

Consolidated Annual Report, Program Year 2012 - 2013

New Jersey

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

No

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

New Jersey continuously improves the quality of secondary CTE data collected through the state longitudinal student data system, NJSMART. OCTE has an ongoing collaboration with the NJSMART unit and updates business rules annually to enhance data quality. This year, in addition to annual statewide training, individualized training was provided to the county vocational school districts to ensure that shared-time student data was reported correctly. This enhanced effort resulted in a reduction in the number of errors in files uploaded to the system. To improve the quality and usefulness of data related to technical skills assessment, the list of technical skills assessments was revised and expanded based on the previous year's report.

OCTE regularly collaborates with the Council of County Colleges and the institutional research officers to review and update the list of Perkins eligible programs to ensure the consistency and accuracy of the CTE data. The data dictionary is reviewed in order to make improvements in the collection process.

Consolidated Annual Report, Program Year 2012 - 2013

New Jersey

Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

Evaluation and assessment of New Jersey's Career and Technical Education (CTE) programs is carried out through multiple processes including a review of local recipients' performance data in relation to state-negotiated performance levels, as well as a review of recipients' Perkins grant final report to determine how funds were expended to improve or maintain program performance. Programs are also assessed during the program reapproval process as a means of determining eligibility for reapproval. All secondary CTE programs are reapproved by career cluster on a five-year cycle. This process includes a review of performance data, including participants, concentrators and completers for the past three years.

In order to determine whether the needs of special populations are being met, Office of Career and Technical Education (OCTE) staff are involved in the ongoing analysis of data related to the participation of nontraditional students and students with special education needs that is carried out by the Career Equity Resource Center at Rutgers, The State University of New Jersey. This data is also analyzed internally in partnership with the NJDOE Office of Special Education Programs (OSEP). The data is also regularly presented to the statewide stakeholders' group, the CTE State Advisory Council. The department has established an ongoing CTE special education workgroup with representation from OCTE, OSEP and the advisory council to review and discuss issues related to participation of special needs students in CTE programs on an ongoing basis. The goals of the CTE/Special Education workgroup include developing strategies to improve program performance based on the needs identified through this analysis. OCTE staff has also partnered with the NJDOE Bureau of Bilingual/ESL Education at to review program performance data related to CTE students who are English Language Learners.

Because OCTE is mindful of special populations and committed to ensuring that all students to have access to rigorous CTE programs, those CTE programs serving high numbers of special needs students are subjected to additional scrutiny prior to reapproval.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

In this grant period, OCTE greatly expanded the use of webinars to provide ongoing professional development and technical assistance to grantees. OCTE also increased the number of resources available to teachers, administrators, guidance counselors and others on the website: <http://www.state.nj.us/education/cte/>. For example, through the Advanced Career (formerly PFT, Preparation for Tomorrow) project with the Southern Regional Education Board (SREB) curriculum-writing webinars in the areas of mathematics, science, literacy and formatting the fully developed project unit, were developed.

OCTE leads a multiyear Career and Technical Education Partnership (CTEP) initiative that provides grants to Institutions of Higher Education (IHEs) through a competitive grant process. The goals of the grants are to create model curricula, to develop programs of study, to partner with districts to pilot the programs of study, to provide intensive, sustained professional development to teachers and administrators in the pilot schools, and, once the programs are revised and finalized based on the experiences and feedback of the pilot districts, to make the programs of study available to all districts through an online resource. As part of the CTEP grants, online professional learning communities have been created for the Human Services; Marketing; Health Science; Business Administration; Finance; Science; Technology Engineering and Mathematics (STEM); Architecture & Construction; Arts; Audiovisual Technology and Communication; Government and Public Administration; Hospitality and Tourism; Law, Public Safety, Corrections and Security; Manufacturing; and Transportation, Distribution & Logistics clusters. Additionally, the pre-service program developed for alternate route CTE teachers is delivered in a blended format, with both on-line and classroom components.

OCTE encourages grantees to develop programs of study in high-demand technology fields, such as Engineering and Computer Networking, and maintains ongoing relationships with Project Lead the Way and Cisco. Districts that had programs in place that were similar to Cisco have been provided with information regarding joining Cisco. An OCTE staff member participates in professional development for teachers throughout the state provided by Cisco systems. OCTE also makes grantees aware of third party end-of-program assessments in technology areas, especially those that lead to industry certifications and/or stackable credentials.

