



New Jersey Department of Education

Career and Technical Education

Program Guide

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CTE Program Information

Carl D. Perkins Career and Technical Education Act: *Perkins §135(b)1-9*

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) calls upon states to create sequences of academic and career and technical education (CTE) coursework to help students attain a postsecondary degree or industry-recognized certificate or credential. At minimum, a program of study (POS) must:

- Incorporate and align secondary and postsecondary education elements
- Include academic and CTE content in a coordinated, non-duplicative progression of courses
- Offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits
- lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree
- Support the tenants of the Program of Study Design Framework (10 component framework: <http://cte.ed.gov/initiatives/octaes-programs-of-study-design-framework>).

CTE Program Details

CTE Program Information Overview

A **curriculum** will be delivered in the approved CTE program or program of study to ensure that it will meet appropriate industry-recognized and/or state or nationally-recognized skill standards as well as the **New Jersey Student Learning Standards** through:

- i. A **coherent sequence** of not fewer than three identifiable CTE courses; **or** two years of CTE courses for a County Vocational-Technical School District;
- ii. **Classroom instruction combined and coordinated with field, shop, or laboratory experiences, structured learning experiences**, or other instruction/experiences which are appropriate to the competencies of the Career Cluster[®] and Career Cluster pathway identified in the reapproval application;
- iii. **Academic content** that is aligned to the **New Jersey Student Learning Standards** for secondary programs, found on the New Jersey Department of Education's website at www.state.nj.us/education/cccs;
- iv. **Career and technical content** that meets **New Jersey Student Learning Standard 9.3 Career and Technical Education** www.state.nj.us/education/cccs/2014/career/93.pdf; and industry-recognized skill standards and/or an employer-verified industry-based skill standards lists, including but not limited to: applicable **New Jersey Student Learning Standards** (www.state.nj.us/education/cccs);
- v. Industry-approved or state or nationally-recognized skill standards, catalogs of performance objectives; text books, and/or other curricular materials appropriate to the CTE program or program of study;
- vi. An appropriate third-party **end-of-program technical skills assessment**, when available;
- vii. Industry-recognized credential when applicable and available;

- viii. Opportunities to participate in [Structured Learning Experiences](#) (SLEs), implemented in accordance with *N.J.A.C. 6A:19-4.1*;
- ix. Opportunities to participate in [Career and Technical Student Organizations](#) (CTSOs), in accordance with *N.J.A.C. 6A:19-3.1*; and
- x. A district/agency career and technical education safety and health plan, in accordance with *N.J.A.C. 6A:19-6.4*.

Career Clusters[®]

The New Jersey Office of Career Readiness adopted the National Career Clusters Framework. The National Career Clusters Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career.

As an organizing tool for curriculum design and instruction, Career Clusters provide the essential knowledge and skills for the 16 Career Clusters and their Career Pathways. It also functions as a useful guide to develop programs of study bridging secondary and postsecondary curriculum and for creating individual student plans of study for a complete range of career options. Career Clusters help students discover their interests, their passions, and empowers them to choose the educational pathway that can lead to success in high school, college and career. Download a full list of the Career Clusters and Career Pathways [here](#). (Source: Advanced CTE: <https://www.careertech.org/>.)

To provide additional leadership to school districts, the Office of Career Readiness organized staff to support the 16 Career Clusters. You can contact the [Career Cluster leads](#) for the following 16 Career Clusters:

- | | |
|--|--|
| 1. Agriculture, Food & Natural Resources | 9. Hospitality & Tourism |
| 2. Architecture & Construction | 10. Human Services |
| 3. Arts, A/V Technology & Communications | 11. Information Technology |
| 4. Business management & Administration | 12. Law, Public Safety, Corrections & Security |
| 5. Education & Training | 13. Manufacturing |
| 6. Finance | 14. Marketing |
| 7. Government & Public Administration | 15. Science, Technology, Engineering & Mathematics |
| 8. Health Science | 16. Transportation, Distribution & Logistics |

For more information related to the Career Clusters click here: <https://careertech.org/career-clusters>.

