



**Morris County
Vocational School District**

Inspire. Prepare. Succeed.

PREPARING FOR THE UNKNOWN

Superintendent Town Hall
Presentation & Strategic
Planning Community
Discussion

Date: October 8, 2026
Time: 6:00 PM
Location: Denville Campus
400 East Main Street
Denville NJ 07834



**Dr. Anita Champagne
Superintendent of Schools**



***Morris County Career and Technical Institute ,
located on the campus of the County College of
Morris at 214 Center Grove Rd, Randolph, NJ***

**Members of the Board of
Education**

**Ms. Barbara Dawson
President**

**Mr. John P. Hyland
Vice President**

**Ms. Hanna Roth Starr
Board Member**

**Mr. John Paul Velez
Board Member**

**Dr. Nancy Gartenberg
Morris County Executive
Superintendent of
Schools**



Leadership Team

“The goal is not simply to **work together** — it is to **improve together**”



This is us!

Mission Statement

The mission of the Morris County Vocational School District is to provide vocational and enrichment programs that *inspire* and *prepare* students to *succeed* in today's world and pursue tomorrow's opportunities.

MCVSD Core Values



01. Collaborative Governance

Build and sustain a culture of trust, transparency, and collaboration that strengthens relations and supports effective governance and decision-making.

02. Teaching & Learning

Advance student achievement and college, career, and workforce readiness by expanding access to innovative career, technical, and enrichment opportunities while closing achievement gaps.

03. Efficiency & Effectiveness

Maintain strong organizational systems, processes, and services that provide responsive, high-quality support to schools, students, staff, families, and the broader community.

04. Community Connections & Public Relations

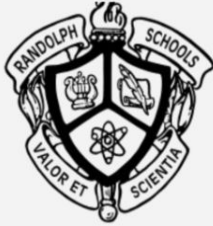
Foster trust, confidence, and engagement through clear, consistent, and transparent communication while creating meaningful opportunities to listen, learn, and collaborate with all stakeholders.

05. Finance, Operations, & Facilities

Maintain sound fiscal and operational practices, maximize resources, and ensure facilities and infrastructure effectively support a high-quality educational environment.



MCVSD Partnering Satellite Districts



Randolph Township School District



Madison Public Schools



Morris Hills Regional District



Roxbury Public Schools



Jefferson Township Public Schools

Morris County Vocational School District



DISTRICT OVERVIEW

The Morris County Vocational School District (MCVSD) consists of **five** identified high schools.

Four are full-time schools, **three** of which are located at satellite locations, offering a variety of Programs of Study aligned with the Career and Technical Education (CTE) framework.

The **fifth school** consists of several shared-time programs that provide students with opportunities to pursue specialized career and technical education while remaining enrolled in their home high schools.

MCST

Morris County School of Technology

Full-Time High School

MSE

Academy for Math, Science, & Engineering

Full-Time Satellite Academy

MIGE

Academy for Medicine, Innovation, Government, & Environmental Science

Full-Time Satellite Academy

APA

Academy for Performing Arts

Full-Time Satellite Academy

MCCTI

Morris County Career & Technical Institute

Shared-Time Specialized Programs



2026-2027 School Year

Updates, District Focus, & Data Review

2026-27 Enrollment Overview

2,205

Total Students

1,478 Full-Time | 727 Shared-Time (26/27)
1278 Full Time | 534 Shared-Time (25/26)

