quality teachers to improve education in New Jersey.

Troops to Teachers: This program is designed to assist separating or retiring military personnel in pursuing a rewarding second career in public education (elementary, secondary or vocational) while also facilitating employment in public schools. Funded by the U.S. Department of Education and administered by the U.S. Department of Defense through DANTES, the long term goal of the program is to help improve American education by providing mature, self-disciplined, experienced and dedicated personnel for the nation's classrooms.

New Jersey's Troops to Teachers office has counseled hundreds of interested military personnel, advising them on routes and programs to achieve full teacher certification in New Jersey, and referring them to school districts for employment.

Spouses to Teachers: Spouses to Teachers (STT) is a program designed to assist the military spouse with their pursuit to become a teacher. STT is now national and spouses in all states can take advantage of the great assistance available from this program.

Spouses can receive up to $600 to assist with state teacher certification exams. In addition to the financial assistance, spouses can receive certification advising for their respective state, transcript evaluations, guidance with financial aid resources available at the state and federal level and networking avenues for teaching positions available at the state level.
Eligible Participants:

- Spouses of active duty personnel
- Spouses of the Selected Reserve and National Guard
- Spouses of IRR recalled to active duty

3. How comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that;

(c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;

The NJDOE views professional development as an ongoing process designed to support improved instructional strategies (pedagogy) and content area knowledge in order to enhance student achievement in academic knowledge and technical skills related to specific industries. The implementation of professional development must have a systemic and sustained focus, as well as be intensive and high quality to best prepare and support teachers in their roles in the classroom. Additionally, the NJDOE views professional development as beginning with initial teacher preparation. As such, the NJDOE has identified teacher preparation and recruitment as one of its eight CTE priorities, acknowledging that ensuring a sustainable supply of high quality teachers across all academic and technical subject areas is a fundamental consideration in the improvement of education in New Jersey.

Understanding Industry Standards

In transitioning to a new model of service delivery to eligible Perkins recipients, the Office of Career and Technical Education has assigned staff to Career Cluster Teams in order to give more focused attention on industry standards associated with each career cluster, as well as on the Knowledge and Skills standards set forth for each specific career cluster by the States' Careers Clusters at www.careerclusters.org/resources/web/ks.cfm. Additionally, collaboration between the NJDOE and the Industry Advisory Groups identified previously will provide valuable and focused opportunities to explore in-depth the current standards of major employers in the State and their relationship to the Career Clusters Knowledge and Skills standards.

Additional valuable opportunities to expand understanding of industry standards will be available through New Jersey's Project Lead the Way (PLTW) initiative, which emphasizes science, technology, engineering and mathematics disciplines critical to such major industry sectors as advanced manufacturing, information technology, biopharmaceuticals, etc.

New Jersey will also continue its partnership with the National Education Consortium for Careers in Law, Public Safety, Corrections and Security to promote and support the Law, Public Safety, Corrections, and Security Career Cluster. Through this important partnership, OCTE staff work directly with the consortium and individual members to advance the programs and pathways of the Career Cluster. Ongoing meetings and events to explore industry standards in these career fields will further enhance and improve approved career and technical education programs/programs of study in this Career Cluster.

The OCTE will also collaborate with the Office of Academic Standards, the Office of State Assessments, and the Office of Special Education to design and deliver professional

development offerings on pedagogical topics, the use of formative and summative assessments to inform curriculum decisions and classroom instruction, and improving the performance of special education students and other special populations.

Based on feedback from CTE teachers, administrators, faculty, and career and guidance counselors on professional development opportunities, the OCTE will develop new and modify currently offered training programs. In all cases, professional development sessions will constitute integrated, multi-day topical strands, as opposed to discrete, one-day workshops. In this manner, a deeper understanding of instructional strategies, industry requirements, and academic knowledge can be developed by participants.

Future professional development strands for CTE teachers will be organized and executed as long-term partnerships between the NJDOE and business, labor, higher education, and safety and health professionals to ensure that CTE teachers, SLE supervisors, special education teachers, and career and guidance counselors, understand current requirements of business and industry so as to ensure that students are prepared for their careers.

As discussed under Part 11 A 3 part (b), Structured Learning Teacher Recruitment Initiatives, above, the OCTE has undertaken a sustained and intensive teacher professional development initiative with its SLE teacher preparation program that focuses on expanding district offerings of quality career education and career exploration opportunities for students by ensuring that teachers understand the legal, regulatory and safety and health environment of structured learning experiences.

Further professional development on academic, pedagogical, and assessment topics will be designed for alignment with the Career Clusters, in collaboration with the Office of Academic Standards and the Office of State Assessment. This will help to ensure that training offered to CTE teachers is directly relevant to their classrooms and the diverse careers for which CTE students are preparing.

Entrepreneurship

The NJDOE will give special attention to professional development to support entrepreneurship as a viable career path that potentially spans across all pathways and programs of study. Although direct postsecondary linkages do not exist for certain CTE programs of study, e.g., cosmetology, opportunities for postsecondary opportunities in business and marketing would represent viable options for students interested in opening their own salons. By emphasizing entrepreneurship as a viable career path, consistent with the Governor's *Economic Growth Strategy*, the NJDOE will open up opportunities for students who formal education might otherwise have been completed at the secondary level. To support this approach, professional development will be required to support teachers and career and guidance counselors in addressing innovative options for CTE students.

The NJDOE also coordinated the state's efforts to participate in the first national observance of Entrepreneurship Week, February 26-March 2, 2007. The week's activities included Webinars, a State House Exhibit and the launch of a NJDOE web page dedicated to Entrepreneurship Week

activities. Partners in the planning, coordination and implementation of the NJDOE's Entrepreneurial Week activities included the NJBIA, NJ Chamber of Commerce, the Education, Training and Enterprise Center, Technology Educators of NJ, Middlesex Community College, and representatives for the County Tech schools. Entrepreneurship Week will be celebrated from February 23 to March 1 in 2008.

Safety and Health

Professional development in safety and health, as a cross-cutting issue for many CTE programs, will be essential. To this end, the OCTE is undertaking a long-term professional development initiative that focuses on improving teachers' and district administrators' knowledge of safety and health regarding CTE programs and worksites through its groundbreaking OSHA Alliance partnership with the federal OSHA administration, the federal and state Departments of Labor, and the University of Medicine and Dentistry of New Jersey, School of Public Health.

As part of the Alliance, the partners deliver training on the nationally recognized OSHA 10 General Industry Certificate to all teachers who supervise students in structured learning experiences. Additionally, several New Jersey teachers are participating in a national pilot to create the OSHA 11 certificate for students because of their SLE training and experience in supervising various kinds of SLEs. Workshops for school administrators regarding various safety and health topics as offered, as well. Through a contract with the University of Medicine and Dentistry of New Jersey's School of Public Health, safety courses of all kinds are offered year-round to teachers and administrators. Finally, trade-specific safety and health training will be offered, such as ergonomic training and practices for teachers in CTE programs for direct patient care, and safe food handling for food service CTE teachers. Training is conducted by safety and health professionals.

3. How comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that;

(d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;

As described previously, the NJDOE will participate in the Math-in-CTE model, which will support the integration of math across all CTE program areas. This integrative approach will focus on supporting high level mathematics achievement by all students from a practical, applied perspective in accordance with each student's chose career field.

The Structured Learning Experience initiative, described previously, will also help to ensure that all teachers who will supervise SLEs are prepared to collaborate with classroom teachers and worksite mentors to design practical and appropriate experiences for students that incorporate both academic and career competencies. Teachers are taught how to design workplace learning activities and student training plans aligned to the New Jersey Core Curriculum Content Standards.

Professional development for counselors

As noted previously, through the NJDOE's Systemic Reform in School Guidance and Counseling Programs, the grantee (Kean University) will provide statewide professional development training for school counselors, teachers, administrators, and counselor educators on the components of a comprehensive guidance and counseling program, and on the process of developing and implementing successful programs. This training will incorporate the components of the American School Counselors Association (ASCA) model www.schoolcounselor.org and the National Career Development Guidelines www.acrnetwork.org/ncdg.htm, as well as support current efforts in New Jersey to redesign the high school experience www.njhighschoolsummit.org/index.asp. Additionally, the training will address the NJ Core Curriculum Content Standards for Career Education and Consumer, Family and Life Skills (www.nj.gov/education/aps/cccs/career/).

3. ***How comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that;***

(e) Provides the knowledge and skills needed to work with and improve instruction for special populations;

The NJDOE will take a collaborative approach to address the need for comprehensive professional development to provide CTE teachers, faculty, administrators, and career guidance and academic counselors with the knowledge and skills needed to work with and improve instruction for special populations. The goal of this approach will be to institutionalize systemic reform in professional development that cuts across traditional program and discipline boundaries. As such, it will require close and regular consultation between OCTE and the Office of Special Education Programs, the Office of Equity, and the Office of Educational Support Services within the NJDOE. This inter-office collaborative model will involve a survey of current professional development opportunities offered by each office to determine how those opportunities might integrate topics to address the unique needs members of special populations who are also CTE students.

Additionally, to address gender equity issues, this collaborative model will require ongoing consultation with the State's Nontraditional Career Resource Center (NCRC), which is currently operated through Rutgers, the State University of New Jersey. The NCRC offers a wide range of opportunities for professional development for educators to address the unique needs of students participating in or interested in nontraditional career fields. Such opportunities include the following workshop topics: recruitment and retention in nontraditional fields, and expectations and interactions in equitable classrooms. The NCRC also offers the services of a speaker's bureau.

3. ***How comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially***

professional development that;

(f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]

In accordance with the mission of New Jersey's overarching educational framework, the Partnership for 21st Century Skills, all New Jersey students must be provided with a rigorous, aligned P-16 world class education to succeed in postsecondary education, the work environment and community life in a global society. For the CTE student, in particular, fulfillment of this mission will require the collaborative and integrated efforts of CTE teachers and academic discipline teachers. As such, the New Jersey's mission as a Leadership State in the Partnership for 21st Century Skills will guide the integration of CTE professional development activities with professional development activities carried out under Title II of the ESEA.

Additionally, in accordance with New Jersey's High School Redesign initiative, which is based on the benchmarks established by the American Diploma Project (ADP), standards for high school achievement will be increased across all high schools in the state. These increased standards have particular implications for CTE students who maintain a full schedule of career and technical courses, in addition to academic subject courses. Therefore, CTE professional development opportunities integrated with those opportunities carried out under Title II of the ESEA will be essential. Of particular importance will be professional development supporting enhanced math, science, and literacy education for all students, including CTE students.

To this end, the OCTE will collaborate with the NJDOE Office of Academic Standards to ensure the appropriate integration of CTE teacher professional development with professional development activities under ESEA Title II for teachers of academic disciplines. This will include collaboration with the Office of Academic Standards on its initiative involving national consultant Grant Wiggins. This initiative will clarify current standards through Essential Questions and Enduring Understandings as a means of prioritizing areas of focus within the standards.

Additionally, the OCTE will promote the use by CTE teachers of the New Jersey Professional Education Portal (NJPEP) and the newly launched NJPEP_PDonline, both of which are maintained by the Office of Academic Standards. The NJPEP_PDonline is a partnership between NJPEP and Rutgers University Continuous Education providing New Jersey educators a way to earn online professional development hours. The sites, which can be accessed through the links below, provide a wealth of resources, information, and professional development opportunities across the curriculum.

- http://www.state.nj.us/education/njpep/
- http://www.state.nj.us/education/njpep/pd/onlinePD/index.html

Further, a key initiative to be developed and supported by the OCTE to promote CTE integration with professional development activities carried out under Title II of the ESEA will be the "professional learning communities" model. According to the National Staff Development

Council, "The most powerful forms of staff development occur in ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving. These teams, often called learning communities or communities of practice, operate with a commitment to the norms of continuous improvement and experimentation and engage their members in improving their daily work to advance the achievement of school district and school goals for student learning."

The development of professional learning communities involving career and technical education teachers and academic teachers working in close collaboration will promote teacher knowledge and skills in integrating academic and technical subjects.

Finally, the NJDOE will identify and promote professional development opportunities for CTE teachers in delivering Advanced Placement (AP) courses as part of CTE programs of study in order to expand the AP offerings to CTE students.

4. Efforts that your agency and eligible recipients will make to improve—

(a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession;

Recruitment

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 will promote the use the NJHire Website (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. NJHire uses the most advanced education and networking technology to provide information and recruitment services for the education community.

In addition NJDOE also maintains a Website dedicated to recruitment of individuals to the teaching profession (www.nj.gov/education/educators/recruit). The site includes information and resources for middle and high school teachers, as well as resources for recruiters of teachers, including the National Clearinghouse for Teachers, Education Job Fairs, Middle Atlantic Association for Employment in Education and NJSchoolJobs.com. The OCTE will also promote the use of this site to expand the pool of high quality CTE teachers.

Additionally, in accordance with CTE Priority #8: Teacher Preparation and Recruitment, preparation and recruitment of teachers across all academic and technical subjects will be supported through the expansion of programs of study in the Education and Training Career Cluster. This will also help to ensure a sustainable supply of well-prepared, knowledgeable, and skilled CTE teachers. Other key initiatives to be supported under priority #8 regarding a

sustainable supply across all subject areas will also help to ensure the success of New Jersey's students, as well as the success of the State's public school system.

Retention

The NJDOE recognizes that professional support and a sense of collegiality with one's peers, particularly at the beginning of an individual's career are significant factors in ensuring teacher retention. As such, the OCTE will emphasize sustained, focused, intensive, and comprehensive professional development addressing content and pedagogy, as well as topics such as classroom management, engaging students in the learning process, collaborating with peers, etc.

Additionally, New Jersey's requirement for the mentoring of novice teachers will provide the initial, focused, one-on-one support to enhance the chances of long-term retention. (Mentoring is discussed in more detail under 4(b) below.)

4. Efforts that your agency and eligible recipients will make to improve—

(b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]

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. 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 a novice teacher, including alternate route teachers.

5. Describe efforts that your agency and eligible recipients will make to improve the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]

The transition of sub-baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education will be facilitated through an increased emphasis on the development of articulation agreements between such providers of those degree programs. To this end, the OCTE will consult with the New Jersey Commission on Higher Education and the New Jersey Council of County Colleges.

Additionally, the development of rigorous, high quality CTE programs of study will enhance CTE student academic preparation, thereby easing the transition of students into higher level postsecondary studies. Further, the OCTE will enhance its focus on those programs of study that typically require a minimum of a baccalaureate degree for employment, e.g., teachers (under the Education and Training Career Cluster).

NJ Transfer

NJ TRANSFER (http://www.njtransfer.org) was developed as a joint initiative of the New Jersey Commission on Higher Education and the New Jersey Presidents' Council. Its features assist students to determine:

- Which courses to select at a community college
- Which New Jersey four-year colleges offer equivalent courses
- How the courses will satisfy four-year degree requirements
- Where a student can transfer community college courses in New Jersey
- How to contact a New Jersey college or university for information about admissions, transferring courses, or transfer recruitment events
- Which professional fields are in high demand in the State, as well as other job opportunities

Community college students, faculty, transfer and admissions advisors, and workforce counselors can use NJ TRANSFER to access the tools for a successful transfer from a community college to a four-year college or university. High school students, parents, and school counselors can use NJ TRANSFER to aid in the selection of community college courses that can be used to complete both high school graduation and four-year degree requirements. Additionally, community colleges can submit new/modified courses for review by the four-year institutions via Web Admin, the online maintenance feature; and colleges are able to send/receive electronic transcripts using either NJ TRANSFER's ET component or EDI software.

Note: In September 2007, Governor Jon S. Corzine signed into law A3968/S2535, which formalizes and expands the NJ TRANSFER program by requiring each public institution of higher education, in consultation with the New Jersey Commission on Higher education and the New Jersey Presidents' Council, to establish and enter into a collective Statewide transfer agreement. These agreements will provide for the seamless transfer of academic credits from a completed associate of arts or associate of science degree program to a baccalaureate degree program.

6. Describe how you will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]

As indicated in previous portions of this plan, the NJDOE has convened the New Jersey Career and Technical Education Advisory Council, which is a standing body composed of the following representatives: parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations. The Advisory Council has been integral to the development of New Jersey's vision and direction for CTE and in the development of the Perkins Five-Year State Plan. In addition to meeting during the planning process, the Advisory Council will continue to meeting on a regular basis to ensure effective implementation of the plan.

There has been a continuous effort to support the involvement of the public in the process of establishing, maintaining and evaluating local CTE programs. For example, the initial application for CTE program approval includes a requirement for the establishment of a local advisory group with representation of business and industry, educators, parents, students, local Workforce Investment Boards and others.

As part of the transition plan process at the local level, the OCTE required eligible recipients to include a list of the members of their advisory councils established on the local level. During the next five years, the OCTE will conduct professional development workshops for administrators and teachers on the establishment and use of advisory councils to assist with planning development and implementation of CTE programs. Local five-year plans must include a description of the local advisory group established to review local plans and programs and assist with evaluations of programs.

Further, many discretionary grant opportunities offered through OCTE and supported either with Perkins funds or matching State Vocational Education Aid funds require grantees to involve stakeholders as part of their individual grant projects.

*7. **Describe efforts that your agency and eligible recipients will make to—***

(a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in—

i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and
ii. Career and technical education subjects;

To ensure learning in the core academic subjects and CTE subjects, the NJDOE will focus on the full integration of rigorous academics and intensive technical skill development for all participating CTE students. The overarching framework for practical implementation of integrated academics and technical skill development is established and guided by the following:

1. The Partnership for 21st Century Skills;
2. New Jersey Governor Jon S. Corzine's *Economic Growth Strategy for the State of New Jersey 2007*; and
3. The Mission of the New Jersey Department of Education.

This framework is described in detail under part A, Background, within this section of the Five-Year Plan.

To support the integration of academic and technical courses, the NJDOE will also promote the establishment of professional learning communities for teachers. Through such learning communities, CTE teachers and academic teachers will work in close collaboration to promote teacher knowledge and skills in integrating academic and technical subjects.

- federal and state child labor, wage, and hour and wage payment laws and regulations;
- occupational safety and health training (OSHA 10 General Industry Certificate) and student accident and injury reporting requirements;
- designing and implementing student training plans to ensure that SLEs are academically rigorous activities and support the attainment of the New Jersey Core Curriculum Content Standards;
- the paperwork process and required procedures for offering SLEs; and
- assessing jobs and worksite for SLE activities that will promote an increased education about the workforce.

Additionally, the NJDOE will support intensive, focused, and sustained professional development opportunities for career and technical teachers, faculty, administrators, and career guidance and academic counselors to encourage applied learning that contributes to the academic and career and technical knowledge of the student.

7. Describe efforts that your agency and eligible recipients will make to—

(c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]

To ensure learning in the core academic subjects and CTE subjects, the NJDOE will focus on the full integration of rigorous academics and intensive technical skill development for all participating CTE students. The overarching framework for practical implementation of integrated academics and technical skill development is established and guided by the following:

1. The Partnership for 21st Century Skills;
2. New Jersey Governor Jon S. Corzine's *Economic Growth Strategy for the State of New Jersey 2007*; and
3. The Mission of the New Jersey Department of Education.

This framework is described in detail under part A, Background, within this section of the Five-Year Plan.

Additionally, New Jersey's High School Redesign initiative focuses on raising achievement standards for all students across the state, regardless of whether they are general education students, career and technical education students, or special education students or members of other special populations. New Jersey does not maintain a system of differentiated diplomas and all secondary students are required to take and pass the High School Proficiency Assessment (HSPA) in order to earn a high school diploma. Therefore, the application of common standards for academic achievement is fundamental to student success in the State's public schools.

Specifically with regard to CTE students, a secondary school district seeking initial CTE program approval must show that it has adopted a curriculum that is both academically and technically challenging. This is a critical component to the NJDOE's system of CTE program

approval because it directly affects a CTE student's ability to compete academically with peers in other non-CTE programs.

New Jersey also relies on its Vocational Education Data System (VEDS) as a 'continuous improvement feedback mechanism' central to ensuring that students who participate in CTE programs are taught to the same challenging academic proficiencies as taught to all other students. The VEDS collects in one central location performance data in accordance with the categories identified in New Jersey's administrative regulations (N.J.A.C. 6A:19-5.1). For example, the VEDS report shows the HSPA performance of all CTE students who reach the qualifying instructional level. Comparing the data of the CTE students with the data of all students in the district indicates whether or not CTE students are taught to the same rigorous academic standards.

Further, eligible Perkins grant recipients must examine academic performance of CTE students in comparison to the state negotiated standards. The electronic grant application system permits the OCTE to pre-populate performance data for each recipient of funds. The performance is compared against the state negotiated standards. Programs whose students do not meet the academic standards must report planned activities and appropriate expenditures that are designed to raise the performance levels of those programs.

8. How local educational agencies, area career and technical education schools, and eligible institutions in the State will be provided technical assistance. [Sec. 122(c)(15)]

On a more procedural and administrative level, the NJDOE will continue to provide focused and tailored technical assistance to individual eligible recipients on a regional basis to ensure appropriate development of the programmatic and spending components of the local applications for Perkins funding. One-on-one technical assistance will also be provided, as needed, based on the new internal organization of the NJDOE Office of Career and Technical Education, which is designed to give more individualized attention to Perkins grantees.

Topics for technical assistance may include, but not be limited to: data collection, reporting and analysis; developing a local five-year plan; Perkins application development; and reporting. Additionally, technical assistance will also continue to be provided specifically on the state's Vocational Education Data System (VEDS) in order to ensure improved data quality, and on the state's Electronic Web-Enabled Grants (EWEG) system. Technical assistance will be offered, where appropriate, with representation from the higher education and business/industry communities.

9. Describe how career and technical education in your State relates to your State's and region's occupational opportunities. [Sec. 122(c)(16)]

As noted previously in this section, the NJDOE has prioritized key Career Clusters based on the Governor's *Economic Growth Strategy*, which highlights key existing industry sectors within the State, as well as industry sectors expected to experience considerable growth over the next decade. In accordance with these projections, the NJDOE will encourage the development of programs of study that are represented by these industry sectors.

Additionally, the NJDOE will continue to build upon its positive working relationship with the State Employment and Training Commission (SETC) and the Workforce Investment Boards (WIBs), which serve the various regions of the state. In this regard, the NJDOE will engage the SETC and the local WIBs in discussions regarding how best to align New Jersey's system of CTE with the State, regional, and local occupational opportunities. Prior to submitting an application to the NJDOE for approval of a new CTE program, school districts must first submit the application to the appropriate local WIB for review and approval. The local WIB must agree that the program meets its criteria, and may request additional information of the applicant to determine if there are opportunities for students in such a proposed CTE program to be placed in employment, postsecondary education, or military service.

Other key services/initiatives that support the development of CTE programs relevant to New Jersey's and the region's occupational opportunities include the following:

- **New Jersey Next Stop** (www.njnextstop.org) – This online service developed by the State of New Jersey, Rutgers University, and leading business experts, identifies for students, teachers, parents, counselors, and others the skills needed to be in demand in New Jersey industries, including health care, finance, construction, utilities, manufacturing, tourism, transportation and information technology. The service lists and describes the various occupations within expanding industries and provides statistical overviews that identify weekly earnings and projected growth within the industry. While NJnextstop research focuses on New Jersey industries, much of the information provided also applies to occupations available regionally.

- The Center for Occupational Employment Information (COEI) - COEI is funded in part through State Vocational Education Aid (i.e., Perkins matching funds) conducts a biennial comprehensive survey of occupations in the State comparing the total anticipated need for trained workers in each occupation with the total number of workers being trained and designates as labor demand occupations those which it determines likely to have a significant excess of demand over supply for adequately trained workers.

- A Guide to Labor Demand Occupations – This Guide is designed to assist counselors and clients seeking skills training to find an appropriate training program. Factors such as an individual's employability development plan, local and regional labor market conditions, the trainee's potential labor market within which he/she is likely to seek employment and the impact of training on an individual's marketable skills and earning power, are important considerations in making training decisions.

10. Describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]

As described previously, OCTE will collaborate with offices responsible for administration of various titles under the No Child Left Behind (NCLB) Act to offer coordinated professional development, avoid duplication, and enhance delivery of services and programs to students.

Additionally, the OCTE recognizes the importance of collaboration and planning with other related programs. In this regard, the OCTE will work closely with the State Employment and Training Commission (SETC), the State Commission on Higher Education and other partners to ensure that programs are coordinated with other Federal education programs.

Specifically, the NJDOE is currently a member of the SETC, participating in all meetings of that agency. SETC meetings are held quarterly, with conference calls and other meetings scheduled, as needed, to ensure timely communication on important issues. Additionally, the NJDOE works collaboratively on a regular basis with the New Jersey Department of Labor and Workforce Development. These important relationships ensure sustained communication and effective planning and program coordination between education and the workforce development communities.

11. Describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]

As noted above, the NJDOE currently maintains a strong relationship with the SETC as a member of the commission, and with the New Jersey Department of Labor and Workforce Development. Additionally, OCTE staff regularly attends meetings of the WIB directors to keep apprised of issues affecting CTE.

The NJDOE will continue these important relationships by maintaining regular communication that involves open, ongoing discussions with representatives from the workforce development and higher education communities, to include the SETC, NJLWD, local WIB youth programs, the New Jersey Commission on Higher Education, and the New Jersey Council of County Colleges.

B. Other Department Requirements

1. Copy of the State's local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.

A copy of the NJDOE's local applications for secondary and postsecondary eligible recipients, meeting the requirements in section 134(b) of the Act, is included in Appendix E.

2. The State's governance structure for career and technical education.

The NJDOE, through the Office of Career and Technical Education within the Division of Educational Standards and Programs, 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 schools. (Note: The Office of Career and Technical Education was formerly called The Office of Vocational-Technical, Career and Innovative Programs.) The OCTE also administers funding provided under the Perkins Act.

In its role, the OCTE seeks to ensure high student academic achievement and technical skill development supporting postsecondary education and training opportunities, economic self-sufficiency, as well as economic competitiveness for the State. Through this role, the OCTE also supports New Jersey's workforce development system, as administered by the New Jersey Department of Labor and Workforce Development (NJLWD). The New Jersey State Board of Education (SBOE) also serves as the State Board for Vocational Education and approves all plans submitted to the U.S. Department of Education (USDOE). (See Appendix **F** for an "Organizational Chart of Key Activities.")

The director of OCTE serves as the State Director of Career and Technical Education, representing the Commissioner of Education on all bodies responsible for addressing CTE. This includes matters addressing how academic preparation and achievement of high academic standards through secondary and postsecondary CTE support New Jersey's workforce development system, as administered by the NJLWD.

External to the NJDOE, the SETC, the NJLWD, representatives from business and industry, and representatives from the higher education community work in collaboration to administer the overall CTE system in New Jersey.

3. A description of the role of postsecondary career and technical education in the one stop career center delivery system established by Title I of WIA.

Information Gathering and Strategic Planning: The State Employment and Training Commission (SETC) recognizes that it is critical for all partners to work together for efficient use of resources to obtain effective results. The SETC initiated an effort to support collaboration among the One-Stop Centers, the county colleges and the programs conducted by the county vocational school districts and other partners. This collaborative effort will explore labor demand, alignment of training programs, key industries identified in the governor's Economic Growth Strategy, currently available services, and local vision and strategies for economic development, all of which lead to the development of a comprehensive strategic plan to strengthen collaboration among the three groups. A statewide strategy will be developed that will include specific goals that will be addressed by the partners.

One-Stop Career Centers are located throughout New Jersey. All services are available free of charge to help residents develop the skills to succeed in a 21st century work environment.

New Jersey's One-Stop Career Centers are staffed with qualified professionals who assist with obtaining employment or the training needed to meet the demands of the present workforce. Employment counselors help explore career choices relating to a client's interests and abilities (http://wnjpin1.dol.state.nj.us/wnjpin_ru/html/c_top.htm) and help them explore a career path that can best utilize their skills in the current job market.

The One-Stop Career Centers also offer educational training programs in county vocational school districts or on-site at the One-Stop, on-the-job training with local employers and apprenticeships in many fields. New Jersey has more than 300 private proprietary postsecondary career and technical education providers that are regulated jointly by the Department of

Education and the Department of Labor and Workforce Development. The One-Stop Career Centers refer clients regularly to the public postsecondary programs and to these private vocational schools. The two departments work collaboratively to insure the relevance and proper management of the private career and technical education providers. In addition, Job Search Readiness Workshops provide information on how to successfully look for a job, conduct a successful interview, write a resume or learn about the local labor market.

(http://lwd.dol.state.nj.us/labor/wnjpin/findjob/onestop/CareerBeacon.html).

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements: 1 (a, b, c)

1. Describe the program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—

(a) Will be provided with equal access to activities assisted under the Act;

(b) Will not be discriminated against on the basis of their status as members of special populations; and

(c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

Ensuring Equal Access and Non-Discrimination - Overview

New Jersey's focus through its CTE system is to *prepare students to succeed as global citizens and for career opportunities for the 21st century* and to *support healthy economic growth within the State*. It is important to note that New Jersey's Partnership for the 21st Century initiative and its High School Redesign initiative are broad in scope, addressing the needs and interests of all students in the state. In this regard, particular attention must be given to the unique needs of nontraditional and historically marginalized student populations to ensure that New Jersey's educational system, including its CTE delivery system, serves the needs of the broadest possible range of students.

To achieve the overriding purpose of public education through the unique approach offered by career and technical education (CTE) programs, the New Jersey Department of Education (NJDOE) believes that all students must be valued equally and that all students must have equitable opportunities to learn, to be productive and economically self-sustaining, and to contribute through their work to the well-being of their larger communities. Consequently, the NJDOE takes particular interest in ensuring that the needs of students who are members of special populations are addressed and met.