CIP Code

The New Jersey Department of Education, Office of Career Readiness uses the National Standard of Educational Statistics Districts' Classification of Instructional Programs (CIP) to describe CTE programs and programs of study. The CIP provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. To find the list of approved programs for New Jersey, visit the Career Cluster Page at <http://www.nj.gov/education/cte/career/>. If it is available, the Career Cluster page will have an Eligible

CIP Code Chart which will be a link on the Career Cluster page. Some Eligibility Charts are in the process of being revised and are not currently posted.

Important Links:

- **Eligible CIP Code Charts for NJ (Available on each Career Cluster page):**
 - <http://www.nj.gov/education/cte/career/>

Additional Links:

- National Standard of Educational Statistics Districts' Classification of Instructional Programs (CIP)
 - <http://nces.ed.gov/ipeds/cipcode/default.aspx?y=55>
- Perkins IV Crosswalk Table 7, Career Cluster Primary Occupation and CIP in Pathway
 - <https://www.careertech.org/crosswalks>

If the district is unsure of an appropriate CIP code for the program application, contact the Career Cluster lead for assistance. The Career Cluster lead contact information can be found here:

<http://www.nj.gov/education/cte/career/leads.pdf>.

Courses Ineligible in the CTE Course Sequence

As stated above, a quality CTE program will include academic and CTE content in a coordinated, non-duplicative progression of courses and offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits.

Courses required for graduation, such as financial literacy and technological literacy (which should be integrated throughout the curriculum), will not be considered part of a coherent sequence of courses for approved programs. Programs that are reappraised must meet the definition of career and technical education as defined in [N.J.A.C. 6A:19-1.2 Definitions](#).

SCED Code

School Courses for the Exchange of Data (SCED) must be selected for each course in a CTE program. SCED is a voluntary, common classification system for prior-to-secondary and secondary school courses. It can be used to compare course information, maintain longitudinal data about student coursework, and efficiently exchange course-taking records. SCED is based on a five-digit course code that provides a basic structure for classifying course content. Additional SCED elements and attributes provide descriptive information about each course. For more information on SCED Codes: <http://nces.ed.gov/forum/SCED.asp>

For SCED Code List: <http://www.nj.gov/education/njsmart/download/course/NCESSCEDCourseCodes.xlsm>

Professional Development: Perkins Act §134(b)4 and 135(b)5

Professional development (PD) is high quality and provided to teachers, principals, career and academic guidance counselors and, as appropriate, other instructional staff. High-quality PD is sustained and both classroom and industry focused; it is current and related to industry standards being taught in the CTE course; provides scientifically based instructional strategies to improve CTE instruction; or increases knowledge in integrating academic with career and technical education areas. This must be kept on file for monitoring.

Workforce Development Board: *Perkins Act §134(b)(5)*

Every district must consult with all interested parties and the appropriate Workforce Development Board(s) (WDB) and a copy of the completed one year funding application must be forwarded to the appropriate WDB for review and comment. This must be kept on file for monitoring.

Career and Technical Education District Safety and Health Plan: *N.J.A.C 6A:19-6.4*

All district boards of education and other institutions and agencies operating career and technical education programs in “hazardous” occupations (e.g. automotive, construction, culinary) shall organize, adopt, and implement a written career technical education safety and health plan describing the safety and health program being used to protect students and staff from safety and health risks on and offsite. A list of common hazardous occupations can be found here: <http://www.state.nj.us/education/cte/sle/hazards.htm>

The district can access the Guide for Developing a School District Safety and Health Plan here: <http://www.nj.gov/education/cte/toolbox/healthplanguide.doc>. The district’s plan must be adopted by their school board. If you would like additional information and assistance on the development of the CTE Health and Safety Plan, you may contact Dr. Shendell by phone or by email.

