

Consolidated Annual Report, Program Year 2016 - 2017

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

Federal Perkins administration funds were used to continue to support the salary of the CTE data coordinator. In this capacity, she regularly coordinates with the NJDOE Office of Information Technology, which is responsible for managing the NJDOE state longitudinal data system known as NJSMART. During 2017, the Office of Career Readiness CTE data coordinator met regularly with the NJSMART team. NJDOE continuously improves the quality of secondary CTE data collected through the NJSMART system.

During the grant period, statewide training was provided to all local school districts that operate CTE programs. Training included webinars on CTE data submission and data for Structured Learning Experiences. In addition, new supplemental eLearning videos were created to assist in self-paced learning. Each on demand eLearning video is designed to give a high level review of each topic and districts are encouraged to use the videos in conjunction with the other NJ SMART tools and resources. An in-person training session was conducted in June for vocational schools to ensure that shared-time student data was reported correctly. These enhanced efforts 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 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.

The CTE data coordinator works closely with staff developing the Perkins grant applications and collaborates with 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 and improve their overall program performance; including needed program improvements and for program re-approval purposes.

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

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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?

CTE programs funded under Perkins IV in New Jersey were assessed in two ways:

Through the Perkins Grant Approval Process:

In collaboration with the CTE data coordinator, Perkins Coordinator and program staff, performance reports were developed for each CTE program at the Local Education Agency (LEA) level. Performance reports were developed using data collected through the NJSMART CTE data collection system. Postsecondary performance data is collected through the Vocational Education Data System (VEDS). Actual performance was compared with mutually agreed-upon targets.

Each local recipient was granted access to their full program performance report and summarized program performance data was available in grantees' on-line Perkins applications.

For both secondary and postsecondary grantees, NJDOE program officers reviewed grantees' performance data and provided technical assistance related to interpreting performance data and identifying appropriate strategies to improve program performance. This review is done during local recipients' annual Perkins grant funding application.

Before the local recipients were able to access their funding application, they were required to review their performance and develop strategies to address areas of low performance. Local recipients were required to use their Perkins grant funding as a priority to implement activities designed to improve the program performance of those programs that did not meet the state negotiated performance standards. After completing this analysis and upon program officer approval of the plan to address all performance issues, the local recipients were then able to access, complete and submit their Perkins budget request.

Through the Program Approval/Reapproval Process:

Secondary CTE programs are reapproved by career cluster on a five-year cycle. Utilizing the established career cluster teams, the NJDOE program approval and reapproval process leveraged the expertise of both staff and industry stakeholders. The program approval process incorporates the review of longitudinal program data for informed decision-making and targeted technical assistance. During the grant period, all of the programs in the Business and Transportation, Logistics and Distribution clusters participated in the complete program reapproval process.

Additionally, ongoing review of labor market data in career clusters provides insight into the alignment between CTE programs and workforce needs. For example, the Global Logistics and Supply Chain Management career cluster examined labor market data to ensure that the eligible CTE programs aligned with business/industry needs and postsecondary alignment. A GLSCM advisory board was developed which was made up of a diverse group of secondary, postsecondary and business and industry members.

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

During the reporting period, the Office of Career Readiness continued to support the expanded use of technology through professional development such as the Summer Institutes for Global Logistics and Advanced Manufacturing. As always, Perkins program officers approved the use of Perkins funds at the local level for classroom technology and equipment related to the various CTE programs.

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?

Initial Teacher Preparation

The NJDOE offered the CTE Alternate Route Teacher Preparation Program for teachers who were interested in entering the teaching profession in a CTE classroom. Three cohorts of teachers were admitted to this year-long program which included topics related to the professional teaching standards, as well as topics related to CTE program approval.

New regulations for the Alternate Route Educator Preparation Programs were adopted by the New Jersey State Board in November 2015 and took effect over the summer of 2017. These new regulations require more rigorous and extensive clinical work to support the most effective classroom exposure for candidates as well as an increase in the hours of formal instruction and a requirement that these hours occur over two years. With Perkins Leadership funds, NJDOE provided a subgrant to Brookdale Community College to support the design of a more comprehensive two-year curriculum. This curriculum is designed to be delivered through a traditional model with all instruction being provided at Brookdale Community College or through a partnership model in which a portion of the instructional hours can be provided at a County Vocational School District that is employing the teacher candidate. In addition to supporting creation of the new curriculum, NJDOE used Perkins Leadership funds to support the final year of the CTE Alternate Route Educator Preparation program under the old regulations, also at Brookdale Community College.