To this end, the Office of Career and Technical Education will coordinate its efforts with the NJDOE Office of Equity within the Division of District and School Improvement, as well as with the Office of Special Education Programs and the Office of Educational Support Services within the Division of Student Support Services.

Equity and Access

Students who are members of special populations and other groups may access CTE programs and activities through a variety of delivery systems in New Jersey. For example, students may participate in programs and activities that are offered by their home school district, at their county vocational school district, at their county special services school district, and, in some cases, by an approved charter school or an approved private school for the disabled. New Jersey

public school districts employ a variety of support services as required by a student's Individual Education Plan (IEP) and by the Individuals with Disabilities in Education Act (IDEA). Additionally, the particular needs of students who are members of special populations are also addressed through Career and Technical Education (CTE) programs provided through NJDOE partner agencies, such as the New Jersey Department of Children and Families (NJDCF), New Jersey Juvenile Justice Commission (JJC), and the New Jersey Department of Corrections (NJDOC).

Currently, *New Jersey Administrative Code (N.J.A.C.) 6A:7 – Equality in Educational Programs*, applies broadly to all programs and initiatives administered and supported by the NJDOE. Specifically, these rules require each district board of education, including county vocational school districts and comprehensive high schools, to develop a comprehensive equity plan once every three years to identify and correct all discriminatory practices and inequitable educational and hiring policies, patterns, programs, and practices affecting its facilities, programs, students, and staff. A discriminatory practice is defined in the rules as "a policy, action, or failure to act that limits or denies equal access to or benefits from the educational activities or programs of a school, or that generates or permits injustice or unfair or otherwise inequitable treatment of students or staff on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status."

Additionally, CTE programs that receive Federal monies are reviewed by the NJDOE for possible discrimination and denial of services on the basis of race, color, national origin, gender, or disability. The review is based on the "Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap," (34 CFR Part 100 Appendix B). The Guidelines are issued by the USDOE, Office of Civil Rights.

Through vigilant implementation of these State and Federal rules, the NJDOE will be able to ensure that members of the special populations are provided with equal access to activities assisted under the Act; and are not discriminated against on the basis of their status as members of special populations.

Program Strategies for Special Populations

As noted under 2(g) in Section II, retention issues relating to special population students will require particular consideration. In this regard, secondary providers of CTE must ensure that programs of study and appropriate support services are clearly linked with a student's Individualized Education Plan (IEP). This will allow special population students to also gain a sense of achievement as they progress through a program of study, thereby increasing the likelihood that those students will remain in school and earn a high school diploma.

Additionally, the OCTE will work collaboratively with the NJDOE Division of Student Services, Office of Special Education Programs, to ensure that people with disabilities are an integral part of the labor force in New Jersey and are active and valuable participants in the economic growth and vitality of the State. In so doing, the OCTE will support the finalization and implementation of *Discoverability NJ – New Jersey's Strategic Plan to Improve the Competitive Employment of*

People with Disabilities. In this regard, the OCTE will work to support the State's efforts to enhance job and career opportunities for people with disabilities, reform delivery systems and create partnerships among people with disabilities, their families, employers, as well as the public sector and service organizations to meet New Jersey's critical workforce needs.

Specifically with regard to equity, including gender equity and race and class equity, the NJDOE Office of Equity, within the Division of District and School Improvement, will establish an Internal Resource Team. This Team will include internal and external partners, including the National Women's Law Center (NWLC) and will focus on the following key activities:

- Analyzing data pertaining to equity in education based on gender, race, and class;
- Examine strategies to sustain and address issues and challenges related to equity; and
- Build internal and external capacity to effectively address challenges in ensuring equity in education.

The NJDOE will also continue to coordinate with the Gender Parity Council and the Nontraditional Career Resource Center (currently housed at Rutgers, The State University of New Jersey) to develop specific strategies to improve New Jersey's performance in meeting the State's indicators in nontraditional participation and completion. The Department will continue to monitor the performance rates for nontraditional students and provide technical assistance, where necessary.

Specifically with regard to gender and class equity, the NJDOE also recognizes the importance of the displaced homemaker population within the State. New Jersey has been proactive by supporting legislation and state funding for specialized programs for this population. The New Jersey Department of Community Affairs/Division on Women (NJDCA/DOW) operates displaced homemaker programs and, in doing so, has established collaborative relationships with many partners in common with the NJDOE, such as the NJLWD One-Stop Career Centers and the local area WIBs. The NJDOE in the next five years will support the displaced homemaker programs that are funded through the NJDCA/DOW and, as part of its strategy for special populations, the NJDOE will commit to collaborate with the NJDCA/DOW in meeting the ongoing needs of displaced homemakers so that this special population is assured access to services that can lead to economic self-sufficiency.

Additionally, the Office of Equity will conduct a comprehensive review of New Jersey Administrative Code (N.J.A.C.) 6A:7 – Managing for Equality and Equity in Education. The OCTE will collaborate with the Office of Equity during the code review process to address equity and diversity issues that may be unique to CTE.

Finally, in accordance with CTE Priority #4: Developmental Career Counseling, the NJDOE will also enhance its focus on career and academic counseling to meet the needs of students who are members of special populations, including students with limited English proficiency, to ensure their retention and success in CTE programs. In doing so, the OCTE will collaborate with the NJDOE Office Educational Support Services, the Office of Equity, and the Office of Special Education Programs to ensure broad consideration of the diverse needs of varying special populations. New Jersey's participation in the School Counseling National Leadership Cadre

will also support 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 members of special populations to ensure a broad framework of support for the students.

A. Statutory Requirements: 2

2. Describe how the State will adequately address the needs of students in alternative education programs, where such programs exist. [Sec. 122(c)(114)]

Alternative education, as defined by the NJDOE, offers nontraditional, yet effective learning environments that provide flexible educational objectives closely related to the learning styles and the individual needs of students. This learning opportunity is designed to meet the special needs, interests and aspirations of at-risk youth that may be disruptive and/or disaffected with the traditional academic environment. At the same time, this academic setting also addresses the areas of the Core Curriculum Content Standards (CCCS). Students enrolled in alternative education programs must satisfy graduation requirements, in order to receive a state-endorsed high school diploma. Alternative education schools are small, carefully staffed and provide intense, comprehensive and individualized services to students and their families. They may also incorporate site-based management approaches, cooperative learning strategies, and shared decision-making into the program structure. In addition, alternative education schools provide a caring and supportive long-term environment where rules and regulations are clearly defined and fairly and consistently enforced.

The OCTE will coordinate with the NJDOE Office of Educational Support Services to ensure that students in alternative education programs have the opportunity to benefit fully from career and technical education programs.

A. Statutory Requirements: 3

3. Describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]

In order to better serve New Jersey students who are members of special populations, the NJDOE established a task force as part of the state planning process to develop recommendations for New Jersey's Five-Year State Plan. This task force included representatives from the following agencies and partners that are either funded in whole or in part by the Carl D. Perkins Career and Technical Education Improvement Act of 2006, or established by law to advise the NJDOE:

- NJ Department of Children and Families – Office of Education;
- NJ Department of Corrections – Office of Educational Services;
- NJ Department of Education – Office of Special Education Programs, Office of Educational Support Services, Office of Equity, and the Office of Career and Technical Education;

- NJ Department of Law and Public Safety – Juvenile Justice Commission - Office of Education;
- The Nontraditional Career Resource Center (NCRC) at Rutgers University's Center for Women and Work;
- The NJ Council on Gender Parity (NJCGP) in Labor and Education; and
- The NJ Department of Labor and Workforce Development, Division of Vocational Rehabilitation Services (NJDVR).

The Task Force met formally on February 2nd and March 15th 2007 to develop recommendations for program strategies for special populations, and will meet annually throughout the 5-year plan cycle to review the progress made in meeting New Jersey Administrative Code (N.J.A.C.) 6A:7 – Equality in Educational Programs, and in meeting all identified strategies, as delineated below.

The NJDOE will continue to coordinate with the New Jersey Council on Gender Parity (NJCGP) and the New Jersey Nontraditional Career Resource Center (NCRC - currently housed at Rutgers, The State University of New Jersey) to develop specific strategies to address improving New Jersey's performance in meeting the state's indicators in nontraditional participation and completion. The NJDOE believes that these strategies will serve as a solid and lasting foundation for ensuring that students who are members of special populations will have equitable opportunities to achieve economic self-sufficiency and to be productive, contributing members of society. The NCRC will be required in their grant application to specifically design strategies aimed at specific occupational areas that have consistently fallen below the state's negotiated level of performance. The NJDOE will continue to support the NCRC (or another identified eligible agency) by providing state funds to support this work.
The following strategies will be addressed:

- Development of collaborative relationships between the NJDOE, workforce development centers, educational institutions and community-based groups. (i.e., the NJCGP and the NCRC).
- Collaboration around access and sharing of performance information.
- Correlation of Performance Measures with Classification of Instructional Programs (CIP) Codes to inform CTE practices in special populations.
- Linking Data Analysis with Classification of Instructional Program (CIP) Codes.
- Focusing on Nontraditional Participation and Nontraditional Completion to improve data reporting.
- The NJDOE providing information to diverse groups in order to foster involvement and better solutions to improve performance outcomes.
- A paradigm or standards of performance and/or program quality rubric will be developed to ensure program success.
- A scientific process will be conducted to determine what works, what does not work, best practices and worst practices in approved CTE programs.
- Target high skill, high wage, high-demand areas for special populations, and
- Provide education on State Negotiated Levels of Performance and federal requirements to Perkins grant recipients.

A. Statutory Requirements: 4

4. Describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]

The Career and Technical Education Five-Year Plan for each individual New Jersey school district/agency will include the details of the activities each district will provide to meet the identified need for individuals in state institutions and facilities. The local district's annual spending plan will specify amounts and detailed budget items from its annual allocation to be used for this special population. Local district funds will follow the individual secondary student when that student is relocated into a state facility.

These state institutions and facilities include the following:

New Jersey Department of Children and Families: The recently-established (2006) New Jersey Department of Children and Families' (DCF) Office of Education (OOE) provides intensive 12 month educational services and supports to children and young adults from ages 3 through 21. The severity or uniqueness of their needs requires removal from the public school setting for a period of time. A successful return to school and participation in community life are goals for all DCF/OOE students.

These State and federally compliant education programs are designed for students who:

- Exhibit severe cognitive, physical, behavioral and emotional disabilities;
- Exhibit a variety of moderate to severe learning disabilities;
- Are at risk of school failure; and/or
- Are pregnant/parenting teens (programs are available for infant/toddlers of parenting teens).

Regular and special education programs are individually designed and provided to these students in the least restrictive environment. Students are served in:

- Residential facilities within the DCF Divisions of Child Behavioral Health Services and Youth and Family Services, as well as the Department of Human Services Division of Mental Health Services;
- 18 DCF Regional Schools, and two hospital-based satellite programs operated by the OOE including:
  - TEC (Transitional Education Centers) programs for at-risk youth;
  - TEACH (Teen Education and Child Health) programs for pregnant and parenting teens with licensed day care centers for the infants/toddlers of the parenting teens; and
- A variety of public and private community-based programs.

The DCF/OOE also serves students who have no New Jersey District of Residence as determined by the NJDOE. These State-responsible students are placed in public, private and State-facility school settings according to their individual educational needs. Educational services include:

Regular and special education programs, Child Study Team services, related services, educational surrogates, and instructional and assistive technology services.

***New Jersey Juvenile Justice Commission and New Jersey Department of Corrections*:** The New Jersey Department of Corrections (NJDOC) is organized around adult and youth complexes, which does not incorporate the New Jersey Juvenile Justice Commission (JJC). New Jersey counties operate facilities for short-term incarceration of both adult and juvenile offenders. In addition, several county vocational school districts provide special population career and technical education programs to county correctional facilities.

The Juvenile Justice Commission (JJC) within the New Jersey Department of Law and Public Safety has been responsible for the operation of all state-operated juvenile facilities since 1995. The three primary responsibilities of the JJC are the care and custody of juvenile offenders committed to the agency by the courts, the support of local efforts to provide services to at risk and court involved youth, and the supervision of youth on juvenile parole. The JJC emphasizes accountability and offers programming that affords young people the opportunity to become independent, productive and law abiding citizens. The educational goal of the JJC is to rekindle the interest of pupils in learning with literacy as the foundation of all educational programming.

The JJC strives to provide appropriate educational options that meet all individual pupil needs. Most of the juveniles who enter the JJC come with poor school attendance records and varying abilities. Each juvenile is assessed and placed in the appropriate classes depending on his or her skill level. The JJC works with the students' local high schools in order to allow them to coordinate their curriculum to match the local school district. This enables juveniles to return to their local school at the same point as their classmates and/or receive their diploma from their home high school whenever possible. Educational staff also focuses on providing services that allow pupils to reintegrate into community schools or other placements upon release.

Students attend classes year round and often advance several grade levels while in the custody of the JJC. The JJC provides a continuum of care for juveniles placed under its supervision including residential community homes, day programs, secure care facilities and parole services. Four facilities are identified and operate as secure facilities, which are full-care institutions that include all services on the grounds of the facility, including education, career and technical education, counseling, and medical services. Three units are specifically dedicated for juvenile female offenders (one female secure facility, one female substance abuse program, and one community residential home). Over one-half (56 percent) of their students are classified, and seven percent of their students are female.

The JJC Office of Education utilizes a variety of teaching methods to equip juveniles with skills that will help them to succeed upon release. Distance learning provides the opportunity for collaboration and the sharing of information and ideas, and allows for input between staff based at facilities in various geographic locations throughout the state. The result will be better utilization of resources currently available, but limited due to geographic location. Students will have access to programming provided by outside resources county-wide, statewide, and worldwide. Facilities offer various career and technical education programs where residents gain valuable technical and instructional experience that can help them acquire jobs upon their

release. Career and technical education programs offered include computer applications, culinary arts, auto mechanics, cosmetology and barbering, graphic design, carpentry, and plumbing.

The New Jersey State Department of Corrections (NJDOC), as one of its major objectives, states, "Its role is to ensure that persons committed to the state correctional institutions are provided with the care, discipline, training and treatment needed to prepare them for reintegration into the community." At present, there are 15 institutions operated by the NJDOC. The NJDOC also operates a number of minimum-security camps, which are satellite units to their institutions. Much of the training and treatment is coordinated through the Office of Educational Services (OES), which is responsible for the provision of education in the NJDOC, and functions similar to a NJ public school district. Each of the 15 institutions under the NJDOC has a supervisor of education, who is responsible to both the institutional Administrator and the Director of OES. Both OES staff and institutional education staff are subject to the same certification and endorsement requirements as NJ public school educators.

Academic as well as career and technical education programs are offered throughout the NJDOC system. Although there is some variation in programs from one institution to the next, the academic offerings at each institution, at a minimum, include pre-secondary and secondary curricula. Pre-secondary curricula are designed for students whose grade level is below 7.5, and secondary curricula are designed for students at or above 7.5 grade level. Both curricula emphasize the acquisition of basic academic skills consistent with the students' appropriate grade level. As with the JJC, the NJDOC employs a diagnostic-prescriptive strategy in which each student is tested and placed in the appropriate classes depending on his or her skill level. In both the youth and the adult complexes, the programs are typically remedial. The programs generally focus on development of basic skills and preparation for the General Education Development (GED) test. English as a Second Language (ESL) programs are available at most institutions.

The NJDOC offers numerous career and technical education programs; specific curricula vary by institution because of institutional inmate profiles and available resources. The NJDOC also offers an array of pre-vocational programs, which provide opportunities for career exploration, the acquisition of employability skills, career and vocational assessment, and career counseling. These programs are typically targeted at younger inmates, but are also offered to adult inmates.

A. Statutory Requirements: 2, 5

2. ***Describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]***

5. ***Describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended.***

Students who are members of special populations need equitable opportunities to achieve economic self-sufficiency and to be productive, contributing members of society. Under the provision of services, students will be served with equal access to activities assisted under the Carl D. Perkins Act; and will not be discriminated against on the basis of their status as members of special populations; they will be provided with programs designed to meet or exceed State adjusted levels of performance, and strategies to prepare special populations for high-skill, high-wage, or high-demand occupations. With this in mind:

1. Agencies receiving Perkins grant allocations that submit multi-year plans and annual Perkins spending plans will be required to describe how they will recruit and support students who are members of special populations in their grant-supported CTE programs and activities

2. The NJDOE will require that districts and agencies submitting career and technical education (CTE) program approvals and program re-approvals for CTE programs to describe how they will recruit and serve students in each of the special populations defined in the five-year plan.

3. The NJDOE/OCTE will coordinate the activities of the statewide taskforce and provide technical assistance to the NJDOE's offices and State agencies and commissions identified in the task force in order to respond to and provide technical assistance to their respective offices of education, with regard to career and technical education.

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

1. Describe procedures the state will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]

The procedures for obtaining input from eligible grant recipients for measurement definitions and approaches are established by the accountability team of the New Jersey Department of Education's Office of Career and Technical Education for the purpose of compliance with the new Perkins Act and for consistency with previous measurement definitions and approaches. The new procedure will also align performance measurement with the No Child Left Behind Act (NCLB). In this regard, the State Director of Career and Technical Education has met with various stakeholders in CTE in New Jersey, and will continue to meet with representatives from a variety of stakeholder organizations which may include, but not be limited to, the New Jersey Council of County Vocational-Technical Schools (NJCCVTS), the New Jersey Council of County College Presidents (NJCCCP), the NJCHE, the SETC, the Career and Technical Education Association of New Jersey (CTEANJ), the New Jersey Vocational Administrators and Supervisors Association (NJVASA), and the appropriate NJDOE offices. The purpose of the meetings will be to continue to obtain input on approaches to address the core indicators of performance and provide guidance regarding specific definitions and reporting requirements.

2. Describe the procedures the state will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]

To obtain input from eligible recipients on establishing state adjusted levels of performance, the State Director of Career and Technical Education will continue to meet with stakeholders in CTE in New Jersey. As noted above, the Director will meet with representatives from a variety of stakeholder organizations which may include, but not be limited to, the NJCCVTS, the NJCCCP, NJCHE, SETC, CTEANJ, the NJVASA, the New Jersey County College Association for Institutional Research and Planning, the New Jersey Career and Technical Education Advisory Council, and the appropriate NJDOE offices. The State will provide the calculated baseline of the level of performance and the proposed future performance targets to the shareholders. Additionally, the state will solicit input from the stakeholders at these meeting, as well as obtain input from eligible recipients at host workshops.

3. Identify, on the forms in Part C of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency,

that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]

Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). These measures have been pre-populated on the FAUPL form. You do not need to describe how these definitions and measures are valid and reliable in your State plan narrative.

Measurement Definitions and Approaches

Identified on the forms in Part C of this guide are the valid and reliable measurement definitions and approaches that the NJDOE will use for each of the core indicators of performance for CTE students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the NJDOE that are valid and reliable.

The validity and reliability of these measures are ensured as described below for each indicator.

1S1 Academic Attainment – Reading/Language Arts
At the secondary level, this indicator will be measured by the test scores on Language Arts Literacy section of the New Jersey's HSPA, which is the same as the academic performance assessment used to meet the requirements of the NCLB Act. Academic attainment on reading and language arts will be assessed by the number of CTE concentrators who have met the proficient or advanced level on the Statewide High School Proficiency Assessment (HSPA) in reading/language arts administered by the State under Section 1111(b)(3) of the ~~**ESEA and who left secondary education in the reporting year**~~ **Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act (NCLB) based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who left secondary education in the reporting year**, as compared to the number of CTE concentrators who took the HSPA in reading/language arts, whose scores were included in the State's computation of AYP, and who left secondary education in the reporting year.

The New Jersey HSPA was administrated for the first time in March 2002 to students who had become first-time 11th graders as of September 1, 2001. The HSPA consists of two subject areas: Mathematics and Language Arts Literacy. Satisfactory performance on the HSPA is a requirement for a high school diploma. Students who do not perform at required levels are provided additional instruction and subsequent opportunities for retesting. The HSPA results have served as a general measurement for the Academic Achievement Core Indicator for the purposes of the Perkins Act since 2002.

1S2 Academic Attainment – Mathematics
At the secondary level, this indicator will be assessed by the test scores of Mathematics section of the New Jersey's HSPA, the same as the Academic Attainment for Reading/Language Arts for NCLB at this level. Academic attainment on mathematics will be assessed by the number of CTE concentrators who have met the proficient or advanced level on the Statewide High School

Proficiency Assessment (HSPA) in mathematics administered by the State under Section 1111(b)(3) of the ~~ESEA and who left secondary education in the reporting year~~ **Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act (NCLB) based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who left secondary education in the reporting year**, as compared to the number of CTE concentrators who took the HSPA in mathematics, whose scores were included in the State's computation of AYP, and who left secondary education in the reporting year.

2S1 Technical Skill Attainment

At the secondary level, this indicator will be assessed by the number of ~~completers~~ **concentrators** who **completed the CTE programs and** passed the available **and appropriate** end of program assessment~~,~~ **that is** aligned with industry-recognized standards, during the reporting year, as compared to the number of ~~completers~~ **concentrators** who **completed the CTE programs and** took the available end of program assessment during the reporting year.

3S1 Secondary School Completion

The core indicators of this section are assessed based on the percentage of senior CTE concentrators that attained **a** diploma when they left high school. New Jersey issues only one kind of high school diploma. A General Educational Development (GED) credential is issued by the state only after a student formally drops out from a regular high school. Therefore, attainment of a GED credential will not be counted in the graduation rate.

4S1 CTE Student Graduation Rates

New Jersey's state CTE student graduation rate will ~~be~~ measure the proportion of CTE concentrators leaving high school who have received a high school diploma. The numerator will be the number of CTE concentrators who completed a public secondary education program in the reporting year. The denominator will be the number of CTE concentrators who graduated in the reporting year and the number of CTE concentrators who dropped out **of** high school during the period of secondary education.

The mathematical definition is:

$$HSCRy = \frac{\sum C_y}{\sum (C_y + D_y, g_{12} + D_{y-1}, g_{11} + D_{y-2}, g_{10} + D_{y-3}, g_9)}$$

In the formula, "C" means completed high school study, "D" means dropped out of high school, "y" means the reporting year, and "g" means the grade level.

The average graduation rate for the most recent three years (97.85 percent) will be used as New Jersey's baseline graduation rate. (See table below.)

Reporting Year	**Graduation Rate**
2005-06	99.00%
2004-05	95.73%
2003-04	98.82%
Average	**97.85%**

Since the graduation rate is already high, New Jersey's goal is to maintain an average graduation rate of not lower than 95 percent.

5S1 Secondary Placement
At the secondary level, this indicator will assess the number of concentrators who **completed the CTE programs and** attained a secondary school diploma and left secondary education one year before the reporting year, and who were **identified with their social security numbers to be** placed in employment, military, postsecondary education, or advanced training in the second quarter following the program year in which they left secondary program, as compared to the number of concentrators who attained a secondary school diploma and left secondary education one year before the reporting year **and who have valid social security numbers**.

6S1 Nontraditional Participation
Nontraditional participation measures secondary student participation in CTE programs that lead to nontraditional training and employment. Traditionally, less than 25 percent participation of a gender in a program has been used as the standard to define nontraditional programs for that gender in the nation. New Jersey will identify the nontraditional programs based on the national list of Nontraditional Occupations CIP/Career Clusters Crosswalk recognized by the National Alliance for Partnerships in Equity (NAPE).

6S2 Nontraditional Completion
Nontraditional completion is the measure of secondary student completion **in** CTE programs that lead to nontraditional training and employment. Using the same practice as described in 6S1 above, the plan will identify the nontraditional programs based on the national list of Nontraditional Occupations CIP/Career Clusters Crosswalk recognized by the National Alliance for Partnerships in Equity (NAPE).

1P1 Technical Skill Attainment
At the postsecondary level, this indicator will assess the number of concentrators ~~and completers~~ who **completed the CTE programs and** passed the available **appropriate, third party, industry aligned** end of program assessment, as compared to the number of concentrators ~~and completers~~ who **completed the CTE programs and** took the available**, appropriate, third party, industry aligned** end of program assessment.

2P1 Industry Certificate Attainment
At the postsecondary county/community college level, the measure is the number of the CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year, as compared to the number of CTE concentrators who left postsecondary education during the reporting year.

3P1 Student Retention
At the postsecondary level, this indicator will assess the number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the **previous** reporting year and who were enrolled in postsecondary education in the fall of the **year before the** previous year, as compared to the number of CTE concentrators who were enrolled in postsecondary education in the fall of the

year before the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the **year before the** previous reporting year.

4P1 Student Placement
At the postsecondary level, this indicator will assess the number of CTE concentrators in postsecondary education in the previous reporting year **who completed the CTE programs and were identified with their social security number to be** employed in the second quarter after completion, as compared to the number of CTE concentrators who **completed the CTE programs and** left postsecondary education in the previous reporting year **and who have valid social security numbers**.

5P1 Nontraditional Participation
Nontraditional Participation measures the postsecondary student participation in CTE programs that lead to nontraditional training and employment. Traditionally, less than 25 percent participation of a gender in a program has been used as the standard to define nontraditional programs for that gender in the nation. This plan will identify the nontraditional programs based on the national list of Nontraditional Occupations CIP/Career Clusters Crosswalk recognized by NAPE.

5P2 Nontraditional Completion
Nontraditional completion measures the postsecondary student completion of CTE programs that lead to nontraditional training and employment. This plan will identify the nontraditional programs based on the national list of Nontraditional Occupations CIP/Career Clusters Crosswalk recognized by NAPE.

1A1 Technical Skill Attainment
At the postsecondary adult level, this indicator will assess the number of concentrators who completed the CTE programs and passed the available, appropriate, third party, industry aligned end of program assessment, as compared to the number of concentrators who completed the CTE programs and took the available, appropriate, third party, industry aligned end of program assessment.

2A1 Industry Certificate Attainment
At the postsecondary adult level, the measure is the number of the CTE concentrators who received an industry-recognized credential, or a certificate during the reporting year, as compared to the number of CTE concentrators who left postsecondary education during the reporting year.

3A1 Student Retention or Transfer
The definition for this indicator is to measure the community college's retention and transfer, not apply to the adult education.

4A1 Student Placement
At the postsecondary adult level, this indicator will assess the number of CTE concentrators in postsecondary adult education in the previous reporting year who were identified with their social security numbers in the State UI database to be employed in the

second quarter after completion, as compared to the number of CTE concentrators who completed the CTE programs and left postsecondary education in the previous reporting year and who have valid social security numbers.

5A1 Nontraditional Participation

Nontraditional Participation measures the postsecondary adult student participation in CTE programs that lead to nontraditional training and employment. Traditionally, less than 25 percent participation of a gender in a program has been used as the standard to define nontraditional programs for that gender in the nation. This plan will identify the nontraditional programs based on the national list of Nontraditional Occupations CIP/Career Clusters Crosswalk recognized by NAPE.

5A2 Nontraditional Completion

Nontraditional completion measures the postsecondary adult student completion of CTE programs that lead to nontraditional training and employment. This plan will identify the nontraditional programs based on the national list of Nontraditional Occupations CIP/Career Clusters Crosswalk recognized by NAPE.

4. ***Describe how, in the course of developing core indicators of performance and additional indicators of performance, the state will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]***

New Jersey's performance indicators on Academic Attainment for Language Arts Literacy and Mathematics are aligned with **the** federal NCLB Act. The HSPA, which is used for compliance under the NCLB Act is the same assessment used to meet the Perkins requirements. To ensure that the State aligns the core indicators of performance, to the greatest extent possible, to those indicators substantially similar to other state and Federal programs, the OCTE will collaborate with other program offices within the NJDOE. For example, the nontraditional participation and completion indicators used for CTE can be used by the NJDOE Division of District and School Improvement, Office of Equity for its Methods of Administration (MOA) monitoring process. The nontraditional participation and completion indicators may also align with other programs administered through the Office of Equity.

5. ***Provide, for the first two years covered by the State plan, performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]***

The baseline for most of the core indicators of performance will be calculated with the most current three years of data based on the proposed definition in this Five-Year CTE State Plan, if

the data are available. If the data are not available, the related statewide performance target will be used as the baseline.

The target of the first two years of performance levels for each one of the core indicators of performance will be proposed based on either the calculation of the baseline and the trend, or based on the statewide target for meeting the NCLB requirement. The definition and the target for the first two years of performance levels for each one of the core indicators of performance is identified on the Part C Accountability Forms of this Five-Year Plan.

a. Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students' attainment of "challenging academic content standards" and "student academic achievement standards" that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State's academic assessments (*i.e.* the State's reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students' attainment of these State standards. Thus, two of a State's core indicators must be career and technical education students' proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State's assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.

The data in the new plan for calculating the proficient level and for measuring progress will be collected by the specific scores of Language Arts Literacy and Mathematics to align with the standards used to meet the NCLB requirement. New Jersey collected individual student HSPA results as pass/fail for the combined results of both Language Arts Literacy and Mathematics in the previous years. This pass/fail approach **for combined Language Arts Literacy and Mathematics** will no longer be used as an indicator of Annual Measurable Objectives (AMOs). **The proficiency level of individual students' HSPA results will be collected in the two subject areas of Language Arts Literacy and Mathematics.** The state's new AMO targets for the HSPA **for all of the senior CTE students** are listed in Table 1 below. These targets are ~~based on~~ **slightly higher than** the state's proposed performance of annual Adequate Yearly Progress (AYP) target for meeting the NCLB requirement in the first two years covered by this plan.

