

# NARRATIVE REPORT FOR THE CONSOLIDATED ANNUAL PERFORMANCE, ACCOUNTABILITY, AND FINANCIAL STATUS REPORT

## I. STATE ADMINISTRATION [SEC. 121 OF PERKINS III]

### A. SOLE STATE AGENCY AND GOVERNANCE STRUCTURE

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

### B. ORGANIZATION OF CAREER AND TECHNICAL EDUCATION PROGRAMS

New Jersey has adopted the States' Career Clusters model, which represents groupings of occupations based on commonalities that link what students learn in school with the knowledge they will need for success in postsecondary education and training and in careers. As such, the NJDOE implements CTE programs of study consistent with this model, their associated pathways, and the corresponding 81 pathways, as developed by the Career Clusters Institute ([www.careerclusters.org](http://www.careerclusters.org)). The 16 Career Clusters are:

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

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

**1. Science, Technology, Engineering and Mathematics (STEM) Education** - Strengthen skill development of NJ's CTE students specifically in the areas of science, technology, engineering, and mathematics to ensure success at the postsecondary level and long-term, high-wage, high-skill, or high-demand career opportunities for students particularly in NJ's burgeoning high tech sectors.

**2. Education Reform** - Promote CTE throughout the state as an important and viable high school reform model that links academic achievement, technical skill development, and student leadership in a contextual learning environment, as well as links CTE to NJ's High School Redesign Initiative and to the America Diploma Project (ADP).

**3. Nontraditional Careers** - Promote the expanded participation of students in the exploration of and preparation for nontraditional careers to allow all students to satisfy their personal interests and make the best use of their particular knowledge and skills, while at the same positioning the students to take advantage of critical growth areas in NJ's economy.

**4. Developmental Career Counseling** - Support strong developmental career counseling programs to promote career preparation and life-long learning.

**5. Collaboration and Partnership Development** - Support career-related educational opportunities through the development and expansion of school/business/community partnerships that allow CTE students to apply their skills and

knowledge for the benefit of the communities in which they live, while also helping to build stronger ties between students and their local communities within the state.

**6. Professional Development and Technical Assistance** - Promote rigorous curricula and high quality teaching, administrative, and counseling skills as critical to the success of any CTE program of study.

**7. Student Leadership Development** - Support students in assuming leadership roles to serve four critical functions: increase student commitment to their education (retention); increase student achievement; offer experience in a critical skill area sought after by employers; and increase student commitment to their communities by providing opportunities to increase student citizenship responsibility.

## II. STATE LEADERSHIP ACTIVITIES [SEC. 124 OF PERKINS III]

During the period from July 1, 2006 through June 30, 2007, the NJDOE provided leadership in nearly all of the permissible areas cited in Section 124(b) and (c). The NJDOE used its Perkins Leadership funds to support career education initiatives, curriculum development and dissemination, professional development, standards and measures development, high school reform initiatives, education/business partnerships, and to provide leadership through specific initiatives. Funds were also used to support the Center for Occupational Employment Information (COEI) at the NJLWD. The COEI provides the resources necessary for students and parents to explore career opportunities, identifies the education and training required for occupations of interest, and selects postsecondary schools that offer degrees and certificates in those programs.

### A. REQUIRED USES OF FUNDS

#### **Assessment of career and technical education programs that are funded**

The progress of eligible recipients was measured against the performance indicators using the Vocational Education Data System (VEDS) and other sources for employment information to provide the necessary data. Data were analyzed by the NJDOE and discussed with LEAs. A report of enrollments and effectiveness in meeting the core indicators of performance is included in the annual Perkins Performance Report, which is coordinated, edited, and produced by OCTE staff. The NJDOE and LEAs also consulted with Workforce Investment Boards (WIBs) with regard to new career and technical program approvals to address local needs for workforce development and to avoid unnecessary duplication of programs. The NJDOE also required LEAs and community colleges applying for Perkins funding for entitlement and discretionary grant programs to obtain local WIB endorsement.

In FY07, OCTE also monitored 11 different sites and 16 different discretionary state match-funded grant programs totaling \$3.12 million in grant funds. Due to the implementation of Electronic Web Enabled Grants (EWEG) for Perkins grants this past year, those grants will be monitored at a later date in 2007. The following are examples of the elements that were examined during the monitoring visit for the discretionary grants (e.g., Tech Prep): the status of implementation activities and timelines outlined in multi-year project plans; outcome evaluation data and observable measures (e.g., documentation) for all completed goals and objectives; budget expenditures; time and activity information for all grant-funded positions; and current student enrollment data by program(s) of study.

Additionally, OCTE staff participated in the OVAE-sponsored Data Quality Initiative Institute (DQI) held on May 17-18, 2007, in Savannah, Georgia at which these three categories of assessments were presented and discussed. The NJDOE will continue to participate in the national discussions on these levels of accountability, and will work to transition as many programs as possible to meet the "gold standard" assessment system.

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

The OCTE continued to emphasize the NJ Core Curriculum Content Standards (NJ CCCS) for Technology Literacy. Local school districts throughout the state, including county vocational schools, comprehensive high schools, and charter schools were required to meet the two Technology Literacy standards, as follow:

- 8.1 Computer and Information Literacy
  - A. Basic Computer Tools and Skills
    - Keyboarding
    - Word processing
    - Internet usage

- Spreadsheets
- Database concepts and usage
- Publications and presentations
- B. Application of Productivity Tools
  - Social aspects
  - Information access and research
  - Problem solving
- 8.2 Technology Education
  - A. Nature and impact of technology
  - B. Design process and impact assessment
  - C. Systems in the designed world

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

Additionally, each local school district in the state was required to submit to the NJDOE a local Technology Plan. Together, the Technology Standards and the required local Technology Plans demonstrate NJDOE's commitment to technology education.

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

Eligible recipients were also encouraged to incorporate technology usage into their local five-year plans and to use available Perkins grant funds for the improvement of technology in the delivery of instruction for CTE programs. As part of that delivery mechanism, classroom teachers must be provided instruction in the implementation of high levels of technology in all CTE programs. Additionally, career guidance counselors were encouraged to use technology in order to enhance opportunities related to academic and career counseling for students. Training must be provided to career guidance counselors in the use of the appropriate technology.

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

- **Innovation Partnership Institutes**  
The NJDOE continued its collaboration with the NJ Commission on Higher Education (NJCHE) and the NJLWD to develop formal relationships with industry in order to better respond to the educational and workforce challenges of a rapidly-changing economy. Through an initial competitive grant opportunity, state government is serving as an intermediary to encourage substantive partnerships between the state's business community and educational system. Such collaborations will result in establishing Innovation Partnership Institutes for major industry sectors identified by the Governor's Office of Economic Growth as offering current employment opportunities in jobs that provide high wages, good benefits, and a viable career ladder within the industry, including: Information Technology, Bio-Technology/Pharmaceutical, and Finance.
- **High Schools That Work (HSTW) Initiative**  
The OCTE continued and expanded its implementation of its High Schools That Work (HSTW) initiative. The HSTW initiative seeks to advance the mathematics, science, communications, problem-solving, and technical achievement

of students by providing a framework of goals, key practices, and key conditions for accelerating learning and setting higher standards.

- **Technology Centers That Work**

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

- **Project Lead The Way (PLTW)**

The NJDOE continued its participation in the nationally-recognized Project Lead The Way (PLTW) program. The national PLTW has developed a four-year sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college. In addition, PLTW has developed an exciting Middle School Technology Curriculum: Gateway to Technology. This project-based, cutting edge curriculum is 40 weeks in length and is divided into four 10-week units from the following: Design and Modeling; The Magic of Electrons; The Science of Technology; Automation and Robotics; three new units in development: Environmental Engineering, Energy and the Environment, and Aerospace Engineering. Designed for all students, the units address national standards in math, science and technology. One of the goals is to increase interest and awareness of female and minority students in technology and related careers. Gateway to Technology will also encourage increasing numbers of students to elect the high school program. Over 30 New Jersey schools are part of the PLTW Network.

- **New Jersey Agricultural Education Development Initiative**

The NJDOE continued its collaboration with the NJ Department of Agriculture (NJDA) in the implementation of the NJ Agricultural Education Development Initiative. This initiative addresses the implementation of activities that prepare agricultural education students (grades 9-12 and postsecondary) for employment in the state's agricultural and food industries. Critical to the success of this initiative is the alignment with and integration of the NJ CCCS, including science, technology, and mathematics standards, into all components of the curriculum. The initiative provides for the development of an interactive information and data system to provide agricultural education programs the means to align instruction with the latest agricultural science and technology and to share new interactive technology with the local agricultural industry.

- **National Curriculum of Agricultural Sciences Education (CASE) Initiative**

New Jersey became one of 12 pilot states working with the National Council for Agricultural Education in support of the National Curriculum of Agricultural Sciences Education (CASE) Initiative. Currently, the NJDOE, in collaboration with the NJDA, is preparing to pilot the curriculum through the development stages. The CASE model, based on the Project Lead The Way model, ensures:

- Alignment with Science, Technology, Engineering and Mathematics (STEM);
- Alignment with the Agricultural Education model and includes rigorous and relevant curriculum, Supervised Agricultural Experience (SAE), and FFA for all students in the program;
- Solid preparation of students for successful work at the postsecondary level;
- A rigorous professional development sequence for instructors; and
- Adoption of the Agriculture, Food and Natural resources (AFNR) Pathways from the Career Clusters model.

**Professional development programs, including providing comprehensive professional development (including teacher preparation) for career and technical, academic, guidance, and administrative personnel**

The OCTE continued implementation of the training requirements for teachers who place and supervise students in SLEs. The requirements include: OSHA 10 General Industry Certificate training; training on federal and state wage and hour and wage payment laws, child labor laws, and hazardous orders; training on designing student training plans for a variety of SLEs. The training also addressed how to link SLEs to the NJ CCCS in order to ensure academic rigor and relevance. This teacher training program is considered a national model by the U.S. Department of Labor-OSHA, which has highlighted the program in its conference presentation nationally and in its newsletters.

Additionally, the OCTE participated in a collaborative effort with other NJDOE offices to implement a pilot program for the newly adopted state law requiring all juniors to participate in a community-based experience prior to graduation. The 2-year pilot of 30 high schools is currently underway.

An initiative is also underway between OCTE and the Office of Academic and Professional Standards within the NJDOE to establish industry-endorsed exit examinations for vocational dance and theatrical programs. The pilot program entered its sixth year where participating CTE dance and theatrical programs located at county vocational school districts and one charter high school participated in exit performance and written examinations, with a plan to include comprehensive high schools in the next two years. This pilot program is being conducted in partnership with the State Collaborative on Assessment and Student Standards (SCASS).

The OCTE presented a strand of professional development workshops to food service, culinary arts, and family, consumer, and life sciences teachers in Trenton, NJ, in December 2006, and in Atlantic City, NJ, in March 2007. Topics included: classroom curriculum and professional credentialing resources; requirements for entrance and success in related postsecondary education programs in NJ; food industry safety and health concerns; teacher certification and training requirements for supervising SLEs; CTE program approval requirements; NJ and national industry trends and employment opportunities for graduates; and supporting special education students in CTE food service and culinary arts programs. Teachers also participated in the National Restaurant Association's ServeSafe certification program, which was offered by the NJ Restaurant Association in March 2007.

