

Consolidated Annual Report, Program Year 2014 - 2015

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?

Yes

Yes. As part of the Global Logistics and Supply Chain Management curriculum (GLSCM) development initiative with the Southern Regional Education Board a subject matter expert, and language arts literacy and math consultants were hired to develop end-of-unit assessments and the end-of-course assessment for Course Three.

Each course of the GLSCM curriculum includes an End-of-Unit and End-of-Course (EOC) assessment. The EOC assessment consists of career and technical education (CTE), literacy, and math selected-response items that are reflective of the core standards associated with the course. Half of the assessment items are CTE; the other 50 percent are equally divided among literacy, and math. The EOC is administered to students online at the conclusion of the course. The EOC spring testing window was from early May 2015 to mid-June 2015, and the results of those assessments were reported by SREB to both the implementing New Jersey schools, and the NJDOE. Subsequently, those same assessment outcomes were reported in NJSMART in August 2015.

Students and teachers also complete an online survey that is focused on their GLSCM course experience.

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

Federal Perkins administration funds were used to support the salary of a staff member who functions as the CTE data coordinator. In this capacity she regularly coordinates with the NJDOE Office of Education Data which is responsible for managing the state longitudinal data system known as NJSMART. During 2015, the Office of Career Readiness CTE data coordinator met regularly with the NJSMART team, including NJDOE staff and the vendor, to identify enhancements needed to improve the CTE data system. New Jersey continuously improves the quality of secondary CTE data collected through the NJSMART system. The Office of Career Readiness has an ongoing collaboration with the Office of Education Data and the NJSMART vendor and updates business rules annually to enhance data quality. This year, statewide regional training was provided to all local school districts with CTE programs. Held throughout the grant year, these regional workshops focused on general NJSMART reporting updates, NJSMART Training for Career Readiness Indicators and data for Structured Learning Experiences. Individualized training was also provided to the county vocational school districts and their sending 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.

The CTE data coordinator also receives student performance data for postsecondary programs through a separate postsecondary data collection in the Vocational Education Data System (VEDS). The Office of Career Readiness regularly collaborates with the Council of County Colleges and the institutional research officers at the colleges 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. In quarterly collaborative meetings, held throughout the year, there was discussion and agreement to modify the definitions for the postsecondary indicator 2P1 degree, certificate and industry credential.

The CTE data coordinator works closely with staff developing the Perkins grant applications and Career Cluster team leaders working on CTE program approval to provide performance reports for local eligible recipients. These performance reports are intended to be used by local grantees to evaluate their program performance, to make decisions about needed program improvements, and for program reapproval purposes. Also, local grantees are required to use the performance reports to determine strategies and activities to be implemented with the Perkins funds to improve program performance.

The CTE data coordinator also worked closely with John J. Heldrich Center for Workforce Development at Rutgers, The State University of New Jersey to share, gather, and analyze data related to placement outcomes of postsecondary students who have completed CTE programs.

Data stewards comprised of representatives from the Office of the Secretary of Higher Education, the Department of Education, the John J. Heldrich Center for Workforce Development at Rutgers, The State University of New Jersey and the NJ Department of Labor met periodically. As a result, discussions are in process to determine how to link secondary individual student information with postsecondary data utilizing Department of Motor Vehicle identification.

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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?

In collaboration with the CTE data coordinator, performance reports were developed for each CTE program at the LEA level. Actual performance was compared with mutually agreed-upon targets and Perkins funding is budgeted for programs that did not meet targets. The secondary Perkins performance report included school level detail for the first time. The performance reports included each local recipient's ESEA school level progress targets for each of the academic attainment indicators.

As part of the NJDOE sub-recipient monitoring process program officers regularly review each local recipient's Perkins program performance report by program. This review is done in conjunction with the review and approval of local recipients' Perkins annual grant funding application. Secondary grantee performance data was also reviewed on the school level to include the ESEA school target data for LAL and Math as established through the NJ ESEA waiver. This allowed secondary Perkins grant recipients, as well as Office of Career Readiness staff, to compare CTE program performance among the schools in districts offering the same program. Performance reports were developed using data provided through the NJSMART CTE data collection. Postsecondary performance data was collected through VEDS. Each local recipient was also granted access to their full program performance report through a secure online system on the NJDOE Homeroom webpage.

Additionally, Perkins grantees were required to review their program performance reports to plan the appropriate strategies and activities for which they would utilize their Perkins grant funds. Local recipients were required to use their Perkins grant funding as a priority to implement activities designed to improve program performance of those programs that did not meet the state negotiated performance standards. NJDOE redesigned the Perkins performance reports the prior year to be more detailed and easier to read. Local grantees indicated that they found the reports to be very valuable and informative.