Table 1. The state NCLB annual AYP targets on the percent proficient or advanced proficient students:

Content Area\Year	2007	2008	2009	2010
Language Arts Literacy	baseline	79.5%	~~79.5~~ 85%	85.5%
Mathematics	baseline	64.5%	~~64.5~~ 74%	74.5%

b. Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level "student graduation rates (as described in section 1111 (b)(2)(C)(vi) of the [ESEA])." Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State's schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide AMOs for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.

According to the State of New Jersey's Consolidated State Application Accountability Workbook Final Approval on August 16, 2006, New Jersey proposed to use the dropout rate as the core indicator of student graduation rate in determining AYP in accordance with NCLB. Previously, the state collected the high school exiting status of CTE students as the snapshot of graduation rate at the reporting year. The proposed change to using the dropout rate as the core indicator of graduation rate instead of the snapshot of annual exiting status was due to the lack of a cohort (full four years) analysis of data available for the state. Additionally, the data for graduation rate and dropout rate are collected locally and many districts do not have a system in place to track student mobility over multiple years for NCLB required subgroups.

Until the state's student-level database is operational, New Jersey is using the dropout rate as the NCLB-required secondary academic indicator in determining AYP for high school (Note: The NJDOE student-level database is nearing implementation, with student numbers to be assigned during the spring). This procedure of calculating the graduation rate is the same procedure used for calculating the graduation rate under NCLB Act. New Jersey issues only one diploma per high school graduate. A GED credential is issued in the state only when a student formally drops out from a regular high school. Therefore, issuance of GED credentials will not be counted in the graduation rate.

Based on an analysis of 2001-2002 data, the standard statewide single-year drop out rate was 2.6 percent. Perkins grant receiving districts with higher dropout rate must reduce their drop-out rate by 0.5 percent per year until they reach the 2.6 percent of the statewide drop-out rate.

6. Describe the process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]

As previously mentioned, the annual application is now submitted electronically. Within this new system, a blank application is created for each eligible recipient. Included in the application is a section titled "Performance Levels," which consists of a summary page and one page for each performance level. The summary page lists each performance level, the state's negotiated levels, the recipient's levels that were attained the previous year, and the difference between the state's performance levels and the recipient's performance levels. The performance levels are identified as percentages and these percentages are pre-populated in the application. A positive number indicates the recipient has exceeded the state negotiated levels and a negative number

indicates the recipient did not attain the state negotiated levels. The last line of the summary page is blank in order for the recipient to enter its proposed performance levels for the grant year.

In addition to a summary page, the performance level section contains one page for each of the performance levels. On these pages, the recipients must: (1) indicate if any of the approved programs did not achieve the state negotiated performance level in that category, and identify the CIP code and name of the program(s), and (2) identify what strategies the district will implement in order to increase the performance level. If no programs are below the performance level, then the school district must only indicate what strategies it will implement to maintain or increase the performance level.

7. Describe the objective criteria and methods NJ will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]

As a result of unforeseen circumstances, the eligible recipients may find it necessary to revise the agreed upon performance levels. In such cases, the eligible recipient will be required to submit a request to amend the approved application. The form of that request will be determined by the NJDOE, and adequate justification must be provided for approval. Examples of the factors that will be used for each category to determine the adequacy of justification of such requests include:

Academic Achievement

- Changes in the state-mandated high school proficiency assessment (HSPA).
- Changes in the demographics of the recipient (*i.e.,* increase in special populations).

Skill Proficiency

- Discontinuation of a career-technical education program.
- Elimination of a state licensing exam, industry exam or a national exam, or implementation of a new or more rigorous exam.
- Changes in the demographics of the recipient (*i.e.,* increase in special populations).
- Changes in the state's or locality's labor projections.
- Changes in the industry requirements, requiring significant investment by the eligible recipient to improve program to meet those requirements.

Completion

- Changes in the skill requirements for a career and technical education program.
- Changes in the industry requirements.
- Increased requirements for graduation, resulting in temporary scheduling difficulties.

Diploma (Industry) Credential

- Changes in the demographics of the recipient (*i.e.,* increase in special populations).
- Changes in the state's labor projections.
- Elimination of a state licensing exam, industry exam or a national exam, or implementation of a new exam.

- Changes in the industry requirements.

Placement

- Changes in state system of tracking program completers, including prohibition on the use of social security numbers.
- Changes in the demographics of the recipient (*i.e.,* increase in special populations).
- Changes in the industry requirements.
- Changes in the economic health of the community served by the eligible recipient, including any industry closures or other similar events.

Participation Non-Traditional

- Changes in the demographics of the recipient (*i.e.,* increase in special populations).
- Changes in the national list of non-traditional occupations.
- Elimination or addition of approved CTE programs.

Completion Non-Traditional

- Changes in the demographics of the recipient.
- Changes in the national list of non-traditional occupations
- Elimination or addition of approved CTE programs

In addition, an eligible recipient may find it necessary to make adjustments after it has instituted a more accurate data collection and reporting system. Eligible recipients will be required to submit an amendment to the multi-year plan and to the one-year application explaining what factors occurred that would necessitate the requested adjustments.

8. Describe how NJ will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in Tech Prep programs, if applicable, and how NJ will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].

Reporting

To ensure complete, accurate, and reliable data, New Jersey will conduct annual monitoring of the Perkins grant program according to established NJDOE policies. New Jersey has also begun implementation of NJ SMART, a database that collects individual student information. To improve the data collection system, **the** state will provide workshops and manuals explaining the data collection methodology. New Jersey will also evaluate reports and check data for accuracy and completeness; and reported individual student data will be analyzed and compared to the previous year's reports to ensure reliable and valid measures.

As the NJ SMART system evolves, the OCTE will engage in discussions to include Perkins as part of this data collection system.

At the postsecondary level, New Jersey will report the current school year's data on the next reporting year's Consolidated Annual Report. It takes time to exchange data with other organizations and to get the testing results back from the testing company; therefore, with a one-year delay, the data on student retention or transfer and skill assessment will be more accurate and reliable.

Technical Assistance

New Jersey acknowledges that is has been challenged in the accurate reporting of student data by issues surrounding data collection, particularly in regard to postsecondary providers of career and technical education. In this regard, New Jersey was approved OVAE to receive technical assistance through Mathematica Policy Research, Inc., (MPR), a nationally recognized research organization, to assist in refining measurement approaches. As part of this initiative, MPR has proposed the following three key activities to address New Jersey's request for technical assistant to improve postsecondary data collection and reporting procedures:

1. ***Assist New Jersey in refining measures and measurement approaches.*** This will involve assisting New Jersey in constructing secondary and postsecondary Perkins IV population definitions and measures to align with federal non-regulatory guidance. In addition to reviewing proposed measurement approaches for each core indicator, MPR will work with New Jersey to determine the best way to identify and track students transitioning from secondary to postsecondary education, as well as how to measure retention for postsecondary CTE students.

2. ***Assist New Jersey in aligning and/or integrating measures of adult CTE programs offered through the county vocational school districts with measures of CTE programs offered through the county colleges.*** MPR will work with the State to determine if and how measures of CTE programs at county vocational school districts can be aligned to or integrated with measures of CTE programs at county colleges. Additionally, MPR will assist the NJDOE in determining which adult and collegiate programs should be counted as CTE programs and provide examples of approaches used by other states to collect and report data for adult programs.

3. ***Provide examples of current web-based data collection and reporting systems.*** MPR will provide New Jersey with examples of web-based data collection and reporting systems the State can use as models for developing a state on-line reporting system. MPR will also meet with State information technology experts during on-site meetings to assess state design capacities and needs.

As New Jersey's work with MPR progresses, the results will inform the NJDOE's data collection, analysis, and reporting efforts, and will help to ensure the reporting of accurate data.

Perkins Grant Application Process: Data and Accountability

To begin to address data collection challenges, which affect the quality of reporting, the OCTE has also a new, developing, Web-enabled Perkins grant application and approval system, which

has resulted in sweeping changes to the entire application process. To focus on and help improve data quality and accountability, the revision included adding the aggregated latest reported VEDS data to the on-line grant application of each secondary eligible recipient of Perkins and/or state funds. (Within the two subsequent grant years, the OCTE will add the data on postsecondary programs to the postsecondary grant application) The VEDS data include academic performance on the state's "high stakes" High School Proficiency Assessment (HSPA), skills proficiency assessments as required by state administrative code, graduation rates, placement rates, attainment of industry credentials, and participation and completion of non-traditional students.

The Web-enabled grant application compares the eligible recipient's aggregate performance information to the state's Final Agreed Upon Performance Levels (FAUPL) as negotiated with the federal Office of Vocational and Adult Education (OVAE). The aggregate performance the recipient has achieved above or below the state's performance goal is calculated and clearly shown. For each performance area, the eligible recipient falling below the state standard is required to propose a performance level they plan to achieve during the grant year. The eligible recipient may choose to accept the state's goal as its aggregate goal, or propose a different performance level. This level may be accepted by the state's Perkins program officer or it may require negotiation with the eligible recipient if it is deemed to be an unreasonable proposal.

To elevate aggregate performance levels, it is necessary to elevate performance levels of individual approved CTE programs. To assist eligible recipients in the selection and negotiation of aggregate performance goals, the OCTE provided each eligible recipient a summary of the performance data for every individual approved CTE program for which data were submitted. This information is used to recognize successful programs and to focus attention on those programs that did not achieve the performance standard.

These online application process changes that focus on reforming traditional approaches to data collection and verification will have a positive impact on New Jersey's ability to report accurate student data. Additionally, New Jersey is committed to working with its eligible recipients to further clarify and improve data reporting.

The NJDOE will also review the current Perkins Electronic Web-Enabled Grant (EWEG) application, itself, to determine how it might be streamlined for simplicity and ease of use, while still ensuring that it collects the information necessary to make an informed decision about the appropriateness of the proposed activities and planned expenditures.

9. Describe how NJ plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

In addition to the annual funding application, each consortium will be required to submit a document with the following information:

- Name of lead agency;
- List of consortium members;

- Similar programs which form the basis for the consortium (similar programs are defined as those contained within a Career Cluster Pathway);
- Description of services and activities to be shared among consortium members; and
- Statement of Assurances indicating that the consortium members will adhere to the policies governing consortia and approved CTE programs.

Each member of a consortium will be held accountable for the individual district performance measures; and each consortium member will be required to submit a response to the performance level indicators that will include the proposed level of performance for each indicator. The proposed level must show an improvement goal or, for high achieving programs, a goal for a high level of maintenance.

The document must be approved by the NJDOE and all consortium members.

10. Describe how NJ will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how NJ is coordinating those programs with other Federal programs to ensure non-duplication. [Sec. 122(c)(8)]

Under the new Perkins Act, states and local programs will be required to report on *separate* core performance indicators for secondary and postsecondary students as the basis for annual evaluation by the NJDOE of the effectiveness of CTE programs. Measures for each indicator must be valid and reliable.

The Secondary Student Indicators are:

a. Student attainment of challenging academic content standards and student academic achievement standards, as adopted by a State under NCLB, and measured **in reading/language arts and mathematics** by the State academic assessments used for NCLB;

b. Student attainment of career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry recognized standards, if available and appropriate;

c. Student rates of attainment of each of the following: (1) a secondary school diploma; (2) a GED credential, or other state-recognized equivalent including recognized alternative standards for individuals with disabilities; (3) a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if such credential, certificate, or degree is offered by the state in conjunction with a secondary school diploma);

d. Student graduation rates (as defined by NCLB);

e. Student placement in postsecondary education or advanced training, in military service, or in employment; and

f. Student participation in and completion of CTE programs that lead to non-traditional fields.

The Postsecondary Student Indicators are:

a. Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate;

b. Student attainment of an industry-recognized credential, a certificate, or a degree;

c. Student retention in postsecondary education or transfer to a baccalaureate degree program;

d. Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions; and

e. Student participation in, and completion of, CTE programs that lead to employment in non-traditional fields.

Annually, all secondary school districts and postsecondary institutions with approved CTE programs are required to submit data as part of the VEDS. Schools provide individual student records of all participants, concentrators, and completers who were enrolled in CTE programs the previous school year. The data are then compiled for each district and a report is prepared. The report identifies the performance levels that were achieved for each of the approved programs within a school district. As part of the New Jersey's technical assistance process, these reports are disseminated to the districts prior to the submission of the one-year application. The NJDOE began this process two years ago as a means of assisting school districts in analyzing their data. The objective was to show how the data must be used in the preparation of the one-year application.

During the application approval process, these reports are used by the NJDOE to ensure that the applicants are using funds according to the Act and for the programs in need. School districts whose performance levels are below the negotiated levels must indicate how funds will be used to increase the levels and the strategies that the district will implement.

To ensure non-duplication of Federal programs, the NJDOE's NCLB Advisory Council and the department's Federal Funding Oversight Committee will have the opportunity to review and provide input on planned CTE activities to ensure appropriate coordination with other Federal programs and maximum efficiency in the use of available Federal and state funds.

B. Other Department Requirements

1. Except as noted above with respect to the States submitting one-year transition plans, provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:

(a) The definitions that NJ will use for "participants," "concentrators," and "completers" in the core indicators of performance for both secondary and postsecondary/adult levels;

(b) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year (2005-2007); and

(c) Proposed performance levels as discussed above, except that, for the indicators for which your State must your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State's AMOs for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.

Refer to completed forms in Part C of this Five-Year Plan for information regarding annual reporting of accountability data to the Secretary.

V. TECH PREP PROGRAMS

A. Statutory Requirements

1. Describe the competitive basis or formula you will use to award grants to Tech Prep consortia. [Sec. 203(a)(1)]

The New Jersey State Board of Education (NJSBOE), through the New Jersey Department of Education (NJDOE), has set forth a framework to promote and support student achievement by identifying effective ways of assisting state, regional, and local agencies to improve Tech Prep educational programs of study.

Initially, in planning for the one-year Perkins transition, the NJDOE determined that the continued dissemination of Perkins Tech Prep funds through a competitive discretionary grant process would promote student achievement by motivating secondary school districts to develop new models for education for students enrolled in Tech Prep programs of study. The NJDOE awards discretionary grant funds to secondary school districts throughout New Jersey through open competitions and limited competitions, in accordance with federal regulations governing the use of such funds.

Upon further consideration of how best to serve all students in CTE programs and how best to develop high quality programs of study across all career and technical areas, the NJDOE has decided to maintain Tech Prep as a separate grant program area for the first two years of the upcoming five-year plan cycle. In year three of the five-year plan cycle, Tech Prep will be fully integrated into the Basic State Grants as a move toward upgrading all CTE programs to high quality programs of study. Therefore, current grantees that are in year one of three of their new Tech Prep programs will be able to complete the three year cycle of those grants before this transition occurs.

Note: Since Tech Prep will be merged with the Basic Grants to State beginning in year three of the five-year cycle, the information presented in this section pertains only to the current multi-year Tech Prep grant cycle begun during the Transition Year. It is the goal of this final Tech Prep grant cycle to develop model programs of study in Career Clusters and pathways, listed below, that could be replicated by other school districts. Industry sectors represented by three of the five Career Clusters identified below are identified as areas of focus in the Governor's *Economic Growth Strategy for the State of New Jersey 2007*. Additionally, an area of growing need in New Jersey is represented by the Education and Training Career Cluster.

Career Cluster	Pathway
Information Technology	Information and Support Services Programming and Software Interactive Media
Business, Management and Administration	Management Business Financial Management and Accounting Marketing and Communications

Career Cluster	Pathway
	Business Management
Health Science	Therapeutic Services
	General Studies
Education and Training	Teaching and Training
Law, Public Safety and Security	Corrections Services, and Security and Protective Services
	Law Enforcement Services and Corrections Services

In making the transition to broad-based implementation of high quality programs of study, the NJDOE will build on the successful outcomes realized through prior Tech Prep discretionary grant programs, including:

- Developing and implementing new models of Tech Prep education throughout the state that incorporate the important elements of Tech Prep programs of study defined by Perkins legislation [Section 203(c)(2)(A-G)], and the definitions of Tech Prep program concentrators and completers set forth by the NJDOE; and

- Supporting interagency collaboration between the NJDOE, the New Jersey Commission On Higher Education (NJCHE), and the New Jersey Council of County Colleges (NJCCC), to identify Tech Prep completers and concentrators at the secondary and postsecondary levels of education, and to promote a higher level of commitment to data collection and analysis [Section 203(e)(1)(A-C)]

For the remaining two years of the current three-year Tech Prep grant cycle, funds will be used to develop or modify existing state-approved career and technical and/or Tech Prep programs of study in accordance with federal regulations [Section 203(c)(2)(A-G)], and the definitions of Tech Prep concentrators and completers set forth by the NJDOE.

Competitive (Continuation) Discretionary Grant Process

Eligibility for funding under the remaining two years of the current multi-year Tech Prep Grant Program will be limited to those lead agencies of consortia that applied for and received funding for year one of the multi-year Tech-Prep Grant Program.

As part of the NJDOE competitive discretionary grants process, the OCTE is responsible for:

- designing and developing the terms and conditions of the discretionary grant program and the application process (Notice of Grant Opportunity, NGO);
- integrating special considerations into grant–related activities, to the extent possible [Section 204(d)(1)-(6)];
- ensuring that all elements of the grant program are in compliance with federal funding regulations;
- reviewing and approving interim and final fiscal and program reports;
- monitoring grantees on a yearly basis to ensure successful completion of grant activities; and

- collecting data for the VEDS to comply with federal regulations [Section 203(e)(1)(A-C)].

The NJDOE Office of Grants Management (OGM) will provide guidance and direction in the development of the Tech Prep NGO; oversee the application process; review and approve applications (through the reading panel process); and maintain contract management from pre-award considerations to close-out. The OGM *Grants Policies and Procedures Manual* can be found at:

doeintranet/administrative/forms/grants/Policies%20%20Procedures%20Only-final.doc.

At the end of the multi-year discretionary grant period, Tech Prep grantees may apply for Perkins Entitlement funding (Title I) to further support their new or modified programs of study developed and implemented through the discretionary grant process.

2. Describe how you will give special consideration to applications that address the areas identified in Section 204(d).

Special considerations addressing areas identified in Section 204(d) were integrated into the Tech-Prep Grant Program NGO as mandated goals and/or as goal outcomes. Tech-Prep applicants are required to address special considerations when developing their individual local plans for each year of the multi-year grant:

Section 204(d)(1): Provide for effective transfer of students to baccalaureate or advanced degree programs.

Goal 1 of the Tech-Prep Grant Program NGO requires applicants to develop Tech-Prep models for education (e.g., 2+2+2, 4+2+2, 2+4, 4+4). For these Tech-Prep model programs, applicants must develop articulations between a secondary institution, a 2-year degree granting institution, and a 4-year baccalaureate degree granting institution of higher education. Articulation agreements between secondary and postsecondary institutions ensure that a sequence of courses offered in high school are equivalent to, or aligned with a sequence of courses offered at partnering postsecondary institutions to avoid duplication of course work, and to facilitate a smooth transition from secondary to postsecondary education [P.L. Section 203 (c)(1)].

Section 204(d)(2): Applications are developed in consultation with business, industry, institutions of higher education, and labor organizations.

Goal 1, Goal Outcome 1 of the Tech-Prep Grant Program NGO requires that Tech-Prep applicants develop advisory committees that include representatives from business and industry, unions, secondary school districts and postsecondary institutions, and other major stakeholders (e.g., postsecondary administrators and faculty members, district superintendents, school principals, project directors, lead teachers, business/industry liaisons, union representatives, counselors, and students and parents).

Advisory Committee responsibilities can include, but are not limited to:

- developing policy and procedure and a mission statement
- broadening community access to program information and ways in which the community can participate to market and sustain the Tech-Prep program of study
- reviewing and commenting on the program plan as it evolves, relative to committee members focus area;
- discussing all aspects of business and industry, employer needs, emerging occupations, and employer specifications for curricula development;
- discussing ways in which resources can be shared by consortia members;
- identifying structured learning experiences (e.g., project-based learning, internships, job shadowing, on campus-based business enterprises etc.) that can be offered to students by consortium partners;
- discussing faculty and staff development opportunities, and;
- evaluating the effectiveness of Tech-Prep programs of study.

Section 204(d)(3): Applications are developed that address the issues of school drop-out and reentry and the needs of special populations.

Goal 2, and Goal Outcome 1 of Goal 2 of the Tech-Prep Grant Program NGO requires applicants to develop marketing and recruitment efforts to promote and sustain the Tech-Prep program of study, provide **all students** (i.e., full range of students to include special populations) with an opportunity to enroll in the Tech-Prep program of study, and to engage in career exploration to help them choose career options.

Goal 4, and Goal Outcome 2 of Goal 4 of the Tech-Prep Grant Program NGO further requires that all Tech-Prep applicants offer program services appropriate to the needs of special populations[1] [Section 203(c)(6), Section 204(d)(3)] including preparatory services to help all students prepare to take college coursework, and to successfully complete college coursework.

Section 204(d)(4): Applications are developed to provide education in an area or skill, including an emerging technology, in which there is a significant workforce shortage based on the data provided by the eligible entity in the State under section 118.

To ensure that Tech-Prep applicants developed local plans to provide education in areas where there were significant workforce shortage [Section 204(d)(4)], the OCTE analyzed long term projections of employment growth nationally and in New Jersey, and identified the career clusters that offered job opportunities to students in high growth, high skill, and high wage occupations of the American economy. The U.S. Department of Labor, Bureau of Labor Statistics[2] and the NJ Department of Labor and Workforce Development[3] projected that

[1] Special Populations: special populations include individuals with disabilities; economically disadvantaged; individuals preparing for non-traditional fields; single parents, displaced homemakers; individuals limited English proficiency.

[2] The President's High Growth Job Training Initiative, 2003, http://www.dolet.gov/BRG/JobTainInitiative/

[3] NJ Department of Labor and Workforce Development, Labor Market and Demographic Research, Occupational and Demographic Research, http://www.wnjpin.net/OneStopCareerCenter/LaborMarketInformation/lmi04/index.html#occ

occupations with the greatest employment growth between the years 2002-2014 for the nation, and for New Jersey, included the following career clusters: Business Management and Administration (including finance); Education and Training; Health Science; Information Technology; and Law; Public Safety and Security. Tech-Prep applicants are required to develop Tech-Prep programs of study in one or more of these career clusters.

Furthermore, the Tech-Prep Grant Program NGO integrated Governor Jon Corzine's Economic Growth Strategy for New Jersey by promoting collaboration between business sectors and educational institutions for the purpose of developing new curricula that meets the workforce needs of New Jersey's business and industry (including emerging technology) and raising benchmarks for students.

Section 204(d)(5): Applications are developed to demonstrate how Tech-Prep programs will help students meet high academic and employability competencies.

The Tech-Prep Grant Program requires that applicants develop comprehensive Tech-Prep programs of study in one or more of the following career clusters: Business Management and Administration (including finance); Education and Training; Health Science; Information Technology; and Law; Public Safety and Security. Tech-Prep programs of study must combine strong academics[4] (e.g., mathematics, English, science) with career and technical education coursework (e.g., Accounting I, Accounting II, Business Management, Business Marketing) to ensure that programs of study are sufficiently rigorous to raise the benchmarks for students and to prepare them for the workforce.

Tech-Prep programs of study must consist of three or more career and technical education courses for which students can earn college credit. In addition, Tech-Prep applicants are required to revise three academic courses to include strategies to prepare students to pass high school and college entrance exams for the purpose of reducing remediation rates among students entering postsecondary education, and better preparing students for the workforce.

Goal Outcomes 1 and 2 of Goal 3 of the Tech-Prep Grant Program NGO provides applicants with the specifications for developing comprehensive academic and career and technical education Tech-Prep programs of study.

Specifications for Tech-Prep programs must include:

- a minimum of two years of secondary education followed by two or more years of postsecondary education [P.L. Section 203 (c)(2)(A)(i-ii)];
- curricula aligned with, or equivalent to postsecondary career and technical education courses for which students can earn college credit [P.L. Section 203(c)(2)(E)];
- academic courses (i.e., three or more courses) that are revised, or aligned with, or equivalent to college courses for which students can earn college credit to promote

[4] Strong academics: promote student competence in core subjects such as: English , reading and language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography.

academic achievement among students, and prepare them to successfully complete college courses;

- academic and career and technical education curricula that integrates New Jersey Core Curriculum Standards, employability standards (e.g., SCANS), and occupational and skill standards to build student competence in academic subjects and career and technical education courses [P.L. Section 203 (c)(2)(D); N.J.A.C. 6A:19-6.8(a), Content standards for vocational instruction];

- academic and career and technical education courses strengthened through the use of applied, contextual, and integrated instruction [P.L. Section 203 (c)(2)(D)].

Section 204(d)(6): Applications are develop to demonstrate success in, or provide assurances of, coordination and integration with eligible recipients described in part c of Title I.

Section 204(d)(6) is not applicable. Tech-Prep Grant funds are disseminated through a discretionary grant process and not by formula.

3. Describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec. 204(f)]

The discretionary grant process ensures equitable distribution of funds (as described under the Discretionary Grant Process) for consortia applying for Tech-Prep federal funds through the discretionary grant process.

The total number of Tech Prep grants disseminated over the Tech-Prep multi-year grant program (e.g., up to a total of ten awards) will be divided equally between New Jersey's northern region and southern regions, ensuring an equitable distribution of funding to urban and rural participants that apply for Tech Prep funding [P.L. Section 204(f)]. All Tech Prep Grant Program applications that have a score of 65 and above are eligible to receive Tech Prep grant funds. Applicants are funded in rank order by region. Up to five top ranking applications in each region will receive funding and, if there are not enough applications from one region, or a region does not have up to five applications that have a score of 65 and above, remaining funding will be awarded to applicants based upon rank order regardless of region. Tech-Prep awards for each year of the grant are subject to the availability of The Carl D. Perkins Career and Technical Education Improvement Act of 2006 Title II, Tech-Prep Education funds.

4(a).Describe how your agency will ensure that each funded Tech-Prep program is carried out under an articulation agreement between the participants in the consortium, as defined in Section 3(4) of the Act..

The terms and conditions of the Tech-Prep Grant Program NGO require Tech-Prep applicants to develop articulation agreements with consortium partners (i.e., secondary high schools, community colleges, and four-year colleges or universities).

Developing articulation agreements with consortium partners ensures that:

- a coherent sequence of courses offered in high school for which students can earn college credit (i.e., three or more courses) align with, or are equivalent to a coherent sequence of courses offered by a partnering postsecondary institution in the same career specialty or in a similar career major or career area;
- students do not experience unnecessary enrollment delays when transitioning into postsecondary education;
- duplication of college course work is eliminated or minimized;
- students do not lose college credit earned during high school for successfully completing college courses, and;
- students are provided with a seamless transition from secondary to postsecondary education [P.L. Section 203(c)(1)].

Tech-Prep applicants are required to develop at least one signed articulation agreement for each funded Tech-Prep program of study to facilitate a smooth transition for students into postsecondary collegiate degree programs articulated with a community college. Partnering community colleges, whenever possible, will align and articulate programs of study through credit transfer agreements with a baccalaureate program of study to facilitate the transfer of students to baccalaureate or advanced degree programs. Additionally, secondary schools may articulate programs of study directly with four-year universities or colleges, whenever possible, to provide students with multiple exit options [Section 204(d)(1)].

If transfer articulation agreements are not available between community colleges and four-year universities or colleges, Tech-Prep grantee will utilize NJ Transfer, a joint initiative of the New Jersey Commission On Higher Education and the New Jersey President's Council, to determine how many college credits will transfer from community colleges to partnering four-year universities or colleges.

4(b).Describe how your agency will ensure that each funded Tech-Prep program consists of a program of study that meets the requirements of Section 203(c)(2)(A)-(G).

Since the 1980s, educators, policymakers and representatives from business and industry have concentrated on making students' high school experience a foundation for further education and employment by: encouraging the development of partnerships with business and industry, and secondary and postsecondary educators; increasing students' motivation to pursue further education in high skill, high demand occupations through career exploration; developing career and technical education programs articulated with postsecondary institutions as an alternative for college preparatory and general education tracks; introducing higher standards for academic and career and technical coursework; developing, aligning, and articulating comprehensive programs of study with postsecondary institutions; encouraging professional development for teachers in contextual teaching; and implementing new models for education (e.g., 2+2, 2+2+2) [5].

The tremendous diversity, however, in the way in which Tech-Prep programs were implemented across the country produced its own problems. Mathematica (1998) summarized some of these

[5] Alan M. Hershey, Marsha K. Silverberg, Tom Owens, Lara K. Hulsey (1998). "Focus for the Future: The Final Report of the National Tech-Prep Evaluation." Mathematica Policy Research, Inc. Princeton, New Jersey.

problems including: (1) Consortia often enhanced existing vocational-technical programs and did not clearly define the difference between vocational-technical programs of study and Tech-Prep programs of study so that students did not perceive that they were participants in a program that would lead to advanced programs in postsecondary education; (2) Scheduling constraints made it difficult to cluster students for academic classes related to their career and technical education programs; (3) Tech-Prep programs did not always include students who wanted to attend a four-year college or university; (4) In some cases, no attempt was made to create comprehensive programs of study for Tech-Prep students with identified career interests, and programs were often not coherent sequences of courses that prepared a student for a specific career focus; and (5) A clear definition of a Tech-Prep program of study did not exist.[6]

It is the goal of the NJDOE through the discretionary grant process to resolve some of these long-standing problems by: (1) developing and modifying existing Tech-Prep programs of study to align with the contents of a Tech-Prep program defined in the Title II—Tech-Prep Education of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, and the definition of a Tech-Prep concentrator and completer as defined by the NJDOE; (2) improving transitional mechanisms that impede students from experiencing a seamless transition from secondary to postsecondary education; (3) providing secondary educators with an organizational means to offer coherent sequences of courses around 16 different broad industry areas for which students can earn college credit; (4) helping students realize their full academic potential by integrating academic and career and technical education curricula; (5) investigating and implementing new methods of program delivery to include the development of two and four-year academies; (6) extending the 2+2 Tech-Prep model to include baccalaureate degree granting institutions; and (7) developing data collection procedures to track Tech-Prep students from secondary through postsecondary education to fulfill federal regulations.