The OCTE also sponsored a one-day professional development conference for NJ career and technical educators and other school personnel with an interest in successful student transitions to postsecondary education and the workplace. CareerTech 2006 – Innovations in CTE was held in October 2006 in East Brunswick, NJ. The conference showcased innovations and best practices both in NJ and across the nation in CTE, adult education, business/industry/community partnerships, and career preparation/workplace readiness. The event attracted over 400 attendees from nearly every county in the state. Participants selected from more than 30 workshops offered throughout the day. Featured speakers included: Gene Bottoms, Southern Regional Education Board (SREB); Jocelyn Samuels, vice president for Education and Employment, National Women's Law Center; Marsha Greenfeld of the Johns Hopkins University, National Network of Partnership Schools, and Larry Warford, project director at the College to Careers Transitions Initiative in Washington State. Throughout the day, innovative programs from county vocational schools and comprehensive high schools and community colleges were showcased, and presentations were made by faculty and staff from Rutgers University, the State Employment and Training Commission, the John J. Heldrich Center for Workforce Development, and many others organizations and agencies. Evaluations of the conference were very positive, with over half of all survey respondents identifying the conference as "above average" or "outstanding."

Finally, OCTE provided conference planning and coordination assistance for the annual NJ State Apprenticeship Conference at Bally's in Atlantic City, NJ in March 2007. The conference is hosted by NJ's Apprenticeship Policy Committee, of which the NJDOE is a partner, and attracted approximately 300 participants and presenters from across NJ, including participants from federal and state government agencies, labor unions, employers, trade associations, colleges, county vocational school districts, high schools, community-based organizations and faith-based organizations to learn about apprenticeship training opportunities, school-to-apprenticeship and apprenticeship to college initiatives, regulations governing apprenticeships, recruitment issues, partnerships, and more.

**Support for career and technical education programs that improve the academic, and career and technical skills of students through the integration of academics and career and technical education**

New Jersey served 111,780 secondary CTE students, which included 10,426 Tech Prep secondary students, during FY07 through applied academics in the reported career and technical education programs of study. In accordance with the NJ CCCS, passed by the SBOE in 1996 with subsequent modifications, all LEAs must integrate at all grade levels applied academics into seven academic areas (visual/performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies, and world languages). All grant programs administered by OCTE require that grantees include information on how the NJ CCCS are integrated into each grant program.

Through the structured learning experience training program, teachers are also taught to integrate academic standards into the student training plans, especially math and language arts and literacy standards. Teachers are required to identify math and language arts and literacy cumulative progress indicators in the CCCS and incorporate them into model student training plans, and include methods for documenting and assessing the students' attainment of those academic standards through structured learning experiences.

As noted above, all LEAs must integrate at all grade levels applied academics into seven academic areas. New Jersey has established a multi-year roll-out plan for assessment of students for all indicators at grades 4, 8, and 11/12. To help districts plan curricula to meet the CCCS, the NJDOE has developed, revised, and printed frameworks upon which LEAs can base their own curriculum guides. All curriculum framework documents were completed in 1999 and are currently available at: [www.state.nj.us/njded/frameworks/](http://www.state.nj.us/njded/frameworks/). The SBOE revises the NJ CCCS on a regular basis; and, new content standards were developed and approved by the SBOE for the following areas: Technological Literacy and Career Education, and Consumer, Family and Life Skills.

### **Providing preparation for nontraditional training and employment**

During FY07, the Statewide Nontraditional Career Resource Center (NCRC) 3-year grant program was extended for a fourth year. The program was designed to promote preparation of students for nontraditional career and technical education, training and employment to meet the needs of the 21st century workplace and the global economy. The overall state goal for this program is to increase the number of students participating in and completing nontraditional career and technical education and training programs in order to broaden their options and opportunities to prepare for and secure high-wage, high-skill employment. The fourth grant period began on October 1, 2006. One award was made to Rutgers University for the new grant cycle. The Center's website can be found at: <http://ncrc.rutgers.edu/>.

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

Additionally, if a Perkins entitlement grantee does not meet the performance standard for nontraditional training, its spending plan must show planned expenditures to meet the identified need for such training. Plans included activities such as: workshops to create awareness of nontraditional careers and to provide vocational-technical education information; recruitment, intake and assessment activities to determine interest and skill level; career counseling sessions; and development of an individual career plan, including career and technical training and job placement assistance.

### **Supporting partnerships to enable students to achieve State academic standards, and career and technical skills**

*Innovation Partnership Institutes Grants:* The NJDOE, through OCTE, joined others in the state's education and workforce development communities to develop formal relationships with industry in order to better respond to the educational and workforce challenges of a rapidly-changing economy. Institutionalizing an ongoing dialogue between industry and education leaders provides an opportunity for county vocational schools, comprehensive high schools, and higher education institutions to keep their curricula relevant and current so that students and workers can acquire skills and knowledge that will be valued in the workplace.

Through a competitive grant opportunity, state government is serving as an intermediary to encourage substantive partnerships between the state's business community and educational system. Such collaborations will result in establishing Innovation Partnership Institutes beginning in FY07 for three industry sectors identified by the Governor's Office of Economic Growth as offering current employment opportunities in jobs that provide high wages, good benefits,

and a viable career ladder within the industry: Financial Services (awarded December 2006), Information Technology, and Bio-Technology/Pharmaceutical.

Awards under solicitation are for the Information Technology and Bio-Technology/Pharmaceutical sectors, and were made in April 2007. Additional industry sectors will be addressed during the competitive application process in Fiscal Year 2008. This initiative is managed by the NJ Commission on Higher Education, with funding from the NJ Department of Education and the NJ Department of Labor and Workforce Development. The three agencies collaborate in selecting and awarding the grants.

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

The NJDOE HSTW grant program assists school districts serving grades 9-12 that offer both a combination of an academic and an approved occupational program. By implementing HSTW strategies for integrating and upgrading the level of academic studies, students receive both academic and career and technical education that addresses key practices leading to accelerating student achievement.

Other activities that were supported included sending a state team to the National HSTW Summer Conference in Orlando, FL, in July 2006. Throughout the 2006-07 school year, four state-sponsored professional development workshops for New Jersey's HSTW schools were held. The topics included increased rigor in assessments, and assessments, grading practices, and engaging instructional strategies. Additionally, quarterly networking meetings were held with representatives from HSTW schools to discuss issues such as using data, technical assistance visits, developing advisor-advisee programs and raising expectations. The OCTE also coordinated four technical assistance visits to schools and two technical review visits to follow up with schools' progress. The state HSTW coordinator also attends the HSTW board meetings and national training workshops to stay abreast of new initiatives and strategies aimed at improving student achievement and raising the quality of career and technical education.

*Cumberland County HSTW Initiative:* The NJDOE provided Cumberland County College the opportunity to lead a county-wide effort to engage the four comprehensive high schools and the career-technical center in a process to more fully examine the High Schools That Work (HSTW) framework as they work together to enhance transitions from high school to postsecondary education and careers. The College recently developed its 2006-2011 strategic plan which is grounded in a community based approach with the themes of access, alignment, and accountability. The plan focuses on increasing the number of high school graduates who have the knowledge and skills commensurate with postsecondary education expectations and/or entry level skills for the 21<sup>st</sup> century job market; identifying and developing educational/career pathways (9<sup>th</sup> grade through associate and/or baccalaureate degree) aligned with "family sustaining" jobs that have high growth potential for Cumberland County; increasing the achievement rate of all students while reducing the "achievement gaps" between and among various student cohorts at Cumberland County College; and, identifying, disseminating and reporting on data points measuring a continuous improvement process. This strategic plan clearly aligns with the goals and practices with New Jersey's HSTW efforts and has created the opportunity for Cumberland County College to lead this effort to build capacity with its county stakeholders.

*Shared-Time Vocational Schools Initiative (Technology Centers that Work):* The OCTE joined with the Southern Regional Education Board (SREB) to address improving the quality of programs in shared-time vocational schools. The SREB staff facilitated a two-day Site Development Workshop (SDW) with teams of teachers and leaders from Mercer County Vocational School District. Representatives from the Cumberland County Vocational School District and the Hunterdon County Vocational School District were also invited. These are the only county vocational schools that operate entirely on a shared-time basis. The event took place on May 22-23, 2007 at Mercer County Vocational School District. The HSTW key practices provided the framework for this workshop. The objective of the SDW was to provide an opportunity for each

site team to: assess the status of the shared-time center and classroom practices at their school using HSTW research-based indicators; develop a set of possible actions the shared-time center can take to implement the HSTW design; prioritize actions that would have the greatest immediate impact on raising achievement and changing the quality of the shared-time center and classroom experiences; decide how the site teams will take the major actions developed by the teams and prepare an in-depth implementation plan; develop ways for engaging the faculty in the development of a site action plan; and prepare a schedule for completing a site action plan in the subsequent 120 days.

The SDW also facilitated discussion related to adult learners who play a significant role in these shared-time centers. Additionally, discussion took place on what these schools can do to refocus their curricula related to major projects and assignments that they give their students and examined the mathematics, literacy, and science fields embedded in those that could be taught through those projects.

*Project Lead The Way (PLTW):* As noted previously, the NJDOE, through OCTE, is a participant in the nationally recognized Project Lead The Way (PLTW) program. PLTW has developed a four-year sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor, and discipline of engineering and engineering technology prior to entering college. Introduction at this level will attract more students to engineering, and will allow students, while still in high school, to determine if engineering is the career they desire. Students participating in PLTW courses are better prepared for college engineering programs and more likely to be successful, thus reducing the attrition rate in these college programs, which currently exceeds 50 percent nationally.

*Sustainability Career Track Initiative:* The NJDOE entered into an agreement with The College of New Jersey and its Municipal Land Use Center to develop and implement a Sustainability Career Track Initiative (SCTI) as part of career and technical education programs. This innovative initiative seeks to establish partnerships between county vocational school districts and NJ municipalities in order to provide opportunities for students to obtain hands-on career training and education in areas critical to sustainable community development. The SCTI will enhance existing career and technical education programs by providing students with opportunities to apply their knowledge and specialized technical skills in hands-on experiences to improve the quality of life within their own communities. This broad contextual approach will allow students to gain a unique perspective on career and technical education programs that go beyond preparation for specific careers and that will offer long-term, viable employment opportunities.

*FY07 Ford/AAA Student Auto Skills Competition:* The OCTE serves as the state's education representative for the statewide automotive skills competition. In this capacity OCTE ensured that certified programs were verified and updated and then reported to the national Ford/AAA Student Auto Skills national office. Only National Automotive Technicians Education Foundation (NATEF) certified programs are eligible to compete. In February of 2007, 15 schools applied and took the written exam, which for the first time was administered on-line. From this group 10 finalists were eligible to participate in the hands-on competition which was held in May 2007. The Paramus Campus of the Bergen County Technical School district was NJ's top finisher in the 2007 statewide competition and went on to represent the state in the June 2007 national competition.

*Law, Public Safety and Security Programs:* The OCTE continued its partnership with the National Education Consortium for Careers in Law, Public Safety, Corrections and Security to promote and support the Law, Public Safety, Corrections, and Security Career Cluster (LPSCS). Staff worked directly with the consortium and individual members to advance the programs and pathways of the career cluster. Further meetings to enhance and improve approved career and technical education programs in this career cluster took place during the year.

