

PART B: NARRATIVE PERFORMANCE INFORMATION

OVERVIEW OF STATE ADMINISTRATION

SOLE STATE AGENCY AND GOVERNANCE STRUCTURE

The New Jersey Department of Education (NJDOE), through the Office of Career and Technical Education (OCTE) within the Division of Educational Standards and Programs (ESP), provides quality educational services and leadership for the state's K-12 career education and counseling system and for career and technical education programs in secondary schools and partner programs in county vocational schools. The OCTE also administers funding provided under the Perkins Act. In its role, OCTE seeks to ensure high student academic achievement and technical skill development supporting postsecondary education in community colleges and training opportunities, economic self-sufficiency, as well as economic competitiveness for the State. Through this role, OCTE also supports New Jersey's workforce development system, as administered by the New Jersey Department of Labor and Workforce Development (NJLWD). The NJ State Board of Education (SBOE) also serves as the State Board for Vocational Education and approves all plans submitted to the U.S. Department of Education (USDOE).

ORGANIZATION OF CAREER AND TECHNICAL EDUCATION PROGRAMS

New Jersey has adopted the States' Career Clusters model, which represents groupings of occupations based on commonalities that link what students learn in school with the knowledge they will need for success in postsecondary education and training and in careers. As such, the NJDOE implements CTE programs of study consistent with this model, their associated pathways, and the corresponding 81 pathways, as developed by the States' Career Clusters Initiative (www.careerclusters.org). 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
- Transportation, Distribution & Logistics

New Jersey has also established eight priorities for CTE programs in the state to ensure integration of rigorous academic and technical courses and offer a pathway into postsecondary programs leading to a technical certificate, an associate or bachelor degree, apprenticeship, or job.

B1. IMPLEMENTATION OF STATE LEADERSHIP ACTIVITIES

During the period from July 1, 2007 through June 30, 2008, the NJDOE provided leadership in the required areas and nearly all of the permissible areas cited in Section 124 (b) and (c). The NJDOE used its Perkins Leadership funds to support career education initiatives, curriculum development and dissemination, professional development, standards and measures development, high school reform initiatives, education/business partnerships, and to provide leadership through specific initiatives. Funds were also used to support the Center for Occupational Employment Information (COEI) at the NJLWD. The COEI provides the resources necessary for students and parents to explore career opportunities, identifies the education and training required for occupations of interest, and identifies postsecondary schools that offer degrees and certificates in those programs.

B1a. REQUIRED USES OF STATE LEADERSHIP FUNDS

Assessment of career and technical education programs funded under Perkins IV

The progress of eligible recipients was measured against the performance indicators using the Vocational Education Data System (VEDS) and other sources for employment information to provide the necessary data. Data were analyzed by the

NJDOE and discussed with LEAs. A report of enrollments and effectiveness in meeting the core indicators of performance is included in the annual Perkins Performance Report, which is coordinated, edited, and produced by OCTE staff. The NJDOE and LEAs also consulted with Workforce Investment Boards (WIBs) with regard to new career and technical program approvals to address local needs for workforce development and to avoid unnecessary duplication of programs. The NJDOE also required LEAs and community colleges applying for Perkins funding for entitlement and discretionary grant programs to obtain local WIB endorsement.

In FY08, OCTE continued to monitor 16 discretionary grant programs totaling \$3.3 million in grant funds on a regular basis. Examples of the elements that were examined during periodic site visits for the discretionary grants (e.g., Tech Prep): the status of implementation activities and timelines outlined in multi-year project plans; outcome evaluation data and observable measures (e.g., documentation) for all completed goals and objectives; budget expenditures; time and activity information for all grant-funded positions; and current student enrollment data by program(s) of study.

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

The OCTE continued to emphasize the NJ Core Curriculum Content Standards (NJ CCCS) for Technology Literacy. Local school districts throughout the state, including county vocational schools, comprehensive high schools, and charter schools were 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 was required to submit to the NJDOE a local Technology Plan. Together, the Technology Standards and the required local Technology Plans demonstrate NJDOE's commitment to expanding the use of technology.

In an effort to expand access to appropriate technology in CTE programs, the NJDOE continued to provide professional development opportunities throughout the year and continues to promote local recipient use of the department's established NJ 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 continues 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 recipients were also encouraged to incorporate technology usage into their local five-year plans and to use available Perkins grant funds for the improvement of technology in the delivery of instruction for CTE programs. As part of that delivery mechanism, classroom teachers must be provided instruction in the implementation of high levels of technology in all CTE programs. Additionally, career guidance counselors were encouraged to use technology in order to enhance opportunities related to academic and career counseling for students. Training must be provided to career guidance counselors in the use of the appropriate technology.

Specific CTE activities that were initiated or continued at the state and local levels to develop, improve, and expand access to appropriate technology included, but were not limited to, the following:

- **Technology Centers That Work (TCTW)**
Through a cooperative agreement, the NJDOE provides NJ's three completely shared-time county vocational school districts with funding and support to enhance the quality of career and technical education programs through the HSTW Technology Centers That Work initiative. This initiative is designed to prepare technology center leaders and teachers to motivate students to achieve at high levels.
- **Project Lead The Way (PLTW)**
The NJDOE continued 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. In addition, PLTW has developed an exciting Middle School Technology Curriculum: Gateway to Technology. This project-based, cutting edge curriculum is 40 weeks in length and is divided into four 10-week units from the following: Design and Modeling; The Magic of Electrons; The Science of Technology; Automation and Robotics; three new units in development: Environmental Engineering, Energy and the Environment, and Aerospace Engineering. Designed for all students, the units address national standards in math, science and technology. One of the goals is to increase interest and awareness of female and minority students in technology and related careers. Gateway to Technology will also encourage increasing numbers of students to elect the high school program. Over 40 New Jersey schools are part of the PLTW Network.
- **New Jersey Agricultural Education Development Initiative**
The NJDOE continued its collaboration with the NJ Department of Agriculture (NJDA) in the implementation of the NJ Agricultural Education Development Initiative. This initiative addresses the implementation of activities that prepare agricultural education students (grades 9-12 and postsecondary) for employment in the state's 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 became one of 12 pilot states working with the National Council for Agricultural Education in support of the National Curriculum of Agricultural Sciences Education (CASE) Initiative. Currently, the NJDOE, in collaboration with the NJDA, is preparing to pilot the curriculum through the development stages. 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.

Offering professional development programs, including providing comprehensive professional development

The OCTE continued to promote rigorous curricula and high quality teaching, administrative, and counseling skills that are critical to the success of CTE programs. The following examples of professional development and technical assistance initiatives were provided or planned for during FY08:

- 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.