To meet the goals of the NJDOE, and fulfill the requirements of Title II—Tech-Prep Education of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, Tech-Prep applicants must develop a local plan to ensure that, at a minimum, Tech-Prep programs of study:

- consist of a minimum of two years of secondary education followed by a minimum of two years of postsecondary education [Section 203(c)(2)(A)(i and ii)];

- consist of a non-duplicative, coherent sequence of three or more career and technical education courses for which students can earn college credit while in high school that integrates both strong academics and career and technical education instruction taught through applied, contextual, and/or integrated instruction [Section 203(c)(2)(D)];
- align with a postsecondary program of study in the same career cluster in order to build competence in career and technical education skills [Section 203(c)(2)(B)];

- builds student competence in core academic subjects (e.g., English, reading or language arts, math, science, foreign languages, civics and government, economics, history and geography) [Section 203(c)(2)(B)];

[6] Alan M. Hershey, Marsha K. Silverberg, Tom Owens, Lara K. Hulsey (1998). "Focus for the Future: The Final Report of the National Tech-Prep Evaluation." Mathematica Policy Research, Inc. Princeton, New Jersey.

- meet all of the requirements of the New Jersey Core Curriculum Content Standards, and occupational skill standards defined by business partners of the consortia;

- prepare students for high skill and high wage occupations where there is a demand, and provide students with opportunities to experience work-base and worksite learning, when appropriate and available [Section 203(c)(2)(B)-(C)];

- lead to technical skill proficiency, an industry-recognized credential, a certificate (must be at least a two-year certificate), or a degree, in a career field of a career cluster [Section 203(c)(2)(E)];

- lead to further education and eventual work [Section 203(c)(2)(F)];

- result in the development of a written commitment between two-year and four-year institutions of high education called an articulation agreement [Section 203(c)(1)]; and

- use educational technology and distance learning, as appropriate, to involve all participants in the consortium more fully in the development and operation of the Tech-Prep program of study [Section 203(c)(3)(D)].

4(c).Describe how your agency will ensure that each funded Tech-Prep program includes the development of Tech-Prep programs for secondary and postsecondary education that meet the requirements of Section 203 (c)(3)(A)-(D).

Efficient and effective program development and implementation among consortia members requires the formation of strategic alliances between secondary and postsecondary educators in order to operate Tech-Prep programs of study through a coordinated system of delivery. Credit-based transition programs, such as Tech-Prep, require articulation between secondary and postsecondary educational institutions to ensure that Tech-Prep programs of study combine, at a minimum, at least two years of secondary education followed by a minimum of two years of postsecondary education in a non-duplicative, sequence course of study [Section 203(c)(2)(A)(i and ii)]; integrates academic and career and technical education instruction, and utilizes work-based and worksite leaning experiences where appropriate and available [Section 203(c)(2)(B)]; provides technical preparation in a career field, including high skill and high wage occupations where there is a demand [Section 203(c)(2)(C)]; and builds student competence in technical skills and in core academic subjects, as appropriate, through applied, contextual, and integrated instruction, in a coherent sequence of courses [Section 203(c)(2)(D)].

To meet the goals of the NJDOE, and fulfill the requirements of Title II—Tech-Prep Education of the Carl D. Perkins Career and Technical Education Improvement Act of 2005, Tech-Prep applicants will develop a local plan to ensure that, at a minimum, Tech-Prep programs of study include:

1. a minimum of two years of secondary education followed by at least two years of postsecondary education [Section 203(c)(2)(A)(i and ii)].

2. a program of study that consists of a non-duplicative coherent sequence of three or more courses under one of 16 broad industry areas (career clusters) for which students can earn dual credit, concurrent credit, or articulated college credit while in high school [Section 203(c)(2)(B)] that:

   - aligns with a postsecondary program of study in the same career cluster in order to build competence in career and technical education skills;

   - include rigorous academic courses (i.e., English, reading or language arts, math, science, foreign languages, civics and government, economics, history and geography) that integrates the New Jersey Core Curriculum Content Standards to raise the benchmarks for students, and prepare students to pass state-required exams, and successfully complete college coursework;

   - includes academic courses, and career and technical education courses in a career specialization or career major that prepare students for a variety of careers within a career cluster, and;

   - builds student competence in academic, and career and technical coursework through applied, contextual, and integrated education instruction [Section 203(c)(2)(D)]; and

In addition, the NJDOE requires that secondary and postsecondary institutions develop a local plan that includes:

1. programs of study offered to students through different methods of program delivery (e.g., high school teachers with masters degrees teaching equivalent college courses on high school campuses, courses offered through distance learning, supplemental courses offered after school and at community college during the summer);

2. staff development opportunities for admissions personnel and college counselors to help them understand Tech-Prep as an educational reform initiative so that Tech-Prep students enrolling in postsecondary programs of study will be identified as Tech-Prep students (e.g., for data collection purposes) and will not lose the credit they earned in high school; and

3. career exploration and structured learning opportunities offered by secondary and postsecondary educators (e.g., Summer Institutes on college campuses, tours on campus, etc.).

4(d).Describe how your agency will ensure that each funded Tech-Prep program includes in-service professional development for teachers, faculty, and administrators that meet the requirements of Section 203(c)(4)(A)-(F).

Tech-Prep applicants are required to develop a local plan that describes in-service training programs they will provide to secondary and postsecondary administrators, staff and faculty members that:

- support effective implementation of Tech-Prep programs of study [Section 203(c)(4)(A)];
- support joint training among consortia members [Section 203(c)(4)(B)];
- support the needs, expectations, and methods of business and all aspects of industry [Section 203(c)(4)(C)];
- support contextual and applied curricula instruction, and assessment [Section 203(c)(4)(D)];
- support the use and application of technology [Section 203(c)(4)(E)];
- assist school districts and community colleges in assessing and utilizing data and information [Section 203(c)(4)(F)]; and
- promote "best practices" among teachers.

In addition, the NJDOE may provide state leadership activities to secondary and postsecondary administrators, staff and faculty members to satisfy some of the requirements of Perkins legislation [Section 203(c)(4)(A)-(F)], thereby permitting Tech-Prep grantees to spend additional time investigating new teaching methodologies; new Tech-Prep models for education; and other relevant topics that will raise benchmarks for students and for teachers that are not currently required by Perkins legislation.

For example, to satisfy the requirement of Section 203(c)(4)(C), the OCTE may offer a series of one-day workshops to secondary and postsecondary administrators, staff and faculty members, and counselors in school districts operating career and technical education and Tech-Prep education programs of study related to one or more career clusters. A panel of business representatives from one of sixteen broad industry areas (e.g., Business, Management, and Administration, Information Technology, Health Science, Law, Public Safety and Security, Education and Training, and Health Science), and representatives from the NJDOE could provide information related to:

- an overview of the career cluster, and the job opportunities that students can pursue in the different career pathways of the career cluster;
- listings of high skill, high wage, or high demand occupations that are in demand nationally and in New Jersey for the career cluster;
- knowledge and technical skills that can be utilized across career pathways of career clusters to prepare students for multiple exit occupations in the career cluster;
- information related to job shadowing, internships, and other structured learning experiences that can be provided to students across career pathways of career cluster;
- licensures and required certifications for the career cluster; and
- names of community colleges and four-year university and college programs available in New Jersey that prepare students for occupations in the career cluster.

Additionally, over the next five years, a process will be developed and implemented to identify model Tech-Prep programs of study in New Jersey. These secondary school districts will serve as mentors for secondary school districts developing new Tech-Prep programs of study, or modifying existing career and technical education programs.

4(e).Describe how your agency will ensure that each funded Tech-Prep program includes in-service professional development to counselors that meet the requirements of Section 203(c)(5)(A)-(F).

Tech-Prep applicants are required to develop a local plan that describes in-service training programs they will provide to counselors to meet the requirements of Section 203(c)(4)(A)-(F):

- provide students with relevant information relating to Tech-Prep programs of study [Section 203(c)(5)(A)];
- support student progress in completing Tech-Prep programs of study [Section 203(c)(5)(B)];
- provide information on related employment opportunities [Section 203(c)(5)(C)];
- ensure that students pursue postsecondary education [Section 203(c)(5)(D)];
- stay current with the needs, expectations, and methods of business and all aspects of an industry [Section 203(c)(5)(E)]; and
- provide comprehensive career guidance and academic counseling to students, including special populations [Section 203(c)(5)(F)].

Additionally, counselors will be invited to attend leadership staff development opportunities offered to administrators, staff and faculty members by OCTE.

4(f).Describe how your agency will ensure that each funded Tech-Prep program provides equal access to a full range of technical preparation programs to individuals who are members of special populations, including the development of Tech-Prep program services appropriate to the needs of special populations [Sec. 203(c)(6)]

The very instructional methodologies that are utilized by career and technical education and Tech-Prep education such as: contextual learning; project-based learning; team collaboration; and structured learning experiences allow students who are members of special populations to gain a sense of achievement, purpose, and direction, thereby increasing the likelihood that students will remain in school, earn a high school diploma, and consider completing a college degree. Additionally, career guidance and career exploration are essential aspects of successfully preparing students for eventual careers by: (a) helping students to make informed decision related to career choices; (b) developing student's competencies in career exploration and career planning; (c) helping students become aware of the skills and personal qualities that are required by employers in work environments (e.g., Basic Skills, Thinking Skills; Interpersonal Skills, and Personal Qualities); (d) helping students become aware of the relationship between successfully completing academic and career technical education coursework in attainment of career goals (Administrative Code 6A:8-3.2).

Furthermore, in New Jersey, high schools are attended by diverse populations of students. With increased diversity, students are afforded opportunities to share different perspectives through team collaboration and group learning activities. Students sharing different perspectives through dialogue promotes: critical thinking; development of inter-personal skills; development of soft skills necessary to be productive in work environments (e.g., problem-solving skills, communication skills); helps students experience a sense of accomplishment and direction; and

promotes acceptance of students with different values and social mores, different learning styles, and different scholastic capabilities.

Tech-Prep applicants will develop a local plan describing program activities they will complete to provide services appropriate to the needs of special populations. Tech-Prep applicants are required, at a minimum, to:

- provide special population students with resources and the support (i.e., tutoring, special help) necessary to ensure the students succeed in school and the workforce;
- develop and disseminate recruitment materials encouraging all students, including special populations to enroll in Tech-Prep programs of study;
- incorporate the expertise, resources, and support from individuals who have a stake in assuring that all students succeed in school and the workforce, including business and industry, and community-based organizations, and;
- coordinate career exploration, career guidance, and structured learning experiences with consortium partners.

4(g).Describe how your agency will ensure that each funded Tech-Prep program provides for preparatory services that assist participants in Tech-Prep programs [Sec. 203(c)(7)].

Tech-Prep applicants are required to develop a local plan that describes preparatory services provided to all students to help them successfully complete high school requirements and college courses. As a result, each Tech-Prep applicant must design the Tech-Prep program in special ways to provide students with: relevant contextual learning experiences; career exploration opportunities; tutoring and additional help, when needed; career guidance and counseling; structured learning opportunities; internships and job shadowing opportunities, when available, and job coaching and/or mentorships for students.

To fulfill the terms and conditions of the Tech-Prep Grant Program NGO, Tech-Prep applicants are provided with goal outcomes to ensure that local plans, at a minimum, promote preparatory services for students such as:

- establishing marketing and recruitment efforts to promote the Tech-Prep program of study, and providing all students (i.e., include special population students) with opportunities to engage in career exploration to help them choose career options, and enroll in a Tech-Prep program of study;

- developing curricula that integrates the New Jersey Core Curriculum Standards, employability, and occupational and skill standards to build student competence in core academic subjects (i.e., English, reading or language arts, math, science, foreign languages, civics and government, economics, history and geography) [P.L. Section 203 (c)(2)(D); N.J.A.C. 6A:19-6.8(a), Content standards for vocational instruction] and in career and technical education course work;

- developing curricula that strengthens the academic and technical components of the Tech-Prep program of study through the use of applied, contextual, and integrated instruction [P.L. Section 203 (c)(2)(D)];

- providing preparatory services to all students, as needed, to help them prepare to take college coursework, and to successfully complete college coursework; and

- coordinating efforts with consortium partners to provide students with structured learning experiences (e.g., employer mentorships, internships, job shadowing, project-based learning, on-campus business enterprises, etc.) to help them understand all aspects of business and industry, and to explore their career options [P.L. Section. 203(c)(2)(B)].

4(h).Describe how your agency will ensure that each funded Tech-Prep program coordinates with activities under Title I [Sec.203(c)(8)]

Tech-Prep applicants, when possible, develop Tech-Prep educational models that incorporate existing career and technical education programs developed under Title 1, thereby expanding exit options available to high school students. For example, an Academy of Business, Management, and Administration could offer a career and technical education program that provides students with the knowledge and skills necessary to transition into the workforce as secretaries or administrative assistants. Tech-Prep programs of study are developed within the same academy setting for students planning to transition into postsecondary education to obtain a degree (A.S., A.A.S., B.A. or B.S degrees) in a variety of Business, Management, and Administration career options (e.g., Business Management, Business Administration, Business Management—Marketing Option, Business Management—E-Commerce Option, etc.).

Developing an academy structure and coordinating activities with Title I for academy programs of study permits all students, including students from special populations to: learn general to specialized knowledge and career and technical skills for multiple career options within a career cluster; and provides students with "portable" college credits that will be accepted by a variety of Business, Management and Administration programs offered by partnering postsecondary institutions.

Additionally, only secondary school districts that operated career and technical education programs and Tech-Prep programs of study were invited to apply for the new Tech-Prep Grant Program for the purpose of supporting Title I in the development of postsecondary connections.

5. Describe how your state will enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in Sections 113(b) and 203(e). [Sec. 204(e)(1)]

All Tech-Prep applicants who receive a Tech-Prep award must reapply for Perkins federal grant funds every year of a Tech-Prep multi-year grant program. The degrees to which goals, objectives, and outcomes on the Project Activity Plan are satisfied by consortium members for the previous year, determines whether Tech-Prep grantees continue to receive Perkins grant funds for subsequent years of the multi-year grant program. Tech-Prep grantees that do not: meet

the criterion they established on the Project Activity Plan; meet the terms and conditions of the Tech-Prep Grant Program as determined by review of interim and final fiscal and programmatic reports; and, pass on-site monitoring by the NJDOE, are denied funding for subsequent grant years.

Over the next year, secondary Tech-Prep grantees are joining the National Student Clearinghouse to identify individual students enrolled in community colleges and universities in New Jersey. With this information, secondary school districts will notify partnering community colleges to identify individual students who are enrolled in programs of study at their community colleges. Institutional researchers can locate the students in the postsecondary database and mark them as Tech-Prep students. Once all Tech-Prep students have been identified, institutional researchers can enter the required information in VEDS and obtained the information necessary to measure the core indicators.

B. Other Department Requirements

1. Copy of local application form(s) used to award Tech Prep funds to consortia and copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.

The Tech Prep Grant Program NGO discretionary is located in Appendix G.

Technical review criteria are integrated into the Tech Prep Grant Program NGO:

- Evaluators will use the Selection Criteria found in Part I: General Information and Guidance of the Discretionary Grant Application Manual to review and rate the application according to how well the content addresses Sections 1: Grant Program Information, and Section 2: Project Guidelines in the Tech Prep Grant Program NGO.
- Maximum point values will be assigned to each of the following NGO components:

  - Statement of Need;
  - Project Description;
  - Goals, Objectives and Indicators;
  - Project Activity Plan;
  - Organizational Commitment and Capacity, and
  - Budget.

In February 2007, the NJDOE offered a new 2008 Tech-Prep discretionary grant to school districts in New Jersey operating career and technical education and Tech-Prep programs of study. The Department of Education anticipated that it would provide up to 10 grant awards to school districts, up to a maximum of $179,000 per consortium, based upon submission of an application that meets the criteria outlined in this NGO. Funds available for program development and implementation in FY08 were anticipated at $1,790,000. Final awards and awards in subsequent grant years are subject to the availability of The Carl D. Perkins Career and Technical Education Improvement Act of 2006 Title II, Tech-Prep Education funds.

Nine passed the review by the Reading Panel with a score of 65 or higher of the 15 school districts applying for the 2008 Tech-Prep discretionary grant funds. Each of the nine grantees will receive up to $179,000 per consortium. The following school districts have been approved for Tech-Prep Grant program funds.

1. Camden County Vocational School District
2. Cape May County Vocational School District
3. Hunterdon County Polytech Career Academy
4. Monmouth County Vocational School District
5. Ocean County Vocational School District
6. South Brunswick Township School District
7. Sussex County Vocational School District
8. Teaneck School District
9. Union County Vocational School District

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

1. Describe how the NJDOE will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that the NJDOE chooses to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]

Formula Distribution (85%)

Of the full state allocation, 85 percent will be distributed to eligible institutions. Of that amount 92.5 percent will be distributed by formula to secondary and postsecondary providers of CTE. There is a strong representation of both secondary and postsecondary programs in New Jersey CTE system. As in the past, New Jersey will continue to calculate the allocation of funds between these two groups of eligible CTE recipients by comparing the total number of postsecondary students enrolled in approved career and technical education associate degree programs and the total adult CTE program enrollments of county vocational school districts, as reported by the individual county/community colleges and county vocational school districts, to the total number of secondary and postsecondary students enrolled in approved CTE programs. Utilizing the latest available data, a ratio will be determined and used to allocate funds.

The 7.5 percent balance of the 85 percent will be used as reserve funding as outlined in the Act. Five percent will be used to support secondary programs in the county vocational school districts that serve high percentages and high numbers of career and technical education students. The remaining 2.5 percent will be used to support students and programs in rural areas.

Administration and Leadership Funds

Five percent of the state's allotment will be allocated for State Administration; and, 10 percent of the state's allotment will be allocated for State Leadership activities, from which eligible state agencies will receive funding in the amount of one percent of the full grant award (taken from the 10 percent State Leadership allocation). In addition, nontraditional training programs will be supported with funding up to $150,000 from the State Leadership allocation.

Distribution of Funds to Secondary School Programs

The secondary allocation will be distributed among the secondary school districts with approved CTE programs according to census data, as prescribed by the Act.

Distribution to local secondary educational agencies has been, and will continue to be, based on a two-step formula. As required by the Act, the first step uses federal census data to determine the "gross" allocation and is calculated as follows:

- Thirty (30) percent of the allocation is based upon the number of individuals aged 5 – 17, inclusive, who reside in the school district served by the local educational agency; and
- Seventy (70) percent of the allocation is based on the number of individuals aged 5 – 17, inclusive, who reside in the school district served by the local education agency and are from families who are economically disadvantaged.

The sum of these two segments determines the "gross" allocation that may be used to serve the CTE students residing in the district. The second step of the formula determines the amount of funds that the district may keep based upon the total number of CTE students. Each district's "gross" allocation funds will be divided among the secondary institutions that provide the CTE instruction to the district students. If all CTE students are served by the local district, the local district will keep the entire "gross" allocation. Otherwise, the "gross" allocation is divided according to the ratio of CTE students taught by the various schools. In brief, the funds will follow the students. The amount of funds kept by the local district is the "net" allocation.

Note: Currently, there is no distinction in funding based on a student's status as a participant or a concentrator. The NJDOE will continue to review this matter, seeking methods that will permit funding of high quality programs, while ensuring compliance with the Perkins Act.

County Vocational School Districts

New Jersey is served by a system of 21 county vocational school districts, referred to in the Perkins Act as area CTE schools. A county vocational school district is available to student residents of the county, but may also accept students beyond county borders. The county vocational school districts have no direct allocation because they receive students from resident districts. A county vocational school district's allocation is derived from the sending districts' Perkins allocation proportional to the students being provided CTE instruction. Once a secondary district's "gross" allocation is determined, some or all of the funds are reallocated to appropriate county vocational school districts and other agencies that provide the CTE instruction to some or all of the students from that district. The funds will be allocated in the same ratio as the numbers of students being served by the CTE providers.

Charter schools and educational service agencies with approved CTE programs receive Perkins funding in the same manner as the county vocational school districts because they serve a variety of individual school districts.

Distribution of Funds to Postsecondary and Adult Programs

On the postsecondary level, the percent of the allotment that is determined to be available to the sector will be further divided among the county colleges and the postsecondary county vocational school districts. While student enrollment determines the financial split between secondary and postsecondary funding, the postsecondary distribution will be based on the numbers of students demonstrating economic need. The ratio of a postsecondary institution's number of economically needy students when compared to the total state number of postsecondary economically needy students determines the amount of funding that institution will receive.

Reserve Funds

As noted above, the 7.5 percent balance of the 85 percent will be used as reserve funding as outlined in the Act. Five percent will be used to support secondary programs in the county vocational school districts that serve high percentages and high numbers of career and technical education students. The remaining 2.5 percent will be used to support students and programs in rural areas.

2. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Section 131(g); Sec. 202(c)]

Distribution of Funds to Secondary School Programs

The anticipated allocation for secondary districts is $10,489,988. (Additional reserve funding and carryover funding may also be applied.) The total amount of secondary funding will be allocated for approved CTE programs in comprehensive high school districts, county vocational school districts, charter schools, and special services districts.

The initial secondary allocation will be distributed among the secondary school districts with approved CTE programs according to census data, as prescribed by the Act.

Distribution to local secondary educational agencies has been, and will continue to be, based on a two-step formula. As required by the Act, the first step uses federal census data to determine the "gross" allocation and is calculated as follows:

- Thirty (30) percent of the allocation is based upon the number of individuals aged 5 – 17, inclusive, who reside in the school district served by the local educational agency in comparison to the total number of such students in the state.

- Seventy (70) percent of the allocation is based on the number of individuals aged 5 – 17, inclusive, who reside in the school district served by the local education agency and are from families who are economically disadvantaged, in comparison to the total number of such students in the state.

The sum of these two segments determines the "gross" allocation that may be used to serve the CTE students residing in the district. The second step of the formula determines the amount of funds that the district may keep based upon the total number of district students enrolled in CTE programs. Each district's "gross" allocation funds will be divided among the secondary institutions that provide the CTE instruction to the district students. If all CTE students are served by the local district, the local district will keep the entire "gross" allocation. Otherwise, the "gross" allocation is divided according to the ratio of CTE students taught by the various schools. In brief, the funds will follow the students. The amount of funds kept by the local district is the "net" allocation.

County Vocational School Districts

As noted previously, New Jersey is served by a system of 21 county vocational school districts, referred to in the Perkins Act as area CTE schools. A county vocational school district is available to student residents of the county, but may also accept students beyond county borders. The county vocational school districts have not direct allocation because they receive students from resident districts. A county vocational school district's allocation is derived from the sending districts' Perkins allocation proportional to the number of students being provided CTE instruction. Once a secondary district's "gross" allocation is determined, some or all of the funds are reallocated to appropriate county vocational schools and other agencies that provide the CTE instruction to some or all of the students from that district. The funds will be allocated in the same ratio as the numbers of students being served by the CTE providers.

Charter Schools and Educational Service Agencies

Charter schools and educational service agencies with approved CTE programs receive Perkins funding in the same manner as the county vocational school districts, because the charter schools and educational service agencies serve students from a number of individual sending school districts.

3. Provide the specific dollar allocations made available by eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. [Sec. 122(c)(6)(A); Sec. 202(c)]

Distribution of Funds to Postsecondary and Adult Programs

The anticipated allocation for postsecondary institutions is $8,582,717. (Additional reserve funding and carryover funding may also be applied.) On the postsecondary level, the allotment will be further divided among the community college system and the postsecondary county vocational school system. While student enrollment determines the financial split between secondary and postsecondary funding, the postsecondary distribution will be based on the numbers of students demonstrating economic need. The ratio of a postsecondary institution's number of economically needy students, as compared to the total number of postsecondary economically needy students, determines the amount of funding that institution will receive.

4. Describe how the NJDOE will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]

In order to apply for Perkins funding, in accordance with the Perkins Act, New Jersey will ensure that eligible secondary institutions receive a minimum gross allocation of $15,000, and eligible postsecondary institutions receive a minimum allocation of $50,000. If the recipient's allocation would be less than either of these amounts (based on institution type), the NJDOE will notify the recipient that it may:

1. enter into a consortium with one or more recipients for the purpose of providing enhanced services and to meet the minimum grant requirement; or

2. form a consortium with a county vocational school district offering programs that meet the requirements of the act and transfer such allocation to the county vocational school district.

Members of a consortium will combine their individual "gross" allocations to form the funding pool for the consortium to meet the threshold allocation amount and to spend the combined "net" allocations. Funds allocated to members of a consortium shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under the Act and approved by the NJDOE. Funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium. Consortium arrangements must be structured so that the consortium operates joint projects that provide services to all participating local educational agencies.

The NJDOE will ensure, through direct communication and technical assistance to local eligible recipients, that funds allocated to a consortium are used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Funds will not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium. Also through direct communication and technical assistance to local eligible recipients, the NJDOE will ensure that each consortium arrangement is structured so that each consortium operates joint projects that provide services to all participating local educational agencies.

5. Describe how the NJDOE will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]

There are no consortia at the postsecondary level in New Jersey.

6. Describe how the NJDOE will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]

In New Jersey, it is not unusual for new school districts to be formed and for others to unite. As district boundaries change, the district information will be adjusted to accommodate the students affected by the changes. Refer to A 2 above for information on charter schools.

7. Provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act.

The Perkins Act indicates that recipients of Pell Grants are recognized as economically needy students; however, Pell Grants are not the only widely used method of measuring economic need. Because of the wide variety of methods used to determine economic need, the NJDOE proposes to use an alternate formula for the grants to postsecondary institutions.

To determine the numbers of economically needy students on the postsecondary level, institutions must report non-duplicated counts for all of the following:

- Pell Grants;
- Federal College Work Study;
- Perkins Loans;
- Federal Supplemental Educational Opportunity Grants (FSEOG);
- Subsidized Stafford Loans;
- Educational Opportunity Fund (EOF);
- Tuition Assistance Grant (TAG);
- Need-based scholarships; and
- Free or reduced lunch eligibility.

Postsecondary funds will be distributed according to the following formula: Of the amount of funds designated for postsecondary programs, each postsecondary institution will receive an amount in proportion to their enrollment of students shown to be economically disadvantaged when compared to the total state enrollment of students shown to be economically disadvantaged. For example, if a postsecondary institution has five percent of the total state enrollment of students shown to be economically disadvantaged, that institution will receive five percent of the total postsecondary allocation to expend in support of approved postsecondary programs. All allocations will be determined using postsecondary enrollments in approved CTE programs from the most recent complete fiscal year.

B. Other Department Requirements

1. Submit a detailed project budget, using the forms provided in Part B of this guide.

Refer to the detailed project budget beginning on page 127 in Part B of this Five-Year State Plan.

2. Provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.

Currently, the SFY08 allocations for the secondary consortia are as follows:

Cranford School District Consortium	$ 41,633
Newton School District Consortium	$ 71,822

There are no consortia on the postsecondary level.

3. Describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.

Distribution of Funds to Secondary School Programs

The anticipated allocation for secondary districts is $10,489,988. (Additional reserve and carryover funds may also be applied.) The total amount of secondary funding will be allocated for approved CTE programs in comprehensive high school districts, county vocational school districts, charter schools, and special services districts.

The secondary allocation will be distributed among the secondary school districts with approved CTE programs according to census data, as prescribed by the Act.

As noted above, distribution to local secondary educational agencies will continue to be based on a two-step formula. As required by the Perkins Act, the first step uses federal census data to determine the "gross" allocation and is calculated as follows:

- Thirty (30) percent of the allocation is based upon the number of individuals aged 5 – 17, inclusive, who reside in the school district served by the local educational agency in comparison to the total number of such students in the state; and

- Seventy (70) percent of the allocation is based on the number of individuals aged 5 – 17, inclusive, who reside in the school district served by the local education agency and are from families who are economically disadvantaged, in comparison to the total number of such students in the state.

The sum of these two segments determines the "gross" allocation that may be used to serve the CTE students residing in the district. The second step of the formula determines the amount of funds that the district may keep based upon the total number of district students enrolled in CTE programs. Each district's "gross" allocation will be divided among the secondary institutions that provide the CTE instruction to the district students. If all CTE students are served by the local district, the local district will keep the entire "gross" allocation. Otherwise, the "gross" allocation is divided according to the ratio of CTE students taught by the various schools. In brief, the funds will follow the students. The amount of funds retained by the local district is the district's "net" allocation.

County Vocational School Districts

As noted previously, New Jersey is served by a system of 21 county vocational school districts, referred to in the Perkins Act as area CTE schools. A county vocational school district is available to student residents of the county, but may also accept students beyond county borders. The county vocational school districts have no direct allocation because they receive students from resident districts. A county vocational school district's allocation is derived from the sending districts' Perkins allocation proportional to the students being provided CTE instruction. Once a secondary district's "gross" allocation is determined, some or all of the funds are reallocated to appropriate county vocational school districts and other agencies that provide the

CTE instruction to some or all of the students from that district. The funds will be allocated in the same ratio as the numbers of students being served by the CTE providers.