51

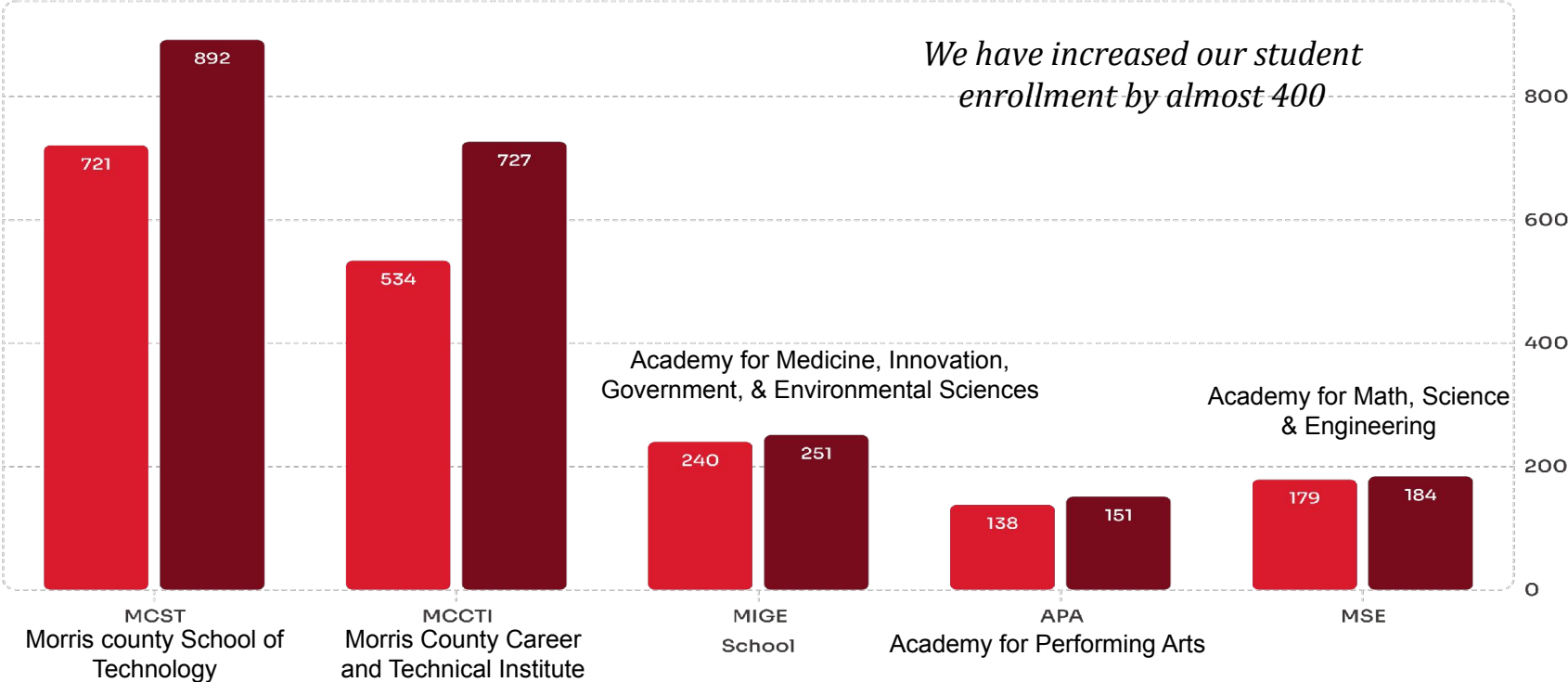
Sending Districts

Represented across Morris County and beyond

5

Schools

MCST, MCCTI, MIGE, APA, MSE



Enrollment by Sending District — Top 10

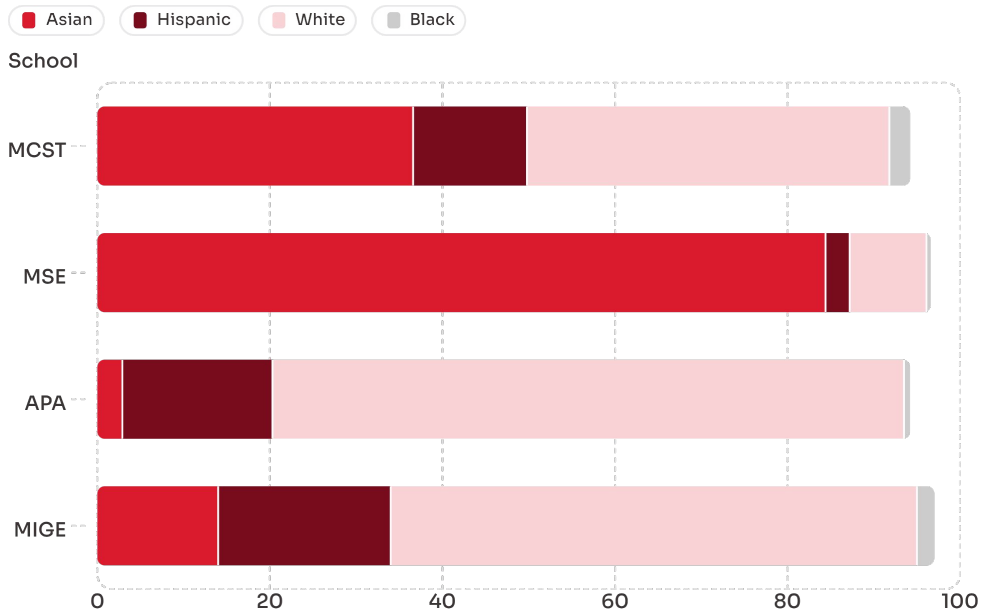
Leading Sending Districts

District	FT	ST	Total
Parsippany-Troy Hills	347	64	411
Morris Hills Regional	193	58	251
Hanover Park Regional	109	64	173
Randolph Twp	94	26	120
Jefferson Twp	87	26	113
Montville Twp	98	12	110
Roxbury Twp	73	28	101

DEMOGRAPHICS

Demographic Profile: 25-26SY

25-26 School-Level Racial Demographics (%) — Composition varies significantly across MCVSD schools.



25-26 District-Wide Profile (Fall 2025 Baseline)

White 45.5%

Asian 30.7%

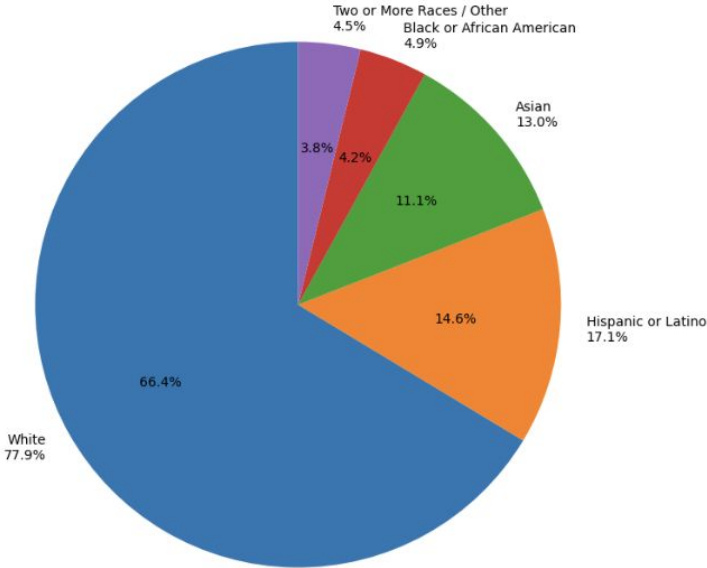
Hispanic/Latino
17.2%

Two or More
4.3%

Black/AA 2.2%

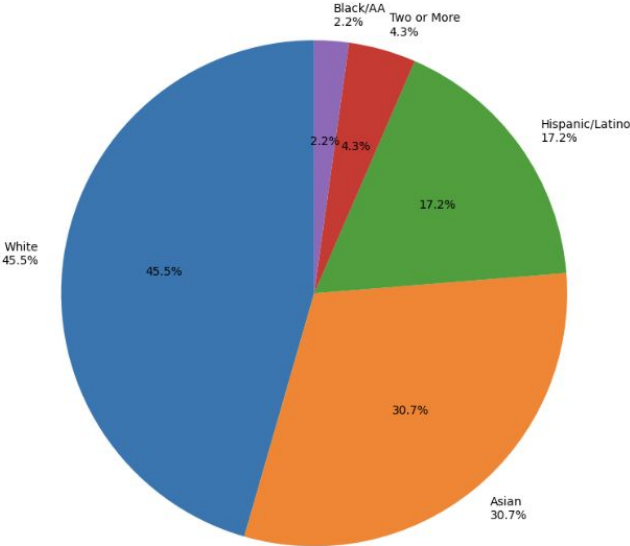
Morris County Demographic

Population Demographic Breakdown
(Supplied Percentages, Normalized)