For both secondary and postsecondary grantees, NJDOE program officers reviewed grantees' performance data and provided technical assistance related to identifying appropriate strategies and activities for the use of Perkins funds to improve program performance as part of the application review and approval process. In addition, the Office of Career Readiness staff carried out a review of recipients' Perkins final reports to determine how funds were expended to improve or maintain program performance.

In order to determine whether the needs of special populations are being met, the Office of Career Readiness staff are involved in the ongoing analysis of data related to enrollment, participation and completion of nontraditional students and students with special needs. This data is also shared with the NJDOE Office of Special Education Programs (OSEP) and regularly presented to the statewide stakeholder group, the CTE State Advisory Council.

Secondary CTE programs are reapproved by Career Cluster on a five-year cycle. Utilizing the Career Cluster teams established during the prior year, the NJDOE program approval and reapproval process leveraged the expertise of both staff and industry stakeholders. The program approval process incorporates the review of program data for informed decision-making and targeted technical assistance.

Additionally, ongoing review of labor market data in Career Clusters provides insight into whether CTE programs are aligned to workforce needs. For example, the Business Management and Administration Career Cluster reviewed labor market data to determine if current programs offered were in high-wage and high-demand occupational areas. The data analysis indicated that the content of many existing programs could be enhanced; thus, professional development was planned to increase educator knowledge in this Career Cluster.

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

Resources to support the integration of technology into classroom instruction were developed and provided to local school district staff attending workshops supporting the implementation of New Jersey's Career Ready Practices. The professional development focused on technology resources to support the use of a variety of online applications for individualized student learning, literacy for struggling readers, vocabulary building research and writing. These supports are critical with the shift in focus to informational text found frequently in career and technical education. Technology tools also supported differentiated instructional strategies through gamification, virtual graphic organizers and mind mapping software. Also presented were student creation and publication through virtual applications. Technology tools for educators included resources to individualize students' virtual supports and feedback to students and to "flip classrooms".

Additionally, in an effort to further support awareness and integration of the Career Ready Practices into their local curriculum, a webinar was conducted for local school districts and placed on the NJDOE website. This initiative supported local efforts to improve students' employability skills.

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?

Professional development was provided for several areas and topics throughout the year. Several of the Career Cluster teams provided targeted professional development to local recipients in the 2015 grant year.

Business Management and Administration

Surveys were conducted to collect data on curricula offered in New Jersey's business programs. This information was used to develop professional development on the most current topics in business education. Professional development was offered to educate business teachers on using labor market data to determine program viability.

Information Technology

Professional development was offered to interested educational institutions on the development of CTE programs in Information Technology and the Cisco Networking Academy curricula offerings.

Law, Public Safety, Corrections and Security

Information session was held to support the development of a high-quality CTE program of study in Homeland Security. The session highlighted the opportunities available to Law and Public Safety CTE program students and resources currently available for teachers to start a new program.

Statewide Professional Development

The Office of Career Readiness offered a statewide professional development event for secondary and postsecondary local grantees. The Career Readiness Institute provided a wealth of opportunities to explore how to integrate career readiness activities across all content areas with all students. Information on developing quality career and technical education (CTE) programs and structured learning experiences was also provided as well as strategies to address career readiness and develop career pathways. Additionally, sessions on financial literacy, business partnerships, current labor market data and career exploration were also offered at the institute. There were over 500 attendees at the event. Attendees consisted of teachers, administrators, school counselors, community college administrators and faculty, students, and business and industry.

Global Logistics/Supply Chain Management

The NJDOE continued working with the Southern Regional Education Board (SREB) to develop a program of study in Global Logistics/Supply Chain Management as part of SREB's Advanced Career Initiative. During the reporting year, three New Jersey high schools began implementing course one of the four-course sequence. Intensive professional development was provided over the summer as part of a Summer Teacher Training Institute (STTI). The STTI is a prerequisite for the teachers of this coursework and extends over a ten-day period. This training enabled teachers to develop mastery in the following areas: Project-based learning; Supply Chain Management; integrating literacy into the curriculum; Integrating math into the curriculum; and Advanced Career effective teaching and curriculum strategies for students of special populations.

In preparation for the Advanced Career STTI, the Office of Career Readiness led a team of educators from New Jersey who attended the Master Teacher Training sponsored by SREB. The team included a secondary CTE teacher and a faculty member from the Global Logistic Supply Chain Management program at Rutgers, The State University of New Jersey. This intensive training was an important tool for ensuring the team was positioned to turnkey the lessons integrating literacy and mathematics into project-based units in this CTE program. The team was also better enabled to support and sustain project-based learning and rigorous curriculum development in CTE programs in New Jersey.