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Structured Learning Experiences

Structured Learning Experience Information

“Structured learning experience (SLE)” means experiential, supervised, in-depth learning experiences aligned to the New Jersey Student Learning Standards that are designed to offer students the opportunity to more fully explore career interests within one or more of the Career Clusters. SLEs are designed as rigorous activities that are integrated into the curriculum and that provide students with opportunities to demonstrate and apply a high level of academic, and/or technical skills, and develop personal, academic and career goals.

Each district board of education shall offer **all** high school students opportunities to explore career interests through participation in structured learning experiences linked to the New Jersey Student Learning Standards.

There are many crucial components that make up a quality SLE program, although not all of them are required for the SLE program to operate. The following components are **required** for an SLE program to be in operation at your districts approved CTE program.

1. District boards of education shall develop structured learning experiences in compliance with all federal and state statutes, regulations, and hazardous orders.
2. Students are supervised/coordinated by a Certified SLE Coordinator or Cooperative Education Coordinator assigned by the CSA of the employing district board of education and a workplace mentor.
3. Student placement in SLEs may only occur in non-hazardous occupations.
4. The student learner receives credit and/or grade for time spent at the worksite and the student is expected to achieve the learning objectives.
5. Required SLE forms include a Student Training Plan, Employer Agreement and Worksite Visit Checklist. (Completing a Worksite Safety and Health Evaluation Guide is **highly recommended**)
6. Students participating in SLEs shall be a minimum of 16 years of age.
7. District boards of education shall maintain appropriate records for SLEs.
8. Transportation of the student to and from the SLE site shall be the responsibility of the student, unless otherwise required pursuant to N.J.A.C. 6A:14.
9. SLEs may not exceed five hours on any day that school is in session nor may the combination of school and work exceed eight hours on any day that school is in session.
10. The non-paid activity is of a limited duration, related to an educational purpose and there is no guarantee or expectation that the activity will result in employment or replace an employee.

N.J.A.C. 6A:19 CTE Programs and Standards, N.J.A.C. 12:58-1 Child labor, and N.J.A.C. 12:56-18 Wage and Hour

For more information, visit the SLE website at <http://www.nj.gov/education/cte/sle/> or contact David Gehrke, SLE State Coordinator at david.gehrke@doe.state.nj.us.

Structured Learning Experience Coordinator Information

Please visit the Rutgers website to find out more information about the required courses for Structured Learning Experience Coordinator: http://www.njsafeschools.org/training_schedule/required_courses.html.

Technical Skill Assessments

End-of-Program Assessments

All approved CTE programs must administer, where available, a valid NJDOE recognized end-of-program assessment for each CTE program/program of study. If an NJDOE recognized assessment is not listed for the approved CIP code, an alternate vendor (3rd Party) assessment may be used and count for state performance reporting purposes (NJ SMART). If there is not an NJDOE recognized assessment listed or an appropriate vendor (3rd Party) assessment available, teacher-made assessments should be used for end-of-program testing, but will not count toward meeting performance indicators and data will not be available in DOE generated Program Performance Reports. Teacher-made end-of-program assessments should be reviewed and approved by the Program Advisory Committee and/or a representative from a related postsecondary program for reliability purposes. To see all of the New Jersey Recognized CTE End-of-Program Assessment list, please click on the following link: <http://www.nj.gov/education/cte/study/approval>.

New Jersey Industry-Valued Credentials

In the CTE Program Application, assessments can be listed under individual courses or under the Program Overview section of the new or reapproval application. Other information can be included such as industry credentials. To see the New Jersey Industry-Valued Credentials list, click on the following link: http://careerconnections.nj.gov/careerconnections/prepare/skills/credentials/industry_valued_credentials.shtml
This list is updated regularly, so be sure to check it to see any additions.