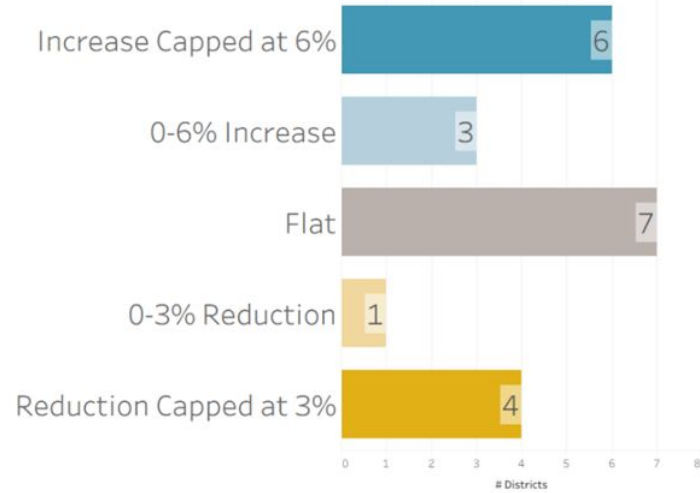
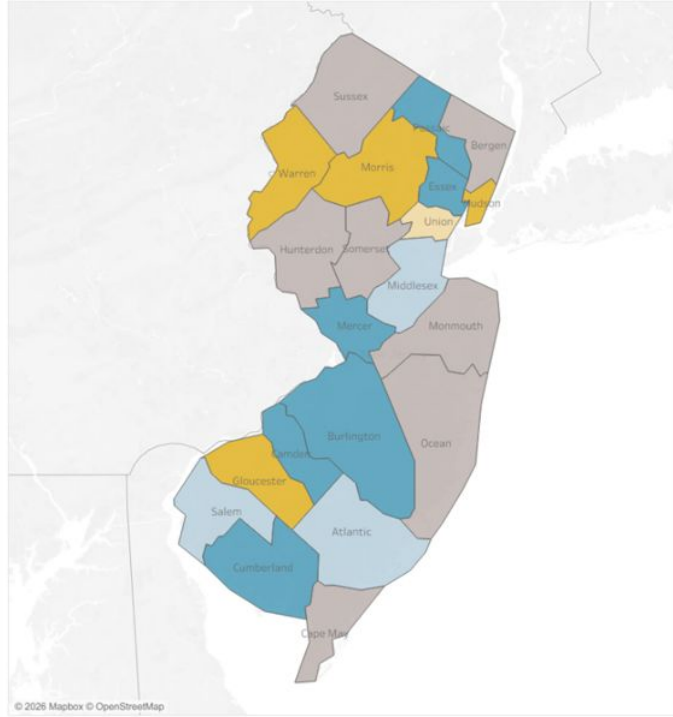
Morris County Vocational School District Demographic

Demographic Breakdown



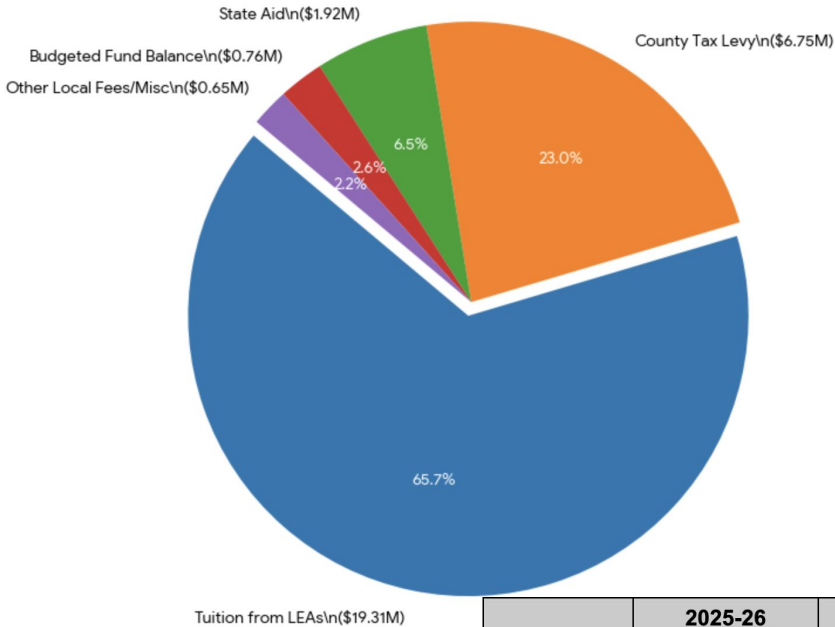


County Vo-Tech Proposed State Aid Change, FY27

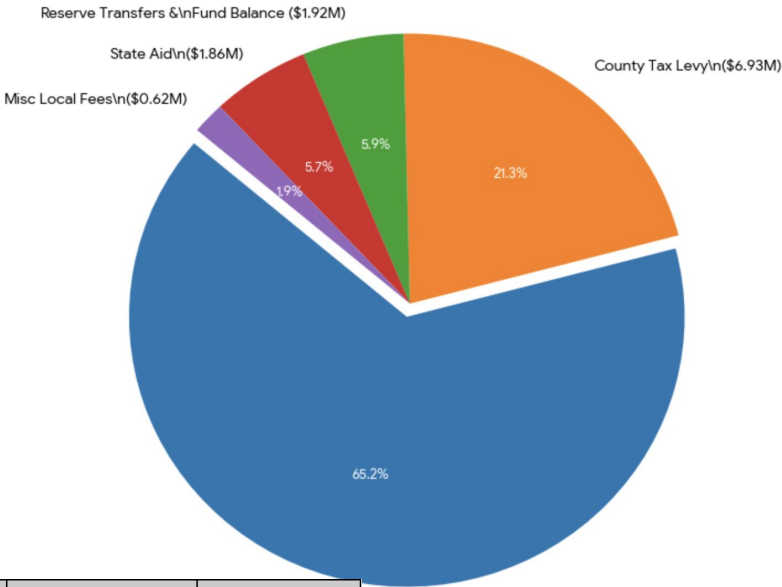


2026-2027 Budget Updates

Morris County Vocational School District\n2025-2026 General Fund Revenue Distribution



Morris County Vocational School District\n2026-2027 General Fund Revenue Distribution



Grant	2025-26 Allocation	2026-27 Allocation	Reduction in Funds	Reduction %
Title IA	\$114,462	\$68,166	\$46,296	40%
Title IIA	\$31,008	\$24,330	\$6,678	22%
Title IVA	\$10,623	\$10,000	\$623	6%
Perkins Secondary	\$423,445	\$404,745	\$18,700	4%
Total	\$579,538	\$507,241	\$72,297	12%

22% Tuition Increase for CCM

14% Health Benefits Increase

3.45% Increase Salaries

ATTENTION



**NO CELL PHONES OR
INTERNET ENABLED
DEVICES ALLOWED**

Parent/Student Survey Summary

The survey reveals a strong awareness among participants about the NJ State mandate prohibiting the use of personal cell phones during school hours, with 88% acknowledging the mandate. The most **pressing concerns revolve around communication during emergencies** and how students can contact their families, with 81% prioritizing understanding how to contact students during the school day. The preferred method of communication about the mandate is through email, favored by 87% of respondents. The Limited Use Policy, allowing device use during designated times, is the most desired, with 74% support. **Participants express concerns** about the practicality and safety of storing phones, and the potential impact on communication during emergencies.