Charter Schools and Educational Service Agencies

Charter schools and educational service agencies with approved CTE programs receive Perkins funding in the same manner as the county vocational school districts because they serve students from a number of individual sending school districts.

Distribution of Funds to Postsecondary and Adult Programs

The anticipated allocation for postsecondary institutions is $8,582,717. (Additional reserve and carryover funds may also be applied.) On the postsecondary level, allotment will be further divided among the community college system and the postsecondary county vocational school system. While student enrollment determines the financial split between secondary and postsecondary funding, the postsecondary distribution will be based on the numbers of students demonstrating economic need. The ratio of a postsecondary institution's number of economically needy students, as compared to the total number of postsecondary economically needy students, determines the amount of funding that institution will receive.

4. Describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.

A portion of the reserve funds will be allocated on a formula basis to assist secondary school districts that are rural or that serve a high number or high percentage of CTE students. The funds will be used to supplement the census-derived allocation to New Jersey's specified school districts with approved CTE programs. To determine the rural designation for the previous authorization of the Perkins Act, the NJDOE consulted data available from the National Center for Educational statistics. Using those data, the NJDOE adopted the list currently being used.

In regard to rural school districts, many of which do not normally receive sufficient funding to meet the minimum threshold for application, each rural school district will receive an additional allocation of $20,000 plus a portion of the reserve funds in the same ratio as the student CTE enrollment in all rural districts.

The 7.5 percent balance of the 85 percent will be used as reserve funding as outlined in the Act. Five percent will be used to support secondary programs in the county vocational school districts that serve high percentages and high numbers of career and technical education students. The remaining 2.5 percent will be used to support students and programs in rural areas.

5. Describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.

A collaborative effort will be conducted between the New Jersey Department of Education and its partners within other state agencies to determine the focus of the non-rural reserve funds. The method of distribution will be determined annually.

6. Include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.

To determine the rural designation for the Perkins Act, the NJDOE consulted data available from the NCES. Using those data, the NJDOE adopted the list currently being used.

C. Procedural Suggestions and Planning Reminders

New Jersey is not proposing an alternative allocation formula.

A listing of allocations made to secondary consortia from funds available under sections 112(a) and (c) of the Act is provided on page 115. There are no consortia on the postsecondary level.

See New Jersey's Fiscal Statement of Assurances on page 119.

A detailed project budget is provided in Part B, beginning on page 129.

FISCAL STATEMENT OF ASSURANCES

The New Jersey Department of Education assures that:

1. Funds received under the Act will not be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. [Section 315]

2. New Jersey will meet the maintenance of fiscal effort requirements, on either a 'per student' or aggregate expenditure basis. [Section 311(b)(1)(A)]

3. No funds made available under the Act will be used to require any secondary school student to choose or pursue a specific career path or major. [Section 314(1)]

4. No funds made available under the Act will be used to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. [Section 314(2)]

5. All funds made available under the Act will be used in accordance with the Act. [Section 6]

6. Funds made available under the Act for career and technical education activities will be used to supplement, and not supplant, non-Federal funds expended to carry out career and technical education activities and tech prep activities. [Section 311(a)]

7. No funds provided under the Act will be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered. [Section 322]

8. The portion of any student financial assistance received under the Act that is made available for attendance costs will not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds. [See section 324(a)]

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

See EDGAR Certifications on page 121.

B. Other Assurances

See Other Assurances beginning on page 122.

See Certifications Regarding Lobbying; Debarment, Suspension, and Other Responsibility Matters; and Drug-Free Workplace Requirements beginning on page 124.

See Assurances – Non-Construction Programs beginning on page 127.

EDGAR CERTIFICATIONS

1. The plan is being submitted by the eligible State agency, the New Jersey State Department of Education. [34 CFR 76.104(a)(1)] [Section 3(12)]

2. The New Jersey State Department of Education has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]

3. The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]

4. All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]

5. The State officer—the State Director of Career and Technical Education, Office of Career and Technical Education, New Jersey Department of Education—has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]

6. The State officer—the State Director of Career and Technical Education, Office of Career and Technical Education, New Jersey Department of Education—has authority to submit the plan. [34 CFR 76.104(a)(6)]

7. The New Jersey State Department of Education has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]

8. The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE Commissioner
APPLICANT ORGANIZATION New Jersey State Department of Education	DATE SUBMITTED

OTHER ASSURANCES

The New Jersey Department of Education assures that:

1. A copy of the State plan has been submitted into the State Intergovernmental Review Process. [Executive Order 12372; 34 CFR 79] **New Jersey does not participate in the intergovernmental review process.

2. A complete and signed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters; and drug-free workplace requirements is included beginning on page 124.

3. A complete and signed Assurance for Non-Construction Programs Form is included beginning on page 127.

4. New Jersey will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]

5. None of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]

6. New Jersey will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]

7. New Jersey will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]

8. New Jersey and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]

9. Except as prohibited by State or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary

school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]

10. Eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE Commissioner
APPLICANT ORGANIZATION New Jersey State Department of Education	DATE SUBMITTED

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

1. LOBBYING

As required by Section 1352, Title 31 of the US Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections §82.105 and §82.110, the New Jersey State Department of Education certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, *"Disclosure Form to Report Lobbying,"* in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub-grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections §85.105 and §85.110—

A. The New Jersey Department of Education certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2) (b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections §85.605 and §85.610 –

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an ongoing drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee engaged in the performance of the grant is given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, US Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA, Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Take appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Require such an employee to participate satisfactorily in a drug abuse assistance or rehabilitation programs approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. In the space provided below the site(s) for the performance of work completed in connection with the specific grant are identified:

Place of Performance (Street address, City, County, State, Zip code)

Site 1: 100 River View Plaza, Route 29 South, Trenton, Mercer County, NJ 08625-0500

Site 2: 240 West State Street, 10th Floor, Trenton, Mercer County, NJ 08625

Site 3: 1001 Spruce Street, Trenton, Mercer County, NJ 08625

Check [X] if there are workplaces on file that are not identified here. The NJDOE also has county and regional offices located throughout the state.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE Commissioner
APPLICANT ORGANIZATION New Jersey State Department of Education	DATE SUBMITTED

ASSURANCES – NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §§794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for

project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees who principal employment activities are funded in who or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction sub-agreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to (EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wilde and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic river systems.

13. Will assist the awarding agency in ensuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of the historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE Commissioner
APPLICANT ORGANIZATION New Jersey State Department of Education	DATE SUBMITTED

PART B: BUDGET FORMS

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1

(NOTE: Budget figures represent estimated annual expenditures based on New Jersey's FY09 Federal allocation)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	$24,257,812*
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	$ 0
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (*Line A + Line B*)	$ 24,257,812
D. Local Formula Distribution (*not less than 85%*) (*Line C x 85%*)	$ 20,619,140
1. Reserve (*not more than 10% of Line D*)	$ 1,546,435
a. Rural School Districts (*2.5% of Line D*)	$ 515,478
b. Secondary vocational schools (*5.0% of Line D*)	$ 1,030,957
2. Available for formula allocations (*Line D minus Line D.1)*	$ 19,072,705
a. Secondary Programs (55% of *Line D.2*)	$ 10,489,988
b. Postsecondary Programs (45% of *Line D.2*)	$ 8,582,717
E. Leadership (not more than 10%) (*Line C x 10%)*	$ 2,425,781
1. Nontraditional Training and Employment ($ 150,000)	
2. Corrections or Institutions ($ 242,578)	
3. Balance of Leadership [Line E-(E.1+E.2)] ($ 2,033,203)	
F. State Administration (not more than 5%) (*Line C x 5%*)	$ 1,212,891
G. State Match *(from non-federal funds)*[7]	$ 1,212,891

** Based on the Program Memorandum received on February 25, 2008 from the Assistant Secretary, Troy R. Justesen.*

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7 The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1

(NOTE: Budget figures represent estimated annual expenditures based on New Jersey's FY09 Federal allocation)

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	$ 2,187,234
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	$ 0
C. Amount of Title II Funds to Be Made Available For Tech Prep (*Line A less Line B*)	$ 2,187,234
D. Tech Prep Funds Earmarked for Consortia	$ 2,077,873

1. Percent for Consortia
   (*Line D divided by Line C*) [95%]

   b. Number of Consortia 10

   c. Method of Distribution (*check one*):

   ____ Formula
   __X__ Competitive

E. Tech Prep Administration	$ 109,361

1. Percent for Administration
   (*Line E divided by Line C*) [5%]

** USDOE Budget Service as of 1/16/08.*

PART C: ACCOUNTABILITY FORMS

I. DEFINITION OF CAREER AND TECHNICAL EDUCATION STUDENT POPULATIONS

A. Secondary Level

CTE Participant –
A secondary student who has earned at least one **(1) CTE course** ~~**(1) but less than 50% of the total credits**~~ in any **State-approved** career and technical education (CTE) program area.

CTE Concentrator –
A secondary student who has **completed at least two courses** ~~**earned 50% or more of the total credits**~~ in a single **State-approved** CTE program area (*e.g.,* health care or business services) at the secondary level **where a program sequence represents three (3) or more courses, or one (1) course in a single State-approved CTE program area, but only in those program areas where there is a two (2) course sequence at the secondary level.** ~~**are recognized by the State and/or its local eligible recipients.**~~

The secondary CTE student population definition is based on the sequence of three courses in most of the State-approved programs in New Jersey, and the Office of Vocational and Adult Education of the U.S. Department of Education's non-regulatory guidance for the "Student Definitions and Measurement Approaches for the Core Indicators of Performance Under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)" dated March 13, 2007.

B. Postsecondary/~~Adult Level~~ College

CTE Participant –
A postsecondary community college student (part-time or full-time) who has completed at least one (1) CTE course in any CTE program area.

~~**A postsecondary/adult student who earned one (1) or more credits in any CTE program area.**~~

Data from the 2007-08 academic year will be submitted to the NJDOE in the spring/summer of 2009 and reported on the December 2009 Consolidated Annual Report.

CTE Concentrator –
A postsecondary community college student (part-time or full-time) who has matriculated into a CTE major and: (1) has completed at least 12 credits of a long-term program (defined as a program of 12 or more credits), or (2) has completed a short-term program (defined as 11 or fewer credits). All programs must terminate in an industry-recognized credential, a certificate, or a degree.

~~A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence (CTE major of study) that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of fewer than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.~~

C. Postsecondary/Adult

CTE Participant –
A postsecondary adult student who is enrolled in a CTE program that prepares them to earn a license or industry-recognized certification or take a nationally-recognized exam.

Data from the 2007-08 academic year will be submitted to NJDOE in spring/summer 2009 and reported on the December 2009 CAR.

CTE Concentrator –
A postsecondary adult student who has completed a CTE program that prepares them to earn a license or industry-recognized certification or take a nationally-recognized exam.

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	**Numerator:** Number of CTE concentrators who met the proficient or advanced level on the Statewide High School Proficiency Assessment (HSPA) in reading/language arts **assessment** administered by the State under Section 1111(b)(3) of the **Elementary and Secondary Education Act (**ESEA**) as amended by the No Child Left Behind Act (NCLB) based on the scores that were included in the State's computation of adequate yearly progress (AYP)**, and who left secondary education in the reporting year. **Denominator:** Number of CTE concentrators who took the Statewide High School Proficiency Assessment (HSPA) in reading/language arts, whose scores were included in the State's computation of AYP, and who left secondary education in the reporting year.	**State and Local Administrative Records**	**B:** baseline	**L: 79.5%** **A:**	**L: ~~79.5%~~** **85%** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	**Numerator:** Number of CTE concentrators who met the proficient or advanced level on the Statewide High School Proficiency Assessment (HSPA) in mathematics **assessment** administered by the State under Section 1111(b)(3) of the **Elementary and Secondary Education Act** (ESEA) **as amended by the No Child Left Behind Act (NCLB) based on the scores that were included in the State's computation of adequate yearly progress (AYP)**, and who left secondary education in the reporting year. **Denominator:** Number of CTE concentrators who took the Statewide High School Proficiency Assessment (HSPA) in mathematics, whose scores were included in the State's computation of AYP, and who left secondary education in the reporting year.	**State and Local Administrative Records**	**B:** baseline	**L: 64.5%** **A:**	**L: ~~64.5%~~ 74%** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	**Numerator:** Number of CTE concentrators who, during the reporting year, **completed the CTE programs and** passed the available **and appropriate third party, industry-aligned** end of program skill assessments that are aligned with industry-recognized standards. **Denominator:** Number of CTE concentrators who **completed the CTE programs and** took the available **and appropriate third party, industry-aligned** end of program assessment during the reporting year.		**B: 86.42% (three-year average)**	**L:** **A:**	**L: 86.92%** **A:**
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I)	**Numerator:** Number of CTE concentrators who earned a high school diploma and left secondary education during the reporting year. **Denominator:** Number of CTE concentrators who left secondary education in the reporting year.		**B: 98.02%**	**L: ≥95%** **A:**	**L: ≥95%** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	**Numerator:** Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. **Denominator:** Number of CTE concentrators who were included in the State's computation of its graduation rate as designed in the State's Consolidated Accountability Plan (111(b)(2)(C)(vi) of the ESEA.		**B:** 97.85%	**L:** ≥95% **A:**	**L:** ≥95% **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
5S1 Secondary Placement 113(b)(2)(A)(v)	**Numerator:** Number of CTE concentrators who **completed CTE programs and** attained a secondary school diploma, left secondary education one year before the reporting year, and were **identified with their SSN to be** placed in employment **in the State UI database in the second quarter, or found to be in the military services through the school's survey, or found to be in~~, military,~~** postsecondary education or advanced training, in the available database system**~~, in the second quarter~~** following the program year in which they left secondary education. **Denominator:** Number of CTE concentrators who **completed CTE programs and** attained a secondary school diploma and left secondary education one year before the reporting year **and who have valid social security numbers**.		**B: 74.95%**	**L:** **A:**	**L: 75.20%** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	**Numerator:** Number of CTE participants from an underrepresented gender group who participated in a nationally-recognized nontraditional program in the reporting year. **Denominator:** Number of students who participated in a nationally-recognized nontraditional program in the reporting year.		**B: 28.49%**	**L:** **A:**	**L: 30%** **A:**
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	**Numerator:** Number of CTE concentrators from an underrepresented gender group who completed a nationally-recognized nontraditional program in the reporting year. **Denominator:** Number of CTE concentrators who completed a nationally-recognized nontraditional program in the reporting year.		**B: 26.27%**	**L:** **A:**	**L: 27.77%** **A:**

B. POSTSECONDARY/~~ADULT LEVEL~~ COLLEGE

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	**Numerator:** Number of CTE concentrators who **completed the CTE programs and** passed the available, **appropriate, third party, industry aligned** end of program technical skill assessments during the reporting year. **Denominator:** Number of CTE concentrators who **completed the CTE programs and** took the available, **appropriate, third party, industry aligned** end of program technical skill assessments during the reporting year.		**B: 75%**	**L:** **A:**	**L: 77%** **A:**
2P1 Industry Certificate Attainment 113(b)(2)(B)(ii)	**Numerator:** Number of CTE concentrators who ~~**have**~~ **completed the CTE programs and** received an industry-recognized credential, certificate, or a degree during the reporting year. **Denominator:** Number of CTE concentrators who **completed the CTE programs and** left postsecondary education during the reporting year.		**B: 12.52%**	**L:** **A:**	**L: 12.77%** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
3P1 Student Retention 113(b)(2)(B)(iii)	**Numerator:** Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous year. **Denominator:** Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.		**B: 35.31%**	**L:** **A:**	**L: 35.81%** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
4P1 Student Placement 113(b)(2)(B)(iv)	**Numerator:** Number of CTE concentrators who **completed the CTE programs and** were **identified with their social security numbers to be** placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education. **Denominator:** Number of CTE concentrators who **completed the CTE programs and** left postsecondary education on year before the reporting year **and who have valid social security numbers**.		**B: 79.40%**	**L:** **A:**	**L: 80%** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
5P1 Nontraditional Participation 113(b)(2)(B)(v)	**Numerator:** Number of CTE participants from an underrepresented gender group who participated in a nationally-recognized nontraditional program in the reporting year. **Denominator:** Number of CTE participants who participated in a nationally-recognized nontraditional program in the reporting year.		**B: 22.77%**	**L:** **A:**	**L: 24.27%** **A:**
5P2 Nontraditional Completion 113(b)(2)(B)(v)	**Numerator:** Number of CTE concentrators from an underrepresented gender group who completed a nationally-recognized nontraditional program in the reporting year. **Denominator:** Number of CTE concentrators who completed a nationally-recognized nontraditional program in the reporting year.		**B: 22.63%**	**L:** **A:**	**L: 22.78%** **A:**

C. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1A1 Technical Skill Attainment 113(b)(2)(B)(i)	**Numerator: Number of CTE concentrators who completed the CTE programs and passed the available, appropriate, third party, industry aligned end of program technical skill assessments during the reporting year.** **Denominator: Number of CTE concentrators who completed the CTE programs and took the available, appropriate, third party, industry aligned end of program technical skill assessments during the reporting year.**		B: **83.00%**	L: A:	L: **83.5%** A:
2A1 Industry Certificate Attainment 113(b)(2)(B)(ii)	**Numerator: Number of CTE concentrators who completed the CTE programs and received an industry-recognized credential, certificate, or a degree during the reporting year.** **Denominator: Number of CTE concentrators who completed the CTE programs and left postsecondary adult education during the reporting year.**		**B: 8.57%**	**L:** **A:**	**L: 9.0%** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
3A1 Student Retention 113(b)(2)(B)(iii)	**Numerator: Number of CTE concentrators who remained in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous year.** **Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, or a certificate, in the previous reporting year.**		**B: 26.14%**	**L:** **A:**	**L: 26.39%** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
4A1 Student Placement 113(b)(2)(B)(iv)	**Numerator: Number of CTE concentrators who completed the CTE programs and were identified with their social security numbers to be placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary adult education.** **Denominator: Number of CTE concentrators who completed the CTE programs and left postsecondary adult education one year before the reporting year and who have valid social security numbers.**		**B: 76.52%**	**L:** **A:**	**L: 77.52%** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
5A1 Nontraditional Participation 113(b)(2)(B)(v)	**Numerator: Number of CTE participants from an underrepresented gender group who participated in a nationally-recognized nontraditional program in the reporting year.** **Denominator: Number of CTE participants who participated in a nationally-recognized nontraditional program in the reporting year.**		**B: 10.31%**	**L:** **A:**	**L: 10.56%** **A:**
5A2 Nontraditional Completion 113(b)(2)(B)(v)	**Numerator: Number of CTE concentrators from an underrepresented gender group who completed a nationally-recognized nontraditional program in the reporting year.** **Denominator: Number of CTE concentrators who completed a nationally-recognized nontraditional program in the reporting year.**		**B: 10.80%**	**L:** **A:**	**L: 11.05%** **A:**

APPENDICES

APPENDIX A: NEW JERSEY STATE BOARD OF EDUCATION RESOLUTION TO ADOPT NEW JERSEY'S FIVE-YEAR CTE STATE PLAN

WHEREAS, in accordance with the Carl D. Perkins Vocational-Technical Education Act of 1998, the New Jersey State Board of Education adopted a five-year State Plan for Vocational and Technical Education on April 7, 1999, which expired June 30, 2004; and

WHEREAS, the U.S. Department of Education granted annual extensions of that plan through state fiscal year 2007, pending the reauthorization of the Carl D. Perkins Vocational-Technical Education Act of 1998; and

WHEREAS, the new Carl D. Perkins Career and Technical Education Improvement Act of 2006, which was enacted August 2006, requires the New Jersey Department of Education to submit a State Plan adopted by the New Jersey State Board of Education in order to receive federal funding; and

WHEREAS, the New Jersey Department of Education developed, and the New Jersey State Board of Education adopted a one-year transition plan to secure federal funding under the Perkins Act for state fiscal year 2008; and

WHEREAS, the reauthorized Perkins Act requires states that previously submitted a one-year transition plan to submit by April 1, 2008 a five-year state plan to secure funding that will become available as of July 1, 2008, estimated at $25 million for New Jersey for state fiscal year 2009; now therefore be it

RESOLVED, that the New Jersey State Board of Education hereby adopts the New Jersey Five-Year Career and Technical Education State Plan, which will serve as the basis for implementing career and technical education in New Jersey beginning in state fiscal year 2009.

Lucille E. Davy, Commissioner
Secretary, NJ State Board of Education

Ronald K. Butcher, Ph.D.
President, NJ State Board of Education

APPENDIX B: NEW JERSEY CAREER AND TECHNICAL EDUCATION ADVISORY COUNCIL MEMBERSHIP

Member	Representing
Ms. Joann Bartoletti Executive Director NJ Principals and Supervisors Association 12 Centre Drive Monroe Township, NJ 08831-1564	Comprehensive HS Administrators
Ms. Ellen Benowitz, NJ FBLA State Advisor NJ FBLA State Advisor Mercer County Community College PO Box B Trenton, NJ 08690	Career and Technical Student Organizations (CTSOs)
Ms. Teresa Boyer Director, Education & Career Development Issues Center for Women and Work Rutgers, The State University of New Jersey 50 Labor Circle Way New Brunswick, NJ 08901	Equity Issues
Dr. Richard G. Bozza Executive Director NJ Association of School Administrators 920 West State Street Trenton, NJ 08618-5328 Telephone: 609-599-2900 x113 Fax: 609-599-1893 rbozza@njasa.net	Comprehensive HS Administrators
Ms. Valerie Burns NJ School Boards Association 121 Manners Road Ringoes, NJ 08551	School Boards
Mr. Harry Capers, President NJ Parent Teachers Association 12 Mae Drive Hamilton, NJ 08620-2616	Parents of NJ High School Students

Mr. Robert T. Clark — School Business Officials
School Business Administrator
Sussex County Vocational-Technical Board of Education
105 North Church Road
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Mr. Craig Coleman, Principal — Comprehensive HS Administrators
Ocean County Vocational-Technical High School
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Education Program Specialist I
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Office of Educational Services
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Ms. Debra Eckert-Casha — State Board of Education
Member
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Ms. Dana Egreczky — Business & Industry
Vice President, Workforce Development
NJ State Chamber of Commerce
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Mr. Michael Elwell — County Superintendents
County Superintendent
Salem County Office of Education
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Mr. Christopher Emigholz — Business & Industry
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NJ Business & Industry Association (NJBIA)
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Mr. Christian Estevez — Labor
Education & Training Coordinator
New Jersey AFL-CIO
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Mr. Frank Gargiulo — CTE Administrators
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NJ Council of County Vocational-Technical Schools
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Hudson County Schools of Technology
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Member
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Mr. John Hillard — CTE Teachers
Executive Director
Career and Technical Education Association of New Jersey
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Mr. William P. Hoey, Jr. — CTE Superintendents
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Linda Lam, — Institutions of Higher Education
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Mr. James Lukach, — School Counselors
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Mr. Thomas Mac Gregor, Teachers
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New Jersey Education Association
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Mr. Robert Massanova Career & Employment Information
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Center for Occupational Employment Information (COEI)
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Dr. Brian McAndrew CTE Administrators
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Chief of Operations
NJ Commission for the Blind and Visually Impaired
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Dr. Henry Plotkin — State Workforce Investment Board
Executive Director
State Employment & Training Commission (SETC)
NJ Department of Labor and Workforce Development
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Mr. James Rogers — CTE Administrators
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Ms. Judy Savage — CTE Administrators
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Mr. Ciro Scalera — Verizon
Director of Public Affairs
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Mr. Glenn R. Smith — Technology Education, Business Education
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Black Horse Pike Regional School District
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Mr. Michael Yaroshefsky — Students
National President
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SUBCOMMITTEE ON PROGRAM APPROVAL

Ms. Ellen Benowitz
Mercer County Community College
Mr. Craig Coleman
Ocean County Vocational-Technical High School
Mr. Christopher Emigholz
New Jersey Business and Industry Association
Mr. Christian Estevez
New Jersey AFL-CIO
Ms. Judith Formalarie
State Employment & Training Commission (SETC)
Mr. John Hillard
Career and Technical Education Association of New Jersey
Mr. John Holoduek
New Jersey Council of County Vocational-Technical Schools
Ms. Linda Lam
New Jersey Council of County Colleges
Mr. Thomas Mac Gregor
New Jersey Education Association
Dr. Brian McAndrew
Monmouth County Vocational School District
Ms. Cindy McGovern
New Jersey Juvenile Justice Commission
Ms. Judy Savage
New Jersey Council of County Vocational-Technical Schools
Ms. Melanie Schulz
New Jersey State Legislature/Joint Committee on Public Schools
Mr. Glenn Smith
Black Horse Pike Regional School District

APPENDIX C: SUMMARY INVENTORY OF CAREER CLUSTERS FOR CURRENTLY APPROVED SECONDARY CTE PROGRAMS IN NJ

Cluster Pathway # and Name	CIP Code	CTE Program Name	# of Secondary Programs	2-Yr Degree or Certif.	4-Yr, Adv. Degree or Certif.
		CAREER CLUSTER: Agriculture, Food, & Natural Resources			
0 - Agriculture Occupations - General Prep.	010000	Agriculture, General	3		X
2 - Plant Systems	010601	Applied Horticulture/Horticulture Operations	33	X	
2 - Plant Systems	010603	Ornamental Horticulture	3	X	
2 - Plant Systems	010604	Greenhouse Operation & Management	1		
2 - Plant Systems	010605	Landscaping & Grounds keeping	8	X	
2 - Plant Systems	010606	Plant Nursery Operations & Management	1		
2 - Plant Systems	010608	Floriculture/Florist Operations & Management	2		
2 - Plant Systems	011101	Plant Science	1	X	X
3 - Animal Systems	010504	Small Animal Care	2		
3 - Animal Systems	010901	Animal Science	3		X
3 - Animal Systems	010903	Veterinary Assistant	1		
3 - Animal Systems	511104	Pre-Veterinary Studies	1		
4 - Power, Structural and Technical Systems	010201	Agricultural Mechanization	1		
5 - Natural Resource Systems	010399	Environmental Occupations	2		
5 - Natural Resource Systems	030101	Conservation & Natural Resources	1		
5 - Natural Resource Systems	030104	Environmental Studies/Science	2	X	X
5 - Natural Resource Systems	490303	Marine Environmental Occupations/Commercial Fishing	1		
6 - Environmental Service Systems	150507	Environmental Engineering Technology/Technician	1	X	

Cluster Pathway # and Name	CIP Code	CTE Program Name	# of Secondary Programs	2-Yr. Degree or Certif.	4-Yr. Adv. Degree or Certif.
6 - Environmental Service Systems	150606	Water Quality/Wastewater Treatment Technician	1		
7 - Agribusiness Systems	010101	Agriculture Business & Management	9	X	
		TOTAL: Agriculture, Food, & Natural Resources	77		
		CAREER CLUSTER: Architecture & Construction			
8 - Design/Pre-Construction	150101	Architectural Engineering Technology/Technician	8	X	
8 - Design/Pre-Construction	150201	Civil Engineering Technology/Technician	2	X	X
8 - Design/Pre-Construction	151001	Construction Engineering Technology/Technician	2	X	X
8 - Design/Pre-Construction	151301	Drafting & Design Technology	70	X	X
8 - Design/Pre-Construction	151302	CAD/CADD Drafting & Design Technology/Technician	23	X	
8 - Design/Pre-Construction	151303	Architectural Drafting & Arch. CAD/CADD	28		
8 - Design/Pre-Construction	040201	Architecture	1	X	X
9 - Construction	150501	Heating, Air Conditioning & Refrigeration Technology	6	X	
9 - Construction	460000	Construction Trades, General	6		
9 - Construction	460101	Mason/Masonry	15		
9 - Construction	460201	Carpenter/Carpentry	63		
9 - Construction	460301	Electrical Power Transmission Installation/Installer	1		
9 - Construction	460302	Electrician	26		
9 - Construction	460408	Painting/Painter & Wall Coverer	1		
9 - Construction	460503	Plumbing Technology/Plumber	17		
9 - Construction	469999	Construction Trades, Other	15		
9 - Construction	470201	Heating, Air Conditioning & Refrigeration Maintenance Technician	18		
9 - Construction	480701	Woodworking	12		

Cluster Pathway # and Name	CIP Code	CTE Program Name	# of Secondary Programs	2-Yr Degree or Certif.	4-Yr. Adv. Degree or Certif.
9 - Construction	490202	Construction/Heavy Equipment/Earth Moving Equipment Operator	1		
10 - Maintenance/Operations	460401	Building/Property Maintenance & Manager	24		
		TOTAL: Architecture & Construction	**339**		
		CAREER CLUSTER: Arts, Audio-Video Technology & Communications			
11 - Audio & Video Technologies	100105	Communication Technology/Technician	2		
11 - Audio & Video Technologies	100201	Photographic & Film/Video Technology	1	X	
11 - Audio & Video Technologies	100203	Recording Arts Technology/Technician	3	X	X
11 - Audio & Video Technologies	470103	Communications System Installer & Repairer	7		
12 - Printing Technologies	100301	Graphic Communications, General	3		
12 - Printing Technologies	100303	Prepress/Desktop Publishing &Digital Image Design	5	X	
12 - Printing Technologies	100305	Graphic & Printing Equipment Operator, General Prod.	40	X	
12 - Printing Technologies	100306	Platemaker/Imager	2		
12 - Printing Technologies	100307	Printing Press Operator	4		
12 - Printing Technologies	100399	Computer Typography & Composition Equipment Operator	2	X	
13 - Visual Arts	500201	Crafts/Craft Design, Folk Art & Artisanry	4		
13 - Visual Arts	500401	Design & Visual Communications, General	2		X
13 - Visual Arts	500402	Commercial & Advertising Art	42	X	X
13 - Visual Arts	500404	Industrial Design	2		X
13 - Visual Arts	500406	Commercial Photography	1		
13 - Visual Arts	500407	Fashion/Apparel Design	3	X	X
13 - Visual Arts	500408	Interior Design	3	X	X
13 - Visual Arts	500409	Graphic Design	9	X	X