Postsecondary Partnerships

Every district that receives Perkins funds must link secondary career and technical education and postsecondary career and technical education through at least one career and technical program of study. *Perkins §135(b)2*. Every program or program of study is required to have a postsecondary partner on their Advisory Committee for the purpose of connecting and understanding possible postsecondary pathways to education, training, or other postsecondary opportunities. To receive approval for a program of study, districts must obtain an articulation agreement to ensure the students would have a seamless transition from secondary into postsecondary education. There are two types of articulation agreements that a district can obtain:

- **Articulated Credit** - College credits students earn for successfully completing an articulated course are “banked” at the community college until the student enrolls in a program at that college.
- **Concurrent/Transcripted/Dual Credit** - Students simultaneously earn both credits towards high school graduation requirements, and college credits for successfully completing a POS course.

For more information regarding postsecondary linkages, please see <http://www.nj.gov/education/cte/clusters/>.

In addition to postsecondary credit, districts may align their programs with a postsecondary apprenticeship. Visit the New Jersey Department of Labor and Workforce Development website: http://careerconnections.nj.gov/careerconnections/prepare/skills/apprentice/learn_about_registered_apprenticeships.shtml.

CTE Program Data Analysis

The New Jersey Department of Education's (NJDOE) Office of Career Readiness collects information from secondary school districts on all students enrolled in state approved CTE programs, and county vocational school districts with adult programs and community colleges on all students enrolled Perkins eligible CTE programs. This information is revised on a yearly basis to more completely meet the data requirements of the Carl D. Perkins Career and Technical Education Act of 2006. Failure to submit data by the established deadlines could impact the allocation of Perkins funding.

There are two types of reports generated by the Office of Career Readiness, CTE Program Performance Reports and Perkins Performance Reports. The first report is for individual CTE Programs and their individual performance. The second report is for districts receiving Carl D. Perkins funding includes aggregated data for all of the CTE programs in the designed areas measured by Perkins (known as "Perkins Indicators").

CTE Program Performance Reports (For Program Reapproval)

The CTE Program Performance Reports are reports summarizing the data of existing individual CTE programs/programs of study and include the most recent three years of operation. These reports are revised and released at the time that a Career Cluster is up for reapproval. These Performance Reports can be found in the CTE Data Management System. Follow the instructions in Part I of the CTE Data Management System Guide to access the Performance Reports. A Program Performance Report would contain the following information: Three years of enrollment, Special Populations, Nontraditional, 3rd Party Technical Skill Assessment, and Academic Attainment.

Sample:

| Program Performance Data | | | | | | | | | | | | | | |
|---|------------------------------|--------------|--------|--------------|---------------------|--------------------------------|--------------|-------------------|-------|-------------------------------------|------------------------|--------|---------------------|--------|
| COUNTY | | | | | | | | | | | | | | |
| PROGRAM NAME: Automotive Engineering Technology/Technician | | | | | | CIP CODE: 150803 | | | | POS Approved*** Y/N: Y | | | | |
| 2014-2015 End of Program 3rd Party Test Used by the District: | | | | | | | | | | | | | | |
| 1st Skill Test Code: 014 Skill Test Name: | | | | | | # of completers who tested: 25 | | | | # of completers who passed test: 21 | | | | |
| 2nd Skill Test Code: Skill Test Name: | | | | | | # of completers who tested: | | | | # of completers who passed test: | | | | |
| 3rd Skill Test Code: Skill Test Name: | | | | | | # of completers who tested: | | | | # of completers who passed test: | | | | |
| 4th Skill Test Code: Skill Test Name: | | | | | | # of completers who tested: | | | | # of completers who passed test: | | | | |
| | Enrollment * | | | | Special Population | | | | | | Female nontrad | | | |
| | Tot | Part | Conc | Comp | CTE Econo Disad % | State Econo Disad % | Special Ed % | State Special Ed | LEP % | State LEP % | NonTrad Participation% | | NonTrad Completion% | |
| | | | | | | | | | | | Actual | Target | Actual | Target |
| 2015 | 82 | 0 | 56 | 26 | 37.80% | 19.38% | 48.78% | 19.38% | 1.22% | 1.22% | 3.66% | 32.00% | | 31.00% |
| 2014 | 88 | 11 | 47 | 30 | 43.18% | 21.46% | 10.23% | 21.46% | 3.41% | 3.41% | 5.68% | 31.75% | | 30.75% |
| 2013 | 89 | 5 | 51 | 33 | 42.70% | 42.70% | 11.24% | 22.59% | 1.12% | 1.12% | 1.12% | 31.50% | | 30.75% |
| | End of Program 3rd Party TSA | | | | Academic Attainment | | | | | | | | | |
| | Total Took | Total Passed | Pass % | State Target | LAL | LAL State Target | Math | Math State Target | | | | | | |
| 2015 | 25 | 21 | 84.00% | 88.00% | 87.88% | 84.00% | 60.61% | 85.30% | | | | | | |
| 2014 | 30 | 24 | 80.00% | 88.00% | 87.88% | 78.90% | 60.61% | 83.50% | | | | | | |
| 2013 | 33 | 29 | 87.88% | 88.00% | 81.08% | 76.50% | 59.46% | 81.70% | | | | | | |
| *** POS approved as of 07/07/2016 | | | | | | | | | | | | | | |
| Male Nontrad = Male students underrepresented/Female students overrepresented. Female Nontrad = Female students underrepresented/Male students overrepresented. These are nationally recognized under/overrepresented CTE programs identified by the National Alliance for Partnerships in Equity (NAPE). | | | | | | | | | | | | | | |