Advanced Manufacturing is a high wage, high demand field in New Jersey, and it incorporates technology and manufacturing. At the statewide CTE conference in May of 2013, the well-attended Advanced Manufacturing panel brought together business and industry leaders from the Advanced Manufacturing career cluster and OCTE staff to raise teachers' awareness of mentoring and internship opportunities for students. OCTE works closely with industry leaders in Advanced Manufacturing throughout the year and encourages districts to participate in their events, such as Manufacturing Week.

3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?

Career and Technical Education Partnership Grants

The Career and Technical Education Partnership (CTEP) grants, which are discussed in more detail in question 2R, provide a wide range of professional development opportunities for teachers and administrators. Since the lead agencies for the CTEP grants work with the pilot districts throughout the multiyear grant program, sustained professional development is an intrinsic part of these programs.

During this grant period, each CTEP program held a Summer Institute, a series of three to five day intensive professional development workshops designed to meet the needs of CTE teachers in that cluster. These institutes are primarily for teachers involved in the pilot projects created by each CTEP grant, and the summer institute training leads to and/or builds upon the professional development and support they receive throughout the year.

Some of the topics presented through the CTEP grants included sessions on project-based learning units, a statewide secondary-postsecondary symposium for the human service career cluster, and a two day workshop for health sciences careers teachers to develop lesson plans that incorporate the Common Core standards.

Green Program of Study

The Green Program of Study grant supports six pilot districts interested in implementing a Green Program of Study (Green POS) in sustainable design, green construction and/or sustainable energy. Like The CTEP grants, this project's goals are to develop a full program of study with model curriculum, an on-line professional learning community, and ongoing, sustained professional development opportunities for participating teachers and administrators. A summer institute as well as regular meetings of the pilot districts were held year so that grantees can learn from one another.

Professional Development in Partnership with the Southern Regional Education Board (SREB)

Through the collaborative efforts of two grantees, the NJDOE is working with SREB to develop programs of study in the career clusters of Business Administration and Finance (includes Entrepreneurship) and Architecture and Construction using the Advanced Career (formerly Preparation for Tomorrow) model. As part of this project, OCTE also partnered with SREB to present four curriculum-writing webinars specifically on creating project based CTE curricula that incorporate mathematics, science and literacy, as well as an additional webinar on how to format the fully developed project unit.

OCTE staff and staff from the IHEs that serve as lead agencies for these projects attended a PFT Master Teacher Training, which included sessions focused on integrating literacy and mathematics instruction into project based learning units. This training was an important tool for developing capacity both at the NJDOE and the lead agencies. These staff were trained so that they would be positioned to turnkey the knowledge gained to other staff and districts, and to support and sustain project based learning and rigorous curriculum throughout the state.

Literacy in Career and Technical Education

During this year, OCTE undertook a major initiative designed to target assistance to schools whose academic achievement performance data indicated they could benefit from a more complete understanding of how to integrate language arts literacy components and skills with career and technical skills. The Literacy in CTE project involves teachers in ongoing professional development and support in using CTE to strengthen literacy skills among students.

The New Jersey Department of Education, Office of Career and Technical Education (NJDOE) developed a cohort of career and technical education (CTE) teachers and a state leadership team for implementation of professional development designed to increase the instructional capacity of CTE teachers leading to improved CTE literacy. As a part of this effort, NJDOE has contracted with the Southern Regional Education Board (SREB) to provide technical assistance and professional development for this cohort to learn how to integrate the Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects (CCSSTS) into their CTE curricula. The professional development also includes training on using literacy strategies to deepen students' understanding of technical terminology and to improve their reading comprehension of complex technical material and their ability to write about it.