New Jersey Career Assistance Navigator (NJCAN)

During the reporting year, professional development on the NJ Career Assistance Navigator (NJCAN) has been provided to teachers, counselors and administrators at secondary schools, and the Department of Children and Families, a state agency serving students with disabilities. NJCAN is the state's free career information system and is available to all NJ residents. The format for these training sessions varied from webinars to face-to-face. This professional development is part of an agreement the Office of Career Readiness initiated with the John J. Heldrich Center for Workforce Development at Rutgers, The State University of New Jersey.

Career Equity Resource Center (CERC)

In the fourth year of the Career Equity Resource Center (CERC) grant funded by the Office of Career Readiness, the CERC Center delivered comprehensive professional development to a cohort of school districts from the southern region of the state. CERC delivered comprehensive professional development to Southern Region cohort schools that were part of the Regional Equity and Access Development Initiative (READI) at the 3-day summer professional development institute held in July 2014. Cohort teams consisted of teachers, administrators, and guidance counselors. Topics included: Leadership for Change, Equity in your School, An Introduction to Root Cause, Assembling Effective Advisory Committees and Developing Equity Action Plans. CERC also offered statewide professional development on Culturally Responsive Classrooms, Micro-messaging, and Recruitment and Retention Strategies, on request.

Career and Technical Education Partnership Grants (CTEP)

In the final year of the second cohort of the Career and Technical Education Partnership Grants, which were funded with Perkins funds, intensive professional development was provided to teachers in pilot schools to enable them to have the skills and resources to implement the program of study curriculum in their districts. The Office of Career Readiness is working to make the curriculum resources available to other districts via the NJDOE web-based educator service.

Human Services

Conducted a two-day summer leadership institute for teachers, counselors, and administrators in August 2014 to provide professional development on the implementation of the Early Childhood Development and Services program of study.

Marketing

The summer institute for marketing educators in August 2014 covered a number of topics including the updated lessons for the Marketing Management program of study. It also addressed best practices in the development of project-based learning units and teaching strategies for CTE to help engage students.

The technical assistance workshop held in January 2015 introduced the program of study curriculum to school districts interested in developing Marketing programs and obtained their feedback on units. In addition, postsecondary participants discussed development of elements needed for a course to be articulated.

As part of the effort to provide intensive professional development for teachers who piloted program of study curriculum developed as part of the first cohort of the CTEP grants, the NJDOE utilized state funds to present multiple-day curriculum institutes for two additional programs of study.

Graphic Design Program of Study

District administrators and teachers participated in an informational session at the Department about the Department's three-year Graphic Design CTE Curriculum in preparation for a FY16 summer curriculum institute.

Socially Responsible Engineering & Technology Program of Study

A week-long summer professional development was provided to piloting schools in August 2014.

Career Ready Practices

Regional professional development sessions were held in fall 2014 to increase awareness of the Career Ready Practices and assist schools with integrating these concepts into the local curriculum. These sessions were open to all New Jersey public schools with CTE educators also participating.

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?

The Office of Career Readiness continued to lead a multi-year initiative through the Career Equity Resource Center (CERC) at Rutgers, The State University. The overarching goal of CERC is to ensure secondary and postsecondary students have equitable 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. CERC provides resources and implementation strategies to increase access and success in high-skill, high-wage, high-demand occupations for special population students. The center provides training, professional development, technical assistance and evaluation activities to local education agencies. The Office of Career Readiness staff person providing leadership and coordination of this work is funded by New Jersey's Perkins grant.

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 reporting year, New Jersey provided support for special populations programs that lead to high skill, high wage and high demand occupations in various ways.

The Career Equity Resource Center

The Office of Career Readiness continued to lead a multi-year initiative through the Career Equity Resource Center (CERC) at Rutgers, The State University. The overarching goal of CERC is to ensure that secondary and postsecondary special population students have equitable access to high quality career and technical education programs to assist them in becoming successful global citizens and prepared for the career challenges of the 21st century. In this regard, CERC provided resources and strategies to cohorts of schools in the Central, Northern, and Southern regions (four schools in each region) of the state to assist them in increasing access, recruitment, and retention of special population students in high skill, high wage, and high demand CTE programs. Special populations include students with disabilities, socioeconomically disadvantaged, limited English proficient, and nontraditional. The CTE program data was provided to CERC by the Office of Career Readiness CTE data coordinator. CERC staff analyzed NJDOE special population's data, identified inequities, discussed root cause, and assisted cohort schools in the design and development of corrective action plans. On-going training, professional development, technical assistance and evaluation activities were provided by CERC to support schools in corrective plan implementation including turnkey training to ensure replicability and sustainability. Statewide special population support services were also provided to non-cohort schools, on request.