General Technical Assistance and Professional Development

New Jersey Career Assistance Navigator (NJCAN)

During the reporting year, professional development on the New Jersey Career Assistance Navigator (NJCAN) was 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 New Jersey 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)

Between July 1, 2016 and June 30, 2017, the Career Equity Resource Center (CERC) provided data-driven research based professional development and technical assistance on equity in CTE to four county vocational school districts, 21 comprehensive high schools, and 7 county colleges. All of the professional development was designed to provide administrators, teachers and student support personnel with resources and strategies that could be seamlessly integrated into the classroom. Technical assistance was provided using a differentiated approach. Workshops, presentations, and turnkey training are examples that demonstrate our response to the needs of individual schools and districts, with a focus on:

- Nontraditional Recruitment and Retention
- Classroom Management in CTE
- Micromessaging
- Equitable Instructional Strategies
- Literacy in CTE
- Developing a Nontraditional Equity Plan

Cluster-Specific Professional Development

Transportation, Distribution and Logistics/Global Logistics & Supply Chain Management

The NJDOE continued to working with the Southern Regional Education Board (SREB) to advance the program of study in Global Logistics/Supply Chain Management (GLSCM) that was developed as part of SREB's Advanced Career Initiative. During the reporting year, five New Jersey high schools continued teaching the curriculum and four schools adopted the program. Intensive professional development was provided over the summer as part of a Summer Teacher Training Institute (STTI). The ten day STTI is a prerequisite for teaching each of the courses in the program as it enables teachers to develop mastery in the following areas: project-based learning; supply chain management; integrating literacy into the curriculum; integrating math into the curriculum. CERC staff contributed their expertise by providing sessions on 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 GLSCM. 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 for this CTE program. The team was also better prepared to support and sustain project-based learning and rigorous curriculum development in CTE programs in New Jersey.

Socially Responsible Engineering and Technology Curriculum

During this reporting year, the curricula for the first three courses of the four course sequence of the Socially Responsible Engineering & Technology (SRE&T) program were updated to integrate the New Jersey Student Learning Standards (NJSLS), including the NJSLS for Science. In addition, nine days of intensive professional development were provided in August 2016 for educators in districts interested in offering this program. Educators who participated in training in previous years, as well as educators who are new to the SRE&T program, attended these training sessions.

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?

Career Equity Resource Center (CERC)

During the reporting year, the Career Equity Resource Center (CERC) provided specific, targeted technical assistance and professional development in the area of non-traditional student success in CTE. The sessions were designed to support teachers, school counselors and other support services staff (at both the secondary and college level) and administrators in the preparation of non-traditional students in current and emerging professions. Comprehensive high schools, county vocational school districts and county colleges had the opportunity to work with CERC to examine their nontraditional enrollment data, identify root causes, prioritize areas of concern, and develop short or long-term nontraditional equity plans that support the recruitment, retention, and completion of CTE students in nontraditional careers, particularly for females in STEM and males in healthcare. Preparation for nontraditional fields in current and emerging professions included a five part strategy plan:

Image: student exposure to images that inspire them to explore nontraditional careers;

Critical Mass: a team of faculty members, community organizers, and parents who advocate on behalf of nontraditional students;

Making It Real: connecting classroom learning with real-world applications outside the classroom;

Role Models: presenting real people in the profession who can help nontraditional students redefine career perceptions, i.e., alumni, faculty members, advisory committee members, etc.; and

Leveling the Playing Field: providing building blocks and support services for at-risk students to create opportunities for success in a nontraditional profession.

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 that lead to high skill, high wage and high demand occupations in various ways:

-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 work-based learning activities via educator associations and conferences; and

-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 funds were allocated to support CTE programs provided by the New Jersey Division of Children and Families (DCF). These funds were used 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 Microsoft Office Specialist program, the Women's Future Leadership Forum; and on-line courses to assist students in gaining required skills to become college and career ready.

More information on the CTE programs at DCF can be found as part of the responses to Question 7.

Marie H. Katzenbach School for 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 assistance 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; and

More information on the CTE programs at Marie H. Katzenbach School for the Deaf can be found as part of the responses to Question 7.

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

During this award period, Office of Career Readiness Perkins program officers provided ongoing and intensive one-to-one technical assistance to grant recipients in person at the NJDOE, onsite at the college or district, via webinar, or by telephone and/or e-mail. As described in the response to Question A3, program officers contacted grantees to review performance data issues and to make suggestions for program improvement, including linking grantees with additional resources. Perkins technical assistance workshops for secondary grantees were offered online as webinars, as well as at in person sessions. A specific postsecondary technical assistance session was held for the county colleges to share best practices as well as to introduce new resources. These resources included a tool to identify root causes of low performance with accompanying strategies which was created and shared with college staff. Additional technical assistance resources were created and added to the Perkins Information section of the NJDOE Career Readiness website. Additionally, the Perkins Guidelines, which are the central resource for eligible local recipients, were updated throughout the year as needed. Examples of approvable and unapprovable budget requests were added to the Guidelines to improve clarity, and the guidance on supplanting was expanded.