*Special Education:* The OCTE established and maintains a collaborative partnership with the NJDOE Office of Special Education to strengthen its relationship with the special education community as well as to improve and expand opportunities for special education students to access general education services and vocational-technical education opportunities. Examples of this ongoing collaboration included: inclusion of special education teachers and transition coordinators in the required training for placing and supervising students in work-based and community-based SLEs; inclusion of special education teachers and transition coordinators in state apprenticeship and career and technical

education conferences and activities; staff participation in civil rights and IDEA monitoring of LEAs; and, assistance in developing monitoring instruments of LEAs regarding special education students' access to SLEs and career and technical education programs.

*Vocational-Technical Education Consortium of the States:* New Jersey maintains membership in the Vocational-Technical Education Consortium of States (V-TECS). Membership is supported by Perkins Leadership funds. V-TECS provides high quality information and resources for career and workforce development, which are research-based and validated by business and industry via member states. LEAs and agencies can use V-TECS career and technical education competencies to establish or enhance CTE programs; and, V-TECS software and materials are distributed to districts as necessary. Three separate one-day training sessions were held in Spring 2007 for NJ SLE coordinators and curriculum developers on V-TECS products and services, including V-TECS Connect and V-TECS Direct.

### **Serving individuals in State institutions**

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

### **Support for programs for special populations that lead to high skill, high way careers**

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

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

The OCTE also engaged in ongoing collaborations with the NJDOE Office of Special Education Programs in order to improve career-related activities and career and technical training opportunities for special education students who are not candidates for immersion into CTE programs. Training on supervising career exploration and career assessment SLEs were provided to NJDOE-approved private schools for the disabled and to special education transition coordinators and special education teachers on designing activities that are tied to the NJ CCCS so that academic competencies as well as employment competencies are taught and assessed. Presentations were given to vendors providing career

services to special education students as well as the Governor's Council on Special Populations regarding SLEs, teacher training requirements, as well as the appropriate role of service providers in order to ensure that districts maintain oversight responsibility of students placed out-of-district. Since this initiative commenced, a number of school districts have sent teachers through the SLE training and have incorporated career exploration activities into the school curriculum, rather than using out-of-district placements.

Specifically with regard to individuals preparing for nontraditional fields, the NJDOE began investigating the possibility of partnering with the National Women's Law Center (NWLC) to conduct a comprehensive study of CTE programs in order to identify strategies and practices that promote access to high quality CTE opportunities, including those nontraditional for their gender. New Jersey's laws, which are among the most comprehensive in the country, provide the NJDOE with a unique opportunity to help school districts better understand and address the barriers to student enrollment and retention in nontraditional courses. The NJDOE also continues to coordinate with the Gender Parity Council and the state's Nontraditional Career Resource Center to develop specific strategies to address improving New Jersey's performance in meeting the state's indicators in nontraditional participation and completion.

At the postsecondary level, the following are examples of efforts undertaken to address the unique needs of special population students:

- The learning disabilities specialist will address the academic needs of special populations. Currently, the services provided for students with disabilities, using college and CTE funds, help to ensure the success and completion rates for students with disabilities continue to be comparable to those of their peers. The services for students with learning disabilities, supported through the Perkins funding, will have a direct positive impact on the CTE skill proficiency of students, as well as their completion, retention and performance in their career and technical education program.
- The CTE advisor/counselor will provide individual and group career and technical education program counseling and career guidance, as well as course advisement and the coordination of student services for students in approved CTE programs. These support services will help meet the CTE academic and career advisement needs of students and will help ensure the participation and success of special populations, including limited English-proficient students, economically disadvantaged students, and single parents. The services for these students, supported through the Perkins funding, will positively impact their skill proficiency, completion, retention and performance in career and technical education programs.
- The CTE program tutor will assist students, including limited English proficient students, to succeed in the college math, English, and student success courses. These support services will help meet the CTE program academic and career advisement needs of students and will help ensure the participation and success of special population students, including limited English-proficient students, economically disadvantaged students, and single parents.

Finally, the OCTE was reorganized internally so as to provide more direct attention to school districts. This more personalized approach will allow the office to provide focused technical assistance on a variety of topics, with a particular emphasis on data collection and reporting. In this manner, the OCTE will be better able to ensure the quality, validity, and reliability of data on special populations.

## **B. PERMISSIBLE ACTIVITIES**

### **Permissible Use 1: Technical assistance of eligible participants**

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

*Career and Technical Education Program Review Process:* The Career and Technical Education Program Review Process implemented by OCTE ensures that high quality career and technical education programs are established by LEAs and other agencies in NJ, which can then be supported and enhanced with available Perkins funding. The OCTE

has continued responsibility for the CTE Program Approval Process, associated reviews, research, and correspondence. Additionally, OCTE continually assists program approval applicants in new proposed program review and development. An analysis of the Program Approval Process for possible changes/revisions has been completed and recommendations were made for updates/changes in the submission and review process.

*Structured Learning Experiences/Work-Based Training.* The OCTE continues to develop resources for LEAs, institutions, private schools for the disabled, unions, and employers regarding participation in various SLEs, including experiences which focus on career awareness and exploration, cooperative education, paid and unpaid employment, volunteer activities, as well as vocational assessment and evaluation for special education students. (SLE materials and resources are available on the NJDOE website at [www.nj.gov/njded/voc/sle/](http://www.nj.gov/njded/voc/sle/).)

The NJ OSHA Alliance entered its second year of a two-year agreement to promote workplace safety for students participating in school-sponsored SLEs, as well as for youth workers. This Alliance, which includes the U.S. Department of Labor, the NJLWD, the University of Medicine and Dentistry of New Jersey (UMDNJ) – School of Public Health, and the federal Occupational Safety and Health Administration, met quarterly throughout FY 2007 to plan, implement, and promote safety and health activities, including SLE training. The NJ AFL-CIO training program, which is the lead agency for the OSHA Education Partnership training program funded by the NJLWD, partnered with the NJ OSHA Alliance in delivering sections of the OSHA 10 General Industry Certificate training for teachers. The NJ AFL-CIO provided OSHA trainers and hosted training courses at member union apprenticeship program schools. Participating agencies also collaborated in giving presentations at various conferences and seminars throughout FY 2007.

*Vocational-Technical Education Safety and Health Updating Contract.* During the FY07 contract period, the lead fiscal agent, the Environmental and Occupational Health Sciences Institute (EOHSI) at the UMDNJ -School of Public Health, was responsible for setting up and delivering the OSHA-10 plus 2 training course, as well as the OSHA 501 and 511 Trainer courses. The lead agent also continued to provide a series of classes that outlined how to set-up and administer a student training plan for all cooperative education teachers and provided Safe Schools training for all School Administrators. Additionally the lead agent chaired a Safe Schools Task Force that reviewed and proposed recommendations for students who are employed by the Automotive Services Industry and they chaired the NJ Safe Schools Alliance Committee.

### **Permissible Use 2: Career guidance and counseling**

Workshops and seminars for school counselors and educators throughout the state have focused on the role of the counselor and the NJDOE's Standards for Career Education and Consumer, Family and Life Skills. New Jersey school counseling initiatives including resources listed on OCTE's website assist districts in developing and implementing comprehensive career guidance and counseling programs for grades K-12, as required by N.J.A.C. 6A:8-3.2. Building upon the work in prior years to develop model programs that meet the CCCS and the National Standards for School Counseling Programs, OCTE has partnered with the NJ School Counselor Association (NJSCA) to complete development of a State Model Framework for School Counseling Programs, and works with the NJSCA in planning and presenting the association's fall and spring professional development conferences.

*National Leadership Cadre (NLC):* Through an OCTE application, New Jersey was one of only three new states selected to join the National Leadership Cadre (NLC) this year as new members of this project. The NLC, a project sponsored by the Office of Vocational and Adult Education at the USDOE, is a national coalition of state leaders who are committed to promoting statewide systemic reform in school counseling through partnerships that connect career development education and academic achievement. The NLC works to identify, document, and disseminate promising practices and approaches in career development education (CDE). Its work also addresses defining outcomes for school counseling programs and refining accountability practices. The NLC is dedicated to nationwide implementation of comprehensive developmental school counseling programs that are focused on promoting life and career development and student achievement through partnerships between state government agencies, state school counseling associations, and institutions of higher education.

*Career Education Requirements for All Students.* The OCTE participated in the planning, development, and proposal of

new provisions under N.J.A.C. 6A:8 Standards and Assessment for Student Achievement. The revised graduation standards include a new requirement of a minimum of five credits in career education and consumer, family, and life skills, or career and technical education effective with the 2004-2005 grade nine class. In addition, Option 2 of the graduation requirements permits district boards of education to meet part or all of the graduation credit requirements using curricular activities and programs that involve in-depth experiences linked to the NJ CCCS. Such curricular activities and programs may include: interdisciplinary or theme-based programs, independent study, co-curricular or extra-curricular activities, magnet programs, student exchange programs, distance learning opportunities, internships, community service, or other SLEs. As part of the required training for supervising SLEs, teachers learn how to satisfy this requirement by planning and documenting SLEs to meet this standard. This initiative has also greatly expanded opportunities for special education students to access general education programs, including special education students enrolled in country vocational-technical education programs, comprehensive high schools, special needs school districts, private schools for the disabled, and the state agencies, helping New Jersey to meet the requirements of IDEA.

### **Permissible Use 3: Linkages between secondary and postsecondary career and technical education**

Opportunities for collaboration and articulation between secondary and postsecondary career and technical education programs were available through a number of NJDOE initiatives in FY07. For example, agreements were established under the Tech-Prep grant program to provide postsecondary education training opportunities under Title II, and through the NJDOE's state maintenance of effort funds. The OCTE also is represented in a statewide apprenticeship articulation initiative, called NJ PLACE, in which postsecondary apprenticeship training programs are being articulated to 2-year and 4-year degree programs.

In addition, Tech-Prep grantees completed their final year of the multi-year discretionary grant program. Over the multi-year grant program grant recipients presented their new models for Tech-Prep Education at statewide conferences and at national conferences for which they received both state and national recognition. In addition, Tech-Prep models for education were recognized by national associations. For example, Tech-Prep Grant Programs were recognized by the National Association of Tech-Prep Leadership in *Best Practices: Tech-Prep Across the United States*, a publication specifically designed to encourage legislators to reauthorize Tech-Prep in Perkins IV by demonstrating positive outcomes of Tech-Prep programs of study across the United States. In addition, Gloucester County Institute of Technology Allied Health and Medical Science four-year academy was highlighted by the Center for Occupational Research and Development (CORD) as a pioneering model of Tech-Prep education in its National Tech Prep Network newsletter, and recognized by its postsecondary partner, Seton Hall University, in its Insights Magazine published by the School of Graduate Medical Education.

Lastly, a Tech-Prep Task Force was developed over the past year to address transitional issues that impede Tech-Prep students from experiencing a smooth transition from secondary to postsecondary education. All secondary school districts operating Tech-Prep programs of study and their postsecondary partners were invited to participate in the Task Force. The results of the Tech-Prep Task Force were positive: new methods of Tech-Prep data collection were established and will be piloted over the 2007-2008 school year; Task Force members identified standard information to be integrated into Tech-Prep articulation agreements; a community of secondary school districts operating Tech-Prep programs was established in an effort to develop and implement standards for developing and implementing Tech-Prep programs of study across New Jersey.