Student Reporting Status: Participants, Concentrators, Completers

Each student in the program must be reported as a 'status'. The definition of each status is:

- Participant** – A student who completed at least one course in any state approved career and technical education (CTE) program with a sequence of three or more courses.
- Concentrator** – A student who completed two or more courses among a sequence with three or more courses, or a student at a county vocational school who completed one course in a sequence of two courses, within a state approved CTE program.
- Completer** – A student who completed a whole sequence of courses of a state approved CTE program.

More information regarding CTE definitions related to NJ SMART can be found here:
<http://www.nj.gov/education/njsmart/cte/>.

Perkins Performance Reports

A Perkins Performance Report is a school-wide report of all the approved CTE programs/programs of study operating at the school district. It includes school level data organized by the indicators measured by Perkins. The Perkins Performance Report is available to school districts at the time they apply each year for Perkins funding. School districts are required to spend their funds based on the need to improve or maintain their programs in accordance with the areas measured by Perkins. If a districts performance is below the performance target for a particular CIP Code, the district will be required to use their funds to improve the area in which it did not meet performance targets.

Sample:

| CIP Code | Program Name | School Code | School Name | Academic Attainment Language Arts Literacy (AA-LA) | | | Academic Attainment Math (AA-Math) | | | Technical Skill Attainment (TSA) | | | Graduation (G) | | | Placement (P) | | | Participation Non traditional (PNT) | | | Completion Non traditional (CNT) | | | Ineligible |
|----------|------------------------|-------------|-------------|--|------------------------|---------|------------------------------------|------------------------|---------|----------------------------------|------------------------|---------|----------------------|------------------------|---------|----------------------|------------------------|---------|-------------------------------------|------------------------|---------|----------------------------------|------------------------|---------|------------|
| | | | | Reported Performance | State Negotiated Level | Status | Reported Performance | State Negotiated Level | Status | Reported Performance | State Negotiated Level | Status | Reported Performance | State Negotiated Level | Status | Reported Performance | State Negotiated Level | Status | Reported Performance | State Negotiated Level | Status | Reported Performance | State Negotiated Level | Status | |
| 090701 | Radio & Television | | | NEW | 0.00% | MET | NEW | 0.00% | MET | NEW | 88.00% | MET | NEW | 97.00% | MET | NEW | 89.00% | MET | NEW | 31.75% | MET | NEW | 30.75% | MET | |
| 500406 | Commercial | 010 | | 100.00% | 90.00% | MET | 100.00% | 90.00% | MET | NA | 88.00% | MET | 100.00% | 97.00% | MET | NA | 89.00% | MET | NA | 31.75% | MET | NA | 30.75% | MET | |