Training and resources to support special education teachers and students

Training for special education teachers supervising work-based learning through its NJ Safe Schools Program

* Training for teachers supervising students with special health care needs

* Presentations and guidance on incorporating and assessing personal and social skills attainment in workbased learning activities via educator associations and conferences

* School-site visits to provide technical assistance to districts developing or expanding work-based learning programs, including transition programs for special populations

The New Jersey Division of Children and Families Educational Support Centers

Perkins funding is allocated to The New Jersey Division of Children and Families (DCF) to provide supplemental support to ten DCF centers located strategically throughout the state to assist students who:

* Exhibit severe cognitive, physical, behavioral and emotional disabilities;

* Exhibit a variety of moderate to severe learning disabilities;

- * Are at risk of school failure; and/or
- * Are pregnant/parenting teens

During this reporting period, support to special population programs at the DCF centers that lead to high wage, high skill, high demand careers was provided by:

- * The expansion of aquaculture programs where students use hands-on techniques to raise trout for release into area streams in collaboration with the State Forestry Service.
- * The expansion of journalism programs which provide career readiness skills in the use of technology, terminology, and media techniques.
- * The expansion of Structured Learning Experiences (SLEs) including career exploration, job shadowing and the continued successful partnership with Habitat for Humanities in North Jersey.
- * The continuation and expansion of the "Travel-Free" Professional Development Library to assist staff with resources and materials for lesson plan integration including differentiating instruction, teaching diverse learners, etc.
- * The expansion of the Pregnant and Parenting Teen Program – TEACH dual enrollment program from the Atlantic Campus to the Cape May and Mercer campuses. The programs included a new Junior Achievement financial literacy pilot entitled Finance Park, a new Microsoft Office Specialist program, and the Women's Future Leadership Forum.
- * On-Line Courses to assist students in gaining required skills to become college and career ready.

Marie H. Katzenbach School of the Deaf

The Katzenbach School provides services to New Jersey deaf and hearing impaired special needs high school students. During this reporting period, support for Katzenbach programs that lead to high wage, high skill, high demand careers was provided through:

- * The implementation of the State of New Jersey's career navigation system (NJCAN) which assists students in career exploration and career planning decision-making
- * The installation of advanced technology diagnostic and troubleshooting software in the Automotive Technology program
- * The expansion of the Structured Learning Experience (SLE) program by including a new community based restaurant
- * On-Line Courses to assist students in gaining required skills to become college and career ready
- * The integration of workplace readiness skills, mock interviews, resume building, throughout the curriculum
- * Student attendance at the NJ Peer Leadership conference at Rider University where topics included listening skills, bystander intervention strategies, and leadership skills

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

During this award period, Office of Career Readiness staff provided ongoing and intensive one-to-one technical assistance to grant recipients in person at the NJDOE, on-site at the college or district, via webinar, or by telephone and/or e-mail. Program officers contacted grantees to review performance data issues and to make suggestions for program improvement, including linking grantees with additional resources. The Office of Career Readiness also offered technical assistance to grantees through webinars, regional and group presentations, the statewide Career Readiness Institute, literacy in CTE presentations, and other professional development opportunities for teachers, administrators and guidance counselors. The Office of Career Readiness continues to update the CTE website with resources for teachers, administrators and guidance counselors at the secondary and postsecondary levels.

As part of the Department's CTE program reapproval process for secondary school districts, charts containing CIP codes eligible for program approval and reapproval were provided to districts. The charts also provided in-depth information on labor demand, wages and appropriate third-party assessments. Grantees used these charts to develop new programs and improve existing programs.

On the postsecondary level, the CTE data coordinator provided one-on-one assistance to the institutional research (IR) officers at the county colleges regarding their data submission. When submission errors occurred, the college IR officers received e-mail notifications to verify their data and make corrections. The IR officers received technical assistance on how the data would be used for the Perkins Performance Indicators.

On a quarterly basis, the director, manager and data coordinator met with a president from the county college president's group and a representative from the New Jersey Council of County Colleges. These meetings were held to discuss issues related to CTE and the Perkins grant relative to county colleges. As a result of feedback received in these quarterly meetings, a session specifically for postsecondary county college grantees was included in the May 2015 Career Readiness Institute: Managing Perkins Funds in NJ County Colleges. The session focused on appropriate Perkins fundable activities to improve Career and Technical Education (CTE) program performance. Tips and strategies were provided to help county colleges develop and manage their Perkins grant.