### **Permissible Use 4: Cooperative education programs**

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

### **Permissible Use 5: Career and technical student organizations (Perkins State Vocational Education Aid/matching funds)**

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

*CTSO, Agricultural Education, and FFA Grants:* These grants are expended in support of career and technical education in New Jersey. CTSOs are an integral part of career and technical education programs, providing students with the opportunity to enhance their occupational, employability, and leadership skills through a variety of activities, such as conferences, award programs, and competitive events. Activities are conducted at the local, state and national levels. CTSO programs and competitive events reflect current standards and competencies for the occupational education programs that they serve. These co-curricular organizations are a valuable tool for implementing the CCCS, and provide professional development opportunities for teachers and advisors as part of their activities. Teachers infuse a CTSO's activities into the instructional programs, enhancing the real world connection to academic studies. CTSOs instill in their members the values and ideals of citizenship, volunteerism, patriotism, and cooperation, as well as promote leadership, personal growth, and career success among members. FY07 represented year 2 of 3-year continuation grant. Funding totaled \$820,000 for the CTSOs, \$170,000 for the Agricultural Education Development Initiative and \$185,000 for the FFA (interagency agreement between the NJDA and the NJDOE).

#### **Permissible Use 6: Public secondary charter schools offering career and technical education**

Public charter schools were provided with Perkins grant notices and vocational-technical education program approval information necessary for operating career and technical education programs. New Jersey's chARTer-TECH High School for the Performing Arts applied for and received Perkins funds in FY07 for its performing arts programs. The chARTer-TECH High School, originally chartered by the NJDOE in 1998, is committed to public arts and advanced technology education. Academic and artistic subjects are integrated throughout the curriculum, and all five artistic majors (*i.e.*, vocal music, instrumental music, theatre arts, dance, and TV and film) are approved career and technical education programs eligible for Perkins funding. The curriculum offers community-based performance and apprenticeship opportunities.

#### **Permissible Use 7: Training in all aspects of an industry**

State and federal career and technical education funds were used to support programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter. Eligible applicants for grant awards were required to list in their applications the local objectives, activities and assessment tools that would be met or used in order to meet this required state goal.

The OCTE was a partner in a consortium led by the NJ Business and Industry Association and included the NJ Chamber of Commerce, the Junior League, and schools and colleges, to initiate Entrepreneurship Week events, February 26 to March 2, 2007. Along with displays and informal discussion with legislators at the NJ State House, the NJ Chamber of Commerce hosted a week-long "Virtual Job Shadowing Day" during which schools logged onto the Chamber's online conference service. Entrepreneurs from around the state discussed with students via the webinars their career paths, the courses they took in high school and college that helped them with their careers, and answered questions. The OCTE also participated in Financial Literacy Awareness Week, October 23-27, 2006, with the NJ Department of Banking and Insurance to present financial literacy to secondary students during Financial Literacy Week. Staff from OCTE partnered with New Jersey banking professionals to do presentations about financial literacy at high schools throughout the state.

#### **Permissible Use 8: Family and consumer sciences education**

The NJDOE, in collaboration with the Heldrich Center, completed a study to determine the effectiveness of electronic portfolios in assessing student attainment of NJ's Standards for Career Education and Consumer, Family and Life Skills (CECFLS). New Jersey's CCCS identify specific skills that students will develop in order to make informed decisions regarding their future education and careers, including skills related to career awareness, planning and preparation; employability; critical thinking; self-management; interpersonal relations; character development and ethics; consumer and personal finance; and safety. As a result of the completed study, OCTE initiated the new REFLECT Initiative in

collaboration with Rutgers University to engage a defined cohort of students from pilot schools in utilizing an electronic portfolio design to develop educational and career plans and document attainment of the indicators in the CECFLS standards. Rutgers University leads this initiative in conjunction with a national research project and provides related technical assistance to the schools. The OCTE's involvement in the REFLECT national study of the effectiveness of electronic portfolios on formative assessment of the NJ CCCS for CECFLS and the possible effects on student learning was completed in June 2007.

#### **Permissible Use 9: Education and business partnerships**

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

The OCTE continued its collaboration with the NJLWD's Division of Wage and Hour Compliance to review and update the list of prohibited occupations and prohibited equipment for minors working in New Jersey. As part of this effort, OCTE convened a task force of representatives from business, labor, occupational safety and health organizations, education, the insurance industry, and state and federal wage and hour, safety and education to review the regulations and make recommendations to OCTE and the NJLWD. Recommendations were completed for the construction industry and a new task force was convened for the food service industry.

Additionally, the NJDOE, through OCTE, joined others in the state's education community to develop formal relationships with industry in order to better respond to the educational and workforce challenges of a rapidly-changing economy. Institutionalizing an ongoing dialogue between industry and education leaders provides an opportunity for county vocational schools, comprehensive high schools, and higher education institutions to keep their curricula relevant and current so that students and workers can acquire skills and knowledge that will be valued in the workplace.

Through a competitive grant opportunity, state government is serving as an intermediary to encourage substantive partnerships between the state's business community and educational system. Such collaborations resulted in the establishment of Innovation Partnership Institutes in FY07 for three industry sectors identified by the Governor's Office of Economic Growth as offering current employment opportunities in jobs that provide high wages, good benefits, and a viable career ladder within the industry: Financial Services, Information Technology, and Bio-Technology/Pharmaceutical. This initiative is managed by the New Jersey Commission on Higher Education, with funding from the NJDOE and NJLWD. The three agencies collaborate in selecting and awarding the grants.

*Structured Learning Experiences:* SLEs may be paid or unpaid and may include, but are not limited to: cooperative education; apprenticeships; internships; school-based experiences; volunteer activities; community services; job shadowing; and membership in CTSOs. All students in all career clusters are eligible to participate in SLEs to meet graduation requirements.

#### **Permissible Use 10: Curriculum improvement and development**

Technological change in business and industry requires ongoing improvements in equipment and technology, new courses to prepare students for new and emerging occupations, updated curricula, customized training as requested by business and industry, and extensive innovative career and technical education programs.

Perkins grants funded curriculum improvement and development on the secondary and postsecondary levels. School districts funded staff members and curriculum consultants and other experts to explore new methods of instruction. Teachers, administrators, and guidance personnel were provided professional development to address the need for new and revised curricula, and funds covered the costs of registration fees, travel, and purchase of new technology and equipment to deliver and improve instructional content.

Additionally, State Vocational Education Aid (Perkins matching funds) were used to support the Extraordinary Standards Incentive Program (ESIP). Through the ESIP, individual one-time awards of up to \$10,000 were made to secondary and

postsecondary career and technical education programs whose graduates achieved the extraordinary standard on national or state certification or licensing examination. New Jersey school districts with approved occupational programs are screened on an annual basis to see if they meet the criteria for the ESIP. If 80% of the completers of an approved occupational program sit for the licensing or certification examination and 90% of that group passes, then their school is eligible to receive an incentive award of up to \$10,000. For FY07, 10 different schools received the incentive award and over 23 programs were recognized as the best occupationally approved programs in the state. A total of \$207,234 was awarded during the FY07 program cycle to support these exemplary programs.

#### **Permissible Use 11: Programs for adults and school dropouts to complete secondary education**

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

#### **Permissible Use 12: Job and postsecondary education placement**

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

### **III. DISTRIBUTION OF FUNDS AND LOCAL PLAN FOR CAREER AND TECHNICAL EDUCATION PROGRAMS [SEC. 131 AND 134 OF PERKINS III]**

#### **A. SUMMARY OF STATE'S ELIGIBLE RECIPIENTS**

There were 165 secondary and postsecondary grantees that received Perkins funds and State Vocational Education Aid matching funds during the 2006-2007 school year, as follows:

##### *Secondary*

- 122 school districts were approved for Perkins awards through the application process, including:
  - 21 secondary county vocational school districts
  - 94 comprehensive secondary school districts
  - 7 consortia with 24 secondary partners.

##### *Postsecondary*

- 19 county colleges
- 5 county vocational schools received Perkins grant funds
- 16 county vocational schools received state Perkins matching funds for approved programs, in accordance with the Perkins grant guidelines

##### *State Agencies*

- 3 state agencies received Perkins grant funds

#### **B. LOCAL APPLICATION**

For FY07, eligible recipients were required to submit a program improvement plan that contained the components listed below.

- Title page that provides relevant information about the eligible recipient.
- Narrative: the eligible recipient must indicate if they are below or above each of the final agreed upon performance levels for the standards and measures; if below the levels, the eligible recipient must indicate what areas are deficient and how funds will be used to increase the performance levels. If Perkins funds are not being used to address the issues, the eligible recipient must indicate the rationale and identify the resources that will be used.
- Budget detail pages – for each item purchased, the eligible recipient must identify: the goal and objective from the multi-year plan that supports the activity; the standard and measure to be addressed; the approved program CIP code; quantity, unit cost and total cost of each item; description of the item, sufficient to make approval decisions; and justification for the item.
- Statement of assurances – identifies all rules and regulations that the grantee will adhere to.

- Board resolution – approval from the eligible recipient's board of education to submit the application.

#### IV. ACCOUNTABILITY

##### A. State's Overall Performance Results and Program Improvement Strategies

New Jersey's secondary performance results of Skill Attainment (1S2), Completion (2S1), Diploma Credential (2S2), Nontraditional Participation (4S1) and Nontraditional Completion (4S2) exceed the state targets. For the Skill Attainment, the state licensure exam, industry-based test, national validated test, V-TECS developed assessment, and teacher developed tests are all considered as acceptable assessment measurements for the exited concentrators and completers. Since NJ has an alternative process to help high school students to graduate if they failed the HSPA in the 11<sup>th</sup> grade, the graduation rate has been consistently high in the previous years and in the current year. Participation in nontraditional programs was determined based on a crosswalk of the CIP code list from the Standard Occupational Code (SOC), as provided by the National Alliance for Partnerships in Equity (NAPE). The list was updated in 2006 and also in 2007. The new list included more programs, which is one of the reasons NJ's nontraditional participation results were higher in 2006 and 2007 compared with results in previous years.

The results of NJ's Academic Attainment and Placement at secondary level missed this year's targets. The placement data rely primarily on the unemployment insurance (UI) match. The NJDOE provided a list of completers from the previous year's data to match with the NJLWD's UI records. The data match was processed by the Heldrich Center at Rutgers University. The actual performance based on the UI match is limited due to the inability to collect and confirm valid social security numbers. It cannot be used to account for all placements. However, the target was based on the average of the average of 78.23% for the past three years of actual performance. New Jersey had a relatively high performance result in 2003 and an extremely high performance result in 2004. As OCTE worked directly with school districts over the past year to ensure more accurate data collection and reporting, inaccuracies in previous years became more apparent. This has resulted in the appearance that performance has dropped; however, the actual number of students for whom data are reported has increased, which has resulted in greater accuracy and accountability. Therefore, the results from 2003 and 2004 made NJ's current year target unusually high and unrealistic. If the data from those two years are considered as two exceptions, using only the average of the actual performance levels of 2001, 2002, 2005 and 2006, the target would be 72.43%. New Jersey will request a lower target for 2008 and the future years. Note: As OCTE continues to work with school districts to improve accuracy further, it is possible that performance will again appear to drop. However, any such drop in performance will be the result of improved data collection and the reporting on a school's total population and not only on its highest achieving students.