The intent of this technical assistance and professional development is to provide CTE teachers with the skills to facilitate students' learning by implementing various research-based literacy strategies specifically designed for their CTE content areas. The extended and sustained professional development provided during the 2012-2013 school year developed the capacity of CTE teachers and district supervisors from participating New Jersey school districts and NJDOE employees. These district supervisors and the NJDOE employees (state leadership team) help support and sustain this work over time. Besides ongoing support for the schools involved in this project, there were also sessions at the OCTE statewide conference in May that informed all

Alternate Route Provisional Teacher Pilot Program

OCTE supports preservice training for CTE teachers through the Career and Technical Education Alternate Route Provisional Teacher Pilot Program (CTE-Provisional Teacher). This program was designed following the adoption of regulations by the State Board of Education in 2008 to address needs identified by the field in feedback from school districts that hire career and technical education (CTE) alternate route teachers, and from CTE alternate route teachers who have completed a provisional teacher program. This program is designed to create a provisional teacher preparation program that will address the unique needs of career and technical education provisional teacher candidates who have diverse backgrounds in educational attainment, formal training, and employment experience. It provides instructional and assessment tools and resources to prepare them to meet the demands of the 21st century career and technical education classroom. It also encourages career and technical education provisional teacher candidates who do not hold a college degree to pursue a degree by offering an associate's-level college credit option for completing the Career and Technical Education Provisional Teacher Program. Through this program, the NJDOE seeks to increase alternate route career and technical education teacher retention rates by better preparing them for the challenges of the first year in the classroom. By design, this program is sustained and intensive, and also benefits from the mentoring provisions of the provisional teacher program so that preservice and new teachers receive ongoing intensive support.

4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?

During this reporting period, OCTE continued to lead a multiyear initiative through the Career Equity Resource Center (CERC) at Rutgers, The State University of New Jersey, CERC is a program funded by the New Jersey Department of Education, housed at the Center for Women and Work at Rutgers, the State University of New Jersey. The overarching goal of CERC is to ensure all secondary and post-secondary students have equal access to high quality Career and Technical Education programs to assist them to become successful global citizens and prepared for the career challenges of the 21st century. The Career Equity Resource Center is designed to provide resources and implementation strategies for schools and school districts that will increase access and success in high-skill, high-wage, high-demand occupations for nontraditional, special population, and/or historically marginalized students. The center provides training, professional development, technical assistance and evaluation activities to local education agencies and prepared for career opportunities of the 21st century.

Through CERC, OCTE used the Regional Equity and Access Development Initiative (READI) to assist CTE programs in enrolling and retaining a diverse student population. READI is a research-based institutional transformation model supported by CERC in cohort schools in three regions of the state. The READI Equity Action Plan template is also available to non-cohort schools, and, combined with technical assistance from the CERC team, can guide other districts in designing equity into their CTE programs.

During this grant period, CERC focused on working with the READI Central Region Cohort team members to begin the training, planning, and assessment process. CERC is supported with state funding and links to CTE priorities. In September and October 2012, CERC held two professional development days to introduce the new cohort to the initiative, and provide the foundation for moving forward with the Equity Action Plans for their respective schools/districts. The second half of the year was devoted to building the capacity of the READI teams through technical assistance, professional development and training, and implementation of their Equity Action Plans.

Subsequent work with the READI schools consisted of site visits to each of the seven locations involved in this cohort, a meeting with the team leaders to conduct a comprehensive data review, technical assistance and individual training on the school collective platform, professional development for staff members, and ongoing technical assistance.

The end of the year culminated with a comprehensive READI team interview led by CERC staff. The purpose of this interview was to wrap up the first year of their participation in READI, to determine each team's needs moving forward for the next school year, and to better understand some of the "lessons learned" in preparation for the next cohort. The interviews were extremely helpful and provided valuable insight from the teams. The overwhelming response was that all of them felt that READI really helped them start the dialogues and raise the level of awareness regarding equity issues in their districts.

In August, the first three-day Professional Development Institute was held at Rutgers University, with team members from each of the READI schools in attendance. The following topics/workshops were presented: Leadership for Change; Equity in Your School; Intro to The School Collective; An Introduction to Root Causes; Assessment - Making Sense of the Numbers; Workforce 101 (NJ Chamber of Commerce Foundation); Assembling an Effective Advisory Committee; and Developing Your Equity Action Plans. The Institute was very successful in setting the stage for the entire project with this new cohort. Cohort members were engaged with one another, and demonstrated a great deal of commitment and knowledge on the issues facing their individual institutions.

In May, CERC presented a workshop at the Annual CTE Conference titled "Is Your School READI?" which consisted of an overview of the Regional Equity and Access Development Initiative, as well as all of the other services offered at CERC. It was designed to be an interactive experience for audience members, with input and first hand testimonials from several READI team members from the first cohort. A similar workshop was presented in Washington DC at the annual Professional Development Institute sponsored by the National Alliance for Partnerships in Equity (NAPE). This session served as a guide to help participants understand the efforts being made in NJ to address Equity in CTE, and provide opportunities for replication of the READI program in other states.