The Career Equity Resource Center provided special population technical assistance to school cohorts in the Central, Northern, and Southern regions of New Jersey. Technical assistance included data analysis, student surveys, curriculum evaluation, and strategies for institutionalizing special population equity plans to raise awareness and increase recruitment and completion of special populations in high quality career and technical education programs. Statewide special populations technical assistance was also offered on request.

During the reporting year, technical assistance was offered to several comprehensive high schools for newly approved JROTC programs. With support from the national JROTC headquarters in Ft. Knox, KY, curriculum for the Leadership, Education & Training program (LET) was verified, and the JROTC assessment test bank questions were approved as a viable third party assessment. Also, articulation agreements are currently being negotiated with postsecondary institutions.

Work-Based Learning

Perkins-funded staff provided technical assistance to teachers and administrators throughout the project period, some examples include:

- * School-site visits to provide technical assistance to districts developing or expanding work-based learning programs, including transition programs for special populations
- * Webpage with official forms and resources
- * E-mail listserv
- * Presentations to teachers and administrators via conferences, workshops and seminars

CTE Curriculum Projects

Perkins funds were used to develop curriculum resources and provide technical assistance in implementing curriculum resources. The following are some examples:

- * Technical assistance was provided through presentations to teachers and administrators at conferences, workshops, seminars, and information sessions
- * Content experts were hired to provide a variety of resources, training, and technical assistance to school districts interested in beginning or continuing implementation of the program of study curricula developed for a number of Career Clusters, such as STEM. A summer training was held to support STEM teachers interested in, or currently, using the Socially Responsible Engineering and Technology program of study.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

156368

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

2749

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

The New Jersey Department of Education, Office of Career Readiness awarded Perkins funding for the period of July 1, 2014 through June 30, 2015 to the New Jersey State Department of Corrections, and the New Jersey Juvenile Justice Commission to provide services for special populations and underserved students as follows:

New Jersey State Department of Corrections

- * Expansion of the National Center for Construction Education and Research Technology curriculum
- * Updated Workforce Learning Labs with technology, curriculum and software.
- * Updated computer labs with hardware and software
- * Provided CareerScope Interest Inventory assessment to the student population
- * Provided student access to NJCAN (New Jersey Career Assistant Navigator) at each facility
- * Provided an expanded curriculum of non-traditional occupational safety training to the female population
- * Provided certificate earning programs for transitioning students, to include forklift safety program, OSHA training, Traffic Flagging and ServSafe Safe Food Handling certification
- * The New Jersey Department of Corrections at 12 facility locations enrolled 2807 students in Career Technical Education programs. Academic and transitional programming is also available at each facility for the inmate students

The New Jersey Juvenile Justice Commission (JJC)

- * Provided career and technical education services to eleven residential community homes, two-day programs, and four secure care facilities
- * Developed programs to improve proficiency for entry-level employment, postsecondary opportunities upon release
- * Administered career interest assessments to students (Holland, Express Career Interest and the NJCAN) through JJC Cooperative Education Coordinators
- * Disseminated information on continuing education and, where appropriate, trade unions, employers, and colleges/vocational schools
- * Delivered and implemented Project-Based Learning activities including cross-content learning, and 22 thematic units
- * Implemented Financial Reality Fairs with professionals from various CTE fields that provided students opportunities to explore different careers focused on financial literacy and responsibility
- * Updated instructional equipment of the Graphic Arts classroom at the New Jersey Training School in Jamesburg
- * Provided career information by the Office of Education's employment and Cooperative Education Coordinators

Part II: State Institutions Serving Individuals with Disabilities**Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:**

41724.48

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

255

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

The New Jersey Department of Children and Families provided educational and career services to ten regional state schools for students which exhibit severe cognitive, physical, behavioral and emotional disabilities. Career services are provided to address moderate to several learning disabilities for students statewide. The following activities occurred during the period of July 1, 2014 through June 30, 2015.

- * The on-going delivery to NJDCF/DHS-Office of Education students of grade appropriate career education, career exploration and career shadowing opportunities and instruction. This year it has included at some campuses workplace social skills development and Career Coaching.
- * The continuation and expansion of Aquaculture Programs – This project has been cross content in nature and hands on with the actual raising of Trout for release into area streams in collaboration with the State Forestry Service.
- * The continuation, and expansion of Journalism/ graphic/printing and photographic design programs – providing workplace readiness skills in the use of technology, tools, terminology, techniques and media in the creation of dance, music, theater, visual and graphic arts.
- * A partnership has been piloted and is now moving toward expansion with Junior Achievement – New Jersey. One Program specifically is utilized with the TEACH Programs – Finance Park -A two-pronged approach to financial literacy education for middle and high school students that begins with several weeks of classroom lessons, centered on money management, wise consumerism and career exploration.
- * NJCAN – This web-based NJ state sponsored application has been utilized at all NJDCF-Office of Education sites as an integral part of our career education program.
- * The continuation of Horticulture Programs – cross content in nature – through the New Jersey Core Curriculum Content Standards to include Mathematics, Science, Language Arts, Graphic and Design Arts, etc. Programming was also extended to include horticultural therapy for severely and multiply handicapped students.
- * Career Technical Education On-Line Courses – 80+ Courses designed to help students explore different fields of study and gain skills that they can use in college and their future careers have been installed through a new segment of PLATO.