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

In July 2007, a state team attended the National HSTW Summer Conference in New Orleans, Louisiana, along with representatives from New Jersey HSTW school districts. Throughout the 2007-2008 school year, four state-sponsored professional development workshops for New Jersey's HSTW schools were conducted. The topics included: Using Effective Cooperative Learning Strategies; Project-based Learning; and Completing Coursework to Meet Standards. Quarterly networking meetings were held with representatives from HSTW schools to discuss issues such as sharing promising practices, working with English Language Learners (ELL) and preparing for the HSTW assessment. The OCTE also coordinated six technical assistance visits to schools and five technical review visits. The state HSTW coordinator attended all HSTW board meetings and national training workshops to stay abreast of new initiatives and strategies aimed at improving student achievement and raising the quality of career and technical education.

School Guidance and Counseling Reform: OCTE has partnered with Kean University, Union, New Jersey, as part of a three-year grant program designed to enhance students' success through participation in comprehensive, developmental school counseling programs that are focused on promoting life skills and career development. Eighteen high school districts were selected as pilot sites to participate in an intensive process to implement and evaluate the components of a comprehensive guidance and counseling program with a focus on 4-6 year personalized student learning plans. The establishment of an advisory council, training and technical assistance in the personalized student learning plan process, teacher/advisor/advisee programs, and the development of a survey tool to assess the status of school guidance and counseling programs statewide are key components of this grant initiative. Additional New Jersey school counseling initiatives include resources listed on OCTE's website to assist school districts in developing and implementing comprehensive career guidance and counseling programs for grades K-12, as required by N.J.A.C. 6A:8-3.2. OCTE continues to collaborate with the New Jersey School Counselor Association (NJSCA) by attending monthly board meetings and presenting at the association's fall and spring professional development conferences.

Structured Learning Experiences (SLEs): The OCTE continued implementation of the training requirements for teachers who place and supervise students in Structured Learning Experiences (SLEs). SLEs include experiences designed for career awareness, career exploration and/or career orientation. These experiences must be in non-hazardous occupations in any career cluster. SLEs may be paid or unpaid and may include, but are not limited to: cooperative education; apprenticeships; internships; school-based experiences; volunteer activities; community services; job

shadowing; and membership in CTSOs. All students in all career clusters are eligible to participate in SLEs to meet graduation requirements. The requirements for an individual to coordinate an SLE include: OSHA 10 General Industry Certificate training; training on federal and state wage and hour and wage payment laws, child labor laws, and hazardous orders; training on designing student training plans for a variety of SLEs. The training also addressed how to link SLEs to the NJ CCCS in order to ensure academic rigor and relevance. This teacher training program is considered a national model by the U.S. Department of Labor–OSHA, which has highlighted the program at its national conference and in its newsletters.

The OCTE also participated in a collaborative effort with other NJDOE offices to implement a pilot program for the newly adopted state law requiring all high school juniors to participate in a community-based experience prior to graduation. Recommendations regarding the pilot community services program have been made to the New Jersey State Legislature.

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

New Jersey served 118,902 secondary CTE students, which included 9,824 Tech Prep secondary students, during FY08 through applied academics in the reported career and technical education programs. In accordance with the NJ CCCS, passed by the SBOE in 1996 with subsequent modifications, all LEAs must align their curriculum to the NJ CCCS. All grant programs administered by OCTE require that grantees include information on how the NJ CCCS are integrated into each grant program.

Through the structured learning experience (SLE) training program, teachers are also taught to integrate academic standards into the student training plans, especially math and language arts and literacy standards. Teachers are required to identify math and language arts and literacy cumulative progress indicators in the CCCS and incorporate them into their student training plans, and include methods for documenting formative and summative assessments for the students' attainment of academic, career and skill standards through structured learning experiences.

New Jersey has established a multi-year roll-out plan for assessment of students for all indicators at grades 4, 8, and 11/12. To help school districts plan curricula to meet the CCCS, the NJDOE has developed, revised, and printed frameworks upon which LEAs can base their own curriculum guides. All curriculum framework documents were completed in 1999 and are currently available at: www.state.nj.us/njded/frameworks/. The SBOE revises the NJ CCCS on a regular basis.

Providing preparation for nontraditional fields in current and emerging professions

During FY08, the Statewide Nontraditional Career Resource Center (NCRC) 3-year grant program was extended for a fifth year. The program was designed to promote preparation of students for nontraditional career and technical education, training and employment to meet the needs of the 21st century workplace and the global economy. The overall state goal for this program is to increase the number of students participating in and completing nontraditional career and technical education and training programs in order to broaden their options and opportunities to prepare for and secure high-wage, high-skill employment. The fifth grant period began on October 1, 2007. One award was made to Rutgers University for the new grant cycle. The Center's website can be found at: <http://ncrc.rutgers.edu/>.

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

Additionally, if a Perkins entitlement grantee does not meet the performance standard for nontraditional training, its spending plan must show planned expenditures to meet the identified need for such training. Plans included activities

such as: workshops to create awareness of nontraditional careers and to provide career and technical education information; recruitment, intake and assessment activities to determine interest and skill level; career counseling sessions; and development of an individual career plan, including career and technical training and job placement assistance.

The NJDOE is committed to expanding participation of students in the exploration of and preparation for nontraditional careers to allow all students to satisfy their personal interests and make the best use of their particular knowledge and skills, while at the same time positioning the students to take advantage of critical growth areas in New Jersey's economy. Examples of nontraditional career related initiatives supported during FY08 were:

- 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.

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

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

Examples of Collaboration and Partnership-Based initiatives that were supported in FY08:

- 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.

Cumberland County HSTW Initiative: The NJDOE provided Cumberland County College the opportunity to lead a county-wide effort to engage the four comprehensive high schools and the career-technical center in a process to more fully examine the High Schools That Work (HSTW) framework as they work together to enhance transitions from high school to postsecondary education and careers. The College developed its 2006-2011 strategic plan which is grounded in a community based approach with the themes of access, alignment, and accountability. The plan focuses on increasing the number of high school graduates who have the knowledge and skills commensurate with postsecondary education expectations and/or entry level skills for the 21st century job market; identifying and developing educational/career pathways (9th grade through associate and/or baccalaureate degree) aligned with "family sustaining" jobs that have high growth potential for Cumberland County; increasing the achievement rate of all students while reducing the "achievement

gaps" between and among various student cohorts at the participating high schools and Cumberland County College; and, identifying, disseminating and reporting on data points measuring a continuous improvement process. This strategic plan is clearly aligned with the goals and practices with New Jersey's HSTW work, and is also consistent with the focus of New Jersey's Secondary Education Redesign initiative. Consequently, this work has created the opportunity for Cumberland County College to provide the required leadership for building capacity with its county stakeholders.