As described at length in Question B3, the Office of Career Readiness also offered technical assistance to grantees through webinars, regional and group 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 were contacted and offered technical assistance in verifying their data and making corrections. The IR officers received technical assistance on how the data would be used for the Perkins Performance Indicators.

On a quarterly basis, the Office of Career Readiness staff met with a representative 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.

The nineteen county colleges with CTE programs received intensive technical assistance from the three program officers who shared responsibility for their Perkins grants during the reporting period. This included program officer attendance at county college grant officer meetings, and one to one technical assistance which was conducted on site, at the DOE, virtually or by phone.

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; and

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. 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 and Transportation, Distribution and Logistics. A summer training was held to support STEM teachers interested in, or currently using, the Socially Responsible Engineering and Technology program of study. For more information, please see the response to Question B3.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

204450

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

3486

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

New Jersey State Department of Corrections

The New Jersey Department of Corrections enrolled students in Career Technical Education programs at 12 facility locations. Academic and transitional programming is also available at each facility for the inmate student.

During the period July 1, 2016 to June 30, 2017, the following CTE services and activities occurred at the New Jersey correctional facilities:

- Expansion of the National Center for Construction Education and Research Technology curriculum;
- Updated College and Career Readiness labs with technology, curriculum and software;
- Provided student access to computer based testing to provide critical metrics for enrolling students into CTE Programming enabled by fully equipped laptop cart testing over 200 students a month;
- 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 10 and OSHA 30 training, Traffic Flagging and Work Zone Safety, and ServSafe Safe Food Handling certification;
- Provided CTE programming with certification in Communication Technology, Carpentry, Culinary Arts, Electrical, Heating Ventilation and Air Conditioning, Masonry, Pesticide Licensing, Plumbing and Welding;
- Provided students assemblies related to employment, transitional services and job skills; and
- Provided five (5) CTE teachers with OSHA Outreach training to provide OSHA instruction and certification to the student population.

The New Jersey Juvenile Justice Commission used Perkins funding to provide career and technical education services to students at eleven (11) Residential Community Homes, two (2) Day Programs and four (4) Secure Care Facilities as follows:

- The continuation of extensive programs and experience in career assessment and career exploration;
- The development of classes and events aimed at mastering proficiency for entry-level employment;
- The development of a Career Continuum to move students from career assessment through employment preparation and community reentry;
- The implementation of the NJCAN computerized program for career assessment to provide a smooth transition for reentry;

- The development of on-site and off-site structured learning experiences for juvenile offenders;
- The on-going implementation of the triad career program to promote career awareness, (1) Career Awareness Session, (2) Financial Reality Fairs and (3) Motivational-Reentry Speaker Series;
- The implementation of project-based learning in Culinary Arts, Prepress Digital Imaging Design, Horticulture and Building Trades;
- The implementation of two foundational courses, "World of Work" and "Personal Skills for Employment Success;"
- Implementation of Horticulture Programs and field trips such as NJPLANTS Trade Show, Trade NJ Business Expos and other events to improve real-world learning; and
- The implementation of a retail manufacturing program through training in the following areas; Introduction to Embroiderer Digitizing, Beginners Digitizing, Intermediate Digitalizing, Advanced Digitalizing, and Specialty Skills.

Part II: State Institutions Serving Individuals with Disabilities

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

19999

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

341

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

New Jersey Division of Children and Families

The New Jersey Department of Children and Families-Office of Education (NJDCF-OOE) currently provides career and technical education services to a total of fifteen (15) school sites, four (4) contracted programs and four (4) psychiatric hospital sites. Perkins funds were used as follows during the grant period:

New In This Reporting Period:

The Women's Future Leadership gave 50 New Jersey high school girls the opportunity to learn from and be inspired by today's generation of leaders. The students benefit from meeting and talking with inspirational female role models through a panel discussion as well as one-on-one mentoring, the Career Success Program and the Tell Your Story Program. In these initiatives, business and industry members come into the classroom for 12 weeks to teach resume writing, branding and interviewing skills on a one-to-one basis;

Partnerships have been forged with the Division of Vocational Rehabilitation and local Private Vocational Schools to assist interested students in going directly into a 6-week Certified Nursing Assistant Program (CNA) upon graduation from our high schools.