Marie H. Katzenbach School of the Deaf

The Marie H. Katzenbach School of the Deaf provides educational and career services to students who are deaf or hard of hearing to facilitate learning through small individualized instruction, regular academic curriculum, instruction in ASL/Deaf Culture and career and technical education. The following activities occurred during the period of July 1, 2014 through June 30, 2015:

- * The implementation of the State of New Jersey's career navigation system, NJCAN. Freshman students used this web-based program to assist with lifelong career exploration, career planning and decision-making. The Career Clusters were identified and researched to support a career path for the students. These choices were incorporated into the IEP. This program was also used to increase the use of technology in the classroom
- * The upgrade of the Culinary Arts classroom to simulate real work experience for students entering into the Hospitality field
- * Continuation of technology in the Automotive Technology class by maintaining the use of OnDemand software for auto diagnosis and troubleshooting
- * The Expansion of the Structured Learning Experience program by including a new community based restaurant
- * Provided curriculum based workplace readiness, soft skills, mock interviews, resume building, at various levels to high school students

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

Yes

Only one charter school in New Jersey has approved CTE programs. CharterTech High School for the Performing Arts operates four CTE programs/programs of study within the Arts, A/V Technology & Communications Career Cluster. CharterTech receives Perkins funds as allocated by student enrollment and census data. 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?

No

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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?

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 NJ's 2014 CTE standards and other State standards for mathematics and English language arts and literacy.

Career and Technical Education Partnership Grant (Marketing Career Cluster)

A three-day summer Institute for the Marketing career cluster was held in August 2014. The workshop sessions covered a number of topics including the newly revised Marketing Career Cluster Model Program of Study. It also addressed best practices in the development of project-based learning units and teaching strategies to help engage students in career and technical education.

The Career Ready Practices

The Career Ready Practices, adopted by the NJ State Board of Education in October 2014, reflect the knowledge, skills and dispositions that students need to develop through all grade levels and reinforced in career exploration and preparation programs. These practices support the connection between academic instruction and the practical application of content knowledge and skills in a CTE program. Regional professional development sessions were held in the fall of 2014 to increase awareness of the Career Ready Practices, and assist schools with integrating these concepts into local curriculum. These sessions were open to all NJ public schools with CTE educators also participating.

Literacy in CTE

The Office of Career Readiness partnered with the Southern Regional Education Board (SREB) to support cohorts of schools with integrating literacy into CTE programs. The initiative began with a 2 day Professional Development Institute followed by ongoing coaching visits to schools. Certificates were awarded to teachers and administrators in August 2014 for their efforts and commitment to this work.

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.

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.

Office of Career Readiness' 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 Director of the Office of Career Readiness 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 Employability Task Force, the Gender Parity Council, Shared Youth Vision Council and the Health Care Workforce Advisory Committee. Additionally, the NJDOE requires grantees to consult with their local WIB on the development of their Perkins grant application. Documentation as evidence of this consultation is maintained by local grantees and is verified by NJDOE staff as part of the monitoring process.

The State Director holds quarterly meetings with the Council of County Colleges to discuss pertinent CTE issues and develop strategies to enhance data collection, reporting, and Programs of Study development. 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 (CCVTS) 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 on the vision for CTE and other important issues, including addressing the needs of adult programs.

The Office of Career Readiness 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, and workforce development. New Jersey's Policy Academy, sponsored by the National Governor's Association (NGA), is an example of this level of collaboration between the NJDOE and other state agencies including LWD, Office of the Lieutenant Governor, State Employment and Training Commission (SETC), Office of the Secretary of Higher Education and NJ Business and Industry Association. New Jersey was one of ten states selected by the NGA to receive a technical assistance and partnership grant to ensure that a skilled pipeline continues to support NJ's economy. The mission of NJ's Policy Academy is to increase the number of New Jersey's residents with an industry-valued credential or degree through high-quality partnerships and integrated investments.

The Office of Career Readiness 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 seven Talent Networks include: Transportation, Logistics, and Distribution; Life Sciences; Advanced Manufacturing; Retail, Hospitality and Tourism, Financial Services; Health Care; and Technology and Entrepreneurship.