Cluster Pathway # and Name	CIP Code	CTE Program Name	# of Secondary Programs	2-Yr Degree or Certif.	4-Yr, Adv. Degree or Certif.
13 - Visual Arts	500410	Illustration	1		
13 - Visual Arts	500499	Designed & Applied Arts, Other	1	X	X
13 - Visual Arts	500605	Photography	21	X	
13 - Visual Arts	500701	Art/Art Studies	3	X	X
13 - Visual Arts	500702	Fine /Studio Arts, General	59	X	X
13 - Visual Arts	500705	Drawing	1	X	
13 - Visual Arts	500708	Painting	1		
13 - Visual Arts	500709	Sculpture	4	X	
13 - Visual Arts	500711	Ceramic Arts & Ceramics	6		
13 - Visual Arts	500713	Metal & Jewelry Arts	1		
13 - Visual Arts	500799	Fine Arts & Art Studies, Other	1	X	X
14 - Performing Arts	500101	Visual & Performing Arts	12	X	X
14 - Performing Arts	500301	Dance	10	X	X
14 - Performing Arts	500501	Drama & Dramatics, Theatre Arts, General	16	X	X
14 - Performing Arts	500502	Technical Theater/Theater Design & Stage	9	X	X
14 - Performing Arts	500506	Acting	7		X
14 - Performing Arts	500901	Music, General	2	X	X
14 - Performing Arts	500903	Music Performance, General	6	X	X
14 - Performing Arts	500904	Music Theory & Composition	4		X
14 - Performing Arts	500908	Voice & Opera	1		X
15 - Journalism & Broadcasting	100202	Radio & TV Broadcasting Technology/Technician	25	X	X
15 - Journalism & Broadcasting	500602	Cinematography & Film/Video Production	7	X	X

Cluster Pathway # and Name	CIP Code	CTE Program Name	# of Secondary Programs	2-Yr Degree or Certif.	4-Yr, Adv. Degree or Certif.
15 - Journalism & Broadcasting	500699	Film/Video & Photographic Arts, Other	1	X	
15 - Journalism & Broadcasting	090101	Communication Studies/Speech Communication & Rhetoric	2		X
15 - Journalism & Broadcasting	090102	Mass Communications/Media Studies	1	X	X
15 - Journalism & Broadcasting	090401	Journalism	15	X	X
15 - Journalism & Broadcasting	090402	Broadcast Journalism	5	X	
15 - Journalism & Broadcasting	090701	Radio & Television	14		X
15 - Journalism & Broadcasting	090702	Digital Communications & Media/Multimedia	2	X	
15 - Journalism & Broadcasting	090799	Radio, Television, and Digital Media, Other	1		
16 - Telecommunications Technologies	150305	Telecommunications Technology/Technician	1		
		TOTAL: Arts, Audio-Video Technology & Communications	**375**		
		CAREER CLUSTER: Business, Administration & Management			
17 - Management	520201	Business Administration/Management	4	X	X
17 - Management	520203	Logistics & Materials Management	1	X	X
17 - Management	520701	Entrepreneurship/Enterpreneurial Studies	1	X	X
17 - Management	521101	International Business, Trade & Commerce	1	X	X
17 - Management	529999	Business, Management, Marketing & Related Supp. Service, Other	1	X	X
18 - Business Financial Management & Accounting	520301	Accounting	3	X	X
18 - Business Financial Management & Accounting	520302	Accounting Technology/Technician & Bookkeeper	170	X	X
21 - Marketing	090903	Advertising	1	X	X
22 - Administrative & Information Support	110601	Data Entry/Microcomputer Applications	1	X	
22 - Administrative & Information Support	520101	Business/Commerce, General	15	X	X
22 - Administrative & Information Support	520204	Office Supervision & Management	6	X	X

Cluster Pathway # and Name	CIP Code	CTE Program Name	# of Secondary Programs	2-Yr Degree or Certif.	4-Yr, Adv. Degree or Certif.
22 - Administrative & Information Support	520401	Administrative Assistant & Secretarial Science	167	X	X
22 - Administrative & Information Support	520407	Business/Office Automation/Technology/Data Entry	8	X	X
22 - Administrative & Information Support	520408	General Office Occupations & Clerical Services	68	X	X
22 - Administrative & Information Support	520499	Business Operations Support & Assistant Services, Other	1	X	X
22 - Administrative & Information Support	521201	Management Info. Systems, General (Computer Applications)	88	X	X
22 - Administrative & Information Support	520406	Receptionist	1		
		TOTAL: Business, Administration & Management	**537**		
		CAREER CLUSTER: Education & Training			
25 - Teaching/Tranining	130101	Education, General	2	X	X
25 - Teaching/Tranining	131202	Elementary Education & Teaching	1	X	X
		TOTAL: Education & Training	**3**		
		CAREER CLUSTER: Finance			
27 - Business Financial Management	520801	Finance	10	X	X
27 - Business Financial Management	520806	International Finance	1		
28 - Banking & Related Services	520803	Banking & Financial Support Services	1	X	
		TOTAL: Finance	**12**		
		CAREER CLUSTER: Government & Public Administration			
31 - National Security	280101	Air Force JROTC	1		
31 - National Security	290101	Military Technologies	7	X	
33 - Planning	040301	City/Urban Community & Regional Planning	1		X
		TOTAL: Government & Public Administration	**9**		

Cluster Pathway # and Name	CIP Code	CTE Program Name	# of Secondary Programs	2-Yr Degree or Certif.	4-Yr, Adv. Degree or Certif.
		CAREER CLUSTER: Health Science			
0 - Health Occupations-General Prep.	510000	Health Services/Allied Health/Health Sciences	5	X	X
0 - Health Occupations-General Prep.	511199	Health/Medical Preparatory Program, Other	1	X	
37 - Therapeutic Services	510601	Dental Assistance	15	X	X
37 - Therapeutic Services	510603	Dental Laboratory Technology/Technician	1		
37 - Therapeutic Services	510699	Dental Radiography Assistant	1		
37 - Therapeutic Services	510805	Pharmacy Technician/Assistant	1	X	
37 - Therapeutic Services	510899	Allied Health & Medical Assistant, Other	1	X	
37 - Therapeutic Services	510904	Emergency Medical Technology/Technician	7	X	
37 - Therapeutic Services	510908	Respiratory Therapy Technician/Assistant	1	X	
37 - Therapeutic Services	510913	Athletic Training/Trainer	5		X
37 - Therapeutic Services	510999	Hemodialysis Technician	1		X
37 - Therapeutic Services	511613	LPN	18	X	
37 - Therapeutic Services	511614	Nursing Assist/Aide & Patient Care Assistant	27		
37 - Therapeutic Services	511699	Nursing, Other	3		X
37 - Therapeutic Services	512601	Health Aide	10		
37 - Therapeutic Services	512602	Home Health Aide	3		
37 - Therapeutic Services	513104	Dietician Assistant	2	X	
37 - Therapeutic Services	513501	Massage Therapy/Therapeutic Massage	1	X	
37 - Therapeutic Services	519999	Health Professions & Related Sciences, Other	1	X	X
38 - Diagnostics Services	510901	Cardiovascular Technology/Technologist	1	X	
38 - Diagnostics Services	510902	Electrocardiograph Technology/Technician	2		

Cluster Pathway # and Name	CIP Code	CTE Program Name	# of Secondary Programs	2-Yr Degree or Certif.	4-Yr, Adv. Degree or Certif.
38 - Diagnostics Services	511004	Clinical/Medical Laboratory Technician	4	X	X
38 - Diagnostics Services	511006	Ophthalmic Laboratory Technology/Technician	2		
39 - Health Informatics	510701	Health/Health Care Administration/Management	1		X
39 - Health Informatics	510705	Medical Office Management/Administration	2		
39 - Health Informatics	510707	Health Information/Medical Records Technology/Technician	2	X	
39 - Health Informatics	510708	Medical Transcription/Transcriptionist	3	X	
39 - Health Informatics	510713	Medical Insurance Coding Specialist/Coder	1		
39 - Health Informatics	510716	Medical Administration/Medical Secretary	4	X	
39 - Health Informatics	510801	Medical/Clinical Assistant	16	X	
41 - Biotechnology Research & Development	260102	Biomedical Sciences	3		
		TOTAL: Health Science	**145**		
		CAREER CLUSTER: Hospitality & Tourism			
42 - Restaurants & Food/Beverage Services	120500	Cooking & Related Culinary Arts, General	27		
42 - Restaurants & Food/Beverage Services	120501	Baking & Pastry Arts/Baker/Pastry Chef	16	X	
42 - Restaurants & Food/Beverage Services	120503	Culinary Arts/Chef Training	26	X	
42 - Restaurants & Food/Beverage Services	120504	Restaurant, Culinary & Catering Management/Manager	1	X	
42 - Restaurants & Food/Beverage Services	120505	Food Prep/Professional Cooking/Kitchen Assistant	28	X	
42 - Restaurants & Food/Beverage Services	120507	Food Service, Waiter/Waitress & Dining Room Management	1		
42 - Restaurants & Food/Beverage Services	120508	Institutional Food Workers	2	X	
42 - Restaurants & Food/Beverage Services	120599	Culinary Arts & Related Services, Other	7		
42 - Restaurants & Food/Beverage Services	190505	Food Prep./Professional Cooking/Kitchen Assistant	29		
42 - Restaurants & Food/Beverage Services	520903	Tourism & Travel Services Management/Event Planner	5	X	

Cluster Pathway # and Name	CIP Code	CTE Program Name	# of Secondary Programs	2-Yr Degree or Certif.	4-Yr, Adv. Degree or Certif.
43 - Lodging	520901	Hospitality Administration/Management, General	2	X	X
43 - Lodging	520904	Hotel/Motel Administration/Management	2	X	
		TOTAL: Hospitality & Tourism	**146**		
		CAREER CLUSTER: Human Services			
46 - Early Childhood Development & Services	190706	Child Development	12		X
46 - Early Childhood Development & Services	190708	Child Care & Support Services Management	32	X	
46 - Early Childhood Development & Services	190709	Child Care Provider/Assistant	16	X	
46 - Early Childhood Development & Services	190799	Human Development, Family Studies & Related Services, Other	5		
48 - Family & Community Services	190000	Work & Family Studies	7		
48 - Family & Community Services	190101	Family & Consumer Science/Human Sciences, General	12		X
48 - Family & Community Services	190501	Foods, Nutrition & Wellness Studies, General	13		X
49 - Personal Care Services	120401	Cosmetology/Cosmetologist, General	35		
49 - Personal Care Services	120404	Electrolysis/Electrology & Elect. Technology	1	X	
49 - Personal Care Services	120409	Aesthetician/Esthetician & Skin Care Specialist	1		
49 - Personal Care Services	120410	Nail Technician/Specialist & Manicurist	5		
50 - Consumer Services	190699	Housing & Human Environ., Other	2		
50 - Consumer Services	190901	Apparel & Textiles, General	10		
50 - Consumer Services	190906	Fashion & Fabric Consultant	1		
50 - Consumer Services	190999	Apparel &Textiles, Other/Custom Tailor	6		
		TOTAL: Human Services	**158**		
		CAREER CLUSTER: Information Technology			

Cluster Pathway # and Name	CIP Code	CTE Program Name	# of Secondary Programs	2-Yr Degree or Certif.	4-Yr, Adv. Degree or Certif.
51 - Network Systems	110901	Computer Systems Networking & Telecom/CISCO ACAD	66	X	X
51 - Network Systems	111003	Computer & Information Systems Security	1		X
52 - Information Support & Services	110101	Computer & Information Sciences, General	9	X	X
52 - Information Support & Services	110103	Information Technology	8	X	X
52 - Information Support & Services	110401	Information Science & Systems	1		X
52 - Information Support & Services	119999	Computer & Information Support Services, Other	7	X	X
52 - Information Support & Services	151201	Computer Engineering Technology/Technician	1	X	
52 - Information Support & Services	151202	Computer Maintenance Technician (Helpdesk Technician)	10		
52 - Information Support & Services	470104	Computer Installation & Repair Technology/Technician (A+)	11	X	
53 - Interactive Media	100304	Animation, Interactive Technology, Video Graphics	3	X	
53 - Interactive Media	110801	WEB Page, Digital, Multi-Media & Information. Res. Design	11	X	
53 - Interactive Media	110803	Computer Graphics	7	X	X
53 - Interactive Media	111004	WEB, Multi-Media Manager & Webmaster	1	X	
54 - Programming & Software Development	110201	Computer Programmer, General	56	X	X
54 - Programming & Software Development	110203	Computer Programming/Vendor Certification	1	X	
54 - Programming & Software Development	110701	Computer & Information Products Sciences, Gen	2	X	X
		TOTAL: Information Technology	**195**		
		CAREER CLUSTER: Law, Public Safety and Security			
0 - Law, Public Safety & Security Occupations-General Prep.	430000	Law, Public Safety & Security	9		
55 - Corrections Services	430102	Corrections	2	X	
55 - Corrections Services	430199	Corrections & Criminal Justice, Other	1	X	X
56 - Emergency & Fire Management Services	430201	Fire Science Technology	1	X	

Cluster Pathway # and Name	CIP Code	CTE Program Name	# of Secondary Programs	2-Yr Degree or Certif.	4-Yr, Adv. Degree or Certif.
56 - Emergency & Fire Management Services	430203	Fire Science, Firefighting	8	X	X
57 - Security & Protective Services	430109	Security & Loss Prevention	3	X	
58 - Law Enforcement Services	430103	Criminal Justice, Law Enforcement Administration	3	X	X
58 - Law Enforcement Services	430104	Criminal Justice, Safety Issues	1	X	X
58 - Law Enforcement Services	430107	Criminal Justice/Police Science/Law Enforcement Technician	9	X	X
59 - Legal Services	220001	Pre-Law Studies	3		
59 - Legal Services	220301	Legal Administration Assist/Secretary	1	X	X
59 - Legal Services	220302	Legal Assistant/Paralegal	1	X	X
		TOTAL: Law, Public Safety and Security	**42**		
		CAREER CLUSTER: Manufacturing			
60 - Production	190902	Apparel & Textile Manufacturing	4		
60 - Production	190905	Apparel & Textile Marketing Management	10		
60 - Production	480303	Upholsterer	1		
60 - Production	480501	Machinist/Machine Technologist	5		
60 - Production	480503	Machine Shop Technology/Assistant	22	X	
60 - Production	480507	Sheet Metal Worker	2		
60 - Production	480508	Welder Technology/Welder	24		
60 - Production	480599	Precision Metal Worker, Other	2		
60 - Production	480702	Furniture Design & Manufacturing	1		
60 - Production	480703	Cabinet Maker & Millwork/Millwright	17		
60 - Production	489999	Precision Production, Other	4	X	
61 - Manufacturing Production Process Development	150607	Plastics Technology/Technician	1		

Cluster Pathway # and Name	CIP Code	CTE Program Name	# of Secondary Programs	2-Yr Degree or Certif.	4-Yr, Adv. Degree or Certif.
61 - Manufacturing Production Process Development	150612	Industrial Technology/Technician	4	X	
61 - Manufacturing Production Process Development	151306	Mechanical Drafting/Mechanical Drafting CAD/CAD	3	X	
62 - Maintenance, Installation & Repair	150403	Electromechanical Technology/Electromechanical Engineering Technology/Technician	2	X	
62 - Maintenance, Installation & Repair	470101	Electrical/Electronics Equipment Installation & Repair	7		
62 - Maintenance, Installation & Repair	470102	Business Machine Repairer	1		
62 - Maintenance, Installation & Repair	470105	Industrial Electronics Install. & Repair Technology/Technician	7		
62 - Maintenance, Installation & Repair	470106	Appliance Installation & Repair Technology/Technician	3		
62 - Maintenance, Installation & Repair	470499	Precision Systems Maintenance & Repair Technologies, Other	2		
62 - Maintenance, Installation & Repair	479999	Mechanic & Repair Technologies/Technicians, Other/Stationary Energy Sources Inst. & Operator	8		X
		TOTAL: Manufacturing	**130**		
		CAREER CLUSTER: Marketing, Sales & Service			
66 - Management & Entrepreneurship	521401	Marketing/Marketing Management, General	4	X	X
66 - Management & Entrepreneurship	521909	Special Products Marketing Operations (Supermarket Careers)	20		X
67 - Professional Sales & Marketing	521801	Sales, Distribution, & Marketing Operations, General	138	X	
67 - Professional Sales & Marketing	521803	Retailing & Retail Operations	2	X	
67 - Professional Sales & Marketing	521804	Selling Skills & Sales Operations	4		X
67 - Professional Sales & Marketing	521908	Business & Personal/Financial Services Marketing Operations	1		
68 - Buying & Merchandising	521902	Fashion Merchandizing	2	X	X
		TOTAL: Marketing, Sales & Service	**171**		
		CAREER CLUSTER: Science, Technology, Engineering & Mathematics			
73 - Engineering & Technology	140701	Chemical Engineering	2		X

Cluster Pathway # and Name	CIP Code	CTE Program Name	# of Secondary Programs	2-Yr Degree or Certif.	4-Yr, Adv. Degree or Certif.
73 - Engineering & Technology	141001	Electrical, Electronics & Communications Engineering	2		X
73 - Engineering & Technology	143101	Materials Science	1		X
73 - Engineering & Technology	150000	Engineering Technology/General	20	X	X
73 - Engineering & Technology	150303	Electrical, Electronic, & Communications Engineering Technology/Technician	22	X	X
73 - Engineering & Technology	150405	Robotics Technology/Technician	3		
73 - Engineering & Technology	150805	Mechanical Engineering/Mechanical Technology/Technician	3	X	X
73 - Engineering & Technology	151102	Surveying Technology/Surveying	2	X	
73 - Engineering & Technology	151399	Drafting/Design Engineering Technology/Technician	3		
73 - Engineering & Technology	159999	Engineering Technology/Technician, Other	8	X	
74 - Science & Math	419999	Science Technology/Technician, Other	1		X
74 - Science & Math	450702	Geographic Information System	2	X	X
		TOTAL: Science, Technology, Engineering & Mathematics	**69**		
		CAREER CLUSTER: Transportation, Distribution, & Logistics			
75 - Transportation Operations	490101	Aeronautics/Aviation/Aerospace Science & Technology, General	1		
75 - Transportation Operations	490102	Airline/Commercial/Professional Pilot & Flight Crew	1	X	
75 - Transportation Operations	490104	Aviation/Airway Management Operations	1	X	
75 - Transportation Operations	490105	Air Traffic Controller	1		
75 - Transportation Operations	490205	Truck & Bus Driver / Commercial Vehicle Operation	1		
75 - Transportation Operations	490299	Ground Transportation, Other (Materials Handler)	3		
75 - Transportation Operations	490399	Water Transportation Worker	1		
77 - Warehousing & Distribution Center Operations	499999	Transportation & Materials Moving, Other (Warehouse Worker)	2	X	
78 - Facility & Mobile Equipment	150803	Automotive Engineering Technology/Technician	5	X	

Cluster Pathway # and Name	CIP Code	CTE Program Name	# of Secondary Programs	2-Yr Degree or Certif.	4-Yr, Adv. Degree or Certif.
Maintenance					
78 - Facility & Mobile Equipment Maintenance	470603	Auto body/Collision & Repair Technology/Technician	25		
78 - Facility & Mobile Equipment Maintenance	470604	Automobile/Automotive Mechanics Technology/Technician	44	X	
78 - Facility & Mobile Equipment Maintenance	470605	Diesel Mechanics Technology/Technician	14	X	
78 - Facility & Mobile Equipment Maintenance	470606	Small Engine Mechanics & Repair Technology/Technician	12		
78 - Facility & Mobile Equipment Maintenance	470607	Airframe Mechanics & Aircraft Maintenance Technology/Technician	2		
78 - Facility & Mobile Equipment Maintenance	470608	Aircraft Power plant Technology/Technician	1		
78 - Facility & Mobile Equipment Maintenance	470616	Marine Maintenance/Fitter & Ship Repair Technology/Technician	4		
78 - Facility & Mobile Equipment Maintenance	470699	Vehicle Maintenance & Repair Technologies, Other	4		
		TOTAL: Transportation, Distribution, & Logistics	**122**		
		TOTAL: CURRENTLY APPROVED CTE PROGRAMS OF STUDY	**2530**		

APPENDIX D: RECOGNIZED TECHNICAL SKILL ASSESSMENTS FOR APPROVED SECONDARY CTE PROGRAMS IN NEW JERSEY

Cluster Pathway # and Name	Career Cluster and CTE Program Names	CIP Code	NJDOE Recognized CTE End-of-Program Assessments	Required Licensure / Certification, and/or Comments
	CAREER CLUSTER: Agriculture, Food, & Natural Resources			
0 - Agriculture Occupations - General Prep.	Agriculture, General	010000	NOCTI Job Ready – Production Agriculture (http://www.nocti.org) AND license.	Commercial Pesticide Operator License, New Jersey Department of Environmental Protection, (http://www.nj.gov/dep/er/). CTE program should articulate to college program.
2 - Plant Systems	Applied Horticulture/Horticulture Operations	010601	NOCTI Job Ready – Production Agriculture (http://www.nocti.org) AND license.	Commercial Pesticide Operator License, New Jersey Department of Environmental Protection, (http://www.nj.gov/dep/er/). CTE program should articulate to college program.
2 - Plant Systems	Ornamental Horticulture	010603	NOCTI Job Ready - Floriculture (http://www.nocti.org) AND license.	Commercial Pesticide Operator License, New Jersey Department of Environmental Protection, (http://www.nj.gov/dep/er/). CTE program should articulate to college program.
2 - Plant Systems	Greenhouse Operation & Management	010604	NOCTI Job Ready – Floriculture / Greenhouse (http://www.nocti.org) AND license.	Commercial Pesticide Operator License, New Jersey Department of Environmental Protection, (http://www.nj.gov/dep/er/). CTE program should articulate to college program.
2 - Plant Systems	Landscaping & Grounds Keeping	010605		Commercial Pesticide Operator License, New Jersey Department of Environmental Protection, (http://www.nj.gov/dep/er/). CTE program should articulate to college program.

Cluster Pathway # and Name	Career Cluster and CTE Program Names	CIP Code	NJDOE Recognized CTE End-of-Program Assessments	Required Licensure / Certification, and/or Comments
2 - Plant Systems	Plant Nursery Operations & Management	010606	Career Development Event Exam (NJ State FFA CDE) or NOCTI Job Ready - Horticulture - Floriculture (http://www.state.nj.us/agriculture/rural/ag_ed/ffa.htm) AND License	Commercial Pesticide Operator License, New Jersey Department of Environmental Protection, (http://www.nj.gov/dep/er/). CTE program should articulate to college program.
2 - Plant Systems	Floriculture/Florist Operations & Management	010608	Career Development Event Exam (NJ State FFA CDE) or NOCTI Job Ready - Horticulture - Floriculture (http://www.state.nj.us/agriculture/rural/ag_ed/ffa.htm) AND License	Commercial Pesticide Operator License, New Jersey Department of Environmental Protection, (http://www.nj.gov/dep/er/). CTE program should articulate to college program.
2 - Plant Systems	Plant Science	011101	Career Development Event Exam (NJ State FFA CDE) (http://www.state.nj.us/agriculture/rural/ag_ed/ffa.htm) AND license.	CTE program should articulate to college program
3 - Animal Systems	Small Animal Care	010504		CTE program should articulate to AVMA-certified veterinarian technology program
3 - Animal Systems	Animal Science	010901	American Association for Laboratory Animal Science (AALAS) – Assistant Laboratory Animal Technician (ALAT) (http://www.aalas.org)	CTE program should articulate to college program
3 - Animal Systems	Veterinary Assistant	010903		CTE program should articulate to AVMA-certified veterinarian technology program.
3 - Animal Systems	Pre-Veterinary Studies	511104	College Entrance Exam	Licensed occupation: Board of Veterinary MedicalExaminers, New Jersey Department of Law and Public Safety. Must complete a degree in veterinary medicine approved by the American Veterinary Medicine Association. Must be 18 to take licensing exam. CTE program should articulate to AVMA-certified veterinarian program. (www.njconsumeraffairs.gov/medical/veterinary.htm)

Cluster Pathway # and Name	Career Cluster and CTE Program Names	CIP Code	NJDOE Recognized CTE End-of-Program Assessments	Required Licensure / Certification, and/or Comments
4 - Power, Structural and Technical Systems	Agricultural Mechanization	010201		
5 - Natural Resource Systems	Environmental Occupations	010399	College Entrance Exam	CTE program should articulate to college program.
5 - Natural Resource Systems	Conservation & Natural Resources	030101	College Entrance Exam	CTE program should articulate to college program.
5 - Natural Resource Systems	Environmental Studies/Science	030104	College Entrance Exam	CTE program should articulate to college program.
5 - Natural Resource Systems	Marine Environmental Occupations/Commercial Fishing	490303		CTE program should articulate to college program.
6 - Environmental Service Systems	Environmental Engineering Technology/Technician	150507	College Entrance Exam	Regulated occupation: Engineering is typically a licensed occupation requiring a four-year degree. CTE program should articulate to a college program.
6 - Environmental Service Systems	Water Quality/Wastewater Treatment Technician	150606	NJ State Licensure: Wastewater/Water System Operator Classification License I, NJDEP, (http://www.nj.gov/dep/index.html)	CTE program must be approved by NJDEP, Division of General Services, Examining and Licensing Unit, (http://www.nj.gov/dep/index.html). CTE program should articulate to college program for additional classification licenses.
7 - Agribusiness Systems	Agriculture Business & Management	010101	NOCTI Job Ready – Production Agriculture (http://www.nocti.org) AND College Entrance Exam.	CTE program should articulate to a college program.
	CAREER CLUSTER: Architecture & Construction			
8 - Design/Pre-Construction	Architectural Engineering Technology/Technician	150101	College Entrance Exam	Licensed occupation requires postsecondary degree. CTE program should articulate to a college program.
8 - Design/Pre-Construction	Civil Engineering Technology/Technician	150201	College Entrance Exam	Licensed occupation requires postsecondary degree. CTE program should articulate to a college program.