The implementation of the PLATO on-line CTE curriculum system provided 64 industry-specific course options including Entrepreneurship.

Continued or Expanded in This Reporting Period:

Grade-appropriate career education, career exploration and career shadowing opportunities and instruction;

The expansion of Structured Learning Experiences (SLE) and community-based instruction at most sites throughout the DCF-OOE system, including the continued successful partnership with Habitat for Humanities in North Jersey, where multiple SLEs were conducted

Professional development resources and opportunities such as the continuation and expansion of the "Travel-Free" Professional Development Library for staff through the use of videos, webinars, external and internal video conferencing and the Codian System remains successful;

Programs such as Aquaculture, Journalism, Photographic Design and the Microsoft Office Specialist were expanded. Horticulture was combined with nutrition instruction for a "Garden to Table" event. The Wanaque Campus for long-term disabled students utilizes a horticulture therapist for its students. The Essex Campus for multiply disabled students also utilizes the horticulture program for hands-on activities with plants and soil in the development of sensory awareness.

The Pregnant and Parenting Teen Program (TEACH) has expanded from the Atlantic Campus to the Cape May and Mercer Campus Programs. The Dual Enrollment Programs at these three schools have proven to be successful for the participating students. Also as part of TEACH, an Introduction to Nursing Class was expanded to the Burlington and Atlantic Campuses;

NJCAN: This web-based NJ state sponsored application has been established and implemented at all NJDCF-OOE sites as an integral part of our career education program. The New Jersey Career Assistance Navigator is a valuable tool when students begin the college application process.

The Marie H. Katzenbach New Jersey School for the Deaf

Marie H. Katzenbach School for the Deaf is funded with regular Perkins funds, not through the State Agency allocations and therefore these funds and the enrolled students are not included in the amounts listed at the beginning of Question 7, Part II.

The Marie H. Katzenbach School for the Deaf used \$16,791 in Perkins funding to provide services for 48 deaf and hard of hearing high school level students as follows:

The expansion of the Automotive Technology and Culinary Arts programs with a strong focus on mastering commercial equipment skills that coincide with partner SLE sites;

The continued use of NJCAN which is the State of New Jersey's career navigation system for lifelong career exploration, career planning and decision-making;

The planning of career choices to accommodate the IEPs of all students. In addition, soft skills were emphasized in all grades as they pertain to the 21st Century Life and Career Curriculum.;

The continuation of technology in the automotive technology class through the use of OnDemand software for auto diagnosis and troubleshooting; and

Development of new partnerships with local automotive businesses to provide expanded SLE opportunities.

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

Yes

Yes, during the reporting year, one New Jersey charter school received Perkins funds. Perkins-funded staff in the Office of Career Readiness worked with several other charter schools which are in the process of creating approvable CTE programs that may be eligible for Perkins funding in the future.

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

Consolidated Annual Report, Program Year 2016 - 2017

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?

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 New Jersey's Student Learning Standards for CTE.

Building Capacity for Career Pathways: A Pilot Program for Comprehensive High Schools

In 2015, the Office of Career Readiness designed an intensive professional development and support grant for comprehensive high schools planning for and implementing new CTE programs. The eight districts selected for this pilot program continue to receive a comprehensive program of intensive professional development that both provides in-depth training on best practices and foundational knowledge for CTE. Professional development is targeted to the specific obstacles faced by comprehensive high schools in CTE. Specific professional development was provided to participants of the Building Capacity for Career Pathways Grant in Literacy in CTE and Math in CTE as they begin to design and implement new programs and programs of study.

The grant is expected to yield scalable insights into encouraging and promoting high-quality CTE programs in comprehensive high schools. While the grantees are receiving state vocational education funds, Perkins-funded staff provide leadership and technical assistance for this initiative.

County Vocational School District Partnership Grants

This grant assists county vocational schools in implementing new, high-quality CTE programs. Integration of academics and technical skills is emphasized in programs such as Mechatronics, Biomedical Science and Engineering. While the fifteen grants are made with state vocational education funds, Perkins-funded staff provide leadership and technical assistance for this initiative.

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 the 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 State Director of CTE represents the NJDOE on the State Employment and Training Commission (SETC), which functions as the state Workforce Development Board (WDB), 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 local grantees are required to consult with their local WDB 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.

Quarterly meetings with the Council of County Colleges are designed 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 consistent messaging related to quality CTE programs.