| 500702 | Fine/Studio Arts | | | NR | 0.00% | NOT MET | NR | 0.00% | NOT MET | NR | 88.00% | NOT MET | NR | 97.00% | NOT MET | NR | 89.00% | NOT MET | NR | 31.75% | NOT MET | NR | 30.75% | NOT MET | Y |
| 520101 | Business/Commerce | 010 | | NA | 90.00% | MET | NA | 90.00% | MET | NA | 88.00% | MET | NA | 97.00% | MET | NA | 89.00% | MET | 48.90% | 31.75% | MET | NC | 30.75% | MET | |
| 520302 | Accounting | 010 | | NA | 90.00% | MET | NA | 90.00% | MET | NA | 88.00% | MET | NA | 97.00% | MET | NA | 89.00% | MET | 36.70% | 31.75% | MET | NC | 30.75% | MET | |
| 120500 | Cooking & Related | 010 | | 100.00% | 90.00% | MET | 89.65% | 90.00% | MET | NA | 88.00% | MET | 100.00% | 97.00% | MET | NA | 89.00% | MET | 33.97% | 31.75% | MET | NC | 30.75% | MET | |
| 120400 | Robotics | 010 | | 100.00% | 90.00% | MET | 84.74% | 90.00% | MET | C/NBP | 88.00% | NOT MET | 100.00% | 97.00% | MET | NR | 89.00% | NOT MET | NA | 31.75% | MET | NA | 30.75% | MET | |
| 131301 | Drafting and Design | 010 | | 100.00% | 90.00% | MET | 100.00% | 90.00% | MET | C/NBP | 88.00% | NOT MET | 100.00% | 97.00% | MET | NR | 89.00% | NOT MET | 11.11% | 31.75% | NOT MET | 20.00% | 30.75% | NOT MET | |
| 521801 | Sales, Distribution, & | 010 | | 100.00% | 90.00% | MET | 100.00% | 90.00% | MET | NA | 88.00% | MET | 100.00% | 97.00% | MET | NA | 89.00% | MET | NA | 31.75% | MET | NA | 30.75% | MET | |

A Performance Report Guide (including a key of codes) can be found in <http://homeroom.state.nj.us> in the same location where the Perkins Performance Report is downloaded.

CTE Data Collection

The New Jersey Department of Education's (NJDOE) Office of Career Readiness collects information from secondary school districts, county vocational school districts with adult programs and community colleges on all students enrolled in state approved CTE programs. This information is revised on a yearly basis to more completely meet the data requirements of the Carl D. Perkins Career and Technical Education Act of 2006. Failure to submit data by the established deadlines could impact the allocation of funding.

Submitting CTE Data

CTE Data Submission through NJ SMART

All of the CTE data at the secondary level must be submitted through the NJ SMART system, under CTE Submission. The detailed information can be found at the following link:

<http://www.nj.gov/education/njsmart/cte/>.

Placement Survey

When you have completed the data entry for the CTE secondary placement survey, you must go into the DOE data collection website <http://homerom.state.nj.us/>. Use the links below to log in to the secure website to upload and submit the saved CTE data file or the placement survey. Districts will be notified each year of the submission date for placement data via a NJDOE broadcast.

- Secondary Schools: CTE (Secondary and Adult) <https://homerom5.doe.state.nj.us/doefs16/?prj=ctedc>
- Postsecondary: VEDS (College Data collection) <https://homerom5.doe.state.nj.us/doefs16/?prj=veds-colleges>

For technical assistance on adult or community college CTE data, or secondary placement survey, please email Shinlan Liu at shinlan.liu@doe.state.nj.us.

For technical assistance on CTE secondary data collection, please contact the NJ SMART Help Desk by calling (800) 254-0295 or e-mailing njsmart@pcgus.com.