A change in the method of collecting HSPA data is likely a major factor for missing Academic Attainment target. Previously, NJ collected combined HSPA data for language arts and math. Since Perkins IV requires the data to be reported separately for those two subjects, the data collection became more specific to the school districts. The results of each student's HSPA language art literacy (LAL) and HSPA math scale score and proficiency level were collected. A "pass" means a student passed both assessments, even though the HSPA math passing rate is 77.02% and the HSPA LAL passing rate is at 85.72%. For the students who passed both the math and language arts portions of the test, the result is an overall passing rate of 74.90%. The target for HSPA is 87%. A possible reason for higher results in the past is that some school districts may have passed either the HSPA LAL or the HSPA math, as opposed to those who passed both sections.

The postsecondary performance results met most of the targets except the Completion and the Completion data. The target for postsecondary placement is 81.63%; however, actual performance is 75.31%. There was an extremely high actual performance result in 2005 at 88.11%. If this outlier is removed, the average placement from 2001-2004 and 2005 is 74.16%. Additionally, the average over five years will be more accurate than the average over three years. The matching rate of UI records is likely another reason for the missed target. The number of valid social security numbers and the number of people employed out of state are also factors that will influence the results. The target for the Completion is 12.66% for this year; however, the actual performance is 11.76%, which was only 0.9% below the target.

##### B. State's Performance Results for Special Populations and Program improvement Strategies

The performance results for the special populations largely coincided with the overall performance results with some variances. It is difficult to determine the performance of special populations students from the reported data only, because the special population status is self-reported. This presents particular challenges at the postsecondary level. If the students did not claim their special population status, it would not be possible to include their performance results. As a result, performance data for students in special populations might be inaccurate. These data can be used as a reference only.

### C. DEFINITIONS FOR ACCOUNTABILITY FORMS

#### *Secondary Level*

CTE Participant – A student who completed at least one of a sequence of courses of a state approved occupational program at a comprehensive high school (not applicable for a student who enrolled in a vocational school).

CTE Concentrator – A student who completed 50% of a sequence of courses within a state approved occupational program at a comprehensive high school or a student who completed one of a sequence of courses of a state approved occupational program at a vocational school.

CTE Completer – A student who completed a sequence of courses of a state approved occupational program.

#### *Postsecondary/Adult Level*

CTE Participant – A postsecondary/adult student who earned one (1) or more credits in any CTE program area.

CTE Concentrator – A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence (CTE major of study) that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of fewer than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

CTE Completer – A student who completed a sequence of courses of a state approved occupational program.

#### *Tech-Prep Student*

Tech Prep Participant – Secondary – A high school student who is taking a college course that is a component of a Tech-Prep program of study (i.e., a coherent sequence of three or more courses) for which the student may or may not earn college credit, and who does not intend to complete the program of study, or pursue a postsecondary degree, certificate, or industry-recognized credential.

Tech Prep Concentrator – Secondary – A student who is enrolled in a Tech Prep program of study (i.e., a coherent sequence of three or more courses), has earned college credit for two or more of the courses, and intends to complete the program of study and pursue a postsecondary degree, a two-year certificate or industry-recognized credential in the same program of study, or a similar program of study.

Secondary Career and Technical Education (CTE) Concentrator – A student who completed 50% of a sequence of courses within a state approved occupational program.

### D. MEASUREMENT APPROACHES

State measurement approaches and performance levels have been designed to be objective, quantifiable and measurable. The VEDS program has been upgraded and expanded. New Jersey has utilized additional sources for data, including New Jersey's 11<sup>th</sup> grade statewide assessment, the New Jersey Fall Enrollment Report and New Jersey School Report Card. Additionally, results of industry certification/licensure examinations, student performance on NOCTI's Job Ready tests, New Jersey's Vital Educational Statistics—Enrollment Table, New Jersey's Unemployment Insurance records and national vocational-technical data were utilized. Postsecondary collegiate data has been compiled using college data reports. The OCTE has required LEAs and postsecondary institutions to submit data on students, with the results to be aggregated at the state level. Baseline data has been established. To improve data quality on accountability, the following steps were taken: Tech Prep State Coordinator completed an analysis of the data; more detailed instructions for using the computer application system to report vocational education data were added for users to address questions from previous years; and, after receiving the data submitted by local districts, more detailed edit checks of the data were conducted; if the data were found to be inaccurate or not logical, the district was instructed to make corrections.

The following Core Indicators, specified in the Act, have been adopted in New Jersey: student attainment of challenging state-established academic and vocational/technical skill proficiencies; student attainment of a secondary school diploma or its recognized equivalent, proficiency credentials in conjunction with a secondary school diploma, or a postsecondary degree or credential; student placement in, retention in, and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment; and, student participation in and completion of career and technical education programs that lead to nontraditional training and employment.

**Core Indicator 1: Student attainment of challenging State-established academic and vocational-technical skill proficiencies.**

*For secondary students*, this academic subindicator has been identified: student score on the statewide High School Proficiency Assessment (HSPA) administered to all students in grades 11/12.

*Numerator:* # of vocational concentrators who passed the both HSPA math and HSPA language art assessments and who left secondary education in the reporting year.

*Denominator:* # of vocational concentrators who took the test and left secondary education in the reporting year.

The vocational skill proficiency subindicator is the student score on a licensure/certification examination for those fields in which licensure or certification is required; industry-endorsed competency examination; or a state recognized test.

*Numerator:* # of vocational concentrators who have passed licensure/certification or industry competency exam or state-recognized or locally-developed exam and who have left secondary education in the reporting year.

*Denominator:* # of vocational concentrators who took the assessment identified in the numerator and have left secondary education in the reporting year.

*For postsecondary students*, this academic subindicator has been identified: student GPA for students enrolled in A.A.S., certificate, or specific A.S. programs.

*Numerator:* # of full-time, first time degree seeking college-level students who enrolled in postsecondary vocational-technical education programs and attained a 2.0 GPA or greater.

*Denominator:* # of vocational concentrators meeting a threshold level in postsecondary vocational-technical education programs in the reporting year.

The vocational skill proficiency subindicator is the student score on a licensure/certification examination, for those fields in which licensure is required; industry-endorsed competency examination; or a state-recognized test.

*Numerator:* # of postsecondary vocational concentrators who have passed licensure/certification, industry competency exam or state-recognized exam and who have left program participation in the reporting year.

*Denominator:* # of postsecondary vocational concentrators who sat for a licensure/certification, industry competency exam or state-recognized exam and were leavers in the reporting year.

**Core Indicator 2: Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.**

*For secondary students*, these subindicators have been identified: (1) issuance of a state-endorsed diploma; (2) granting of a diploma through passing the GED examination; and, (3) proficiency credential in conjunction with a secondary school diploma.

*Numerator:* # of vocational concentrators who attained a secondary school diploma or its recognized state equivalent and who left secondary education in the reporting year.

*Denominator:* # of vocational concentrators who left secondary education in the reporting year.

*For postsecondary students*, this subindicator has been identified: postsecondary degree or credential/completion certificate.

*Numerator:* # of postsecondary vocational concentrators who attained a degree or certificate, or who transferred to a higher credential program.

*Denominator:* # of vocational concentrators who were leavers in the reporting year.

**Core Indicator 3: Placement in, retention in, and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment.**

*For secondary and postsecondary students, these subindicators have been identified: (1) placement in, retention in, and completion of postsecondary education or advanced training; (2) placement in military service; and, (3) placement/retention in employment.*

*Placement*

*Numerator:* # of vocational completers and who were placed in postsecondary education or advanced training, employment and/or military service in the first two quarters after leaving an education program.

*Denominator:* # of vocational completers who attained a school diploma or its recognized equivalent, a degree or a certificate and left education in the reporting year.

*Retention*

*Numerator:* # of vocational completers who attained a secondary school diploma or its recognized equivalent and who left secondary education in the reporting year and who were retained in postsecondary education or advanced training, employment and/or military service.

*Denominator:* # of vocational completers who attained a school diploma or its recognized equivalent, a degree or a certificate and who were placed.

**Core Indicator 4: Student participation in and completion of vocational-technical education programs that lead to nontraditional training and employment.**

The 1998 Current Population Survey (CPS) nationwide census information from the Bureau of Labor Statistics was utilized to identify nontraditional occupations. Occupations listed in the CPS for which the percentage of women employed was at or below 25% were considered to be nontraditional for women, and occupations for which the percentage of women employed was at or above 75% were considered to be nontraditional for men. The national list of nontraditional occupations, updated by the National Alliance for Partnerships in Equity (NAPE) in 2004, was then matched against New Jersey approved occupation program CIP codes.

*For secondary and postsecondary students, this subindicator has been identified: participation in and completion of identified nontraditional programs.*

*Participation*

*Numerator:* # of students in under-represented gender group who participated in a nontraditional program in the reporting year.

*Denominator:* # of students who participated in a nontraditional program in the reporting year.

*Completion*

*Numerator:* # of students in underrepresented gender group who completed a nontraditional program in the reporting year.

*Denominator:* # of students who completed a nontraditional program in the reporting year.

*Reading/language Arts (ZS1)* - At the secondary level, this indicator will be measured by the test scores on Language Arts Literacy section of the New Jersey's HSPA, which is the same as the academic performance assessment used to meet the requirements of the NCLB Act. Academic attainment on reading and language arts will be assessed by the number of CTE concentrators who have met the proficient or advanced level on the Statewide HSPA in reading/language arts administered by the State under Section 1111(b)(3) of the ESEA and who left secondary education in the reporting year, as compared to the number of CTE concentrators who took the HSPA in reading/language arts, whose scores were included in the State's computation of AYP, and who left secondary education in the reporting year.

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

*Mathematics (ZS2)* - At the secondary level, this indicator will be assessed by the test scores of Mathematics section of the New Jersey's HSPA, the same as the Academic Attainment for Reading/Language Arts for NCLB at this level. Academic attainment on mathematics will be assessed by the number of CTE concentrators who have met the proficient

or advanced level on the Statewide HSPA in mathematics administered by the State under Section 1111(b)(3) of the ESEA and who left secondary education in the reporting year, as compared to the number of CTE concentrators who took the HSPA in mathematics, whose scores were included in the State's computation of AYP, and who left secondary education in the reporting year.

*CTE Student Graduation Rates (ZS3)* - New Jersey's CTE student graduation rate measures the proportion of CTE concentrators leaving high school who have received a high school diploma. The numerator is the number of CTE concentrators who completed a public secondary education program in the reporting year. The denominator is the number of CTE concentrators who graduated in the reporting year and the number of CTE concentrators who dropped out of high school during the period of secondary education.

The mathematical definition is:

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

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

*Postsecondary Students Enrolled in CTE Programs* - Final annual reports from 2-year colleges and adult vocational education programs indicated that the number of students served by the Perkins grant was 63,705 for FY07, which included 4,173 postsecondary Tech Prep students. The information contained in the report represents the total number of students served, including those enrolled in vocational-technical education programs and those receiving support services. The report identifies students by program of enrollment, gender, membership in a special population, and the number of students enrolled in postsecondary vocational certificate or degree programs.