High Schools That Work (HSTW) Network: HSTW is a national effort to engage state, district, and school leaders and teachers in partnership with students, parents, and the community to improve the way that high school students are prepared for work and further education. HSTW seeks to advance the mathematics, science, communications, problem-solving, and technical achievement of students by providing a framework of goals, key practices, and key conditions for accelerating learning and setting higher standards. By implementing HSTW strategies for integrating and upgrading the level of academic studies, students receive both academic and career and technical education that addresses key practices leading to accelerating student achievement. Professional development activities completed during the year as part of the HSTW effort were previously discussed in the Professional Development section on page 4 of this narrative.

Industry Workforce Advisory Councils: The Ready for the Job initiative, supported by state Industry Workforce Advisory Councils (IWAC), 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. The State Director for CTE participated as a member of NJ IWAC in FY08.

Innovation Partnership Institutes: The NJDOE continued its collaboration with the NJ Commission on Higher Education (NJCHE) and the NJLWD to develop formal relationships with industry in order to better respond to the educational and workforce challenges of a rapidly-changing economy. Through an initial competitive grant opportunity, state government is serving as an intermediary to encourage substantive partnerships between the state's business community and educational system. Such collaborations have resulted in the establishment of Innovation Partnership Institutes for major industry sectors identified 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.

Math-in-CTE: The Math-in-CTE research study, conducted by the National Research Center for Career and Technical Education (NRCCTE), tested a model of curriculum integration to improve CTE students' mathematical understanding. Teams consisting of a CTE teacher and a mathematics teacher were formed and assigned to a control group or an experimental group. After one year of exposure to the math-enhanced lessons, students taught by teachers in the experimental group performed significantly better on the post tests when compared to the students taught by teachers in the control group. In FY08, New Jersey contracted with the NRCCTE to begin implementation of this initiative in select comprehensive and vocational school districts. As preliminary preparation for the initiative, one OCTE staff member and two teachers from Burlington County Institute of Technology attended training sessions in order to serve as the state's leadership team on the initiative. Implementation of the Math-in-CTE initiative will continue in FY09.

New Jersey Career and Technical Education Advisory Council: The OCTE convened an advisory body to review and comment on the development, submission and implementation of the state plan and the evaluation of the programs, services and activities assisted under Title I of the Perkins Act, including preparation for nontraditional fields. The New Jersey Career and Technical Education Advisory Council (NJCTEAC) is chaired by the State Director for Career and Technical Education and includes academic and career and technical education teachers; faculty and administrators; career guidance and academic counselors; eligible recipients; charter school organizers; parents and students; representatives of two-year and four-year colleges and universities; representatives of tech prep consortia; Workforce Investment Boards; interested community members; state and local officials and local program administrators; representatives of special populations, including incarcerated youth; representatives of businesses and industry;

representatives of labor organizations; representatives of teacher and faculty preparation programs and advisors of high school redesign and economic growth. During FY08, the NJCTEAC met four times; September 28, 2007; October 26, 2007; January 16, 2008; and May 9, 2008. The meetings included presentations to the council on topics including: An Introduction to Perkins IV; Ready for the Future – Redesigning New Jersey High Schools; and High Growth, High Demand Occupations – Connecting Today's Students with Tomorrow's Jobs. Several members of the NJCTEAC also participated in a CTE Program Approval sub-committee, along with NJDOE staff. This sub-committee planned and developed a revised CTE program approval process to be implemented statewide beginning in FY09. NJCTEAC members attended and, in some cases, provided testimony at the regional public hearings conducted by the NJDOE in connection with the development of New Jersey's Five Year State Plan for CTE. The Advisory Council will continue to meet and provide counsel and guidance on CTE matters during FY09.

Project Lead The Way (PLTW): As noted previously, the NJDOE, through OCTE, is a participant in the nationally recognized Project Lead The Way program. PLTW has developed a four-year sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor, and discipline of engineering and engineering technology prior to entering college. 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.

Shared-Time Vocational Schools Initiative (Technology Centers that Work): The OCTE joined with the Southern Regional Education Board (SREB) to address improving the quality of programs in totally shared-time vocational schools. During the FY08 cycle the SREB staff facilitated two-day Technical Assistance Visits (TAV) with teams of teachers and leaders from Cumberland County Vocational-Technical School District, Mercer County Vocational School District and Hunterdon County Vocational School District. These are the only county vocational schools that operate entirely on a shared-time basis. The Cumberland County TAV was conducted on October 17-18, 2007, the Mercer TAV was conducted on January 28-30, 2008 and the Hunterdon County Vocational School District TAV was held on January 30 – February 1, 2008. The HSTW key practices provided the framework for these visits. The objectives of the TAVs were to provide an opportunity for each site team to: assess the status of the shared-time centers and classroom practices at their school using HSTW research-based indicators; develop a set of possible actions the shared-time centers could take to implement the HSTW design; prioritize actions that would have the greatest immediate impact on raising achievement and changing the quality of the shared-time centers and classroom experiences; decide how the site teams will take the major actions developed by the teams and prepare an in-depth implementation plan; develop ways for engaging the faculty in the development of a site action plan; and prepare a schedule for completing a site action plan in the subsequent 120 days.

Special Education: The OCTE established and maintains a collaborative partnership with the NJDOE Office of Special Education to strengthen its relationship with the special education community as well as to improve and expand opportunities for special education students to access general education services and career and technical education opportunities. To this end, the OCTE included in the school districts' five-year plan applications a goal that requires the inclusion of career and technical education teachers in the I.E.P. activities of their students, when applicable. The OCTE is also collaborating with the department's Office of Special Education (OSE) to include career and technical education teachers in professional development activities offered by the OSE in order to improve teaching and the retention and completion of special education students. Examples of this ongoing collaboration included: inclusion of special education teachers and transition coordinators in the required training for placing and supervising students in work-based and community-based SLEs; inclusion of special education teachers and transition coordinators in state apprenticeship and career and technical education conferences and activities; staff participation in civil rights and IDEA monitoring of LEAs; and, assistance in developing monitoring instruments of LEAs regarding special education students' access to SLEs and career and technical education programs.

Serving individuals in State institutions

The NJ Juvenile Justice Commission (JJC), NJ Department of Corrections (NJDOC), and the NJ Department of Children and Families (NJDCF) continue to participate in the required non-collegiate training for coordinating SLEs, as well as in other activities such as conferences and workshops. Numerous educators, including career and technical education teachers, are now authorized to place and supervise students in agency-based, as well as work-based SLEs for credit. Career and technical education teachers from the JJC and the NJDOC also participated in various professional development activities sponsored by OCTE. The JJC hired cooperative education coordinators at its custodial centers so that students may participate in cooperative education programs onsite at the centers. The JJC also continued its CTE curriculum and program review in order to improve its CTE offerings. The NJDOC provided OSHA 10 General Industry Certificate training to incarcerated individuals in order to assist those exiting the system in obtaining employment. The NJDOC enrolled in the federal OSHA 10 Train-the-Trainer via OCTE's "Safe Schools" program to receive its training certificates and they are now training other NJDOC staff and incarcerated youth in order for them to receive OSHA 10 General Industry and Construction certificates. The JJC and the OCTE are participating in an initiative from the Governor's Office to explore ways to improve transitions of youth from the JJC system to education, higher education, and job training.