Advisory and Business Labor Partnerships

Advisory Committees

A Career and Technical Education (CTE) program Advisory Committee is a representative group of individuals whose experience and abilities represent a cross-section of a particular occupational area. The primary purpose of the CTE program Advisory Committee is to assist educators in establishing, operating, and evaluating the CTE programs which serve the needs of students, business and industry, and to provide expertise pertaining to technological change. Program Advisory Committees strengthen collaboration between those responsible for career and technical education programs and the communities they serve. The dialogue between Advisory Committee members and career and technical educators fosters a shared responsibility for preparing students for the workforce and in society. Examples, templates, and other valuable information to help guide districts establish effective Advisory Committees are included in the **CTE Program Advisory Committee Handbook** which can be found at:

<http://www.nj.gov/education/cte/study/approval/CTEProgramAdvisoryCommitteeHandbook.pdf>.

Every district is required to consult with all required parties (i.e., advisory board members) in the development of the local plan for career and technical education and these individuals (listed in section 134 (b)(5) of the Perkins Act of 2006) are involved in the development, implementation, and evaluation of the CTE programs. *Perkins Act §134(b)(5) and N.J.A.C 6A:19-3.1*

The chart on the next page identifies the required members of the CTE program or program of study advisory committee. Every program must have at least two advisory committee meetings each year and a new program must have and at least two planning meetings before applying for approval.

Required Advisory Members

1. Business/Industry/Labor member(s) with expertise in the CTE program or program of study
2. CTE Teacher(s) of the CTE program or program of study
3. School Counselor
4. Postsecondary Institution
5. District Representative for Special Populations
6. Parent
7. Student

Additional Members (not required)

1. Additional business/Industry/Labor members with expertise in the CTE program or program of study
2. Relevant academic teachers (Math or Science teacher included in an Engineering program)
3. School Administrators/Department Chairs/Supervisors
4. Any other person who can contribute to the quality and success of the program or program of study

High-Quality Workforce and Education Partnerships

From PATHWAYS AND PARTNERSHIPS New Jersey's Blueprint for Talent Development

High-quality workforce and education partnerships are employer led, and have developed a clearly defined mission and vision statement, with defined roles and responsibilities for all partners. These partnerships will drive programs and investments with current industry and workforce data, and will focus on collaborative curriculum development based on industry need. All programs will integrate the use of career pathways, and

provide both interim process measures as well as outcome measures, which will be particularly focused on industry-valued credentials, employability skills, and experiential learning. It is additionally expected that programs will develop plans for sustainability beyond the life of any one funding stream.

1. **Employer Driven Partnerships:** Partnerships shall include private sector employers, and may include but are not limited to: educational institutions; nonprofit organizations or industry associations; and local or state government agencies.
2. **Clear Roles and Responsibilities:** The program shall have clearly delineated roles and responsibilities for all partner participants, including a clear coordinator, convener, or backbone organization. Participants should have a shared vision and mission around a challenge area, and a joint approach to solving it through agreed upon actions, such as may be found in a strategic plan.
3. **Employer Valued Degree or Credential:** The education and/or training provided by the program leads to skills, degrees, or credentials that create advanced opportunities for students or job seekers in high-demand fields or identifiable career pathways. Programs should use existing career pathways models, or develop new pathways models.
4. **Data Informed Strategies:** The program shall integrate quantitative and qualitative labor market or institutional data in identifying industry sector demand. This data will be shared broadly among all partner participants. The program will endeavor to provide education and/or training in a skills or credentials in-demand category as identified by the NJ Department of Labor and Workforce Development's Credential Review Board.
5. **Collaborative Curriculum:** Curriculum shall be demand based, and developed in collaboration with partnership participants. The program includes at least one of the following: career readiness; mentorship; internship, apprenticeship, or other experiential learning; and/or employability skills training.
6. **Program Effectiveness:** Program provides for measurable evaluation of the partnership which could include such tangibles as evaluation of improved skills, employment for students or job seekers, program growth, or increased funding. Additionally, the program shall lead to an industry valued degree, credential, or employment for students or job seekers. Program measures and evaluates job placement effort made by, or in collaboration with, a Partner Organization responsible for connecting students or job seekers to employment opportunities.
7. **Sustainable Plans:** The program shall have a plan for continued funding of initiative, which may include single-source or a variety of funding streams, including braided funding strategies. This should include a plan for continuing staffing and resource allocation sufficient to continue or expand the effort.