District-Wide Performance: The Nine Indicators

Aggregate Results Across All 30 CIP Programs for 2024-25

PILLAR 1 · CORE OUTCOMES

1S1 · Four-Year Graduation Rate



3S1 · Post-Program Placement



PILLAR 2 · ACADEMIC PROFICIENCY

2S1 · Reading / Language Arts



2S2 · Mathematics



2S3 · Science

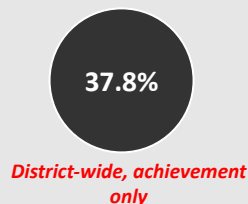


PILLAR 3 · PROGRAM QUALITY & EQUITY

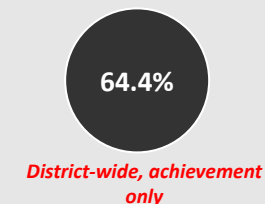
4S1 · Nontrad. Concentration



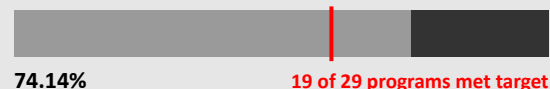
5S1 · Industry Credential



5S2 · College Credits Earned



5S3 · Work-Based Learning



NJGPA-A Mathematics

Grades Tested: 11

Tests Taken: **306** Date Last Taken: **04/01/2026**

96%



Percent	Count
4%	13
96%	293

NJGPA-A ELA

Grades Tested: 11

Tests Taken: **306** Date Last Taken: **03/25/2026**

99%



Percent	Count
1%	2
99%	304

NJSLA-A ELA

Grades Tested: 9

Tests Taken: **374** Date Last Taken: **07/24/2026**

87%



Percent	Count
1%	2
3%	12
9%	34
42%	158
45%	168

MCVSD Spring 26 Assessment Data

New Jersey Graduation Proficiency
Assessment (NJGPA)
&

New Jersey Student Learning
Assessment-Adaptive (NJSLA-A)