The Director and staff of the Office of Career Readiness have worked 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. The leads of the Career Cluster teams with related Talent Networks have interacted with the Talent Networks to ensure they have up-to-date input from industry.

Additionally, the Office of Career Readiness works closely with the labor market analysts at LWD to ensure that CTE programs are guided by current data in the state. The Director of the Office of Career Readiness works closely with the senior leadership at LWD in both the Office of Research and Information and the Workforce Development Division, and 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 been particularly involved in collaborating on strategies to address the critical need for skilled workers in advanced manufacturing in the state and in the discussion of employability and career readiness skills.

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.

Youth Symposiums

The Office of Career Readiness also partnered with the SETC to design and implement a program that provided opportunities for at-risk students to explore career options and learn about career readiness activities. Local Workforce Investment Boards (WIBs) were selected through a competitive application process to design and host regional career youth symposiums for secondary students to learn about NJ's seven key industries and employability elements necessary to succeed in today's global economy. The local WIBs partnered with secondary, postsecondary, and business and industry organizations to develop and deliver user-friendly information and activities to student participants. Office of Career Readiness staff also served on the SETC's Shared Youth Vision Council. The purpose of this council is to support youth with attaining successful employment opportunities via collaboration among state agencies and other partners.

In addition, the NJDOE supported or implemented the following partnerships:

Structured Learning Experiences

The New Jersey OSHA Alliance is a partnership between the US Department of Labor, Division of Wage and Hour; OSHA; NJ Department of Labor and Workforce Development (NJLWD) Division of Wage and Hour Compliance; NJ Public Employees Occupational Safety and Health (PEOSH); NJDOE; and Rutgers University, School of Public Health (NJ Safe Schools Programs). This alliance provides training to teachers supervising work-based learning, provides guidance to the NJDOE on safety and health standards for CTE programs and minor employment, and develops resources for districts, teachers and small businesses via the NJ Safe Schools Program.

Additionally, staff from the Office of Career Readiness were involved with the development of the Workforce Innovation and Opportunity Act (WIOA) state plan. Staff attended a two-day planning conference on March 31 – April 1, 2015, and engaged in ongoing collaboration with the SETC and NJ Department of Labor and Workforce Development to develop the state plan.

NJ Safe Schools Program

Perkins funds were used to support the salary of a staff member from the Office of Career Readiness who served as the program officer coordinating the partnership between the NJDOE and Rutgers University School of Public Health. This partnership serves to operate the NJ Safe Schools Program in order to accomplish the following tasks:

- * Provide training and resources pertaining to student and teacher safety and health in CTE programs and work-based learning;
- * Evaluate district CTE safety and health plans and provide training on developing such plans;
- * Track and evaluate annual teacher evaluation and student accident and incident reporting pertaining to CTE programs and work based learning;

Teacher Licensure

Office of Career Readiness staff collaborated with various NJ Occupational Licensure Boards regarding teacher licensure, CTE program curriculum and licensure requirements.

Higher Education

The Business School at Rutgers University supported the improvement of quality secondary CTE programs in several Career Clusters including Transportation, Distribution and Logistics, Finance; Marketing; and Business Management and Administration. A summer teachers training institute for the Global Logistics and Supply Chain Management program was hosted by the Business School at Rutgers University. The Office of Career Readiness is also working with Rutgers to develop an articulation agreement for students completing the course curriculum. The Business School at Rutgers University also assisted with the planning for a professional development event for teachers in the Finance; Marketing; and Business Management and Administration Career Clusters. This professional development event focused on creative approaches to connect secondary and postsecondary schools with business and industry, and raising the rigor and expectation of CTE programs.

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 NJLWD, sponsors and administers the New Jersey Career Assistance Navigator (NJCAN), an on-line interactive career information system used to support career awareness, exploration and preparation. This system was developed and is maintained by intoCareers, a non-profit enterprise of 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. Perkins leadership funds are used to support the agreement with the University of Oregon. This valuable resource is available free of charge to all New Jersey residents.

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 opportunities. Additional resources, such as lesson plans, practical learning activities and information about the Career Ready Practices 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 combined with accurate, comprehensive, current, and relevant information on occupations, postsecondary opportunities, college degree-granting programs and financial aid. The website also contains the latest national, New Jersey and local labor market data and projections.

Through an agreement with the John J. Heldrich Center for Workforce Development at Rutgers, The State University of New Jersey, training is available to districts to enhance capacity to utilize NJCAN. Perkins-funded staff provide leadership and technical assistance for this initiative.