In addition, under the provision of statewide services, CERC presented two workshops to community college faculty and staff. The first run of the "Equity Workshop Series" was held at one of the new cohort districts. CERC continues to promote the statewide services at meetings and conferences to increase the number of schools being served.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

During the OCTE review of Perkins grant applications, data on nontraditional and special population students is analyzed, and districts with deficits in that area are referred to the Career Equity Resource Center (CERC) which provides statewide services as well as services targeted to particular districts.

An OCTE staff member leads the initiative designed to enhance the participation of nontraditional students and other special population students that is carried out by CERC. Data on special populations is reviewed internally with the Office of Special Education Programs (OSEP). Aggregate data is also presented to the CTE State Advisory Council for discussion.

The department has established an ongoing CTE special education workgroup with representation from OCTE, OSEP and the advisory council to review and discuss issues related to participation of special needs students in CTE programs on an ongoing basis. The work group meets quarterly and has thus far developed draft guidelines for offering career and technical education programs and services for special education students. OCTE staff has also partnered with the Bureau of Bilingual/ESL Education at the department to review data related to CTE students who are English Language Learners.

The department offers training for teachers, including special education teachers and transition coordinators, as a requirement for supervising structured learning experiences (work-based learning) in order to prepare districts to offer structured learning experience programs. The required class on designing and implementing student training plans includes support for special needs students and is taught by a transition/work-based learning specialist who is a professor of special education at a local university. At least 50% of teachers who have completed the training are special education teachers and transition coordinators. Also, the Office of Special Education collaborates with the Elizabeth M. Boggs Center on Developmental Disabilities, Rutgers University, to offer comprehensive community-based instruction, including structured learning experience information, for job coaches supporting special education students participating in structured learning experiences.

Finally, the department offers specialized safety and health training for teachers supervising special needs students participating in structured learning experiences through the New Jersey Safe Schools Program, Rutgers University.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

During this award period, OCTE staff provided ongoing and intensive one-to-one technical assistance to grant recipients in person at the NJDOE, on-site in the district, via webinar, or by telephone and/or e-mail. Program officers reached out to grantees to review performance data issues with grantees and to make suggestions for program improvement, including linking grantees with additional resources.

The Office of Career and Technical Education provided webinars and regional and group presentations and technical assistance sessions, such as program reapproval sessions, as well as the state wide conference, literacy in CTE presentations and other professional development opportunities for teachers, administrators and guidance counselors. The OCTE staff tasked with data reporting and analysis provided one on one assistance to the institutional research (IR) officers at the county community colleges regarding their data submission. When submission errors occurred, the college IR staff received e-mail notification to check on their data and make corrections. The IR officers also were provided technical assistance on how the data would be used for the Perkins Performance Indicators. This was especially vital because this year about one quarter of the IR officers were new to their institutions.

OCTE continues to update the CTE website with resources for teachers, administrators and guidance counselors at the secondary and postsecondary levels. In addition, districts and IHEs participating in the CTEP grants and the Literacy in CTE initiative received additional intensive professional development and technical assistance both from OCTE and from staff at The Southern Regional Education Board (SREB).

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

221051

Number of students participating in Perkins CTE programs in state correctional institutions:

4358

Describe the CTE services and activities carried out in state correctional institutions.

NJDOE allocated the 1% of State Leadership funds for state agencies to the following state agencies: the Department of Corrections (DOC); the Juvenile Justice Commission (JJC); and the Department of Children and Families (DCF). DOC and JJC serve incarcerated youth and adults. DCF provides programs to children and youth in non-correctional settings, such as state psychiatric hospitals.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

0

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

84

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

New Jersey has only one state school serving students with disabilities, the Marie H. Katzenbach School for the Deaf (MHKSD). MKHSD was established as a private school but eventually became a state-operated district. MHKSD receives federal Perkins dollars through the secondary entitlement portion of the grants, not the 1% for state agencies

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

Yes

Of the nineteen charter high schools in New Jersey, only one, CharterTech Charter High School for the Performing Arts, has approved CTE programs. CharterTech receives Perkins funds as allocated by student enrollment and census data. As such, teachers and administrators from this charter school benefit from the professional development activities provided through state leadership funds.