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

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

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

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

will include special education teachers and CTE teachers to assist both with addressing the needs of special education students who enroll in CTE programs.

Offering technical assistance for eligible recipients

The staff of OCTE provided ongoing technical assistance to eligible recipients throughout each of the secondary and postsecondary career and technical education program areas, including Tech Prep and apprenticeship programs. Staff members assigned to review Perkins grantee applications provided technical assistance to grantees for adherence to the requirements of the Act and State code and statute, use of data for evaluation and program improvement, end-of-program assessments, and strategies to improve performance.

Career and Technical Education Program Approval Process: The Career and Technical Education Program Approval Process that has been implemented by OCTE ensures that high quality career and technical education programs are established by LEAs and other agencies in New Jersey, which can then be supported and enhanced with available Perkins funding. The OCTE is responsible for CTE program approval and re-approval. That process was redesigned during FY08 by a sub-committee that consisted of NJDOE staff and NJCTEAC members, in preparation for a roll-out to school districts during technical assistance workshops conducted in FY09.

Structured Learning Experiences/Work-Based Training: The OCTE continues to develop resources for LEAs, institutions, private schools for the disabled, unions, and employers regarding participation in various SLEs, including experiences which focus on career awareness and exploration, cooperative education, paid and unpaid employment, volunteer activities, as well as vocational assessment and evaluation for special education students. To date, the OCTE has trained over 900 teachers to coordinate SLEs. The OCTE has also provided informational in-service programs on SLEs to school districts through various seminars and workshops throughout the state. Two sessions were conducted for administrators and teachers employed in the state's economically disadvantaged school districts. The OCTE also hosts an email listserv for SLE teachers where they can ask questions and share resources. (SLE materials and resources are available on the NJDOE website at www.nj.gov/njded/voc/sle/.)

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

Vocational-Technical Education Safety and Health Updating Contract: During the FY08 contract period, the lead fiscal agent, the Environmental and Occupational Health Sciences Institute (EOHSI) at the UMDNJ -School of Public Health, was responsible for setting up and delivering the OSHA-10 plus 2 training course, as well as the OSHA 501 and 511 Trainer courses. The lead agent also continued to provide a series of classes that outlined how to set-up and administer a student training plan for all cooperative education teachers, provided Safe Schools training for all School Administrators and chaired a Safe Schools Task Force that reviewed and proposed recommendations for students who are employed by the Business Management/Marketing Industry.

B1b. PERMISSIBLE USES OF STATE LEADERSHIP FUNDS

Improving career guidance and academic counseling programs

School Guidance and Counseling Reform: OCTE has partnered with Kean University, Union, New Jersey, as part of a three-year grant program designed to enhance students' success through participation in comprehensive, developmental school counseling programs that are focused on promoting life skills and career development. Eighteen high school

districts were selected as pilot sites to participate in an intensive process to implement and evaluate the components of a comprehensive guidance and counseling program with a focus on 4-6 year personalized student learning plans. The establishment of an advisory council, training and technical assistance in the personalized student learning plan process, teacher/advisor/advisee programs, and the development of a survey tool to assess the status of school guidance and counseling programs statewide are key components of this grant initiative. Additional New Jersey school counseling initiatives include resources listed on OCTE's website to assist school districts in developing and implementing comprehensive career guidance and counseling programs for grades K-12, as required by N.J.A.C. 6A:8-3.2. OCTE continues to collaborate with the New Jersey School Counselor Association (NJSCA) by attending monthly board meetings and presenting at the association's fall and spring professional development conferences.

National Leadership Cadre (NLC): The NLC, a project sponsored by the Office of Vocational and Adult Education at the USDOE, is a national coalition of state leaders who are committed to promoting statewide systemic reform in school counseling through partnerships that connect career development education and academic achievement. The NLC works to identify, document, and disseminate promising practices and approaches in career development education (CDE). Its work also addresses defining outcomes for school counseling programs and refining accountability practices. The OCTE participates in monthly conference calls to address a variety of topics related to implementation and assessment of comprehensive developmental school counseling programs that are focused on promoting life and career development and student achievement through partnerships between state government agencies, state school counseling associations, and institutions of higher education. OCTE staff attended a *National Summit on Strengthening State Guidance Leadership* in May 2008 held in Louisville, Kentucky sponsored by the National Consortium of State Guidance Leadership and the United States Army Recruiting Command. Representatives from over 40 state Departments of Education convened to address leadership issues in guidance and counseling reform.

Establishing linkages between secondary and postsecondary CTE programs and supporting initiatives to facilitate the transition of sub baccalaureate CTE students to baccalaureate programs

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

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

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

Only Tech-Prep program applications that met the highest standards were selected, based upon the following criteria: the applicant (1) demonstrated the greatest need; (2) developed the most comprehensive plan to address the articulated

need; (3) clearly delineated the proposed program; (4) provided an appropriate basis for costs necessary to implement and sustain the program; and (5) provided evidence that the grantee will meet the NJDOE's goals for the statewide grant program. Grantees selected through the competitive process receive \$229,000 each year of the grant program (FY2007 - FY2010). Grantees receiving Tech-Prep Grant funds from 2007-2010 include the following secondary school districts, as lead agents of the respective consortia:

1. Cape May County Vocational School District
2. Camden County Vocational School District
3. Hunterdon County Vocational School District
4. Monmouth County Vocational School District
5. South Brunswick Township Public Schools
6. Sussex County Vocational School District
7. Union County Vocational School District
8. Teaneck Public School District

At the end of the first year of the Tech-Prep Grant Program (FY08), eight school districts developed Tech-Prep programs of study leading to postsecondary associate and baccalaureate degrees in: Nursing; Teachers in Training; Business, Management and Administration; Health Science; Pathways to Business; Criminal Justice and Corrections; Information Technology; and, Security & Protective Services. In year two of the Tech-Prep Grant Program (FY09), grantees will expand the programs developed in year one of the multi-year grant, or develop new Tech-Prep career pathway programs of study.