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

Federally funded staff in the Office of Career Readiness provided extensive technical assistance to local grantees to facilitate the development of programs of study including establishing articulation agreements between secondary school districts and institutions of higher education. NJDOE Staff have assisted secondary grantees in this manner by identifying appropriate postsecondary contacts, making recommendations regarding appropriate programs for articulation and viable end of program technical skill assessments. Moreover, specific workshops were held at the Career Readiness Institute to provide technical assistance to secondary and postsecondary grantees by providing examples of successful Programs of Study implementation.

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 directly. However, at the local level, many districts chose to use their Perkins funds to support student and faculty participation in CTSOs. Perkins funds are also used for Office of Career Readiness staff who provide oversight and guidance to the CTSOs and participate in statewide leadership events as needed.

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

Perkins funds were used to support the salary of staff in the Office of Career Readiness who provide support for local school districts related to Structured Learning Experiences (SLE). This support may include on-site visits, large setting professional development for new SLE programs, support for SLE program improvement and using SLEs to improve social emotional learning and student growth.

The NJDOE hosted the Career Readiness Institute in May 2015. This event included a wide array of opportunities for educators, counselors and administrators to learn about integrating career readiness concepts across all content areas with all students. Additional conference participants included community college administrators and faculty, business/industry representatives, NJLWD and youth representing the Technology Students Association (TSA) and Family Career and Community Leaders of America (FCCLA) Career and Technical Education Student Organizations. Information on developing quality CTE programs and SLEs were also provided as well as strategies to address career readiness and develop career pathways. Additional workshop session topics included financial literacy, business partnerships, current labor market data and career exploration.

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?

No

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

A major focus of the Office of Career Readiness' efforts during this reporting year has been the development of new programs of study through efforts to update and improve existing course curricula. Office of Career Readiness staff, in collaboration with career cluster advisory committee staff, lead efforts to complete this work.

Perkins funds were used to support the improvement of the business and marketing Career Clusters in various ways. In the business career cluster, professional development was conducted to educate teachers in the business career cluster on using labor market data to determine program viability. In the marketing career cluster, a management program of study curriculum was enhanced to improve upon work previously done. A technical assistance workshop was held in January 2015 to introduce the curriculum to school districts and obtain additional feedback. In addition, postsecondary participants discussed the development of elements needed for a course that would be part of an articulation agreement.

Courses in the Transportation, Distribution, and Logistics; and Law, Public Safety, Corrections and Security Career Clusters were further developed during this period. State-level oversight of these programs is carried out primarily by Perkins funded Office of Career Readiness staff.

The Socially Responsible Engineering Program of Study was further refined and piloted. Training was held for schools piloting this Program of Study in August 2014 in collaboration with the College of NJ.

A model Program of Study was also designed and finalized for the Early Childhood Education Services pathway. A two-day summer leadership institute for teachers, counselors, and administrators was held in August 2014 to provide professional development on the implementation of this exemplar.

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

No

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?

No

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 user friendly, straightforward search and sorting utilities, and an online portfolio for saving information from all system components. Self-assessment tools are available to assist 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 opportunities. Additional resources, such as lesson plans, practical learning activities and information about the Career Ready Practices 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 combined with accurate, comprehensive, current, and relevant information on occupations, postsecondary opportunities, college degree-granting programs and financial aid. This platform 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.

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.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students			
Postsecondary Students			

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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.

Local Program Improvement Plans

There are a total of 118 eligible secondary recipients in NJ. Performance by indicator is as follows:

1S1 Academic Attainment--LAL: Three recipients' performance failed to meet 90% of the target.

1S2: Academic Attainment--Math: Twenty six recipients' performance failed to meet 90% of the target.

2S1 Technical Skill Attainment: Twenty three recipients' performance failed to meet 90% of the target.

3S1 High School Completion: All of recipients' performance met 90% of the target.

4S1 Graduation: All of recipients' performance met 90% of the target.

5S1 Placement: Only one recipient failed to meet 90% of the target.

6S1 Nontraditional Participation: Thirty one recipients' performance failed to meet 90% of the target.

6S2 Nontraditional Completion: Forty five recipients' performance failed to meet 90% of the target.

There are a total of 19 postsecondary recipients in NJ. Performance by indicator is as follows:

1P1 Skill Attainment: Only one recipient failed to meet 90% of the target.

2P1 Credential, Certificate or Degree: All of the recipients' performance met 90% of the target.

3P1 Retention: Only one recipient failed to meet 90% of the target.

4P1 Placement: Only one recipient failed to meet 90% of the target.

5P1 Nontraditional Participation: Three recipients' performance failed to meet 90% of the target.

5P2 Nontraditional Completion: Seven recipients' performance failed to meet 90% of the target.