Cluster Pathway # and Name	Career Cluster and CTE Program Names	CIP Code	NJDOE Recognized CTE End-of-Program Assessments	Required Licensure / Certification, and/or Comments
8 - Design/Pre-Construction	Construction Engineering Technology/Technician	151001	College Entrance Exam	Licensed occupation requires postsecondary degree. CTE program should articulate to a college program.
8 - Design/Pre-Construction	Drafting & Design Technology	151301	NOCTI Job Ready - General Drafting and Design (http://www.nocti.org)	
8 - Design/Pre-Construction	CAD/CADD Drafting & Design Technology/Technician	151302	NOCTI Job Ready - CAD/CAM (http://www.nocti.org)	
8 - Design/Pre-Construction	Architectural Drafting & Arch. CAD/CADD	151303	NOCTI Job Ready - Architectural Drafting AND College Entrance Exam	Regulated occupation requires postsecondary degree or certificate. CTE program should articulate to a college program.
8 - Design/Pre-Construction	Architecture	040201	College Entrance Exam	Licensed occupation: Board of Architects and Certified Landscape Architects, New Jersey Department of Law and Public Safety. Requires degree approved by the National Architectural Accrediting Board. Must be 18 to take the licensing exam. CTE program should articulate to a college program. (http://www.njconsumeraffairs.gov/nonmedical/architects.htm)
9 - Construction	Heating, Air Conditioning & Refrigeration Technology	150501	Union apprenticeship entrance exam or HVAC Excellence HEAT+ test (www.hvacexcellence.org)	
9 - Construction	Construction Trades, General	460000		
9 - Construction	Mason/Masonry	460101	Union apprenticeship entrance exam or National Center for Construction Education Research (NCCER) Masonry Level One Test (http://www.nccer.org)	
9 - Construction	Carpenter/Carpentry	460201	Union apprenticeship entrance exam or National Center for Construction Education Research (NCCER) Carpentry Level One Test (http://www.nccer.org)	

Cluster Pathway # and Name	Career Cluster and CTE Program Names	CIP Code	NJDOE Recognized CTE End-of-Program Assessments	Required Licensure / Certification, and/or Comments
9 - Construction	Electrical Power Transmission Installation/Installer	460301	Union apprenticeship entrance exam or College Entrance Exam	CTE program should be aligned to the PSE&G Associate Degree in Energy Utility Technology associate's level degree. PSE&G's Associate Degree in Energy Utility Technology (www.pseg.com/career/utilitytechnology/overview.jsp)
9 - Construction	Electrician	460302	Union apprenticeship entrance exam or National Center for Construction Education Research (NCCER) Electrician Level One Test (http://www.nccer.org)	
9 - Construction	Painting/Painter & Wall Coverer	460408	Union apprenticeship entrance exam or NOCTI Job Ready - Painting and Decorating (http://www.nocti.org)	
9 - Construction	Plumbing Technology/Plumber	460503	Union apprenticeship entrance exam or NOCTI Job Ready - Plumbing (http://www.nocti.org)	
9 - Construction	Construction Trades, Other	469999	Trade-specific union apprenticeship entrance exam or NOCTI Job Ready (http://www.nocti.org)	
9 - Construction	Heating, Air Conditioning & Refrigeration Maintenance Technician	470201	Union apprenticeship entrance exam or Excellence HEAT+ test (www.hvacexcellence.org)	
9 - Construction	Woodworking	480701		
9 - Construction	Construction/Heavy Equipment/Earth Moving Equipment Operator	490202	Union apprenticeship entrance exam or National Center for Construction Education Research (NCCER) Heavy Equipment Operations Level One Test (http://www.nccer.org)	

Cluster Pathway # and Name	Career Cluster and CTE Program Names	CIP Code	NJDOE Recognized CTE End-of-Program Assessments	Required Licensure / Certification, and/or Comments
10 - Maintenance/Operations	Building/Property Maintenance & Manager	460401	National Center for Construction Education Research (NCCER) Introductory Craft Skills Test (http://www.nccer.org)	
	CAREER CLUSTER: Arts, Audio-Video Technology & Communications			
11 - Audio & Video Technologies	Communication Technology/Technician	100105	NOCTI - Audio-Visual Communications Technology (http://www.nocti.org)	
11 - Audio & Video Technologies	Photographic & Film/Video Technology	100201	NOCTI - Audio-Visual Communications Technology (http://www.nocti.org)	
11 - Audio & Video Technologies	Recording Arts Technology/Technician	100203	College Entrance Exam	
11 - Audio & Video Technologies	Communications System Installer & Repairer	470103	Union Apprenticeship Entrance Exam or College Entrance Exam	
12 - Printing Technologies	Graphic Communications, General	100301	PrintED - NOCTI Job Ready Online - Graphic Communications (http://www.nocti.org)	
12 - Printing Technologies	Prepress/Desktop Publishing & Digital Image Design	100303	PrintED - NOCTI Job Ready Online (http://www.nocti.org)	
12 - Printing Technologies	Graphic & Printing Equipment Operator, General Prod.	100305	PrintED - NOCTI Job Ready Online-Graphic Communications (http://www.nocti.org)	
12 - Printing Technologies	Platemaker/Imager	100306		
12 - Printing Technologies	Printing Press Operator	100307	PrintED - NOCTI Job Ready Online-Graphic Communications (http://www.nocti.org)	
12 - Printing Technologies	Computer Typography & Composition Equipment Operator	100399		

Cluster Pathway # and Name	Career Cluster and CTE Program Names	CIP Code	NJDOE Recognized CTE End-of-Program Assessments	Required Licensure / Certification, and/or Comments
13 - Visual Arts	Crafts/Craft Design, Folk Art & Artisanry	500201		
13 - Visual Arts	Design & Visual Communications, General	500401	NOCTI - Graphic Communication Technology (http://www.nocti.org)	
13 - Visual Arts	Commercial & Advertising Art	500402	NOCTI - Advertising Design or College Entrance Exam (http://www.nocti.org)	
13 - Visual Arts	Industrial Design	500404	College Entrance Exam	Regulated occupation requires degree. CTE program should be aligned to college program.
13 - Visual Arts	Commercial Photography	500406		
13 - Visual Arts	Fashion/Apparel Design	500407	College Entrance Exam	
13 - Visual Arts	Interior Design	500408	College Entrance Exam	License required: NJ State Certified Interior Designer, NJ State Board of Architects, New Jersey Department of Law and Public Safety. Must complete a program approved by the Council for Interior Design Accreditation. Must take the National Council on Interior Design Qualification (NCIDQ) certification exam. (http://www.ncidq.org) Must be 18 to take the exam. CTE program must align with a Council-approved program. (www.njconsumeraffairs.gov/nonmedical/interior.htm)
13 - Visual Arts		500409	Adobe Certified Associate (http://www.adobe.com/support/certification) or College Entrance Exam	
13 - Visual Arts	Illustration	500410	College Entrance Exam	
13 - Visual Arts	Designed & Applied Arts, Other	500499		
13 - Visual Arts	Photography	500605		
13 - Visual Arts	Art/Art Studies	500701	College Entrance Exam	CTE program should align with a fine arts degree.

Cluster Pathway # and Name	Career Cluster and CTE Program Names	CIP Code	NJDOE Recognized CTE End-of-Program Assessments	Required Licensure / Certification, and/or Comments
13 - Visual Arts	Fine /Studio Arts, General	500702	College Entrance Exam	CTE program should align with a fine arts degree.
13 - Visual Arts	Drawing	500705	College Entrance Exam	CTE program should align with a fine arts degree.
13 - Visual Arts	Painting	500708	College Entrance Exam	CTE program should align with a fine arts degree.
13 - Visual Arts	Sculpture	500709	College Entrance Exam	CTE program should align with a fine arts degree.
13 - Visual Arts	Ceramic Arts & Ceramics	500711	College Entrance Exam	CTE program should align with a fine arts degree.
13 - Visual Arts	Fine Arts & Art Studies, Other	500799	College Entrance Exam	CTE program should align with a fine arts degree.
14 - Performing Arts	Visual & Performing Arts	500101	NJ State DOE Theater Exam (affiliated with SCASS/Arts Assessment)	CTE program should align with a fine arts degree.
14 - Performing Arts	Dance	500301	NJ State DOE Dance Exam (affiliated with SCASS/Arts Assessment)	CTE program should align with a fine arts degree.
14 - Performing Arts	Drama & Dramatics, Theatre Arts, General	500501	NJ State DOE Theater Exam (affiliated with SCASS/Arts Assessment)	CTE program should align with a fine arts degree.
14 - Performing Arts	Technical Theater/Theater Design & Stage	500502	Union Apprenticeship Entrance Exam or College Entrance Exam	
14 - Performing Arts	Acting	500506	NJ State DOE Theater Exam (affiliated with SCASS/Arts Assessment)	CTE program should align with a fine arts degree.
14 - Performing Arts	Music, General	500901	College Entrance Exam	CTE program should align with a fine arts degree.
14 - Performing Arts	Music Performance, General	500903	College Entrance Exam	CTE program should align with a fine arts degree.
14 - Performing Arts	Music Theory & Composition	500904	College Entrance Exam	CTE program should align with a fine arts degree.
14 - Performing Arts	Voice & Opera	500908	College Entrance Exam	CTE program should align with a fine arts degree.
15 - Journalism & Broadcasting	Radio & TV Broadcasting Technology/Technician	100202	NOCTI - Television Broadcasting (http://www.nocti.org)	CTE program should align with postsecondary degree.
15 - Journalism & Broadcasting	Cinematography & Film/Video Production	500602	College Entrance Exam	CTE program should align with postsecondary degree.
15 - Journalism & Broadcasting	Film/Video & Photographic Arts, Other	500699	College Entrance Exam	CTE program should align with postsecondary degree.

Cluster Pathway # and Name	Career Cluster and CTE Program Names	CIP Code	NJDOE Recognized CTE End-of-Program Assessments	Required Licensure / Certification, and/or Comments
15 - Journalism & Broadcasting	Communication Studies/Speech Communication & Rhetoric	090101	College Entrance Exam	CTE program should align with postsecondary degree.
15 - Journalism & Broadcasting	Mass Communications/Media Studies	090102	College Entrance Exam	CTE program should align with postsecondary degree.
15 - Journalism & Broadcasting	Journalism	090401	College Entrance Exam	CTE program should align with postsecondary degree.
15 - Journalism & Broadcasting	Broadcast Journalism	090402	College Entrance Exam	CTE program should align with postsecondary degree.
15 - Journalism & Broadcasting	Radio & Television	090701	NOCTI - Audio-Visual Communications Technology (http://www.nocti.org)	CTE program should align with postsecondary degree.
15 - Journalism & Broadcasting	Digital Communications & Media/Multimedia	090702	NOCTI - Audio-Visual Communications Technology (http://www.nocti.org)	CTE program should align with postsecondary degree.
15 - Journalism & Broadcasting	Radio, Television, and Digital Media, Other	090799		CTE program should align with postsecondary degree.
16 - Telecommunications Technologies	Telecommunications Technology/Technician	150305	Union Apprenticeship Entrance Exam or College Entrance Exam	
	CAREER CLUSTER: Business, Administration & Management			
17 - Management	Business Administration/Management	520201	College Entrance Exam	CTE program should align with postsecondary degree.
17 - Management	Logistics & Materials Management	520203	College Entrance Exam	CTE program should align with postsecondary degree.
17 - Management	Entrepreneurship/Entrepreneurial Studies	520701	College Entrance Exam	CTE program should align with postsecondary degree.
17 - Management	International Business, Trade & Commerce	521101	College Entrance Exam	CTE program should align with postsecondary degree.
17 - Management	Business, Management, Marketing & Related Supp. Service, Other	529999	College Entrance Exam	CTE program should align with postsecondary degree.

Cluster Pathway # and Name	Career Cluster and CTE Program Names	CIP Code	NJDOE Recognized CTE End-of-Program Assessments	Required Licensure / Certification, and/or Comments
18 - Business Financial Management & Accounting	Accounting	520301	NOCTI Job Ready - Accounting (Basic and Complete) AND College Entrance Exam (http://www.nocti.org)	License occupation: Certified Public Accountant, Board of Accountancy, New Jersey Department of Law and Public Safety. Requires degree approved by the American Assembly of Collegiate Schools of Business and American Institute of Certified Public Accountants exam. (http://www.aacsb.edu/) Must be 18 to take the exam. CTE program should be articulated to an Assembly-approved college program. (www.njconsumeraffairs.gov/nonmedical/accountant.htm)
18 - Business Financial Management & Accounting	Accounting Technology/Technician & Bookkeeper	520302	NOCTI Job Ready - Accounting (Basic) (http://www.nocti.org)	
21 - Marketing	Advertising	090903	College Entrance Exam	CTE program should align with postsecondary degree.
22 - Administrative & Information Support	Data Entry/Microcomputer Applications	110601	MOUS (Microsoft Office User Specialist) (http://www.nocti.org)	
22 - Administrative & Information Support	Business/Commerce, General	520101	College Entrance Exam	CTE program should align with postsecondary degree.
22 - Administrative & Information Support	Office Supervision & Management	520204		
22 - Administrative & Information Support	Administrative Assistant & Secretarial Science	520401	NOCTI Job Ready - Administrative Assisting (http://www.nocti.org)	
22 - Administrative & Information Support	Business/Office Automation/Technology/Data Entry	520407	NOCTI Job Ready - Business Information Processing (http://www.nocti.org)	
22 - Administrative & Information Support	General Office Occupations & Clerical Services	520408	MOUS (Microsoft Office User Specialist (http://www.microsoft.com/learning)	
22 - Administrative & Information Support	Management Info. Systems, General (Computer Applications)	521201	MOUS (Microsoft Office User Specialist) (http://www.microsoft.com/learning)	
22 - Administrative & Information Support	Receptionist	520406		
	CAREER CLUSTER: Education & Training			

Cluster Pathway # and Name	Career Cluster and CTE Program Names	CIP Code	NJDOE Recognized CTE End-of-Program Assessments	Required Licensure / Certification, and/or Comments
25 - Teaching/Training	Education, General	130101	College Entrance Exam	Licensed occupation: New Jersey Department of Education. Requires a degree from an approved four-year teacher program. Must be 18 to take licensing exam. CTE program should align with an approved teacher degree program. (www.nj.gov/njded/educators/license/)
25 - Teaching/Training	Elementary Education & Teaching	131202	College Entrance Exam	Licensed occupation: New Jersey Department of Education. Requires a degree from an approved four-year teacher program. Must be 18 to take licensing exam. CTE program should align with an approved teacher degree program. (www.nj.gov/njded/educators/license/)
	CAREER CLUSTER: Finance			
27 - Business Financial Management	Finance	520801	MarkED A*S*K* Institute - Fundamental Finance Concepts (http://www.mark-ed.org) AND College Entrance Exam	CTE program should align with postsecondary degree program.
27 - Business Financial Management	International Finance	520806	College Entrance Exam	CTE program should align with postsecondary degree program.
28 - Banking & Related Services	Banking & Financial Support Services	520803	College Entrance Exam	CTE program should align with postsecondary degree program.
	CAREER CLUSTER: Government & Public Administration			
31 - National Security	Air Force JROTC	280101		
31 - National Security	Military Technologies	290101	College Entrance Exam	CTE program should align with postsecondary degree program.
33 - Planning	City/Urban Community & Regional Planning	040301	College Entrance Exam	CTE program should align with postsecondary degree program.
	CAREER CLUSTER: Health Science			

Cluster Pathway # and Name	Career Cluster and CTE Program Names	CIP Code	NJDOE Recognized CTE End-of-Program Assessments	Required Licensure / Certification, and/or Comments
0 - Health Occupations-General Prep.	Health Services/Allied Health/Health Sciences	510000	College Entrance Exam	CTE program should align with postsecondary degree program.
0 - Health Occupations-General Prep.	Health/Medical Preparatory Program, Other	511199	College Entrance Exam	CTE program should align with postsecondary degree program.
37 - Therapeutic Services	Dental Assistant	510601	Certified Dental Assistant, Dental Assisting National Board (www.dentalassisting.com)	Regulated occupation: CDA exam required to become a registered dental assistant in NJ. New Jersey Radiologic Technology Board of Examiners, NJ State Board of Dentistry. (www.state.nj.us/lps/ca/medical/dentistry.htm)
37 - Therapeutic Services	Dental Laboratory Technology/Technician	510603	NOCTI Job Ready - Dental Lab Technology (http://www.nocti.org)	CTE program should align with postsecondary degree or certificate program.
37 - Therapeutic Services	Dental Radiography Assistant	510699	Required Exam: Radiation Health and Safety (RHS) examination given by the Dental Assisting National Board (http://www.danb.org/)	Licensed occupation: Limited Dental Radiology Licensed required. New Jersey Department of Environmental Protection. (http://www.nj.gov/dep/rpp/tec/dental.htm)
37 - Therapeutic Services	Pharmacy Technician/Assistant	510805	National Pharmacy Technician Certification Examination (http://www.catglobal.com/CATGlobal8/demo.asp?context=ptcbcontext)	Regulated occupation: Registered pharmacy technician, New Jersey Department of Community Affairs. CTE program must use National Pharmacy Technician Training Program credential by the Institute for the Certification of Pharmacy Technicians (http://www.nationaltechexam.org/). Must be 18 to take the examination. (www.njconsumeraffairs.gov/medical/pharmacy.htm)
37 - Therapeutic Services	Allied Health & Medical Assistant, Other	510899	Physician Assistant National Certifying Exam (PANCE) National Commission on Certification of Physician Assistants (http://www.nccpa.net)	Licensed occupation, Physician Assistant Advisory Committee / Board of Medical Examiners, NJ Department of Law and Public Safety (http://www.njconsumeraffairs.gov/medical/pa.htm). CTE program must be accredited by the Accredited Review Commission for Physician Assistants (http://www.arc-pa.org/Acc_Programs/acc_programs.html). Must be 18 to take the examination.

Cluster Pathway # and Name	Career Cluster and CTE Program Names	CIP Code	NJDOE Recognized CTE End-of-Program Assessments	Required Licensure / Certification, and/or Comments
37 - Therapeutic Services	Emergency Medical Technology/Technician	510904	NJ EMT Certification	Regulated occupation: New Jersey Department of Health & Senior Services, Office of Emergency Services. CTE program must be approved by the Office of Emergency Services. (http://www.state.nj.us/health/ems/index.shtml)
37 - Therapeutic Services	Respiratory Therapy Technician/Assistant	510908		
37 - Therapeutic Services	Athletic Training/Trainer	510913		
37 - Therapeutic Services	Hem dialysis Technician	510999		
37 - Therapeutic Services	LPN	511613	National Council Licensure Examination for Licensed Practical/Vocational Nurses (NCLEX-PN)	Licensed occupation: NJ Board of Nursing, Department of Law and Public Safety (http://www.njconsumeraffairs.gov/medical/nursing.htm). Must be 18 to take the examination.
37 - Therapeutic Services	Nursing Assist/Aide & Patient Care Assistant	511614	NJ Nurse Aide Certification (Long term care)	Licensed occupation: New Jersey Department of Health and Senior Service, Division of Long Term Care Systems. CTE program must be an approved New Jersey Nurse Aide in Long-Term Care Training and Competency Evaluation Program. (http://www.nj.gov/health/ltc/nacert.shtml)
37 - Therapeutic Services	Nursing, Other	511699		
37 - Therapeutic Services	Health Aide	512601		
37 - Therapeutic Services	Home Health Aide	512602	NJ Home Health Aide/Homemaker license	Licensed occupation: NJ Board of Nursing, New Jersey Department of Law and Public Safety (http://www.njconsumeraffairs.gov/medical/nursing.htm). Not a CTE program - a course within an Allied Health program.
37 - Therapeutic Services	Dietician Assistant	513104		
37 - Therapeutic Services	Massage Therapy/Therapeutic Massage	513501		

Cluster Pathway # and Name	Career Cluster and CTE Program Names	CIP Code	NJDOE Recognized CTE End-of-Program Assessments	Required Licensure / Certification, and/or Comments
37 - Therapeutic Services	Health Professions & Related Sciences, Other	519999		
38 - Diagnostics Services	Cardiovascular Technology/Technologist	510901		
38 - Diagnostics Services	Electrocardiograph Technology/Technician	510902	National Healthcareer Association (NHA) Certified EKG Technical (CET) (http://www.nhanow.com)	
38 - Diagnostics Services	Clinical/Medical Laboratory Technician	511004	National Healthcareer Association (NHA) Certified Medical Lab Assistant (http://www.nhanow.com)	
38 - Diagnostics Services	Ophthalmic Laboratory Technology/Technician	511006	NJ Ophthalmic Qualifying Technical Exam	Licensed occupation: Board of Examiners of Ophthalmic Dispensers and Ophthalmic Technicians, New Jersey Department of Law and Public Safety (www.njconsumeraffairs.gov/medical/ophthalmic.htm). CTE program must be accredited by the Commission on Opticianry Accreditation (www.coaccreditation.com)
39 - Health Informatics	Health/Health Care Administration/Management	510701		
39 - Health Informatics	Medical Office Management/Administration	510705		
39 - Health Informatics	Health Information/Medical Records Technology/Technician	510707		
39 - Health Informatics	Medical Transcription/Transcriptionist	510708		
39 - Health Informatics	Medical Insurance Coding Specialist/Coder	510713		
39 - Health Informatics	Medical Administration/Medical Secretary	510716		
39 - Health Informatics	Medical/Clinical Assistant	510801		
41 - Biotechnology Research & Development	Biomedical Sciences	260102	College Entrance Exam	CTE program should align to college degree program.

Cluster Pathway # and Name	Career Cluster and CTE Program Names	CIP Code	NJDOE Recognized CTE End-of-Program Assessments	Required Licensure / Certification, and/or Comments
	CAREER CLUSTER: Hospitality & Tourism			
42 - Restaurants & Food/Beverage Services	Cooking & Related Culinary Arts, General	120500	National ProStart Certificate of Achievement	Regulated occupation: CTE program graduates must obtain a ServSafe® Food Safety Certificate, National Restaurant Association Education Foundation (http://www.nraef.org)
42 - Restaurants & Food/Beverage Services	Baking & Pastry Arts/Baker/Pastry Chef	120501	Retail Bakers Association (RBA) - Certified Journey Baker	Regulated occupation: CTE program graduates must obtain a ServSafe® Food Safety Certificate, National Restaurant Association Education Foundation (http://www.nraef.org)
42 - Restaurants & Food/Beverage Services	Culinary Arts/Chef Training	120503	American Culinary Foundation (ACF) - Certified Culinarian	Regulated occupation: CTE program graduates must obtain a ServSafe® Food Safety Certificate, National Restaurant Association Education Foundation (http://www.nraef.org) g
42 - Restaurants & Food/Beverage Services	Restaurant, Culinary & Catering Management/Manager	120504	NOCTI Job Ready - Hospitality Management (Food and Beverage option)	Regulated occupation: CTE program graduates must obtain a ServSafe® Food Safety Certificate, National Restaurant Association Education Foundation (http://www.nraef.org)
42 - Restaurants & Food/Beverage Services	Food Prep/Professional Cooking/Kitchen Assistant	120505	NOCTI - Culinary Arts I - Prep Cook (http://www.nocti.org)	Regulated occupation: CTE program graduates must obtain a ServSafe® Food Safety Certificate, National Restaurant Association Education Foundation (http://www.nraef.org) ef.org
42 - Restaurants & Food/Beverage Services	Food Service, Waiter/Waitress & Dining Room Management	120507		Regulated occupation: CTE program graduates must obtain a ServSafe® Food Safety Certificate, National Restaurant Association Education Foundation (http://www.nraef.org)
42 - Restaurants & Food/Beverage Services	Institutional Food Workers	120508	NOCTI - Commercial Food http://www.nocti.org/	Regulated occupation: CTE program graduates must obtain a ServSafe® Food Safety Certificate, National Restaurant Association Education Foundation (http://www.nraef.org)
42 - Restaurants & Food/Beverage Services	Culinary Arts & Related Services, Other	120599		Regulated occupation: CTE program graduates must obtain a ServSafe® Food Safety Certificate, National Restaurant Association Education Foundation (http://www.nraef.org)

Cluster, Pathway # and Name	Career Cluster and CTE Program Names	CIP Code	NJDOE Recognized CTE End-of-Program Assessments	Required Licensure / Certification, and/or Comments
43 - Lodging	Hospitality Administration/Management, General	520901	NOCTI Job Ready - Hospitality Management (Food and Beverage option; Lodging option) (http://www.nocti.org)	CTE program should align to college degree program.
42 - Restaurants & Food/Beverage Services	Tourism & Travel Services Management/Event Planner	520903		
43 - Lodging	Hotel/Motel Administration/Management	520904	NOCTI Job Ready - Hospitality Management (Lodging option) (http://www.nocti.org)	
	CAREER CLUSTER: Human Services			
46 - Early Childhood Development & Services	Child Development	190706		
46 - Early Childhood Development & Services	Child Care & Support Services Management	190708	NOCTI Job Ready - Early Childhood Care and Education (http://www.nocti.org)	
46 - Early Childhood Development & Services	Child Care Provider/Assistant	190709	NOCTI Job Ready - Early Childhood Care and Education (http://www.nocti.org)/	
46 - Early Childhood Development & Services	Human Development, Family Studies & Related Services, Other	190799		
48 - Family & Community Services	Work & Family Studies	190000		
48 - Family & Community Services	Family & Consumer Science/Human Sciences, General	190101	NOCTI Job Ready - Food Production, Management and Services and/or Clothing and Textiles Management and Production (http://www.nocti.org)	
48 - Family & Community Services	Foods, Nutrition & Wellness Studies, General	190501		

Cluster Pathway # and Name	Career Cluster and CTE Program Names	CIP Code	NJDOE Recognized CTE End-of-Program Assessments	Required Licensure / Certification, and/or Comments
49 - Personal Care Services	Cosmetology/Cosmetologist, General	120401	NJ State Cosmetologist/Hairstylist License	Licensed occupation: NJ Board of Cosmetology, New Jersey Department of Law and Public Safety. Must be 17 to take the exam. (http://www.state.nj.us/lps/ca/nonmedical/coshair.htm)
49 - Personal Care Services	Electrolysis/Electrology & Elect. Technology	120404	New Jersey State Electrologist License	Licensed occupation: NJ Board of Cosmetology, New Jersey Department of Law and Public Safety. Must be 17 to take the exam. (http://www.state.nj.us/lps/ca/nonmedical/coshair.htm)
49 - Personal Care Services	Aesthetician/Esthetician & Skin Care Specialist	120409	NJ State Skin Care Specialist License	Licensed occupation: NJ Board of Cosmetology, New Jersey Department of Law and Public Safety. Must be 17 to take the exam. (http://www.state.nj.us/lps/ca/nonmedical/coshair.htm)
49 - Personal Care Services	Nail Technician/Specialist & Manicurist	120410	NJ State Manicurist License	Licensed occupation: NJ Board of Cosmetology, New Jersey Department of Law and Public Safety. Must be 17 to take the exam. (http://www.state.nj.us/lps/ca/nonmedical/coshair.htm)
50 - Consumer Services	Housing & Human Environ., Other	190699		
50 - Consumer Services	Apparel & Textiles, General	190901	NOCTI Job Ready - Clothing and Textiles Management and Production (http://www.nocti.org)	
50 - Consumer Services	Fashion & Fabric Consultant	190906		
50 - Consumer Services	Apparel &Textiles, Other/Custom Tailor	190999		
	CAREER CLUSTER: Information Technology			
51 - Network Systems	Computer Systems Networking & Telecom/CISCO ACAD	110901	Cisco Certified Network Associate (CCNA - for Cisco Academies) (http://www.cisco.com) or CompTIA Network + (non-Cisco) (http://certification.comptia.org)	

Cluster Pathway # and Name	Career Cluster and CTE Program Names	CIP Code	NJDOE Recognized CTE End-of-Program Assessments	Required Licensure / Certification, and/or Comments
51 - Network Systems	Computer & Information Systems Security	111003	CompTIA Security + (http://certification.comptia.org)	
52 - Information Support & Services	Computer & Information Sciences, General	110101		
52 - Information Support & Services	Information Technology	110103		
52 - Information Support & Services	Information Science & Systems	110401		
52 - Information Support & Services	Computer & Information Support Services, Other	119999		
52 - Information Support & Services	Computer Engineering Technology/Technician	151201		
52 - Information Support & Services	Computer Maintenance Technician (Helpdesk Technician)	151202	CompTIA A + (http://certification.comptia.org)	
52 - Information Support & Services	Computer Installation & Repair Technology/Technician (A+)	470104	CompTIA A + (http://certification.comptia.org)	
53 - Interactive Media	Animation, Interactive Technology, Video Graphics	100304		
53 - Interactive Media	WEB Page, Digital, Multi-Media & Information. Res. Design	110801		
53 - Interactive Media	Computer Graphics	110803		
53 - Interactive Media	WEB, Multi-Media Manager & Webmaster	111004		
54 - Programming & Software Development	Computer Programmer, General	110201	NOCTI Job Ready - Computer Programming (http://www.nocti.org)	
54 - Programming & Software Development	Computer Programming, Specific Applications	110202		

Cluster Pathway # and Name	Career Cluster and CTE Program Names	CIP Code	NJDOE Recognized CTE End-of-Program Assessments	Required Licensure / Certification, and/or Comments
54 - Programming & Software Development	Computer Programming/Vendor Certification	110203	Appropriate vendor certification examinations	
54 - Programming & Software Development	Computer & Information Products Sciences, Gen	110701		
	CAREER CLUSTER: Law, Public Safety and Security			
0 - Law, Public Safety & Security Occupations-General Prep.	Law, Public Safety & Security	430000		
55 - Corrections Services	Corrections	430102	NOCTI Job Ready - Criminal Justice (http://www.nocti.org)	
55 - Corrections Services	Corrections & Criminal Justice, Other	430199		
56 - Emergency & Fire Management Services	Fire Science Technology	430201		
56 - Emergency & Fire Management Services	Fire Science, Firefighting	430203	NJ Fire Fighter I license	Licensed occupation: New Jersey Department of Community Affairs, Division of Fire Safety. CTE programs must be delivered via a Division-approved fire science training facility. Must be 18 to take the licensing exam. (http://www.state.nj.us/dca/dfs)
57 - Security & Protective Services	Security & Loss Prevention	430109		
58 - Law Enforcement Services	Criminal Justice, Law Enforcement Administration	430103	NOCTI Job Ready - Law Enforcement (http://www.nocti.org) AND College Entrance Exam	CTE program should align with college degree program.
58 - Law Enforcement Services	Criminal Justice, Safety Issues	430104		CTE program should align with college degree program.