Supporting career and technical student organizations

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

CTSO, Agricultural Education, and FFA Grants: These funds were provided in support of career and technical education in New Jersey. CTSOs are an integral part of career and technical education programs, providing students with the opportunity to enhance their occupational, employability, and leadership skills through a variety of activities, such as conferences, award programs, and competitive events. Activities are conducted at the local, state and national levels. CTSO programs and competitive events reflect current standards and competencies for the CTE programs that they serve. These co-curricular organizations are a valuable tool for implementing the CCCS, and provide professional development opportunities for teachers and advisors as part of their activities. Teachers infuse a CTSO's activities into the instructional programs, enhancing the real world connection to academic studies. CTSOs instill in their members the values and ideals of citizenship, volunteerism, patriotism, and cooperation, as well as promote leadership, personal growth, and career success among members. FY08 represented year 3 of the 3-year continuation grant. Funding totaled \$820,000 for the CTSOs, \$170,000 for the Agricultural Education Development Initiative and \$185,000 for the FFA (interagency agreements between the NJDA and the NJDOE).

Supporting public charter schools operating career and technical education programs

Public charter schools were provided with Perkins grant notices and career and technical education program approval information necessary for operating CTE programs. New Jersey's chARTer-TECH High School for the Performing Arts applied for and received Perkins funds in FY08 for its performing arts programs. The chARTer-TECH High School, originally chartered by the NJDOE in 1998, is committed to public arts and advanced technology education. Academic and artistic subjects are integrated throughout the curriculum, and all five artistic majors (*i.e.*, vocal music, instrumental music, theatre arts, dance, and TV and film) are approved career and technical education programs eligible for Perkins funding. The curriculum offers community-based performance and apprenticeship opportunities.

Supporting partnerships between education and business, including cooperative education

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

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

The OCTE serves as the state's education representative for the statewide automotive skills competition. In this capacity OCTE ensured that certified programs were verified and updated and then reported to the national Ford/AAA Student Auto Skills national office. By state mandate, only National Automotive Technicians Education Foundation (NATEF) certified programs are eligible to compete in the annual Ford/AAA Student Auto Skills Competition. In February, 2008, students from 16 New Jersey high schools applied and completed on-line written exams. From this group, 10 finalists were eligible to participate in the hands-on competition which was conducted in May, 2008. The Monmouth County Vocational School District's Middletown Campus was New Jersey's top finisher in the 2008 statewide competition and went on to represent the state in the June 2008 national competition.

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

The OCTE continued its collaboration with the New Jersey Labor and Workforce Development Department's Division of Wage and Hour Compliance to review and update the list of prohibited occupations and prohibited equipment for minors working in New Jersey. As part of this effort, OCTE convened five task forces of representatives from business, labor, occupational safety and health organizations, education, the insurance industry, and state and federal wage and hour, safety and education to review the regulations and make recommendations to OCTE and the NJLWD. As of June 2008, recommendations were completed for the construction, food services, automotive and health services industries. A list of final recommendations from the task forces were compiled and forwarded to the NJLWD for their consideration and approval.

Awarding incentive grants to eligible recipients for exemplary performance

Additionally, State Vocational Education Aid (Perkins matching funds) was used to support the Extraordinary Standards Incentive Program (ESIP). Through the ESIP, individual one-time awards of up to \$10,000 were made to secondary and postsecondary career and technical education programs whose graduates achieved the extraordinary standard on national or state certification or licensing examination. New Jersey school districts with approved occupational programs are screened on an annual basis to determine if they meet the criteria for the ESIP. If 80% of the completers of an approved occupational program sit for the licensing or certification examination and 90% of that group passes, then their school is eligible to receive an incentive award of up to \$10,000. For FY08, 13 different schools received the incentive award and over 19 programs were recognized. A total of \$190,000 was awarded during the FY08 program cycle to support these programs.

Providing activities to support entrepreneurship education and training

New Jersey celebrated National Entrepreneurship Week on Wednesday, February 27, 2008 as the culmination of National Career and Technical Education Month. CTSO state officers from each of New Jersey's seven career and technical student organizations were on hand at the DOE headquarters in Trenton, NJ to welcome representatives from Rider University, The New Jersey Business and Industry Association, The New Jersey Small Business Development Centers, Junior Achievement and EdTec, Incorporated. Presentations were given to the CTSO state officers and NJDOE staff on community outreach programs engaging students in entrepreneurship programs and the *Learn More Now, Do More Now, Earn More Later* National Student Credentialing System.

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

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

Providing assistance to individuals in continuing their education or training or finding appropriate jobs

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

Developing valid and reliable assessments of technical skills

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

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

Currently, New Jersey recruits CTE teachers primarily through partnerships with teacher professional organizations, including occupationally-specific organizations such as business educators and consumer and family life sciences educators, as well as through organizations such as cooperative education teacher organizations and the New Jersey Education Association. As part of New Jersey's efforts to expand the pool of high quality CTE teachers, the OCTE continued in FY08 to 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 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.

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 continued to 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. 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.

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 novice and alternate route teachers.

B2. PROGRESS IN DEVELOPING AND IMPLEMENTING TECHNICAL SKILL ASSESSMENTS

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

A listing of approved CTE programs for which end-of-program assessments are available is included in the state Five-Year Plan for Career and Technical Education FY 2008-2013. That listing provided the starting point for the improvement of current and development of additional assessments. Completers of approved CTE programs were required to demonstrate mastery of the appropriate technical skills. Upon completion of an approved CTE program/program of study, students will continue to be required to take an end-of-program test. During FY08, tests which were acceptable as tools for evaluation of skill mastery (in order of preference):

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

Only the first three test types are recognized as third party assessments and were included in the skill assessment calculations. The OCTE will engage in discussions with providers of skill assessments and other stakeholders 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. The data reported on page 36 of New Jersey's State Plan on *Current Coverage by Third Party End-of-Program Assessments* does not reflect the current updated approach to determine skill assessment calculations. Therefore, the data reported in the State Plan is not an accurate baseline for comparison purposes.

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, the NJDOE OCTE has approved CTE programs in 249 distinct CIP Codes. A total of 102 of these CIP Codes have associated third party assessments. (Appendix A).

Based on 2007-2008 VEDS report for secondary students, it is estimated that the third party end-of-program assessments in these 102 CIP Codes had an impact on 6304 students, or 36 percent of the 17,503 CTE secondary student

concentrators who completed a program in one of these 102 CIP Codes. These 6304 students who took a third party end-of-program assessment in these 102 CIP codes represent 32% of the 19,792 CTE completers (concentrators who completed the CTE program). The NJDOE OCTE plans to participate in the National Clearinghouse Initiative proposed by OVAE once the details have been clearly articulated. This planned participation will help to expand the coverage of third party end-of-program assessments. OCTE will also work with secondary grant recipients to increase the number of students taking the recognized end-of-program assessments. This will include analyzing their local data to determine test-taking patterns and identifying specific strategies to increase numbers of students taking the appropriate tests.