#### E. IMPROVEMENT STRATEGIES

New Jersey has made significant progress in ensuring the accuracy and validity of data collected and reported by local school districts. However, NJ acknowledges that it continues to be challenged in the accurate reporting of student data by issues related to data collection, particularly in regard to postsecondary providers of career and technical education. In this regard, NJ was approved by OVAE to receive technical assistance through Mathematica Policy Research, Inc., (MPR), a nationally recognized research organization, to assist in refining measurement approaches. As part of this initiative, MPR has proposed the following three key activities to address New Jersey's request for technical assistance to improve postsecondary data collection and reporting procedures:

- Assist New Jersey in refining measures and measurement approaches.
- Assist New Jersey in aligning and/or integrating measures of adult CTE programs offered through the county vocational schools with measures of CTE programs offered through the county colleges.
- Provide examples of current web-based data collection and reporting systems.

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

Additionally, continued collaborative efforts between the NJDOE and local school districts are essential to achieving success in raising the standards for data quality and accountability. Further, continued collaborative efforts between the NJDOE, the NJCHE and the John J. Heldrich Center for Workforce Development at Rutgers University are also essential to achieving success in raising the standards for data quality and accountability at the secondary and postsecondary levels.

In this regard, OCTE program officers work directly with staff responsible for data collection to help ensure that all eligible secondary and postsecondary grant recipients complete and submit the required data. Program officers have worked with local county vocational school districts to improve communication and data sharing with the local school districts that send

students to the county vocational schools on a shared-time basis. As a result of those efforts, there is an increase in the amount and accuracy of the data being submitted for the shared-time programs.

Fiscal year 2007 was the transition year in which the NJDOE began to collect data based on information required for the new Perkins Act of 2006 (Perkins IV). The OCTE's continuing goals are to make the definitions clear on the collected data fields, and to provide training to LEAs to ensure their understanding of the data fields in the reporting system. This will allow NJ to ensure that its data collection and reporting is clear and accurate. To improve the performance, the state will calculate the LEA's core indicators of performance by program and provide the information to the LEAs in aggregate form and in a form showing the performance of individual instructional programs by CIP Code. The LEAs must review their performance and develop their strategies and plans to meet the state targets at each program level.

For all Perkins grantees, program performance data have been included on the web-enabled grant application, directly linking performance data with the proposed use of grant funds for program improvement. Grantees must identify the programs that are not meeting performance standards and list strategies and activities that designed to close the performance gaps. Grantees must also indicate how they intend to maintain high performing programs.

Workshops were held for grantees to review the grant application and to discuss the performance criteria. All attendees were provided the most recent performance report for their district. Following up the workshops, OCTE program officers provided ongoing technical assistance to the grantees, assisting them in evaluating performance information and in determining strategies to address the performance needs.

On the postsecondary level, OCTE staff members will continue to hold meetings with the community college representatives responsible for collection and submission of information related to program performance. The goal is to integrate the postsecondary data into the performance areas of the Perkins grant application, similar to the work being done on the secondary level application. Discussions have also taken place with the postsecondary vocational school representatives in an attempt to more clearly define their postsecondary programs and determine methods of collecting accurate data.

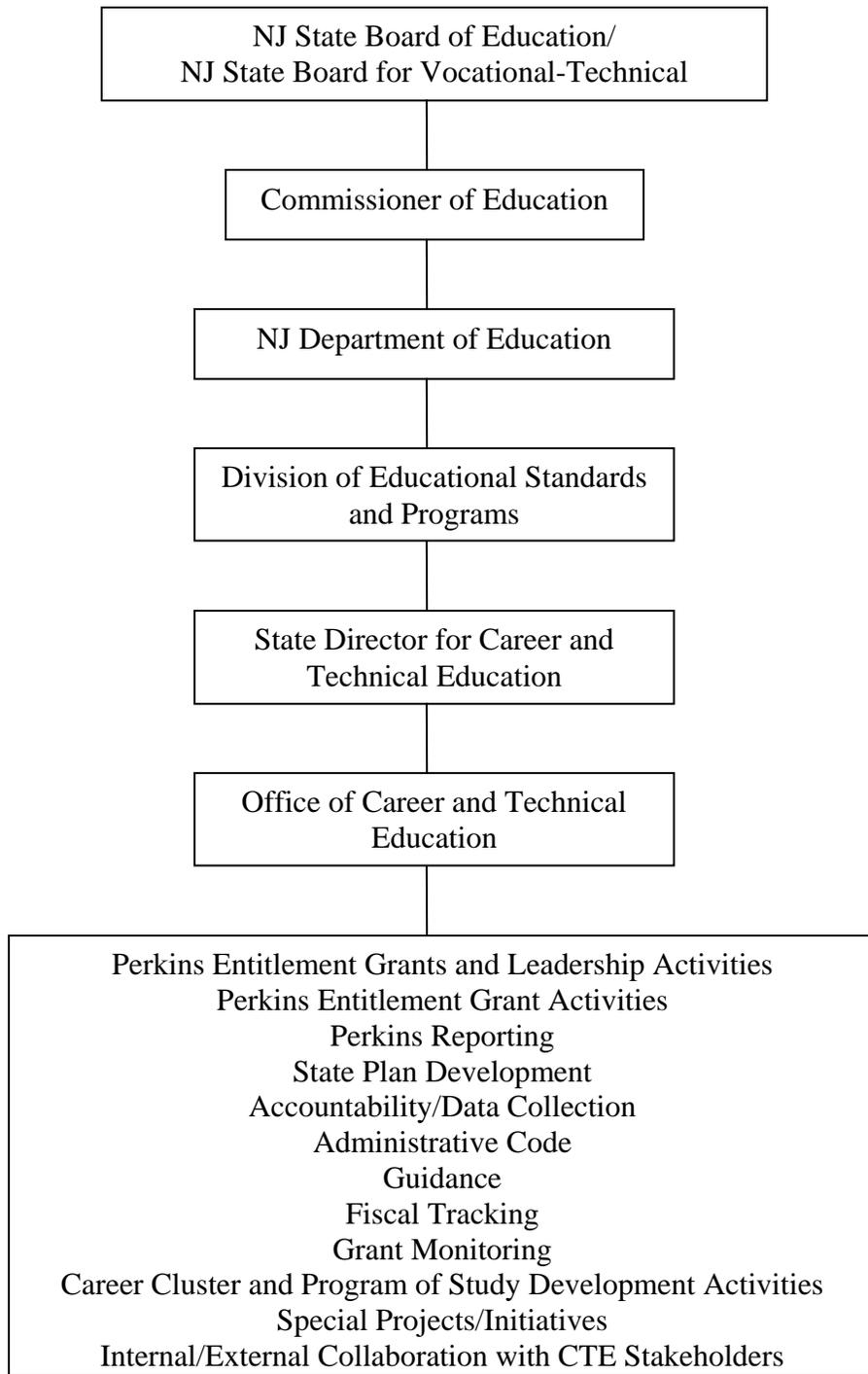
#### **V. MONITORING FOLLOW-UP**

New Jersey was not monitored during the 2006-07 program year.

#### **VI. WORKFORCE INVESTMENT ACT (WIA) INCENTIVE GRANT AWARD RESULTS**

Funding through the Workforce Investment Act (WIA) is provided to the NJLWD. No WIA funds were used to fund activities allowable under Perkins III.

APPENDIX A: ORGANIZATIONAL CHART OF KEY ACTIVITIES



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APPENDIX B: NJDOE LOCAL APPLICATION FOR ELIGIBLE  
SECONDARY AND POSTSECONDARY RECIPIENTS

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**Overview**

**Instructions**

**NJDOE Career and Technical Education**

Vocational-Technical Education is an organized instructional program that provides integrated academic and technical curriculum to prepare secondary/postsecondary students for employment, continuing education and a career.

**We believe Career and Technical Education provides students with:**

knowledge, attitudes and skills to live and work as productive individuals who are successful in their work, family and community; educational experiences for personal and professional growth; opportunities to apply academic knowledge and skills; preparation to meet the challenges of a fast-changing society; meaningful experiences through partnerships in the business community; contextual learning; work-based learning and workplace skills delivered through a relevant, rigorous curriculum; and personal development through student-led leadership.

**Career Clusters - New Jersey recognizes and supports sixteen Career Clusters as a method of organizing instruction. The sixteen Career Clusters are:**

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





# new jersey department of education

Applicant Name: ROSELLE PARK Union County

District: 394550

Perkins Secondary

Application: 2006 - 2007 Original Application

Project Period: 7/1/2006 - 6/30/2007

## Contact Information

### Chief School Administrator/College President/Agency Head:

First Name

Last Name

Phone

Extension

E-Mail

Confirm E-Mail

Fax

Summer Phone

Extension

### Perkins Project Director Contact:

First Name

Last Name

Phone

Extension

E-Mail

Confirm E-Mail

Fax

Summer Phone

Extension

### Business Administrator:

First Name

Last Name

Phone

Extension

E-Mail

Confirm E-Mail

Fax

Summer Phone

Extension



# new jersey department of education

Applicant Name: ROSELLE PARK Union County

District: 394550

Application: 2006 - 2007 Original Application

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**Perkins Secondary**

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## Allocations

[Instructions](#)

	Perkins Secondary
<b>Current Year Allocation</b>	\$0
<b>Cooperative/Consortia</b>	
<b>Transfer In (+)</b>	0
<b>Transfer Out (-)</b>	0
<b>Fiscal Agent</b>	
<b>SUB TOTAL</b>	\$0
<b>TOTAL FUNDS AVAILABLE</b>	\$0

user ID: nhuebler

# new jersey department of education

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Application: 2006 - 2007 Original Application

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Perkins Secondary

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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
Summary	Academic Achievement	Skill Proficiency	Completion	Diploma Credential	Placement	Participation Nontraditional	Completion Nontraditional		

## Performance Levels

	Academic Achievement	Skill Proficiency	Completion	Diploma Credential	Placement	Participation Non-Traditional	Completion Non-Traditional
State Negotiated Level	87.00	90.03	95.00	88.91	78.23	13.88	12.60
VEDS Reported Performance	85.11	95.83	100	0	0	24.07	0
Variance from Negotiated Level	-1.89	5.80	5.00	-88.91	-78.23	10.19	-12.60
Proposed Performance Level							

## Instructions

user ID: nhuebler



New Jersey Department of Education  
 Send Questions to: [eweghelp@doe.state.nj.us](mailto:eweghelp@doe.state.nj.us)

Applicant Name: ROSELLE PARK Union County

District: 394550

Application: 2006 - 2007 Original Application

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**Perkins Secondary**

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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
Summary	Academic Achievement	Skill Proficiency	Completion	Diploma Credential	Placement	Participation Nontraditional	Completion Nontraditional		

**Academic Achievement**

**Instructions**

State Negotiated Level	VEDS Reported Performance	Variance from Negotiated Level	Proposed Performance Target
87.00	85.11	-1.89	

1. Are you running any programs under Academic Achievement that are NOT meeting the State Negotiated Performance Level?

Yes  No

1a. List the programs that are not meeting State Negotiated Performance Levels. (Limit 2000 characters.)

1b. Enter the strategies and activities to be conducted to improve these programs. (Limit 2000 characters.)