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

No

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

No

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

Yes

Through NJCAN, which is available to all state residents, there are opportunities to learn more about education and training options. JOBS4Jersey is another resource shared with conference attendees in May 2013. JOBS4Jersey is a tool that local recipients can use to assist individuals who receive Perkins services in order to identify potential employment opportunities.

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New Jersey

Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide 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?

Common Core State Standards

The CTE program reapproval process includes a review of the program course sequence to ensure it is coherent and integrated. Programs are also required to show that their programs are aligned to the state CTE standards and to the 2010 Common Core State standards for mathematics and literacy. All content areas are expected to align their programs to address the common core.

Career and Technical Education Partnership Grants

Through the ongoing Career and Technical Education Partnership grants, model curricula have been developed and continue to be developed in the following areas: Human Services; Marketing; Health Science; Business Administration; Finance; Science; Technology Engineering and Mathematics (STEM); Architecture & Construction; Arts; Audiovisual Technology and Communication; Government and Public Administration; Hospitality and Tourism; Law, Public Safety, Corrections and Security; Manufacturing; and Transportation, Distribution & Logistics. These model curricula promote and incorporate project-based learning with an emphasis on strong academic components.

One example of a professional development activity designed to integrate academics and CTE subjects is the curriculum webinar series provided to CTE teachers throughout the year. The webinars were designed to enable the teachers to be able to write curriculum for CTE programs of study. The webinars were in the areas of integrating mathematics, literacy and science in CTE programs and in developing project-based units.

Literacy in Career and Technical Education

OCTE's Literacy in CTE initiative is designed to target schools whose academic achievement performance data indicated they could benefit from a more complete understanding of how to integrate language arts literacy components and skills with career and technical skills. The Literacy in CTE project involves teachers in ongoing professional development and support in using CTE to strengthen literacy skills among students.

2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.

OCTE's work with the CTE State Advisory Council serves as a model for Perkins grantees to follow when constructing and using their own advisory councils for each CTE program or program of study. The CTE State advisory council is chaired by the State Director of CTE and meets quarterly. Members of this council represent all the key stakeholders in the CTE delivery system and provide valuable input and recommendations to support quality CTE programs.

Marie Barry, the Director of OCTE, represents the NJDOE on the State Employment and Training Commission (SETC), which functions as the state WIB, and articulates the importance of CTE in addressing the workforce needs of the state. This also includes representation on sub-committees of the SETC, including the State Energy Sector Partnership, the Gender Parity Council and the Health Care Workforce Advisory Committee. Additionally, OCTE program staff interact with the respective county WIBs when reviewing Perkins local applications.

The State Director holds quarterly meetings with the Council of County Colleges to discuss pertinent CTE issues and develop strategies to enhance data collection and reporting as well as enhancing Programs of Study. This Council communicates regularly with the College Presidents, Academic Officers and Institutional Research staff to ensure that there is consistent messaging related to quality CTE programs.

Additionally, the State Director meets periodically with the Secretary of Higher Education to provide updates and strategize on how CTE can contribute to positive outcomes for students in higher education.

The State Director of CTE meets regularly with the Council of County Vocational Technical Schools to ensure that strategies for improving CTE are discussed. The CCVTS represents the 21 county vocational-technical districts. The director also has presented at various meetings of their full membership related to the new vision for CTE and other important issues, including addressing the needs of adult programs.

OCTE has a vibrant and rich collaboration with NJ Department of Labor and Workforce Development (LWD) on a number of initiatives and issues related to improving the quality of CTE programs and student performance. OCTE has been integrally involved in the selection of and participation with the Talent Networks, labor and industry groups designed to support workforce development and educational programs, serve as primary contact for industry sectors, encourage networking between job seekers and obtain regular feedback on employers' needs. The six Talent Networks include: Transportation, Logistics, and Distribution; Life Sciences Advanced Manufacturing; Financial Services; Health Care; and Technology and Entrepreneurship.

The Director of CTE has interacted with the leadership of these Talent Networks in order to help inform CTE programs of the critical needs of business and industry around the key industry clusters in the state.

Additionally, OCTE works closely with the labor market analysts at LWD to ensure that CTE programs are guided by current data in the state. The OCTE Director works closely with the senior leadership at LWD in both the Office of Research and Information and the Workforce Development Division.