B3. IMPLEMENTATION OF STATE PROGRAM IMPROVEMENT PLANS

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

Since New Jersey exceeded the state targets for all three required secondary indicators (Attainment of Academic Skills – Reading/Language Arts (1S1); Attainment of Academic Skills – Mathematics (1S2); and Student Graduation Rates (4S1)), no state improvement plan is required.

	Academic Attainment		
	Language Arts	Math	Graduation
FY07 Performance	85.72%	77.02%	99.04%
FY08 Standard	79.5%	64.5%	95%
FY08 Performance	87.38%	77.42%	99.26%
FY09 Standard	85%	74%	95%

The actual performance indicators under Attainment of Academic Skills – Reading/Language Arts and Attainment of Academic Skills – Mathematics are at minimum 7% higher than the state’s targets; and increased 1.66% and 0.4%, respectively, compared with FY07 performance. The effort of improving the students’ academic performance at the local school district under NCLB played an important role in obtaining these results. With the state targets increased 5.5% for Reading/Language Arts and 9.5% for Mathematics for FY09, New Jersey will continue to strive for increased levels of performance excellence.

New Jersey has an established alternative process to assist high school students with meeting graduation requirements if they did not pass the High School Proficiency Assessment (HSPA) in the 11th grade. Due to this, New Jersey’s reported graduation rate has been consistently high in previous years, as well as in the current year. It is expected that the graduation rate will remain relatively high in the coming year.

B4. IMPLEMENTATION OF LOCAL PROGRAM IMPROVEMENT PLANS

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

Language Arts Literacy (LAL): Fourteen school districts of 168 school districts reporting data failed to achieve at least 90% of the state’s Final Agreed Upon Performance Level (FAUPL) in language arts literacy.

Mathematics: Sixteen school districts of 168 school districts reporting data failed to achieve at least 90% of the FAUPL in mathematics.

The OCTE is continuing to emphasize the need for secondary and postsecondary institutions to measure student and program performance and focus greater attention on those programs that fail to meet one or more standards. We have chosen to maintain a high level of expectations and have created a continuous program improvement plan for all recipients regardless of their level of achievement. All recipients of Perkins funds must establish a set of goals for each standard that is below the state standard. However, the OCTE will continue to compare all local programs to the state standard for performance to insure the awareness of, and striving for, the higher standard. The Perkins grant application, in addition to its service as a funding application, also serves as a local improvement plan for all recipients. Performance

information for every standard for every approved CTE program for all secondary grantees has been added to the web-based Perkins grant application for the year beginning on July 1, 2008. The application shows the school district which of their programs met standards and which did not, as appropriate for the institution. They are required to select strategies they will use to maintain the standard for the high performing programs and select strategies to improve those programs that fell below standard. The grantees must also identify the source of the funding for those strategies and indicate that they are using Perkins funds for those programs that fell below standard, forcing them to address the issues with the federal funds.

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

For FY08, eligible recipients were required to submit a Perkins grant application that contained these components:

- Title Page that provides relevant information about the eligible recipient.
- Narrative: the eligible recipient must indicate if they are below or above each of the final agreed upon performance levels for the standards and measures; if below the levels, the eligible recipient must indicate what areas are deficient and how funds will be used to increase the performance levels. If Perkins funds are not being used to address the issues, the eligible recipient must indicate the rationale and identify the resources that will be used.
- Budget detail pages: for each item purchased, the eligible recipient must identify: the goal and objective from the multi-year plan that supports the activity; the standard and measure to be addressed; the approved program CIP code; quantity, unit cost and total cost of each item; description of the item, (sufficient to make approval decisions); and justification for the item.
- Statement of Assurances: identifies all rules and regulations that the grantee will adhere to.
- Board Resolution: approval from the eligible recipient's board of education to submit the application.
- Workforce Investment Board Review: review by the Workforce Investment Board ensured that the applicant was supporting high skill, high wage career and technical education programs that were in demand.

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

Since this is only the second year that the two High School Proficiency Assessment (HSPA) standards have been reported separately, there are no trends to examine and report.

B5. TECH PREP GRANT AWARD INFORMATION

B5a. USAGE OF TITLE II (TECH PREP) ALLOTMENT OF FUNDS

The state used all of its Title II (Tech Prep) allotment for activities under section 203 (tech prep programs) during FY08.

B5b. DESCRIPTION OF AWARD PROCESS FOR TECH PREP GRANTS

A multi-year, competitive Tech-Prep Grant Program Notice of Grant Opportunity (NGO) was disseminated to increase the number of Tech-Prep consortia in the state, thereby providing more opportunities for students to: prepare for high skill, high wage occupations in five broad industry areas where there is a workforce shortage; meet high academic and employability competencies; transition into postsecondary education and eventual work; and assist the state in obtaining more accurate data to describe Tech-Prep program success.

These new or modified Tech-Prep career pathway programs of study: (a) prepared students for occupations in: Health Science; Information Technology; Education and Training; Law, Public Safety, Corrections & Security; and Business, Management and Administration; (b) provided students with strong academic courses and a coherent sequence of career and technical education courses (i.e., three or more courses) for which students earned dual credit; (c) provided students with structured learning experiences and career exploration opportunities; (d) promoted professional development among teachers, administrators, and counselors; (e) prepared students for multiple career options in a career cluster, and with

"portable" college credits that are transferable and lead to multiple associate or baccalaureate degrees at 2-year and 4-year postsecondary institutions; and, (f) improved articulation and transfer systems with postsecondary institutions.

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

Only Tech-Prep program applications that met the highest standards were selected, based upon the following criteria: the applicant (1) demonstrated the greatest need; (2) developed the most comprehensive plan to address the articulated need; (3) clearly delineated the proposed program; (4) provided an appropriate basis for costs necessary to implement and sustain the program; and (5) provided evidence that the grantee will meet the NJDOE's goals for the statewide grant program. Grantees selected through the competitive process receive \$229,000 each year of the grant program (FY2007 - FY2010). Grantees receiving Tech-Prep Grant funds from 2007-2010 include the following secondary school districts, as lead agents of the respective consortia:

1. Cape May County Vocational School District
2. Camden County Vocational School District
3. Hunterdon County Vocational School District
4. Monmouth County Vocational School District
5. South Brunswick Township Public Schools
6. Sussex County Vocational School District
7. Union County Vocational School District
8. Teaneck Public School District

At the end of the first year of the Tech-Prep Grant Program (FY08), eight school districts developed Tech-Prep programs of study leading to postsecondary associate and baccalaureate degrees in: Nursing; Teachers in Training; Business, Management and Administration; Health Science; Pathways to Business; Criminal Justice and Corrections; Information Technology; and, Security & Protective Services. In year two of the Tech-Prep Grant Program (FY09), grantees will expand the programs developed in year one of the multi-year grant, or develop new Tech-Prep career pathway programs of study.