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# new jersey department of education

Applicant Name: ROSELLE PARK Union County

District: 394550

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Perkins Secondary

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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
Summary	Academic Achievement	Skill Proficiency	Completion	Diploma Credential	Placement	Participation Nontraditional	Completion Nontraditional		

### Skill Proficiency

State Negotiated Level	VEDS Reported Performance	Variance from Negotiated Level	Proposed Performance Target
90.03	95.83	5.80	

- Are you running any programs under Skill Proficiency that are NOT meeting the State Negotiated Performance Level?  
 Yes  No
- Describe the strategies and activities you will perform to continue to meet or exceed State Negotiated Performance Levels (S.N.P.L.) for programs that are already meeting S.N.P.L. (Limit 2000 characters.)

Instructions

user ID: nhuebler



New Jersey Department of Education  
 Send Questions to: [eweghelp@doe.state.nj.us](mailto:eweghelp@doe.state.nj.us)

Applicant Name: ROSELLE PARK Union County

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Perkins Secondary

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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
Summary	Academic Achievement	Skill Proficiency	Completion	Diploma Credential	Placement	Participation	Nontraditional	Completion	Nontraditional

**Completion**

State Negotiated Level	VEDS Reported Performance	Variance from Negotiated Level	Proposed Performance Target
95.00	100	5.00	

**Instructions**

- Are you running any programs under Completion that are NOT meeting the State Negotiated Performance Level?  
 Yes  No
- Describe the strategies and activities you will perform to continue to meet or exceed State Negotiated Performance Levels (S.N.P.L.) for programs that are already meeting S.N.P.L. (Limit 2000 characters.)

user ID: nhuebler



New Jersey Department of Education  
 Send Questions to: [eweghelp@doe.state.nj.us](mailto:eweghelp@doe.state.nj.us)



# new jersey department of education

Applicant Name: ROSELLE PARK Union County

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Perkins Secondary

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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
Summary	Academic Achievement	Skill Proficiency	Completion	Diploma Credential	Placement	Participation Nontraditional	Completion Nontraditional		

## Diploma Credential

State Negotiated Level	VEEDS Reported Performance	Variance from Negotiated Level	Proposed Performance Target
88.91	0	-88.91	

1. Are you running any programs under Diploma Credential that are NOT meeting the State Negotiated Performance Level?

Yes  No

1a. List the programs that are not meeting State Negotiated Performance Levels. (Limit 2000 characters.)

1b. Enter the strategies and activities to be conducted to improve these programs. (Limit 2000 characters.)

Instructions

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# new jersey department of education

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**District:** 394550

**Project Period:** 7/1/2006 - 6/30/2007

**Perkins Secondary**

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<u>Summary</u>	<u>Academic Achievement</u>	<u>Skill Proficiency</u>	<u>Completion</u>	<u>Diploma Credential</u>	<u>Placement</u>	<u>Participation Nontraditional</u>	<u>Completion Nontraditional</u>		

**Placement**

**Instructions**

State Negotiated Level	VEDS Reported Performance	Variance from Negotiated Level	Proposed Performance Target
78.23	0	-78.23	

1. Are you running any programs under Placement that are NOT meeting the State Negotiated Performance Level?

Yes  No

1a. List the programs that are not meeting State Negotiated Performance Levels. (Limit 2000 characters.)

1b. Enter the strategies and activities to be conducted to improve these programs. (Limit 2000 characters.)

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# new jersey department of education

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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
Summary	Academic Achievement	Skill Proficiency	Completion	Diploma Credential	Placement	Participation Nontraditional	Completion Nontraditional		

## Participation Nontraditional

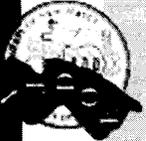
Instructions

State Negotiated Level	VEDS Reported Performance	Variance from Negotiated Level	Proposed Performance Target
13.88	24.07	10.19	

- Are you running any programs under Participation Nontraditional that are NOT meeting the State Negotiated Performance Level?  
 Yes  No
- Describe the strategies and activities you will perform to continue to meet or exceed State Negotiated Performance Levels (S.N.P.L.) for programs that are already meeting S.N.P.L. (Limit 2000 characters.)

user ID: nhuebler





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<a href="#">Summary</a>	<a href="#">Academic Achievement</a>	<a href="#">Skill Proficiency</a>	<a href="#">Completion</a>	<a href="#">Diploma Credential</a>	<a href="#">Placement</a>	<a href="#">Participation</a>	<a href="#">Completion</a>	<a href="#">Nontraditional</a>	<a href="#">Nontraditional</a>

### Completion Nontraditional

	State Negotiated Level	VEDS Reported Performance	Variance from Negotiated Level	Proposed Performance Target
Completion Nontraditional	12.60	0	-12.60	

1. Are you running any programs under Completion Nontraditional that are NOT meeting the State Negotiated Performance Level?

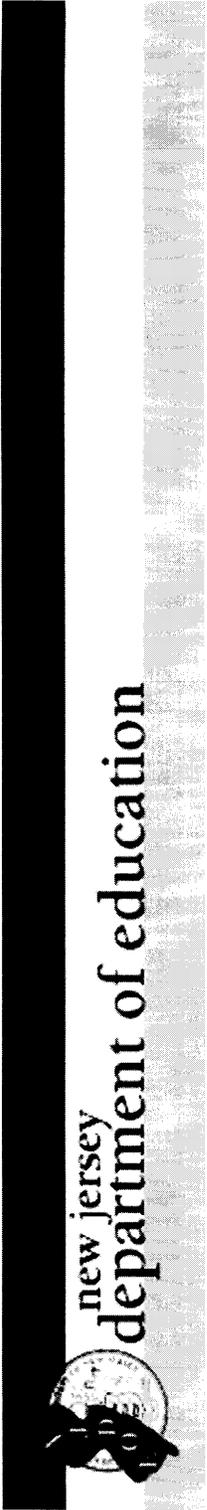
Yes  No

1a. List the programs that are not meeting State Negotiated Performance Levels. (Limit 2000 characters.)

1b. Enter the strategies and activities to be conducted to improve these programs. (Limit 2000 characters.)

user ID: nhuebler





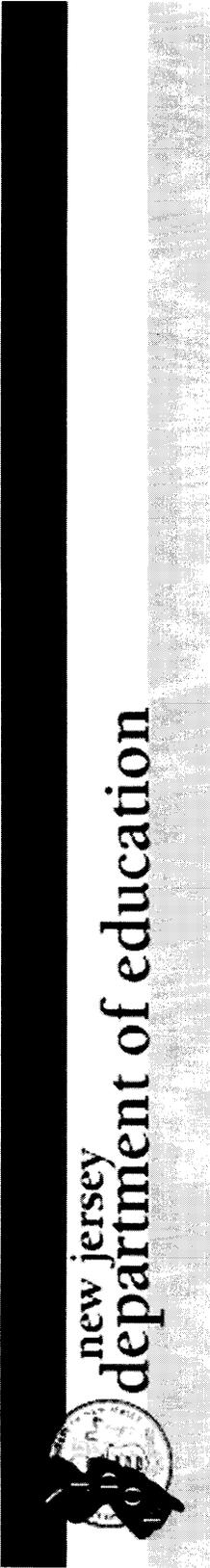
**Applicant Name:** ROSELLE PARK Union County      **District:** 394550      **Perkins Secondary**  
**Application:** 2006 - 2007 Original Application      **Project Period:** 7/1/2006 - 6/30/2007      **Printer-Friendly**  
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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
Instructional Salaries		Non-Instructional Salaries		Other		Budget Summary			

**Non Instructional Salaries**      Instructions

**FEDERAL FUNDS**      AMOUNT ALLOCATED: \$      AMOUNT BUDGETED: \$      AMOUNT REMAINING: \$

CIP CODES	GOAL & OBJECTIVE NUMBER	STANDARD & MEASURE	USES OF FUNDS	TITLE of POSITION and NAME of EMPLOYEE(if known)	Delete Row
<input type="checkbox"/> Full <input type="checkbox"/> Part	Annual Salary: \$ <input type="text"/> Percent of Time: <input type="text"/> % Requested Amount \$0	AP <input type="checkbox"/> NT <input type="checkbox"/> P <input type="checkbox"/>	<b>COST</b> <input type="checkbox"/> Program <input type="checkbox"/> Admin	<b>200-200 BENEFITS (max 29%)</b> <input type="checkbox"/> FICA 7.65% \$0 <input type="checkbox"/> TPAF 9.35% \$0 <input type="checkbox"/> Other Benefits <input type="text"/> % \$0 Total Benefit 0.0% \$0	<input type="checkbox"/>
<input type="checkbox"/> Full <input type="checkbox"/> Part		AP <input type="checkbox"/> NT <input type="checkbox"/> P <input type="checkbox"/>			<input type="checkbox"/>



**Applicant Name:** ROSELLE PARK Union County

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**Perkins Secondary**

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Overview	Contact Information Instructional Salaries	Allocations	Performance Level	Budget Pages Non-Instructional Salaries	Assurances	Comments	Submit	Application History	Page Review Status
						Other			Budget Summary

**Other Budget Detail**

Instructions

**FEDERAL FUNDS**    AMOUNT ALLOCATED: \$    AMOUNT BUDGETED: \$    AMOUNT REMAINING: \$

**DESCRIPTION/ITEMIZATION/JUSTIFICATION**

Include description of item and the rationale for purchasing this item. For all equipment and non-consumable supplies, include minimum specifications, as required by Section 8.5.8 of the guidelines.

FUNCTION CODE	OBJECT CODE	CIP CODES	STANDARD & MEASURE	USES OF FUNDS	GOAL & OBJECTIVE NUMBER	Delete Row																												
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FUNCTION CODE	OBJECT CODE	CIP CODES	STANDARD & MEASURE	USES OF FUNDS	GOAL & OBJECTIVE NUMBER	Delete Row																												



# new jersey department of education

**Applicant Name:** ROSELLE PARK Union County

**District:** 394550

**Perkins Secondary**

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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
Instructional Salaries		Non-Instructional Salaries			Other		Budget Summary		

**Budget (Read Only)**

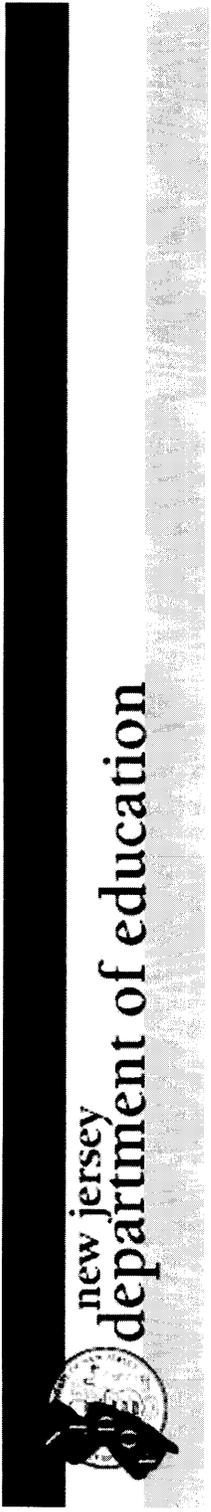
[Instructions](#)