NJSLA-A Mathematics

Grades Tested: **Algebra I, Algebra II, Geometry**

Tests Taken: **372** Date Last Taken: **07/24/2026**

69%



Percent	Count
1%	2
6%	24
24%	88
39%	145
30%	113

NJSLA-S Science

Grades Tested: 11

Tests Taken: **301** Date Last Taken: **07/24/2026**

79%

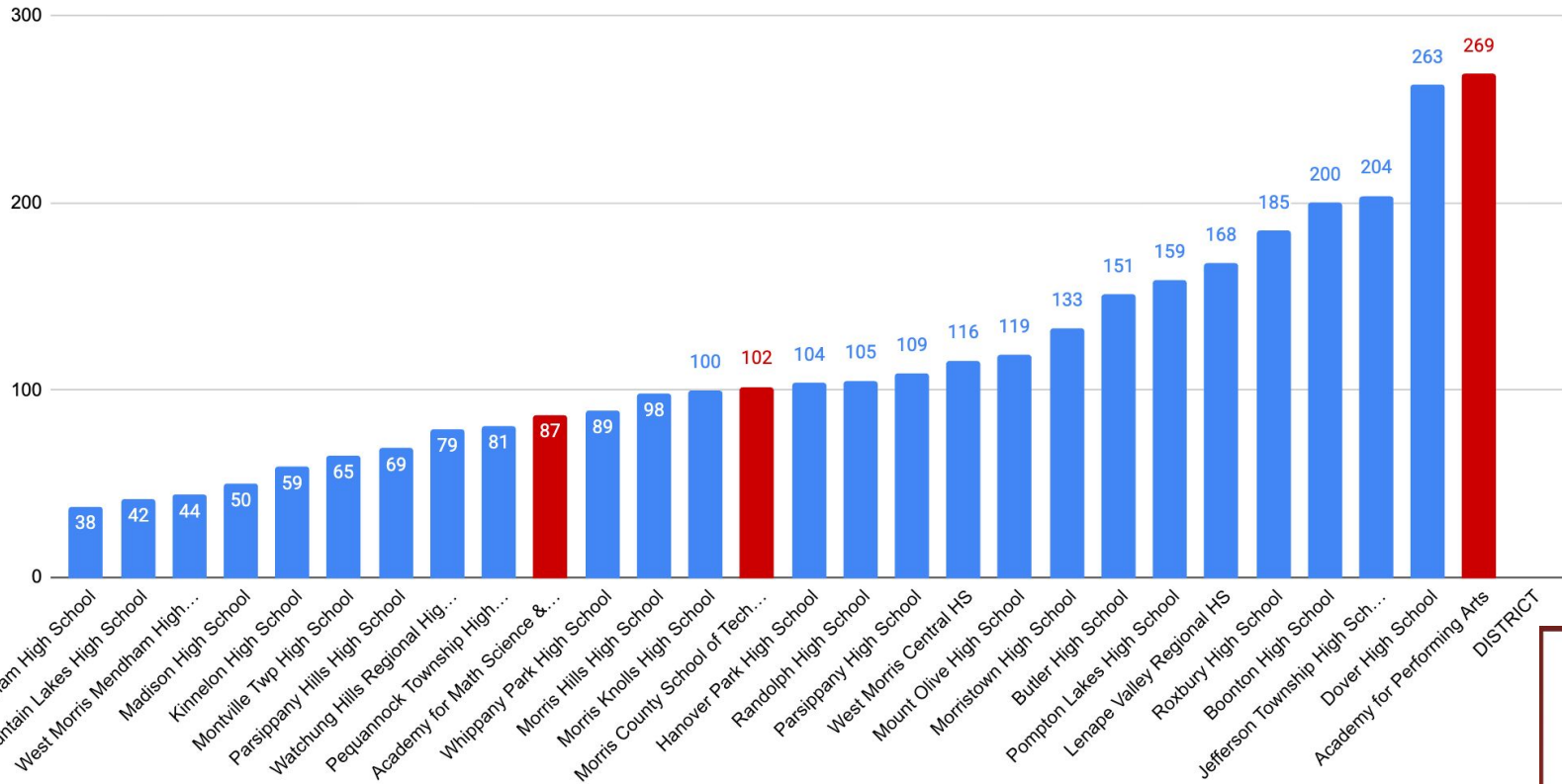


Percent	Count
6%	19
15%	44
36%	109
43%	129



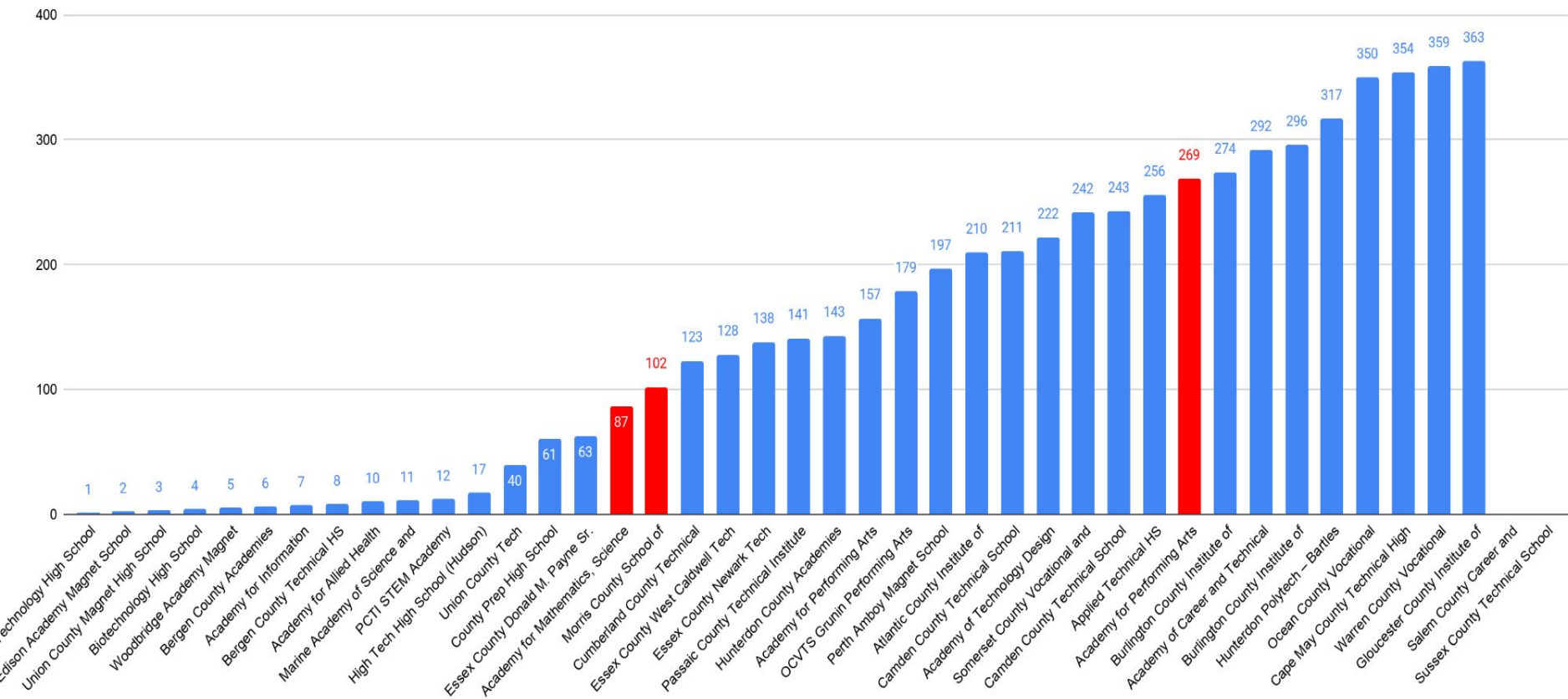
US World News Report

US News 26-27SY Best High Schools Rankings for Morris County



US World News Report

County Vo-Tech High Schools Comparison Rankings 26-27SY



Full-time Areas of Study and Academies



Morris County
Vocational School District
Inspire. Prepare. Succeed.

Your Future Starts Here!

CAREER AND TECHNICAL EDUCATION FOR MORRIS COUNTY HIGH SCHOOL STUDENTS

PUBLIC SERVICE AND LEADERSHIP

- Education & Learning
- Government & Legal Studies
- Law & Public Safety



BUSINESS, FINANCE, AND LOGISTICS

- Global Commerce
- Business Administration



CREATIVE ARTS & DESIGN

- Multimedia
- Design
- Performing Arts (Dance or Theater Arts/Musical Theater)



HEALTH SCIENCES

- Biotechnology
- Healthcare Science
- Sports Medicine
- Animal Science



APPLIED SCIENCE & TECHNOLOGY

- Artificial Intelligence & Robotics Engineering
- Math, Science & Engineering
- Computer & Information Science
- Aviation
- Environmental Science



EXPANDING OPPORTUNITIES.

Preparing Students for the Future.

MCVSD is proud to announce two exciting new programs designed to meet the needs of **today's** students and **tomorrow's** workforce.

2026–2027



GOVERNMENT & LEGAL STUDIES

EARLY COLLEGE PROGRAM

Students will explore law, government, policy, and civic leadership while earning college credits.



Opportunity to earn an ASSOCIATE DEGREE
upon graduating from high school.



2027–2028



ARTIFICIAL INTELLIGENCE (AI) & ROBOTIC ENGINEERING

Students will build the skills to innovate, design, and create intelligent solutions for a rapidly evolving world.



FULL-TIME PROGRAM



SHARE TIME PROGRAM



Innovative programs. Real-world skills. Limitless potential.