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

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

B5d. TRENDS IN THE PERFORMANCE OF THE CONSORTIA

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

APPENDIX A – NEW JERSEY STATE RECOGNIZED THIRD PARTY ASSESSMENTS

CIP Code	CTE Program Names	NJDOE Recognized CTE End-of-Program Assessments
010000	Agriculture, General	NOCTI Job Ready – Production Agriculture
010101	Agriculture Business & Management	NOCTI Job Ready – Production Agriculture (http://www.nocti.org)
010601	Applied Horticulture/Horticulture Operations	NOCTI Job Ready – Production Agriculture
010603	Ornamental Horticulture	NOCTI Job Ready - Floriculture (http://www.nocti.org)
010604	Greenhouse Operation & Management	NOCTI Job Ready – Floriculture / Greenhouse (http://www.nocti.org)
010606	Plant Nursery Operations & Management	NOCTI Job Ready - Horticulture - Floriculture (http://www.nocti.org)
010608	Floriculture/Florist Operations & Management	NOCTI Job Ready - Horticulture - Floriculture (http://www.nocti.org)
010901	Animal Science	American Association for Laboratory Animal Science (AALAS) – Assistant Laboratory Animal Technician (ALAT)
090701	Radio & Television	NOCTI - Audio-Visual Communications Technology (http://www.nocti.org)
090702	Digital Communications & Media/Multimedia	NOCTI - Audio-Visual Communications Technology (http://www.nocti.org)
100105	Communication Technology/Technician	NOCTI - Audio-Visual Communications Technology (http://www.nocti.org)
100201	Photographic & Film/Video Technology	NOCTI - Audio-Visual Communications Technology (http://www.nocti.org)
100202	Radio & TV Broadcasting Technology/Technician	NOCTI - Television Broadcasting (http://www.nocti.org)
100301	Graphic Communications, General	PrintED - NOCTI Job Ready Online -Graphic Communications (http://www.nocti.org)
100303	Prepress/Desktop Publishing & Digital Image Design	PrintED - NOCTI Job Ready Online (http://www.nocti.org)
100305	Graphic & Printing Equipment Operator, General Prod.	PrintED - NOCTI Job Ready Online-Graphic Communications (http://www.nocti.org)
100307	Printing Press Operator	PrintED - NOCTI Job Ready Online-Graphic Communications (http://www.nocti.org)
110201	Computer Programmer, General	NOCTI Job Ready - Computer Programming (http://www.nocti.org)
110203	Computer Programming/Vendor Certification	Appropriate vendor certification examinations
110601	Data Entry/Microcomputer Applications	MOUS
110901	Computer Systems Networking & Telecom/CISCO ACAD	Cisco Certified Network Associate (CCNA - for Cisco Academies) (http://www.cisco.com) or CompTIA Network + (non-Cisco) (http://certification.comptia.org)

111003	Computer & Information Systems Security	CompTIA Security + (http://certification.comptia.org)
120401	Cosmetology/Cosmetologist, General	NJ State Cosmetologist/Hairstylist License
120404	Electrolysis/Electrology & Elect. Technology	New Jersey State Electrologist License
120409	Aesthetician/Esthetician & Skin Care Specialist	NJ State Skin Care Specialist License
120410	Nail Technician/Specialist & Manicurist	NJ State Manicurist License
120500	Cooking & Related Culinary Arts, General	NOCTI - Culinary Arts I - Prep Cook (http://www.nocti.org)
120501	Baking & Pastry Arts/Baker/Pastry Chef	NOCTI - Retail Commercial Baking (http://www.nocti.org)
120503	Culinary Arts/Chef Training	NOCTI - Culinary Arts II - Prep Cook (http://www.nocti.org)
120504	Restaurant, Culinary & Catering Management/Manager	NOCTI Job Ready - Hospitality Management (Food and Beverage option - http://www.nocti.org))
120505	Food Prep/Professional Cooking/Kitchen Assistant	NOCTI Job Ready - Culinary Arts I - Prep Cook (http://www.nocti.org)
120507	Food Service, Waiter/Waitress & Dining Room Management	NOCTI Job Ready - Hospitality Management (Food and Beverage option - http://www.nocti.org)
120508	Institutional Food Workers	NOCTI Job Ready- Commercial Food (http://www.nocti.org)
141001	Electrical, Electronics & Communications Engineering	NOCTI Job Ready - Pre-Engineering / Engineering Technology AND College Entrance Exam
150000	Engineering Technology/General	NOCTI Job Ready - Pre-Engineering / Engineering Technology (http://www.nocti.org)
150606	Water Quality/Wastewater Treatment Technician	NJ State Licensure: Wastewater/Water System Operator Classification License I, NJDEP, (http://www.nj.gov/dep/index.html)
150612	Industrial Technology/Technician	NOCTI Job Ready - Manufacturing Technology (http://www.nocti.org)
151202	Computer Maintenance Technician (Helpdesk Technician)	CompTIA A +
151301	Drafting & Design Technology	NOCTI Job Ready - General Drafting and Design (http://www.nocti.org)
151302	CAD/CADD Drafting & Design Technology/Technician	NOCTI Job Ready - CAD/CAM (http://www.nocti.org)
151303	Architectural Drafting & Arch. CAD/CADD	NOCTI Job Ready - Architectural Drafting (http://www.nocti.org)
151306	Mechanical Drafting/Mechanical Drafting CAD/CAD	NOCTI Job Ready - General Drafting and Design (http://www.nocti.org)

190101	Family & Consumer Science/Human Sciences, General	NOCTI Job Ready - Food Production, Management and Services and/or Clothing and Textiles Management and Production (http://www.nocti.org)
190708	Child Care & Support Services Management	NOCTI Job Ready - Early Childhood Care and Education (http://www.nocti.org)
190709	Child Care Provider/Assistant	NOCTI Job Ready - Early Childhood Care and Education (http://www.nocti.org)/
190901	Apparel & Textiles, General	NOCTI Job Ready - Clothing and Textiles Management and Production (http://www.nocti.org)
190902	Apparel & Textile Manufacturing	NOCTI Job Ready - Clothing and Textiles Management and Production (http://www.nocti.org)
190906	Fashion & Fabric Consultant	NOCTI Job Ready - Clothing and Textiles Management and Production (http://www.nocti.org)
430102	Corrections	NOCTI Job Ready - Criminal Justice (http://www.nocti.org)
430103	Criminal Justice, Law Enforcement Administration	NOCTI Job Ready - Law Enforcement (http://www.nocti.org)
430107	Criminal Justice/Police Science/Law Enforcement Technician	NOCTI Job Ready - Law Enforcement (http://www.nocti.org)
430203	Fire Science, Firefighting	NJ Fire Fighter I license
450702	Geographic Information System	Digital Quest Spatial Technology and Remote Sensing (STARS) (www.digitalquest.com/)
460000	Construction Trades, General	NOCTI Job Ready -Building Construction Occupations (http://www.nocti.org)
460101	Mason/Masonry	NOCTI Job Ready - Construction Masonry (http://www.nocti.org) or National Center for Construction Education Research (NCCER) Masonry Level One Test (http://www.nccer.org)
460201	Carpenter/Carpentry	NOCTI Job Ready - Carpentry (http://www.nocti.org) or National Center for Construction Education Research (NCCER) Carpentry Level One Test (http://www.nccer.org)
460302	Electrician	NOCTI Job Ready - Electrician (http://www.nocti.org) or National Center for Construction Education Research (NCCER) Electrician Level One Test
460401	Building/Property Maintenance & Manager	NOCTI Job Ready - Building Trades Maintenance (http://www.nocti.org) or National Center for Construction Education Research (NCCER) Introductory Craft Skills Test (http://www.nccer.org)
460408	Painting/Painter & Wall Coverer	NOCTI Job Ready - Painting and Decorating (http://www.nocti.org)