D. Expenditure Category	E. Function & Object Code	F. Program Costs	G. Admin Costs	H. Total (F + G)
<b>Instruction</b>				
Personal Services - Salaries	100-100	0	0	0
Purchased Prof. & Tech. Services	100-300	0	0	0
Other Purchased Services	100-500	0	0	0
Supplies and Materials	100-600	0	0	0
Other Objects	100-800	0	0	0
<b>SubTotal Instruction</b>	0	0	0	0
<b>Support Services</b>				
Personal Services - Salaries	200-100	0	0	0
Personal Services - Employee Benefits	200-200	0	0	0
Purchased Prof. & Tech. Services	200-300	0	0	0
Purchased Prof. Ed Services	200-320	0	0	0
Purchased Property Services	200-400	0	0	0
Other Purchased Services	200-500	0	0	0
Travel	200-580	0	0	0
Supplies and Materials	200-600	0	0	0
Other Objects	200-800	0	0	0
Indirect Costs	200-860	0	0	0
<b>SubTotal Support Services</b>	0	0	0	0
<b>FAC ACQ &amp; CONSTRUCTION SERV</b>				
Buildings	400-720	0	0	0
Instructional Equipment	400-731	0	0	0
Non-instructional Equipment	400-732	0	0	0
<b>SubTotal FAC ACQ &amp; CONSTRUCTION SERV</b>	0	0	0	0
<b>TOTAL PROJECT EXPENDITURES</b>	0	0	0	0

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**Perkins Secondary**  
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District: 394550  
 Project Period: 7/1/2006 - 6/30/2007

Applicant Name: ROSELLE PARK Union County  
 Application: 2006 - 2007 Original Application

Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
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**Perkins Spending Plan Statement of Assurances**

Instructions

THE DISTRICT/COLLEGE/AGENCY HEREBY ASSURES THE COMMISSIONER OF EDUCATION OF THE STATE OF NEW JERSEY THAT:

A. All courses/programs/projects are conducted in accordance with N.J.S.A. 18A:26-2, N.J.S.A. 18A:54-1 et, seq., N.J.A.C. 6A:19-1 et. seq., and N.J.A.C. 6A:8-2.2, 2.3, 3.2;

B. Where the Multiyear Perkins Plan and One-Year Perkins Spending Plan are based on the objective(s) to deliver services, provide supplies or purchase equipment for student use, the students will receive the proposed benefits. All funds awarded for a given fiscal year will be expended in accordance with the approved purposes and budget;

C. The funds awarded will be used to supplement, and in no case supplant, state or local funds budgeted for programs or services of the same type. Support from any other funding will not duplicate P.L. 105-332, Sec 311 funds;

D. Records which document the compliance with program requirements, relate to fiscal control, and/or the accounting of project funds, including those required under the record retention provisions of the General Education Provisions Act (GEPA Section 437), will be maintained for three years after the submission of all required reports, in accordance with EDGAR, Part C, 80.42;

E. In accordance with P.L. 105-332, Sec. 135, the eligible recipient assures through its local One-Year Perkins Spending Plan that the funds will be used to do one or more of the following:

- (1) strengthen the academic, vocational and technical skills of students through integration of academic vocational and technical programs;
- (2) provide programs that address all aspects of an industry;
- (3) develop, improve, and expand the use of technology in vocational and technical education;
- (4) provide professional development for teachers, counselors, and administrators, including in-service and preservice training and practices to involve parents and the community;
- (5) evaluate programs and assess how special populations are being served;
- (6) develop and upgrade programs;

- (7) provide services of sufficient size, scope, and quality; and
  - (8) link secondary vocational and technical education and postsecondary vocational and technical education.
- F. This Perkins One-Year Spending Plan has been developed in consultation with interested parties (P.L. 105-332 Sec. 134(b)(4) and the appropriate Workforce Investment Board(s) and a copy of the completed spending plan has been forwarded to the appropriate WIB(s) for review and comment; and
- G. The eligible recipient agrees to use local funds to insure that the activities are implemented within the time line described in the Perkins One-Year Spending Plan.

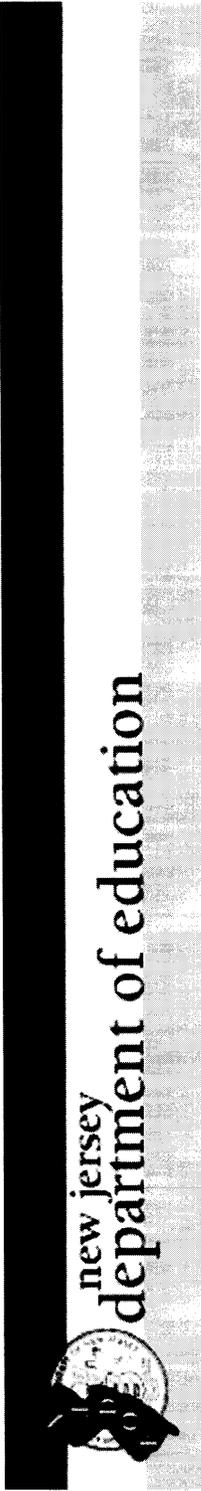
user ID: nhuebler



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**Applicant Name:** ROSELLE PARK Union County  
**District:** 394550  
**Project Period:** 7/1/2006 - 6/30/2007  
**Perkins Secondary**  
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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
Board Application Approval									

**Board of Education Application Approval**

Enter the date the Board Approved the submission of this application.  
 If the date of the Board Approval of this application is after June 16, 2006, you must submit a copy of the Board Resolution or a Certified Copy of the Board minutes showing the Approval Action. This document must be mailed to the Director of the Office of Vocational-Technical, Career and Innovative Programs.

Date of Board Approval:

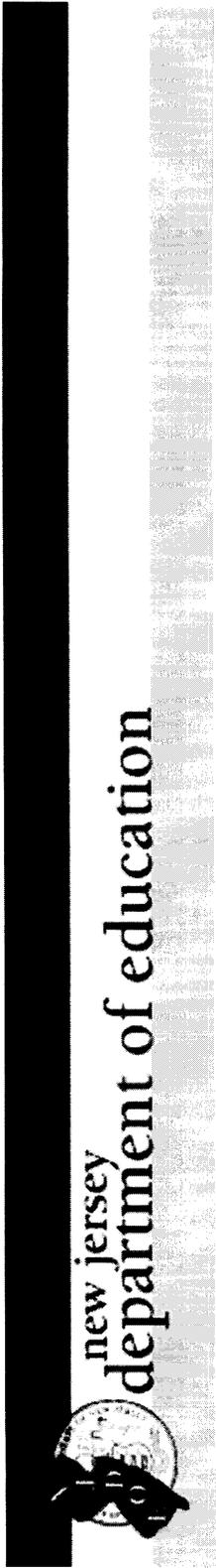
**Workforce Investment Board Review**

This submission is consistent with the local Workforce Investment Board plan and has been submitted to the board for review.

Date of Submission to WIB:

user ID: nhuebler





# new jersey department of education

Applicant Name: ROSELLE PARK Union County  
 Application: 2006 - 2007 Original Application

District: 394550  
 Project Period: 7/1/2006 - 6/30/2007

Perkins Secondary  
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<a href="#">Overview</a>	<a href="#">Contact Information</a>	<a href="#">Allocations</a>	<a href="#">Performance Level</a>	<a href="#">Budget Pages</a>	<a href="#">Assurances</a>	<a href="#">Comments</a>	<a href="#">Submit</a>	<a href="#">Application History</a>	<a href="#">Page Review Status</a>
Board Application Approval									
								<a href="#">Submit</a>	

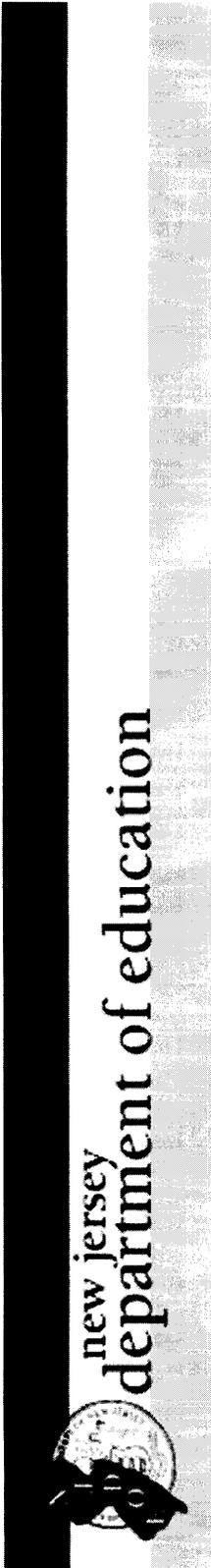
**Submit**

Assurances must be reviewed and approved before you can submit your application.

- Assurances
- Authorized Representative
- TCPIP Tier 1 Review
- TCPIP Tier 2 Review
- OGM Final Review

user ID: nhuebler





Applicant Name: ROSELLE PARK Union County

District: 394550

Application: 2006 - 2007 Original Application

Project Period: 7/1/2006 - 6/30/2007

Perkins Secondary

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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
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Application History (Read Only)

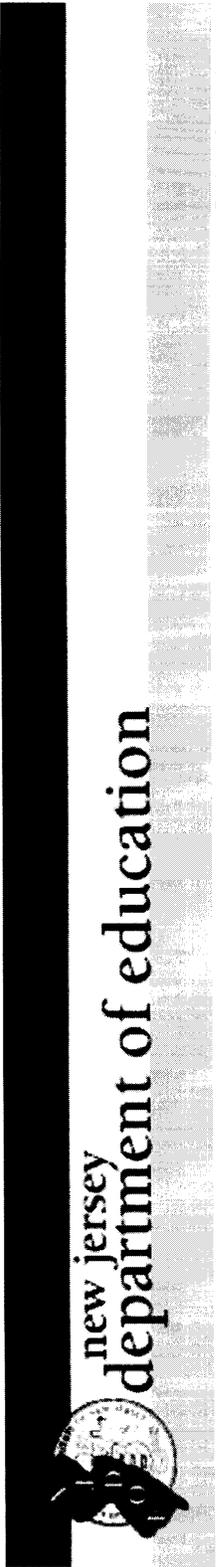
**This Application has not been submitted**

Instructions

user ID: nhuebler



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Applicant Name: ROSELLE PARK Union County

Application: 2006 - 2007 Original Application

District: 394550

Project Period: 7/1/2006 - 6/30/2007

**Perkins Secondary**

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- Overview
- Contact Information
- Allocations
- Performance Level
- Budget Pages
- Assurances
- Comments
- Submit
- Application History
- Page Review Status

**Page Review Status**

**Instructions**

Expand All

**Perkins Secondary**

Perkins Secondary

Contact Information

Performance Level

Summary

Academic Achievement

Skill Proficiency

Completion

Diploma Credential

Placement

Participation Nontraditional

Completion Nontraditional

Budget Pages

Instructional Salaries

Non-Instructional Salaries

	Page Status	Open Page for editing
Unlock Section	Unlock Section	<input type="checkbox"/>
OPEN	OPEN	<input type="checkbox"/>
Unlock Section	Unlock Section	<input type="checkbox"/>
OPEN	OPEN	<input type="checkbox"/>
Unlock Section	Unlock Section	<input type="checkbox"/>
OPEN	OPEN	<input type="checkbox"/>
OPEN	OPEN	<input type="checkbox"/>

Other  
Assurances  
Comments  
Submit

Board Application Approval

OPEN  
OPEN  
OPEN  
Unlock  
Section  
OPEN

Save

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