The Director of CTE also regularly interacts with the NJ Business and Industry Association (NJBIA) to solicit the voice of business and industry and insure that their membership is also aware of the value of CTE programs. NJBIA represents over 21,000 members. The Director has presented at several of their meetings and has been particularly involved in collaborating on strategies to address the critical need for skilled workers in advanced manufacturing in the state.

The State Director has presented on CTE at meetings of the New Jersey State Board of Education to inform the Board and the public of the impact of CTE on student performance. CTE is also represented at the quarterly ESEA Advisory Council meetings to contribute to the discussions and strategies related to improving outcomes for students.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

The NJDOE, in partnership with the New Jersey Department of Labor and Workforce Development, sponsors and administers the New Jersey Career Assistance Navigator (NJCAN), an on-line interactive career information system used to support career awareness, exploration and planning. This system was developed and is maintained by intoCareers at the University of Oregon. New Jersey is part of a consortium of states that use this system, and has customized it to meet the specific needs of New Jersey through an agreement with intoCareers. This valuable resource is available free of charge to all New Jersey residents. The NJDOE also maintains an agreement with the John J. Heldrich Center for Workforce Development at Rutgers, The State University of New Jersey, to provide NJCAN training for schools.

NJCAN is designed to support lifelong career readiness through easy to use, straightforward search and sorting utilities, and an online portfolio for saving information from all system components. Self-assessment tools are available to help students, working with their guidance office and parents, to identify career interests, employability knowledge, skills and dispositions, along with links to information regarding required education and training requirements. Additional resources, such as lesson plans and practical learning activities are also provided for teachers and guidance counselors.

NJCAN also provides information on preparing for job interviews creating resumes and cover letters, keeping a job, advancing in a career, and exploring self-employment and military occupations. This is coupled with accurate, comprehensive, current, and relevant information on occupations, post-secondary opportunities, college degree-granting programs and financial aid. The website also contains the latest national, New Jersey and local labor market data and projections.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

Through the Career and Technical Education Partnership (CTEP) grants, model curricula are being developed for statewide programs of study, which are available for replication by interested school districts in partnership with institutions of higher education (IHEs). Each of the resulting model programs of study includes an articulation agreement between the secondary district and the partnering college. OCTE also has a long-standing relationship with the Rutgers School of Health Related Professions at Rutgers the State University for the ongoing development, refining and implementation of model curricula for Health Science programs of study as part of the Health Sciences Careers program. The articulation agreement between Rutgers School of Health Related Professions and the participating school districts is the closest New Jersey has to a statewide articulation agreement. OCTE continues to partner with Rutgers to revise and expand this program of study and to make more elements of the program available on-line to promote access for students statewide.

The Health Science Careers (HSC) program was established to develop a health science career preparatory program for high school students who are interested in health science careers. It began with three vocational technical high schools and twelve students in conjunction with the high schools' local community colleges and UMDNJ-SHRP. From its beginnings in 1992, twenty years later the program has grown to include 51 high schools and 2,497 students.

The mission of the program is to provide school to college or school to career preparation for multiple health careers through a core curriculum emphasizing science, the human and organizational side of health care, and the opportunity for students to earn college credit as well as gaining clinical experience. The goals of the program are to assist in achieving the health work force needs of the State, promote the concept of the health care team as essential to patient well-being, assist in creating a health work force that has ethnic and gender diversity, which is evidenced in the program being a statewide Program of Study in urban, suburban and rural districts, including all socioeconomic groups. Also, the program promotes a broadly trained health practitioner who will meet the needs for future new health professionals, provides students with a strong foundation in science, communication, and the health care system and ensures that quality high school programs of study have articulation agreements with the state university.

The HSC program provides a complete curriculum to high school instructors, including goals, lesson plans, presentations, and standardized course testing.

The newest OCTE partnership with Rutgers, The State University of New Jersey's School of Health Related Professions is the development of a program of study for nutrition science. This program of study will give high school students an opportunity to enhance their preparation for positions in food service and for careers in food and nutrition and expand their knowledge of nutrition science. The goal is to increase opportunities for students in Career and Technical Education programs in the Health Science Career Cluster to earn college credit while in high school and prepare them for possible career pathways in the food and nutrition area by providing these students with enhanced coursework, including an online learning opportunity and workplace skill development.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

No

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

New Jersey's Perkins leadership funds were not used to support CTSOs. However, at the local level, many districts chose to use their Perkins funds to support student and faculty participation in CTSOs.