Morris County

Vocational School District
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Your Personal Career GPS: Find Your Pathway with MCVSD Share-Time

Pathway 1: Skill Builders

A hands-on route to job-ready skills.

For students who learn best through immersive, practical, and career-focused training.



Outcome: Industry Credentials & Employment Readiness



Prepares students for apprenticeships, state licensure exams, and direct entry into the workforce.

Example Programs:



Auto Tech



Cosmetology



Welding



HVAC & Electrical Trades

Pathway 2: Curious Explorers

Explore high-growth career interests.

For students who want to discover their passions before committing to a postsecondary path.



Outcome: Informed Decisions About the Future



Gain practical exposure to emerging fields like healthcare, business, and automated manufacturing.

Example Programs:



Business



Robotics



Healthcare (EMT, Dental/ Medical Assistant)

MCVSD's Share-Time programs act as a bridge between high school and the professional world. Students gain career skills, industry credentials, or college credits while remaining enrolled in their home high school for graduation and student life.

Pathway 3: Academic Accelerators

The express lane for earning college credits.

For academically motivated students ready for rigorous, college professor-led courses.



Outcome: College Credits or an Associate's Degree

Students accelerate their education and gain firsthand experience on a college campus.

Example Programs:



Cybersecurity



Engineering



Allied Health



Criminal Justice

Skill Builders

- Auto Services
- Technology
- Carpentry
- Cosmetology
- Electrical Trades
- Exercise Science
- Food Service
- HVAC
- Plumbing
- Welding

Explorers

- Entrepreneurship
- AI & Robotics
- Engineering
- Healthcare Pathway

Accelerators

- Allied Health
- Criminal Justice
- Culinary Arts
- Cyber Security & Information Tech
- Engineering, Design, & Advance Manufacturing

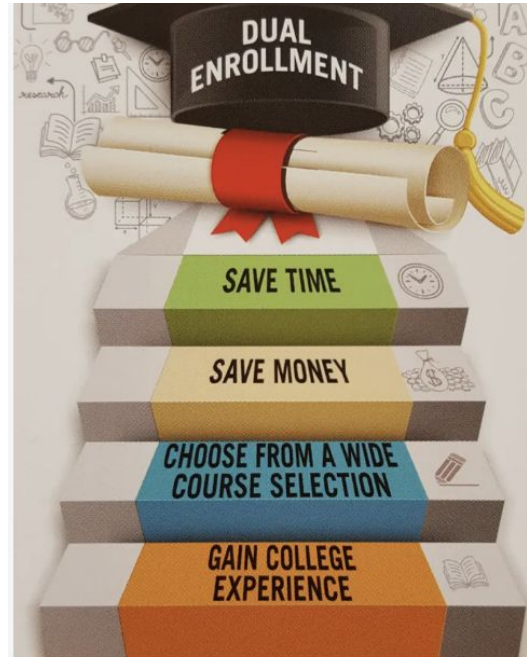
17 Programs



12th Grade Option



**FAIRLEIGH
DICKINSON**
UNIVERSITY



Early College Academies



Dual Enrollment Program

**Full-Time Applications for the 2027-2028 School Year are Being Accepted
Between August 26, 2026- November 3, 2026**



**INSPIRE.
PREPARE.
SUCCEED.**



Morris County

Vocational School District

MCVTS.ORG/APPLY

CAREER AND TECHNICAL EDUCATION HIGH SCHOOL PROGRAMS

STEPS TO SCHOOLWIDE SUCCESS

Systemic Practices for Connecting Social-Emotional and Academic Learning



School Links & Academic Benchmarks

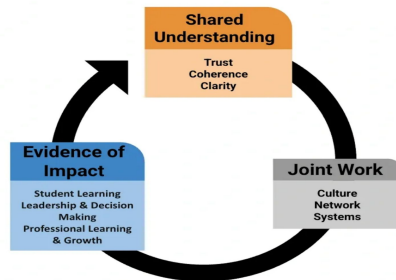
MCVSD 26-27 SY Focus!



Use of Technology & Artificial Intelligence in Schools



Increase Community Partnerships



Collaboration and Shared Accountability



New 3-5 Year Plan

THE DANIELSON GROUP	
DOMAIN 1 PLANNING AND PREPARATION 1a Applying Knowledge of Content and Pedagogy 1b Knowing and Valuing Students 1c Setting Instructional Outcomes 1d Using Resources Effectively 1e Planning Coherent Instruction 1f Designing and Analyzing Assessments	DOMAIN 2 LEARNING ENVIRONMENTS 2a Cultivating Respectful and Affirming Environments 2b Fostering a Culture for Learning 2c Maintaining Purposeful Environments 2d Supporting Positive Student Behavior 2e Organizing Spaces for Learning
DOMAIN 4 PRINCIPLED TEACHING 4a Engaging in Reflective Practice 4b Documenting Student Progress 4c Engaging Families and Communities 4d Contributing to School Community and Culture 4e Growing and Developing Professionalism 4f Acting in Service of Students	DOMAIN 3 LEARNING EXPERIENCES 3a Communicating About Purpose and Content 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment for Learning 3e Responding Flexibly to Student Needs

Quality Instruction



**What does the future look
like for our students**

Vocational Education vs. CTE

Vocational Education

Trained for a specific trade or job

Separated from academic coursework

Alternative to college

Manual or industrial trades

Prepared for immediate employment

Career & Technical Education (CTE)

Career readiness, adaptability, and lifelong learning

Integrates academics, technical skills, and real-world application

Pathways to college, certifications, apprenticeships, and careers

Trades + healthcare, cybersecurity, engineering, media, AI, business

Evolving careers and continuous reskilling

The Modern CTE Classroom

Active, hands-on environments centered on collaboration, advanced technology, and real-world career application.



Traditional Instruction

Row-based, lecture-focused environments designed primarily for passive learning.



Modern CTE Space

Dynamic, tech-infused labs fostering teamwork, innovation, and industry skill mastery.

Preparing for the Unknown

Teaching Beyond Traditional Educational Systems



objectives

01

Habits of Mind

Preparing students for habits of mind necessary to succeed in a world defined by constant change.

02

Equitable Outcomes

Dismantling policies, practices, and systems that perpetuate inequitable outcomes and limit opportunities for student success.