Cluster Pathway # and Name	Career Cluster and CTE Program Names	CIP Code	NJDOE Recognized CTE End-of-Program Assessments	Required Licensure / Certification, and/or Comments
58 - Law Enforcement Services	Criminal Justice/Police Science/Law Enforcement Technician	430107	NOCTI Job Ready - Law Enforcement (http://www.nocti.org) AND College Entrance Exam	CTE program should align with college degree program.
59 - Legal Services	Pre-Law Studies	220001	College Entrance Exam	Licensed occupation: Must have a J.D. degree from a program approved by the American Bar Association. The Supreme Court of New Jersey, Board of Bar Examiners. Must be 18 to take the licensing exam. (http://www.njbarexams.org/bar1.htm)
59 - Legal Services	Legal Administration Assist/Secretary	220301		
59 - Legal Services	Legal Assistant/Paralegal	220302		
	CAREER CLUSTER: Manufacturing			
60 - Production	Apparel & Textile Manufacturing	190902	NOCTI Job Ready - Clothing and Textiles Management and Production (http://www.nocti.org)	
60 - Production	Apparel & Textile Marketing Management	190905		
60 - Production	Upholsterer	480303		
60 - Production	Machinist/Machine Technologist	480501		
60 - Production	Machine Shop Technology/Assistant	480503	NOCTI Job Ready - Precision Machining (http://www.nocti.org)	
60 - Production	Sheet Metal Worker	480507		
60 - Production	Welder Technology/Welder	480508	American Welding Society (AWS) - Certified Welder (http://www.aws.org)	
60 - Production	Precision Metal Worker, Other	480599		
60 - Production	Furniture Design & Manufacturing	480702		

Cluster Pathway # and Name	Career Cluster and CTE Program Names	CIP Code	NJDOE Recognized CTE End-of-Program Assessments	Required Licensure / Certification, and/or Comments
60 - Production	Cabinet Maker & Millwork/Millwright	480703	NOCTI Job Ready - Cabinetmaking (http://www.nocti.org)	
60 - Production	Precision Production, Other	489999		
61 - Manufacturing Production Process Development	Plastics Technology/Technician	150607		
61 - Manufacturing Production Process Development	Industrial Technology/Technician	150612	NOCTI Job Ready - Manufacturing Technology (http://www.nocti.org)	
61 - Manufacturing Production Process Development	Mechanical Drafting/Mechanical Drafting CAD/CAD	151306	NOCTI Job Ready - General Drafting and Design (http://www.nocti.org)	
62 - Maintenance, Installation & Repair	Electromechanical Technology/Electromechanical Engineering Technology/Technician	150403		
62 - Maintenance, Installation & Repair	Electrical/Electronics Equipment Installation & Repair	470101	NOCTI Job Ready - Electronic Technology (http://www.nocti.org)	
62 - Maintenance, Installation & Repair	Business Machine Repairer	470102		
62 - Maintenance, Installation & Repair	Industrial Electronics Install. & Repair Technology/Technician	470105	NOCTI Job Ready - Industrial Electronics (http://www.nocti.org)	
62 - Maintenance, Installation & Repair	Appliance Installation & Repair Technology/Technician	470106	NOCTI Job Ready - Electrical Occupations (http://www.nocti.org)	
62 - Maintenance, Installation & Repair	Precision Systems Maintenance & Repair Technologies, Other	470499		

Cluster Pathway # and Name	Career Cluster and CTE Program Names	CIP Code	NJDOE Recognized CTE End-of-Program Assessments	Required Licensure / Certification, and/or Comments
62 - Maintenance, Installation & Repair	Mechanic & Repair Technologies/Technicians, Other/Stationary Energy Sources Inst. & Operator	479999		
	CAREER CLUSTER: Marketing, Sales & Service			
66 - Management & Entrepreneurship	Marketing/Marketing Management, General	521401	MarkED A*S*K* Institute - Fundamental Business Concepts (www.askinstitute.org)	
66 - Management & Entrepreneurship	Special Products Marketing Operations (Supermarket Careers)	521909		
67 - Professional Sales & Marketing	Sales, Distribution, & Marketing Operations, General	521801	MarkED A*S*K* Institute - Fundamental Marketing Concepts (www.askinstitute.org)	
67 - Professional Sales & Marketing	Retailing & Retail Operations	521803		
67 - Professional Sales & Marketing	Selling Skills & Sales Operations	521804		
67 - Professional Sales & Marketing	Business & Personal/Financial Services Marketing Operations	521908		
68 - Buying & Merchandising	Fashion Merchandizing	521902		
	CAREER CLUSTER: Science, Technology, Engineering & Mathematics			
73 - Engineering & Technology	Chemical Engineering	140701	College Entrance Exam	CTE program should align with college degree program.

Cluster Pathway # and Name	Career Cluster and CTE Program Names	CIP Code	NJDOE Recognized CTE End-of-Program Assessments	Required Licensure / Certification, and/or Comments
73 - Engineering & Technology	Electrical, Electronics & Communications Engineering	141001	NOCTI Job Ready - Pre-Engineering / Engineering Technology (http://www.nocti.org) AND College Entrance Exam	Regulated occupations: Engineers must have engineering degrees. CTE program should align with college degree program.
73 - Engineering & Technology	Engineering Technology/General	150000	NOCTI Job Ready - Pre-Engineering / Engineering Technology (http://www.nocti.org)	
73 - Engineering & Technology	Electrical, Electronic, & Communications Engineering Technology/Technician	150303		
73 - Engineering & Technology	Robotics Technology/Technician	150405		
73 - Engineering & Technology	Mechanical Engineering/Mechanical Technology/Technician	150805		
73 - Engineering & Technology	Surveying Technology/Surveying	151102	College Entrance Exam	Licensed occupation: Board of Professional Engineers and Land Surveyors, New Jersey Department of Law and Public Safety. Must complete a Board of Professional Engineers-approved four-year curriculum. (http://www.njconsumeraffairs.gov/nonmedical/pels.htm)
73 - Engineering & Technology	Drafting/Design Engineering Technology/Technician	151399		
73 - Engineering & Technology	Engineering Technology/Technician, Other	159999		
74 - Science & Math	Science Technology/Technician, Other	419999		
74 - Science & Math	Geographic Information System	450702	Digital Quest Spatial Technology and Remote Sensing (STARS)	

Cluster Pathway # and Name	Career Cluster and CTE Program Names	CIP Code	NJDOE Recognized CTE End-of-Program Assessments	Required Licensure / Certification, and/or Comments
	CAREER CLUSTER: Transportation, Distribution, & Logistics			
75 - Transportation Operations	Aeronautics/Aviation/Aerospace Science & Technology, General	490101	College Entrance Exam	CTE program should be aligned with college degree program.
75 - Transportation Operations	Airline/Commercial/Professional Pilot & Flight Crew	490102		
75 - Transportation Operations	Aviation/Airway Management Operations	490104		
75 - Transportation Operations	Truck & Bus Driver / Commercial Vehicle Operation	490205		
75 - Transportation Operations	Ground Transportation, Other (Materials Handler)	490299	NOCTI Job Ready - Logistics Technology / Distribution Center Operations (http://www.nocti.org)	
75 - Transportation Operations	Water Transportation Worker	490399		
77 - Warehousing & Distribution Center Operations	Transportation & Materials Moving, Other (Warehouse Worker)	499999		
78 - Facility & Mobile Equipment Maintenance	Automotive Engineering Technology/Technician	150803		
78 - Facility & Mobile Equipment Maintenance	Auto body/Collision & Repair Technology/Technician	470603	ASE/NATEF -Collision Repair and Refinish (http://www.nocti.org)	CTE program must be NATEF-approved.
78 - Facility & Mobile Equipment Maintenance	Automobile/Automotive Mechanics Technology/Technician	470604	ASE/NATEF - Automobile (http://www.nocti.org)	CTE program must be NATEF-approved.

Cluster Pathway # and Name	Career Cluster and CTE Program Names	CIP Code	NJDOE Recognized CTE End-of-Program Assessments	Required Licensure / Certification, and/or Comments
78 - Facility & Mobile Equipment Maintenance	Diesel Mechanics Technology/Technician	470605	ASE/NATEF - Medium / Heavy Trucks (http://www.nocti.org)	CTE program must be NATEF-approved.
78 - Facility & Mobile Equipment Maintenance	Small Engine Mechanics & Repair Technology/Technician	470606	NOCTI Job Ready - Small Engine Technology (http://www.nocti.org)	CTE program must be NATEF-approved.
78 - Facility & Mobile Equipment Maintenance	Airframe Mechanics & Aircraft Maintenance Technology/Technician	470607		
78 - Facility & Mobile Equipment Maintenance	Aircraft Power plant Technology/Technician	470608		
78 - Facility & Mobile Equipment Maintenance	Marine Maintenance/Fitter & Ship Repair Technology/Technician	470616		
78 - Facility & Mobile Equipment Maintenance	Vehicle Maintenance & Repair Technologies, Other	470699		

APPENDIX E: LOCAL APPLICATION FOR ELIGIBLE RECIPIENTS

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new jersey department of education

Applicant Name: ROSELLE PARK Union County **District:** 394550 Perkins Secondary

Application: 2006 - 2007 Original Application **Project Period:** 7/1/2006 - 6/30/2007

Contact Information

Chief School Administrator/College President/Agency Head:

First Name

Last Name

Phone **Extension**

E-Mail

Confirm E-Mail

Fax

Summer Phone **Extension**

Perkins Project Director Contact:

First Name

Last Name

Phone **Extension**

E-Mail

Confirm E-Mail

Fax

Summer Phone **Extension**

Business Administrator:

First Name

Last Name

Phone **Extension**

E-Mail

Confirm E-Mail

Fax

Summer Phone **Extension**

new jersey
department of education

Applicant Name: ROSELLE PARK Union County

District: 394550

Application: 2006 - 2007 Original Application

Project Period: 7/1/2006 - 6/30/2007

Perkins Secondary

Allocations

Instructions

	Perkins Secondary
Current Year Allocation	$0
Cooperative/Consortia	
Transfer In (+)	0
Transfer Out (-)	0
Fiscal Agent	
SUB TOTAL	$0
TOTAL FUNDS AVAILABLE	$0

user ID: nhuebler

new jersey
department of education

Applicant Name: ROSELLE PARK Union County

District: 394550

Application: 2006 - 2007 Original Application

Project Period: 7/1/2006 - 6/30/2007

Perkins Secondary

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Click to Return to Sponsor Select
Click to Return to Application Select
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Overview | Contact Information | Allocations | Performance Level | Budget Pages | Assurances | Comments | Submit | Application History | Page Review Status

Summary | Academic Achievement | Skill Proficiency | Completion | Diploma Credential | Placement | Participation Nontraditional | Completion Nontraditional

Performance Levels

Instructions

	Academic Achievement	Skill Proficiency	Completion	Diploma Credential	Placement	Participation Non-Traditional	Completion Non-Traditional
State Negotiated Level	87.00	90.03	95.00	88.91	78.23	13.88	12.60
VEDS Reported Performance	85.11	95.83	100	0	0	24.07	0
Variance from Negotiated Level	-1.89	5.80	5.00	-88.91	-78.23	10.19	-12.60
Proposed Performance Level							

user ID: nhuebler

New Jersey Department of Education
Send Questions to: eweghelp@doe.state.nj.us

new jersey department of education

Applicant Name: ROSELLE PARK Union County | **District:** 394550 | Perkins Secondary

Application: 2006 - 2007 Original Application | **Project Period:** 7/1/2006 - 6/30/2007

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Academic Achievement

Instructions

	State Negotiated Level	VEDS Reported Performance	Variance from Negotiated Level	Proposed Performance Target
Academic Achievement	87.00	85.11	-1.89	

1. Are you running any programs under Academic Achievement that are NOT meeting the State Negotiated Performance Level?
(●) Yes ( ) No

1a. List the programs that are not meeting State Negotiated Performance Levels. (Limit 2000 characters.)

1b. Enter the strategies and activities to be conducted to improve these programs. (Limit 2000 characters.)

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Applicant Name: ROSELLE PARK Union County

District: 394550

Application: 2006 - 2007 Original Application

Project Period: 7/1/2006 - 6/30/2007

Perkins Secondary

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Skill Proficiency

Instructions

	State Negotiated Level	VEDS Reported Performance	Variance from Negotiated Level	Proposed Performance Target
Skill Proficiency	90.03	95.83	5.80	

1. Are you running any programs under Skill Proficiency that are NOT meeting the State Negotiated Performance Level?
   ○ Yes ◉ No
2. Describe the strategies and activities you will perform to continue to meet or exceed State Negotiated Performance Levels (S.N.P.L) for programs that are already meeting S.N.P.L. (Limit 2000 characters.)

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Applicant Name: ROSELLE PARK Union County
District: 394550
Perkins Secondary

Application: 2006 - 2007 Original Application
Project Period: 7/1/2006 - 6/30/2007

Completion

Instructions

	State Negotiated Level	VEDS Reported Performance	Variance from Negotiated Level	Proposed Performance Target
Completion	95.00	100	5.00	

1. Are you running any programs under Completion that are NOT meeting the State Negotiated Performance Level?
   ○ Yes ◉ No
2. Describe the strategies and activities you will perform to continue to meet or exceed State Negotiated Performance Levels (S.N.P.L) for programs that are already meeting S.N.P.L. (Limit 2000 characters.)

user ID: nhuebler

new jersey
department of education

Applicant Name: ROSELLE PARK Union County

District: 394550

Application: 2006 - 2007 Original Application

Project Period: 7/1/2006 - 6/30/2007

Perkins Secondary

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Diploma Credential

Instructions

	State Negotiated Level	VEDS Reported Performance	Variance from Negotiated Level	Proposed Performance Target
Diploma Credential	88.91	0	-88.91	

1. Are you running any programs under Diploma Credential that are NOT meeting the State Negotiated Performance Level?
(●) Yes ( ) No

1a. List the programs that are not meeting State Negotiated Performance Levels. (Limit 2000 characters.)

1b. Enter the strategies and activities to be conducted to improve these programs. (Limit 2000 characters.)

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Applicant Name: ROSELLE PARK Union County | **District:** 394550 | Perkins Secondary

Application: 2006 - 2007 Original Application | **Project Period:** 7/1/2006 - 6/30/2007

Placement Instructions

	State Negotiated Level	VEDS Reported Performance	Variance from Negotiated Level	Proposed Performance Target
Placement	78.23	0	-78.23	

1. Are you running any programs under Placement that are NOT meeting the State Negotiated Performance Level?
(●) Yes ( ) No

1a. List the programs that are not meeting State Negotiated Performance Levels. (Limit 2000 characters.)

1b. Enter the strategies and activities to be conducted to improve these programs. (Limit 2000 characters.)

user ID: nhuebler

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department of education

Applicant Name: ROSELLE PARK Union County
District: 394550
Perkins Secondary

Application: 2006 - 2007 Original Application
Project Period: 7/1/2006 - 6/30/2007

Participation Nontraditional

Instructions

	State Negotiated Level	VEDS Reported Performance	Variance from Negotiated Level	Proposed Performance Target
Participation Nontraditional	13.88	24.07	10.19	

1. Are you running any programs under Participation Nontraditional that are NOT meeting the State Negotiated Performance Level?
   ○ Yes ◉ No
2. Describe the strategies and activities you will perform to continue to meet or exceed State Negotiated Performance Levels (S.N.P.L) for programs that are already meeting S.N.P.L. (Limit 2000 characters.)

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Applicant Name: ROSELLE PARK Union County

District: 394550

Application: 2006 - 2007 Original Application

Project Period: 7/1/2006 - 6/30/2007

Perkins Secondary

Completion Nontraditional

Instructions

	State Negotiated Level	VEDS Reported Performance	Variance from Negotiated Level	Proposed Performance Target
Completion Nontraditional	12.60	0	-12.60	

1. Are you running any programs under Completion Nontraditional that are NOT meeting the State Negotiated Performance Level?
(●) Yes ( ) No

1a. List the programs that are not meeting State Negotiated Performance Levels. (Limit 2000 characters.)

1b. Enter the strategies and activities to be conducted to improve these programs. (Limit 2000 characters.)

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Applicant Name: ROSELLE PARK Union County **District:** 394550 Perkins Secondary -

Application: 2006 - 2007 Original Application **Project Period:** 7/1/2006 - 6/30/2007

Printer-Friendly
Click to Return to Sponsor Select
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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status

Instructional Salaries	Non-Instructional Salaries	Other	Budget Summary

Instructional Salaries Instructions

FEDERAL FUNDS	AMOUNT ALLOCATED: $	AMOUNT BUDGETED: $	AMOUNT REMAINING: $

CIP CODES	GOAL & OBJECTIVE NUMBER	STANDARD & MEASURE	USES OF FUNDS	TITLE of POSITION and NAME of EMPLOYEE(if known)	Delete Row
151302 151303 480703		AP NT P			☐

TIME	SALARY	COST	200-200 BENEFITS(max 29%)
○ Full ○ Part	Annual Salary: $ Percent of Time: % **Requested Amount $** 0	○ Program ○ Admin	☑ FICA 7.65% $0 ☐ TPAF 9.35% $0 ☐ Other Benefits % $0 Total Benefit 0.0% $0

CIP CODES	GOAL & OBJECTIVE NUMBER	STANDARD & MEASURE	USES OF FUNDS	TITLE of POSITION and NAME of EMPLOYEE(if known)	Delete Row
151302 151303 480703		AP NT P			

new jersey
department of education

Applicant Name: ROSELLE PARK Union County **District:** 394550 Perkins Secondary

Application: 2006 - 2007 Original Application **Project Period:** 7/1/2006 - 6/30/2007

Printer-Friendly
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Click to Return to Application Select
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Non Instructional Salaries Instructions

FEDERAL FUNDS	AMOUNT ALLOCATED: $	AMOUNT BUDGETED: $	AMOUNT REMAINING: $

CIP CODES	GOAL & OBJECTIVE NUMBER	STANDARD & MEASURE	USES OF FUNDS	TITLE of POSITION and NAME of EMPLOYEE(If known)	Delete Row
151302 151303 480703		AP NT P			☐

TIME
- ○ Full
- ○ Part

SALARY
Annual Salary: $
Percent of Time: %
Requested Amount $ 0

COST
- ○ Program
- ○ Admin

200-200 BENEFITS(max 29%)
- ☑ FICA 7.65% $0
- ☐ TPAF 9.35% $0
- ☐ Other Benefits % $0

Total Benefit 0.0% $0

CIP CODES	GOAL & OBJECTIVE NUMBER	STANDARD & MEASURE	USES OF FUNDS	TITLE of POSITION and NAME of EMPLOYEE(If known)	Delete Row
151302 151303 480703		AP NT P			

new jersey
department of education

Applicant Name: ROSELLE PARK Union County **District:** 394550 Perkins Secondary

Application: 2006 - 2007 Original Application **Project Period:** 7/1/2006 - 6/30/2007

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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status

Instructional Salaries	Non-Instructional Salaries	Other	Budget Summary

Other Budget Detail Instructions

FEDERAL FUNDS	AMOUNT ALLOCATED: $	AMOUNT BUDGETED: $	AMOUNT REMAINING: $

DESCRIPTION/ITEMIZATION/JUSTIFICATION
Include description of item and the rationale for purchasing this item. For all equipment and non-consumable supplies, include minimum specifications, as required by Section 8.5.8 of the guidelines.

FUNCTION CODE	OBJECT CODE	CIP CODES	STANDARD & MEASURE	USES OF FUNDS	GOAL & OBJECTIVE NUMBER	Delete Row
		151302 151303 480703	AP NT P			

ITEM NAME & DESCRIPTION

COST
HOW MANY
COST PER UNIT $
TOTAL COST $

Program Costs Admin Costs

FUNCTION CODE	OBJECT CODE	CIP CODES	STANDARD & MEASURE	USES OF FUNDS	GOAL & OBJECTIVE NUMBER	Delete Row

new jersey department of education

Applicant Name: ROSELLE PARK Union County **District:** 394550 Perkins Secondary

Application: 2006 - 2007 Original Application **Project Period:** 7/1/2006 - 6/30/2007

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Click to Return to Sponsor Select
Click to Return to Application Select
Click to Return to Menu List / Sign Out

Overview | Contact Information | Allocations | Performance Level | Budget Pages | Assurances | Comments | Submit | Application History | Page Review Status

Instructional Salaries | Non-Instructional Salaries | Other | Budget Summary

Budget (Read Only) Instructions

D. Expenditure Category	E. Function & Object Code	F. Program Costs	G. Admin Costs	H. Total (F + G)
Instruction Personal Services - Salaries	100-100	0	0	0
Purchased Prof. & Tech. Services	100-300	0	0	0
Other Purchased Services	100-500	0	0	0
Supplies and Materials	100-600	0	0	0
Other Objects	100-800	0	0	0
SubTotal Instruction	0	0	0	0
Support Services Personal Services - Salaries	200-100	0	0	0
Personal Services - Employee Benefits	200-200	0	0	0
Purchased Prof. & Tech. Services	200-300	0	0	0
Purchased Prof. Ed Services	200-320	0	0	0
Purchased Property Services	200-400	0	0	0
Other Purchased Services	200-500	0	0	0
Travel	200-580	0	0	0
Supplies and Materials	200-600	0	0	0
Other Objects	200-800	0	0	0
Indirect Costs	200-860	0	0	0
SubTotal Support Services	0	0	0	0
FAC ACQ & CONSTRUCTION SERV Buildings	400-720	0	0	0
Instructional Equipment	400-731	0	0	0
Non-instructional Equipment	400-732	0	0	0
SubTotal FAC ACQ & CONSTRUCTION SERV	0	0	0	0
TOTAL PROJECT EXPENDITURES	0	0	0	0

user ID: nhuebler

new jersey department of education

Applicant Name: ROSELLE PARK Union County | **District:** 394550 | Perkins Secondary

Application: 2006 - 2007 Original Application | **Project Period:** 7/1/2006 - 6/30/2007

Perkins Spending Plan Statement of Assurances Instructions

THE DISTRICT/COLLEGE/AGENCY HEREBY ASSURES THE COMMISSIONER OF EDUCATION OF THE STATE OF NEW JERSEY THAT:

A. All courses/programs/projects are conducted in accordance with N.J.S.A. 18A:26-2, N.J.S.A. 18A:54-1 et, seq,. N.J.A.C. 6A:19-1 et. seq., and N.J.A.C. 6A:8-2.2, 2.3, 3.2;

B. Where the Multiyear Perkins Plan and One-Year Perkins Spending Plan are based on the objective(s) to deliver services, provide supplies or purchase equipment for student use, the students will receive the proposed benefits. All funds awarded for a given fiscal year will be expended in accordance with the approved purposes and budget;

C. The funds awarded will be used to supplement, and in no case supplant, state or local funds budgeted for programs or services of the same type. Support from any other funding will not duplicate P.L. 105-332, Sec 311 funds;

D. Records which document the compliance with program requirements, relate to fiscal control, and/or the accounting of project funds, including those required under the record retention provisions of the General Education Provisions Act (GEPA Section 437), will be maintained for three years after the submission of all required reports, in accordance with EDGAR, Part C, 80.42;

E. In accordance with P.L. 105-332, Sec. 135, the eligible recipient assures through its local One-Year Perkins Spending Plan that the funds will be used to do one or more of the following:

(1) strengthen the academic, vocational and technical skills of students through integration of academic vocational and technical programs;

(2) provide programs that address all aspects of an industry;

(3) develop, improve, and expand the use of technology in vocational and technical education;

(4) provide professional development for teachers, counselors, and administrators, including in-service and preservice training and practices to involve parents and the community;

(5) evaluate programs and assess how special populations are being served;

(6) develop and upgrade programs;

(7) provide services of sufficient size, scope, and quality; and

(8) link secondary vocational and technical education and postsecondary vocational and technical education.

F. This Perkins One-Year Spending Plan has been developed in consultation with interested parties (P.L. 105-332 Sec. 134(b)(4) and the appropriate Workforce Investment Board(s) and a copy of the completed spending plan has been forwarded to the appropriate WIB(s) for review and comment; and

G. The eligible recipient agrees to use local funds to insure that the activities are implemented within the time line described in the Perkins One-Year Spending Plan.

new jersey
department of education

Applicant Name: ROSELLE PARK Union County

District: 394550

Perkins Secondary

Application: 2006 - 2007 Original Application

Project Period: 7/1/2006 - 6/30/2007

District Comments Instructions

District Comments (Limit 1000 Characters)

user ID: nhuebler

new jersey
department of education

Applicant Name: ROSELLE PARK Union County

District: 394550

Perkins Secondary

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Click to Return to Sponsor Select
Click to Return to Application Select
Click to Return to Menu List / Sign Out

Application: 2006 - 2007 Original Application

Project Period: 7/1/2006 - 6/30/2007

Board of Education Application Approval

Instructions

Enter the date the Board Approved the submission of this application.

If the date of the Board Approval of this application is after June 16, 2006 you must submit a copy of the Board Resolution or a Certified Copy of the Board minutes showing the Approval Action. This document must be mailed to the Director of the Office of Vocational-Technical, Career and Innovative Programs.

Date of Board Approval:

Workforce Investment Board Review

This submission is consistent with the local Workforce Investment Board plan and has been submitted to the board for review.

Date of Submission to WIB:

user ID: nhuebler

new jersey
department of education

Applicant Name: ROSELLE PARK Union County

District: 394550

Application: 2006 - 2007 Original Application

Project Period: 7/1/2006 - 6/30/2007

Perkins Secondary

Submit

Instructions

Assurances must be reviewed and approved before you can submit your application.

Assurances
Authorized Representative
TCPIP Tier 1 Review
TCPIP Tier 2 Review
OGM Final Review

user ID: nhuebler

new jersey
department of education

Applicant Name: ROSELLE PARK Union County

District: 394550

Application: 2006 - 2007 Original Application

Project Period: 7/1/2006 - 6/30/2007

Perkins Secondary

Application History (Read Only)

Instructions

This Application has not been submitted

user ID: nhuebler

new jersey
department of education

Applicant Name: ROSELLE PARK Union County

Application: 2006 - 2007 Original Application

District: 394550

Project Period: 7/1/2006 - 6/30/2007

Perkins Secondary

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Click to Return to Sponsor Select
Click to Return to Application Select
Click to Return to Menu List / Sign Out

Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status

Page Review Status

Instructions

☑ Expand All

Perkins Secondary	**Page Status**	**Open Page for editing**
Perkins Secondary	Unlock Section	☐
Contact Information	OPEN	
Performance Level	Unlock Section	☐
Summary	OPEN	
Academic Achievement	OPEN	
Skill Proficiency	OPEN	
Completion	OPEN	
Diploma Credential	OPEN	
Placement	OPEN	
Participation Nontraditional	OPEN	
Completion Nontraditional	OPEN	
Budget Pages	Unlock Section	☐
Instructional Salaries	OPEN	
Non-Instructional Salaries	OPEN	

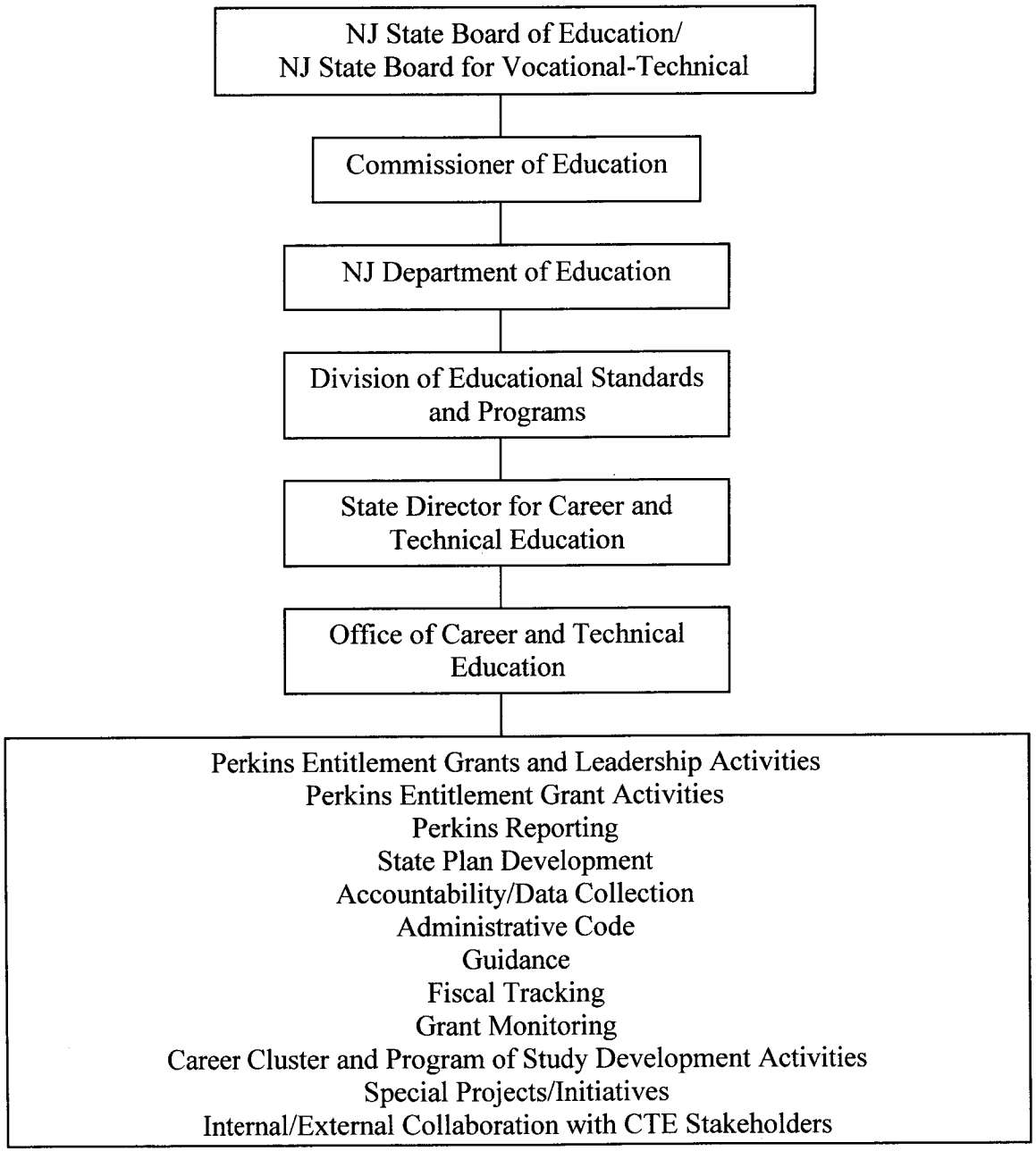
Other	OPEN	
Assurances	OPEN	
Comments	OPEN	
Submit	Unlock Section	☐
Board Application Approval	OPEN	

Save

user ID: nhuebler

New Jersey Department of Education
Send Questions to: eweghelp@doe.state.nj.us

APPENDIX F: ORGANIZATIONAL CHART OF KEY ACTIVITIES



APPENDIX G: TECH PREP NOTICE OF GRANT OPPORTUNITY

Notice of Grant Opportunity

2008 TECH PREP GRANT PROGRAM

Lucille E. Davy
Commissioner of Education

Jay Doolan, Ed.D.
Acting Assistant Commissioner
Division of Educational Programs and Assessment

Rochelle Hendricks
Director
Office of Vocational-Technical, Career and Innovative Programs
Division of Educational Programs and Assessment

February 2007

Application Due Date: April 18, 2007

NEW JERSEY DEPARTMENT OF EDUCATION
P.O. Box 500
Trenton, NJ 08625-0500

http://www.state.nj.us/education