For more information related to the *PATHWAYS AND PARTNERSHIPS New Jersey's Blueprint for Talent Development* click on the link below:

<http://www.njsetc.net/njsetc/planning/unified/documents/NJ%20Blueprint%20for%20Talent%20Development.pdf>

Career and Technical Student Organizations (CTSO)

Every Career and Technical Education program is required to be affiliated with a Career and Technical Student Organization (CTSO). New programs must include events, activities, and/or competitions the CTSO plans to participate in. The following is a list of areas supported by each CTSO. *N.J.A.C 6A:19-3.1.6 Program Requirements and 6A19-3.3.*

| CTSO | CTSO Mission/Goal | Example Career Cluster Alignment* |
|------------------|--|--|
| DECA | DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management. | Marketing, Business Management and Administration, Finance, Hospitality and Tourism |
| FBLA-PBL | Future Business leaders of America - Phi Beta Lambda's mission is to bring business and education together in a positive working relationship through innovative leadership and career development programs. | Business Management and Administration, Finance |
| FCCLA | Family, Career, and Community leaders of America's mission is to promote personal growth and leadership development through Family and Consumer Sciences education. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through: character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation. | Education and Training, Human Services, Government and Public Administration, Hospitality and Tourism |
| FFA | FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. | Agriculture, Food & Natural Resources |
| HOSA | HOSA's two-fold mission is to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people. | Health Science |
| SkillsUSA | SkillsUSA empowers its members to become world-class workers, leaders and responsible American citizens. SkillsUSA improves the quality of America's skilled workforce through a structured program of citizenship, leadership, employability, technical and professional skills training.. | Architecture and Construction, Arts, A/V Technology & Communications, Education and Training, Hospitality and Tourism, Human Services (Cosmetology), Information Technology, Law, Public Safety, Corrections & Security, Manufacturing, Transportation, Distribution & Logistics |
| TSA | The Technology Student Association fosters personal growth, leadership, and opportunities in Science, Technology, Engineering, and Mathematics (STEM); members apply and integrate these concepts through co-curricular activities, competitions, and related programs. | Science, Technology, Engineering & Mathematics (STEM), Information Technology, Architecture and Construction, Manufacturing |

*List above may not represent all appropriate linkages between CTSO and Career Cluster. Please contact the [Career Cluster lead](#) if you have any questions regarding CTSO's appropriate for your specific CTE program or program of study.

Teacher Certification

New Jersey certification is required for any professional staff member employed in the New Jersey public schools or in any institution under the supervision of the New Jersey Department of Education, including charter schools and educational facilities within the Department of Corrections, Juvenile Justice Commission and the Department of Human Services. To find out more about the certification process, please go to the Certification and Induction website: <http://www.nj.gov/education/educators/license/overview/>.

To view certificates and endorsements for Career and Technical Education, please visit: <http://www.nj.gov/education/educators/license/cte/endorsements.htm>.

Contact Information

Program Assistance for CTE Programs and Programs of Study

If you have questions related to CTE programs or program requirements, please contact the [Career Cluster lead](#) or view the [Career and Technical Education Program Guide](#).

Technical Assistance for Carl D. Perkins

If you have specific questions related to Perkins, please contact your Perkins program officer:
<http://www.state.nj.us/education/cte/contact.htm#perkins>.

IT Technical Support for the CTE Data Management System

For help troubleshooting and fixing CTE Data Management System issues, please contact cte.help@doe.state.nj.us.