Additionally, the State Director of CTE 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 Business School at Rutgers, The State University of New Jersey supported the improvement of quality secondary CTE programs in several career clusters, including Transportation, Distribution and Logistics, Finance; Marketing; and Business Management and Administration. The Summer Teachers Training Institute for the Global Logistics and Supply Chain Management program was hosted by the Business School at Rutgers, The State University of New Jersey. The Office of Career Readiness is also working with Rutgers, The State University of New Jersey to develop an articulation agreement for students completing the course curriculum. The Business School at Rutgers, The State University of New Jersey 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.

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

The Office of Career Readiness has a robust partnership with New Jersey 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 alignment of career pathways with workforce development.

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 State Director of CTE 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 State 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.

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, The State University of New Jersey, 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.

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, The State University of New Jersey 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; and

Track and evaluate annual teacher evaluation and student accident and incident reporting pertaining to CTE programs and work-based learning.

Partnerships with Licensing Agencies

Office of Career Readiness staff continue to collaborate with various NJDOE Certification Office and the Occupational Licensure Boards regarding teacher licensure, CTE program curriculum and licensure requirements.

Partnerships in Equity

To enable students to meet state standards and acquire CTE skills, the Career Equity Resource Center partnered with the National Alliance for Partnerships in Equity (NAPE), the Data Quality Institute, and the National Advancing Equity in CTE Council to acquire strategies and resources to support teachers in increasing CTE skills for special population 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 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, and is widely promoted to secondary schools and workforce development agencies.

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 local school districts to enhance their 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, facilitating meetings, following up on progress, finding solutions to concerns of either party, promoting the benefits of establishing articulations agreements, and making recommendations regarding appropriate programs for articulation and viable end of program technical skill assessments.

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?

Yes

New Jersey has supported the use of Perkins funds by postsecondary grantees on initiatives designed to align CTE programs at the two-year college level with programs at the four year/baccalaureate level as part of the process of establishing articulation agreements. For example, several county colleges needed to strengthen their two-year engineering curricula to align and form articulation agreements with four-year institutions such as Rowan University and New Jersey Institute of Technology. We approved the use of part of the county colleges' Perkins allocations to pay faculty stipends or hire consultants to review and revise the curricula and to purchase any needed additional supplies and equipment.

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 (SLEs). This support may include site visits, large-setting professional development for new SLE programs, support for SLE program improvement and information about using SLEs to improve social-emotional learning and student growth. In addition, workshops were held to train district staff on reporting SLEs for the statewide school performance report.

Through career cluster professional development, Summer Institutes and the SREB members' partnership, Perkins funds provided support for CTE programs in the Business, Marketing, Transportation, Distribution and Logistics and STEM clusters in all aspects of the associated industries. Through these activities teachers participated in field trips to employers such as Amazon to learn about their newly established distribution center in Robbinsville, NJ.

The career cluster work is designed to promote inclusion of the entire range of career options for each career area. For example, the Global Logistics and Supply Chain Management curriculum is designed to offer students a broad understanding of the industries associated with the Transportation, Distribution and Logistics career cluster.

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, led efforts to complete this work.

Courses in the Transportation, Distribution, and Logistics; STEM; 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 Global Logistics and Supply Chain Management curriculum was completed in 2016. The curriculum is comprised of four courses and it is being implemented at five NJ high schools.

The NJDOE offered training to teachers on how to implement each of the four years of the Socially Responsible Engineering curriculum in their classroom. This training afforded teachers an overview of the four year program of study that was developed by the NJDOE as well as an opportunity for teachers to experience the curriculum in a Makerspace facility as if they were students in the classroom. Makerspaces are collaborative lab or studio spaces that promote self-directed learning by providing a variety of materials and technologies such as 3D printers, laser cutters and coding kits as well as simple, no-tech materials like Legos, Playdoh and cardboard. The purpose of a Makerspace is to allow students to take control of their own learning process and academic success through hands-on, collaborative projects.

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

Yes

An extensive review was conducted of entrepreneurship education through the Business Management and Administration CTE program reapproval process. A program description was created, course sequences were identified and the end of program technical skill assessment was selected. Curriculum alignment with business/industry and postsecondary institutions was assessed. Several new Entrepreneurship programs were developed by local districts that were assisted by Perkins funded staff in designing their CTE programs and selecting new, eligible CIP codes.

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

During the reporting period, the NJDOE continued to offer the CTE Alternate Route Teacher Preparation Program. This program is specifically designed to meet the needs of people transitioning from business and industry to CTE teaching. By providing the specialized pedagogical and technical content these teacher candidates need, the program is designed to support the transition to a career in teaching and to positively impact CTE teacher retention. Three cohorts of teachers were admitted to this year-long program which included topics related to the professional teaching standards as well as topics related to CTE program approval.

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 (CRP) 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.