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

The CTEP grants are designed to create model curricula that provide broad understanding of industry and industry requirements. The professional development offered for each cluster addresses all aspects of each industry. The OCTE statewide conference provided opportunities for grantees to participate in activities that incorporate all aspects of their respective industries. Participants also had the opportunity to learn about the skills needed various industries by listening to Talent Network directors. Business sessions, especially those related to Advanced Manufacturing, provided additional insight into all aspects of industry.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

Yes

The CTEP grants are designed with the goal of bringing business, industry, secondary and postsecondary representatives together to create rigorous curricula for programs of study in CTE. Working with business and industry not only helps ensure that these curricula include needed skills but also provides real-world ideas for project-based learning. Beyond the CTEP grant structure, OCTE has partnered with Cisco throughout the grant period to provide professional development to teachers teaching that program and to review new elements of the program that lead to certification.

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

As previously discussed, a major focus of the OCTE efforts during this reporting year and over several years has been the development of new programs of study through the Career and Technical Education Partnership (CTEP) grants. The CTEP grantees continue to develop and update courses in the clusters of Marketing, Human Services, Health Science, STEM, Architecture and Construction, Business Management, Agriculture.

Sample units were developed through the Architecture and Construction CTEP grant in the pathways of Building Construction Technology, Graphic Design, National Security, Restaurant/Hospitality Management, Homeland Security, Manufacturing Technology, and Supply Chain Management. Through the CTEP STEM grant, a unit in Socially Responsible Engineering and Technology was also developed.

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

Yes

Through the CTEP Business grant, the NJDOE continued the development of a statewide model program of study in Entrepreneurship in the Business, Management & Administration career cluster. As part of a partnership with SREB and utilizing the Advanced Career initiative, which focuses on project-based learning, this project is designed to create a program of study in entrepreneurship, with a focus on the entrepreneurial opportunities specific to New Jersey as identified by New Jersey business and industry leaders. The program of study is being designed to be replicable, for use by secondary school districts and postsecondary institutions across New Jersey.

11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?

Yes

The Career and Technical Education Alternate Route Provisional Teacher Pilot Program (CTE-Provisional Teacher) was designed following the adoption of regulations by the State Board of Education in 2008 to address needs identified by the field in feedback from school districts that hire career and technical education (CTE) alternate route teachers, and from CTE alternate route teachers who have completed a provisional teacher program.

This program is designed to create a provisional teacher preparation program that will address the unique needs of career and technical education provisional teacher candidates who have diverse backgrounds in educational attainment, formal training, and employment experience. It provides instructional and assessment tools and resources to prepare them to meet the demands of the 21st century career and technical education classroom. It also encourages career and technical education provisional teacher candidates who do not hold a college degree to pursue a degree by offering an associate's-level college credit option for completing the Career and Technical Education Provisional Teacher Program.

Through this program, the NJDOE seeks to increase alternate route career and technical education teacher retention rates by better preparing them for the challenges of the first year in the classroom. By design, this program is sustained and intensive, and also benefits from the mentoring provisions of the provisional teacher program so that preservice and new teachers receive ongoing intensive support.

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

Yes

NJCAN is designed to support lifelong career readiness through easy to use, straightforward search and sorting utilities, and an online portfolio for saving information from all system components. Self-assessment tools are available to help students, working with their guidance office and parents, to identify career interests, employability knowledge, skills and dispositions, along with links to information regarding required education and training requirements. Additional resources, such as lesson plans and practical learning activities are also provided for teachers and guidance counselors.

NJCAN also provides information on preparing for job interviews creating resumes and cover letters, keeping a job, advancing in a career, and exploring self-employment and military occupations. This is coupled with accurate, comprehensive, current, and relevant information on occupations, post-secondary opportunities, college degree-granting programs and financial aid. The website also contains the latest national, New Jersey and local labor market data and projections.

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Step 4: Technical Skills Assessment

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

OCTE has made it a priority to further increase the number of programs for which technical skills assessments are available by researching such assessments, evaluating whether or not they are aligned with relevant standards, and seeking input from stakeholder groups such as business and industry.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

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Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Your state has met at least 90% of the state adjusted level of performance for all core indicators of performance. You do not need to provide state program improvement plans.

Secondary Program Improvement Plans

NA

Local Program Improvement Plans

NA