03

Global Connection

Create learning environments that prepare all students to navigate uncertainty, seize emerging opportunities, and contribute meaningfully.

Core Thesis

"The future of education is not about predicting careers. It is about preparing people who can adapt, create, collaborate, and continue learning in a world that keeps changing."

Why CTE Matters More Than Ever

It is becoming one of the most important frameworks for preparing students to navigate uncertainty, technological disruption, and rapidly evolving careers.



**From training students for
predictable jobs
— to preparing them for an
unpredictable future.**

That evolution is why CTE matters more than ever.

"The world changed **faster** than education."

Top 10 fastest growing skills by 2030

1.  AI and big data
2.  Networks and cybersecurity
3.  Technological literacy
4.  Creative thinking
5.  Resilience, flexibility and agility
6.  Curiosity and lifelong learning
7.  Leadership and social influence
8.  Talent management
9.  Analytical thinking
10.  Environmental stewardship

 Cognitive skills  Self-efficacy  Working with others  Management skills  Technology skills  Ethics

Note: The skills selected by surveyed organizations to be increasing most rapidly in importance by 2030.

Source: World Economic Forum. (2025). *Future of Jobs Report 2025*.

Modern Career & Technical Education (CTE)

Must Teach Future-Ready Skills



Adaptability

Responding dynamically to rapidly changing industries and emergent technologies.



Collaboration

Working fluidly across complex disciplines and directly with industry partners.



Communication

Conveying clear ideas, technical specs, and narratives across complex professional environments.



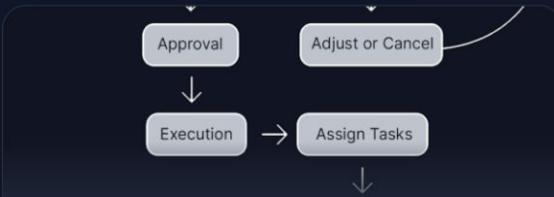
Creativity

Designing and modeling structural solutions to solve practical, real-world problems.



Resilience

Persisting patiently through rigorous trial, unexpected error, and systemic uncertainty.



Systems Thinking

Understanding highly interconnected networks, physical processes, and downstream outcomes.

MCVSD will begin the process of re-evaluating our grading as it pertains to our Career Readiness Practice (CRP) rubrics.

To ensure they focus on the identified essential skills.



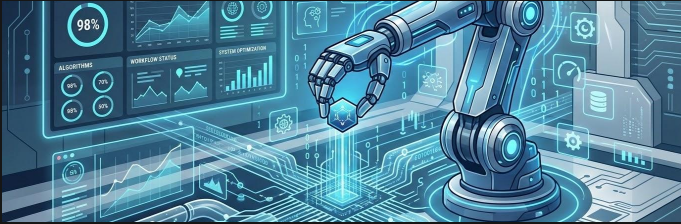
Student engagement with the standards and making the class instruction relevant to future success is key



Are We Sleepwalking into a Career Crisis?

Work is being completely reconfigured; we cannot rely on outdated strategies. To prepare our students, we must adapt to the current profound technological transformation driven by generative AI, autonomous digital agents, and enterprise cloud migration.

Human Skills Are Becoming MORE Valuable



AI CAN AUTOMATE

- Tasks
- Repetitive processes
- Data analysis at scale
- Routine decisions



AI CANNOT REPLACE

- Purpose & empathy
- Creativity
- Human connection
- Ethical judgment

Maryland Legislation

Artificial Intelligence Ready Schools Act

“

“They’re going to graduate in a world where nearly every career uses AI in some way. I felt like it was our responsibility to make sure that they were prepared to enter the workforce knowing how to use AI.”

— SENATOR HESTER told [WBAL-TV 11 News](#)



EDUCATION | by Sidnee Michelle • June 9, 2026

MARYLAND MOVES TO MAKE AI LITERACY A REQUIREMENT FOR PUBLIC SCHOOL STUDENTS

Flexible vs. Rigid Systems



The Realization

"What happens if a student changes their mind?"

Teacher Response:

"Well... it depends on when they realize it."

RIGID SYSTEM

"Start Over"

A student who changes interests must abandon prior progress and begin from scratch.

FLEXIBLE SYSTEM

"Carry Forward"

A student shifts pathways while carrying earned credits, skills, and experiences into their new pursuit.

**The difference is not student ability.
It is system design. We should regularly re-evaluate our systems to ensure we are current?**

Technical skills open doors.

Adaptive skills keep doors open.

Real-World Examples of Adaptation

Automotive Technology

Traditional repair → EVs.
AI diagnostics, advanced
systemics, advanced
software systems

EV model

Tradition

Adaptation

AI computer cluster

Dia...	
...	...
...	...
...	...
...	...
...	...

[illegible]

Cybersecurity

Not just learning current threats — learning to respond to threats that don't yet exist