460503	Plumbing Technology/Plumber	NOCTI Job Ready – Plumbing
469999	Construction Trades, Other	NOCTI Job Ready - trade specific (http://www.nocti.org)
470101	Electrical/Electronics Equipment Installation & Repair	NOCTI Job Ready - Electronic Technology (http://www.nocti.org)
470104	Computer Installation & Repair Technology/Technician (A+)	CompTIA A + (http://certification.comptia.org) or NOCTI Job Ready - Computer Repair Technology (http://www.nocti.org)
470105	Industrial Electronics Install. & Repair Technology/Technician	NOCTI Job Ready - Industrial Electronics (http://www.nocti.org)
470106	Appliance Installation & Repair Technology/Technician	NOCTI Job Ready - Electrical Occupations (http://www.nocti.org)
470201	Heating, Air Conditioning & Refrigeration Maintenance Technician	NOCTI Job Ready - Heating, Air Conditioning & Refrigeration (http://www.nocti.org)
470603	Auto body/Collision & Repair Technology/Technician	ASE/NATEF -Collision Repair and Refinish (http://www.nocti.org)
470604	Automobile/Automotive Mechanics Technology/Technician	ASE/NATEF - Automobile (http://www.nocti.org)
470605	Diesel Mechanics Technology/Technician	ASE/NATEF - Medium / Heavy Trucks (http://www.nocti.org)
470606	Small Engine Mechanics & Repair Technology/Technician	NOCTI Job Ready - Small Engine Technology (http://www.nocti.org)
480503	Machine Shop Technology/Assistant	NOCTI Job Ready - Precision Machining (http://www.nocti.org)
480508	Welder Technology/Welder	American Welding Society (AWS) - Certified Welder (http://www.aws.org)
480703	Cabinet Maker & Millwork/Millwright	NOCTI Job Ready - Cabinetmaking (http://www.nocti.org)
490202	Construction/Heavy Equipment/Earth Moving Equipment Operator	National Center for Construction Education Research (NCCER) Heavy Equipment Operations Level One Test (http://www.nccer.org)
490299	Ground Transportation, Other (Materials Handler)	NOCTI Job Ready - Logistics Technology / Distribution Center Operations (http://www.nocti.org)
500101	Visual & Performing Arts	NJ State DOE Theater Exam (affiliated with SCASS/Arts Assessment)
500301	Dance	NJ State DOE Dance Exam (affiliated with SCASS/Arts Assessment)
500401	Design & Visual Communications, General	NOCTI - Graphic Communication Technology (http://www.nocti.org)
500402	Commercial & Advertising Art	NOCTI - Advertising Design (http://www.nocti.org)
500501	Drama & Dramatics, Theatre Arts, General	NJ State DOE Theater Exam (affiliated with SCASS/Arts Assessment)

500506	Acting	NJ State DOE Theater Exam (affiliated with SCASS/Arts Assessment)
510601	Dental Assistant	Certified Dental Assistant, Dental Assisting National Board (www.dentalassisting.com)
510603	Dental Laboratory Technology/Technician	NOCTI Job Ready - Dental Lab Technology (http://www.nocti.org)
510699	Dental Radiography Assistant	Radiation Health and Safety (RHS) examination given by the Dental Assisting National Board (http://www.danb.org/)
510805	Pharmacy Technician/Assistant	National Pharmacy Technician Certification Examination (http://www.catglobal.com/CATGlobal8/demo.asp?context=ptcbcontext)
510899	Allied Health & Medical Assistant, Other	Physician Assistant National Certifying Exam (PANCE) National Commission on Certification of Physician Assistants (http://www.nccpa.net)
510904	Emergency Medical Technology/Technician	NJ EMT Certification
511006	Ophthalmic Laboratory Technology/Technician	NJ Ophthalmic Qualifying Technical Exam
511613	LPN	National Council Licensure Examination for Licensed Practical/Vocational Nurses (NCLEX-PN; see https://www.ncsbn.org/nclex.htm)
511614	Nursing Assist/Aide & Patient Care Assistant	NJ Nurse Aide Certification (Long term care)
512602	Home Health Aide	NJ Home Health Aide / Homemaker license
520301	Accounting	NOCTI Job Ready - Accounting (Basic and Complete) (http://www.nocti.org)
520302	Accounting Technology/Technician & Bookkeeper	NOCTI Job Ready - Accounting (Basic) (http://www.nocti.org)
520401	Administrative Assistant & Secretarial Science	NOCTI Job Ready - Administrative Assisting (http://www.nocti.org)
520407	Business/Office Automation/Technology/Data Entry	NOCTI Job Ready - Business Information Processing (http://www.nocti.org)
520408	General Office Occupations & Clerical Services	MOUS (Microsoft Office User Specialist (http://www.microsoft.com/learning))
520801	Finance	MarkED A*S*K* Institute - Fundamental Finance Concepts (http://www.mark-ed.org)
520901	Hospitality Administration/Management, General	NOCTI Job Ready - Hospitality Management (Food and Beverage option; Lodging option) (http://www.nocti.org)
520904	Hotel/Motel Administration/Management	NOCTI Job Ready - Hospitality Management (Lodging option) (http://www.nocti.org)
521201	Management Info. Systems, General (Computer Applications)	MOUS (Microsoft Office User Specialist) (http://www.microsoft.com/learning)

521401	Marketing/Marketing Management, General	MarkED A*S*K* Institute - Fundamental Business Concepts (www.askinstitute.org)
521801	Sales, Distribution, & Marketing Operations, General	MarkED A*S*K* Institute - Fundamental Marketing Concepts (www.askinstitute.org)