Malicious data streams from

Malicious Portals

"future-threat" portals

Portals

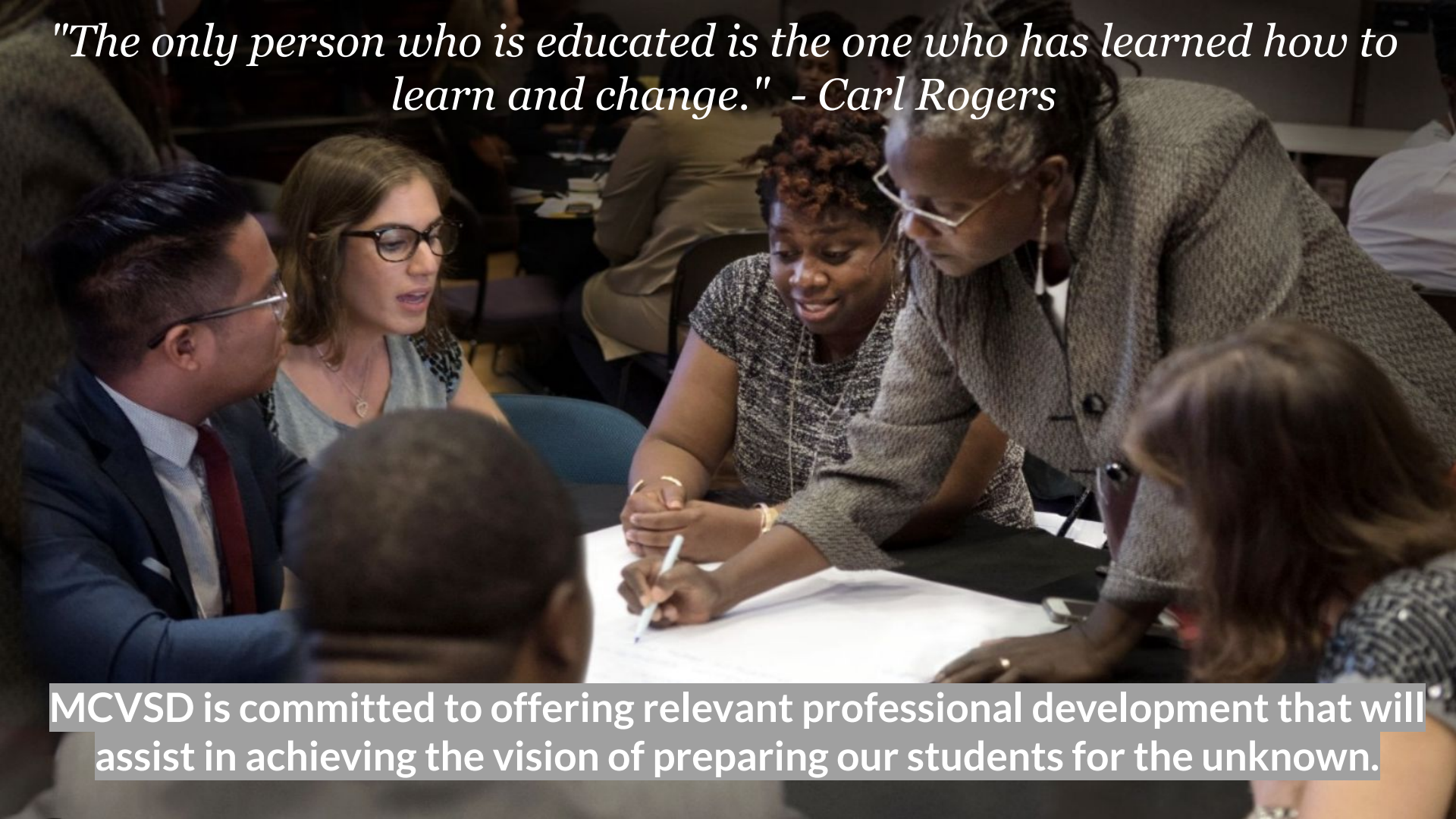
Unknown Threat Signature

Media & Design

Media & Design

SECTION IV

Teaching for the Unknown: The Systems Shift

A group of four professionals are gathered around a table in a meeting. A man in a blue suit and red tie is on the left, looking towards a woman with glasses and a grey top. Another woman with glasses and a patterned top is in the center, looking down at a document. A woman with glasses and a grey blazer is leaning over the table, pointing at the document. The background is slightly blurred, showing other people in a meeting room.

"The only person who is educated is the one who has learned how to learn and change." - Carl Rogers

MCVSD is committed to offering relevant professional development that will assist in achieving the vision of preparing our students for the unknown.

How Do We Prepare Students for the Learning Shift?



01 Teach adaptability, not just tasks

Can they pivot as industries evolve?

02 **Prioritize** human skills

Communication, collaboration, creativity, leadership, empathy

03 Make learning more real-world

Through internships, apprenticeships & industry partnerships

04 Integrate technology thoughtfully

Students must learn to work WITH technology, not compete against it

05 Redefine career readiness

Adapt, collaborate, communicate, innovate, and continue learning

Competitive Advantage & District Application

"The ability to learn faster than your competitors may be the only sustainable competitive advantage."

Arie de Geus

APPLICATION

Building an Adaptive District

A district that learns and adapts faster to changing student needs, workforce demands, and educational research is more likely to thrive than one that relies solely on past successes or established routines.

Key Adaptability Drivers:

- Changing Student Needs
- Evolving Workforce Demands
- Actionable Educational Research

Climate of Possibility: In Practice

*"The real role of leadership... is not command and control, but climate control — **creating a climate of possibility.**" — Sir Ken Robinson*



Active Exploration & Collaboration

Fostering spaces where students co-create, experiment, and lead.



Guided Self-Discovery

Shifting the teacher's role from rigid controller to supportive guide.

Closing Reflection: The Central Question

A man in a dark suit and white shirt stands with his back to the camera, holding a briefcase. He is looking out over a vast, digital landscape. In the background, there is a glowing world map with network lines connecting various points. Overlaid on the map are several data visualizations, including bar charts and pie charts. The overall color scheme is blue and white, with a futuristic, high-tech feel.

Are we building systems that sort students into pathways...

Or systems that help students navigate a lifetime of change?

THE FUTURE OF WORK

Success will not belong to those who made the perfect early choice. It will belong to those who can **continue choosing, continue learning, and continue adapting.**

Our responsibility — as educators, leaders, and systems designers — is to ensure every student has that ability.

Not once. But over and over again.

WE NEED YOU!



Planning for the Future

Collective leadership
requires people to feel safe
enough to be honest,
vulnerable, and
growth-oriented.

“The goal is not simply to
work together — it is to
improve together”



Strategic Planning

Discussion Questions

Use these questions to guide collaborative sessions, analyze district-wide needs, and shape our five-year roadmap.

Inspire. Prepare. Succeed.



01 What should we change or rethink to better prepare students for the future?

02 What should we be able to say we accomplished in three to five years?

03 What are we doing well that we should keep and build on?

04 Where do we have the greatest opportunity to improve?

05 What programs, opportunities, partnerships, or experiences do students need that we do not currently offer?

06 If we could accomplish only three things in the next five years, what should they be?

07 Which programs or pathways should we strengthen, redesign, expand, or consider ending?

08 What new industries, careers, or job opportunities should MCVSD explore?

09 What changes in our community, economy, workforce, and higher education should we prepare for?

10 What is the biggest challenge that could prevent MCVSD from achieving its vision?



Morris County
Vocational School District

Inspire. Prepare. Succeed.

Strategic Planning Final Question

“If you could give the Superintendent and Board of Education one piece of advice about the future of MCVSD, what would it be?”



<https://tejoin.com/participate/260108726>

**Thank you for your
participation!**