

**NEW JERSEY DEPARTMENT OF EDUCATION  
Office of Career and Technical Education**

**Carl D. Perkins Career and Technical Education  
Improvement Act of 2006**

**POSTSECONDARY FIVE-YEAR PLAN  
July 1, 2008 – June 30, 2013**

**TITLE PAGE**

<b>1. Name of Eligible Recipient:</b>	
<b>2. Name of Chief School Administrator/College President:</b>	<b>2a. Telephone #:</b>
	<b>2b. FAX #</b>
	<b>2c. E-mail Address:</b>
<b>3. Name of Perkins Project Director or Contact Person:</b>	<b>3a. Telephone #</b>
	<b>3b. FAX #:</b>
	<b>3c. E-mail Address:</b>
<b>4. Address:</b>	<b>4a. County Name:</b>
	<b>4b. County Code:</b>
<b>5. Name of Person Responsible for Data Collection:</b>	<b>5a. Telephone #:</b>
	<b>5b. FAX #:</b>
	<b>5c. E-mail Address:</b>
<b>6. Type of School:</b> Postsecondary Voc. School        _____ College                                    _____	
<b>7. Consortium member</b> _____ <b>yes</b> _____ <b>no</b> <b>If yes, list the other members of the consortium</b>	
<b>Assurance: By signing this document, I assure that the college/school district will provide programs that are of such size, scope and quality to bring about improvement in the quality of career and technical education.</b>	
<b>8. Signature of Chief School Administrator/ College President/:</b>  _____	<b>9. Date:</b>  _____

**FIVE-YEAR PLAN**

**COLLEGE/VOCATIONAL SCHOOL:** \_\_\_\_\_

**INSTRUCTIONS:**

**SECTION I**

**Section I** is to be used to describe the “big picture” of career and technical education for the district or college. In this section, indicate the larger overarching priorities of the district or college that will be used to guide the direction of the career and technical education programs. Provide information on career clusters, industry growth areas, and other local needs or goals. The rest of the five-year plan will reflect these larger goals and begin to describe how these goals will be addressed.

**SECTION II**

**Section II** is to be used to add more information to each of the listed goals (1 - 12) by providing one or more objectives related to that goal. The objectives under each goal are separated into three segments: the objective statement, anticipated outcomes and the projected timeline. It is not necessary to list activities (such as “Purchase supplies for the graphic arts program”) or strategies on the five-year plan. The objectives will be enacted each year using the strategies and activities that will be listed in the annual Perkins funding application.

**When complete**, the Five-Year Plan should be mailed to:

Marie Barry, Director  
Office of Career and Technical Education  
New Jersey Department of Education  
P.O. Box 500  
100 Riverview Executive Plaza  
Rt. 29 North  
Trenton, NJ 08625

**FIVE-YEAR PLAN**

**COLLEGE/VOCATIONAL SCHOOL:** \_\_\_\_\_

**SECTION I**

**Describe how CTE programs will be carried out.**

**Vision and Priorities**

**Describe the overarching vision for the next five years.**

(Use your response to the following three topic areas to address this. **Maximum three pages**)

- **Describe how you plan to address, over the five years of the plan, through refinement, development and implementation of current or future programs, one or more of the ten career clusters related to the industry growth areas (in parentheses below) identified as high priority in the State Five-Year Plan.**

1. Agriculture, Food, & Natural Resources (agribusiness);
2. Arts, A/V Technology & Communications (communications);
3. Business, Management & Administration (entrepreneurship);
4. Finance (financial services);
5. Health Science (life sciences);
6. Hospitality & Tourism (gaming and tourism);
7. Information Technology (information technology);
8. Manufacturing (advanced manufacturing);
9. Science, Technology, Engineering & Mathematics (life sciences; renewable energy); and
10. Transportation, Distribution & Logistics (logistics, ports, transportation).

- **Provide a description of the plans and strategies you will use to address one or more of the eight State CTE Priorities identified in the State Five-year Plan:**

Priority #1: Science, Technology, Engineering and Mathematics (STEM) Education

Priority #2: Education Reform

Priority #3: Nontraditional Careers

Priority #4: Developmental Career Counseling

Priority #5: Collaboration and Partnership Development

Priority #6: Professional Development and Technical Assistance

Priority #7: Student Leadership Development

Priority #8: Teacher Preparation and Recruitment

- **Describe additional priorities or specific goals, not included above, for the college or school, based on local initiatives or needs.**

*\*See the complete description in the Five-Year Career and Technical Education State Plan, adopted March, 2008*

**Approved Programs**

- 1. List the name and the CIP Code of each of the approved career and technical education programs.**
- 2. For each approved career and technical education program:**
  - a. Provide the description and purpose of the program;
  - b. List the sequence of courses that constitute the program; and
  - c. If any course is less than a semester in length indicate the course and the length in weeks.
- 3. Identify at least one program of study that the college or postsecondary vocational school intends to provide and indicate how it meets the following criteria:**
  - a. incorporates secondary education and postsecondary education elements;*
  - b. includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;*
  - c. may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and*
  - d. leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.*
- 4. Describe the system for delivering the CTE instructional programs. Include information on certificate or degree programs, tech prep programs, any credit for dual or concurrent enrollments, and any other information related to the methods by which students receive instruction. (Maximum one page)**

**FIVE-YEAR PLAN**

**COLLEGE/VOCATIONAL SCHOOL:** \_\_\_\_\_

**SAMPLE**

**POSTSECONDARY FIVE-YEAR PLAN**

**Instructions: Please use the following sample as a reference when developing your Five-Year Plan. The objectives, outcomes and timelines should be identified in the table provided below.**

**SECTION II: EXAMPLES OF STRATEGIES, ANTICIPATED OUTCOMES AND PROJECTED TIMELINES**

<p><b>Goal #1:</b> To improve the academic and technical skills of students participating in CTE programs through integration (of academic and technical education).</p>		
<p><b>Objectives:</b></p> <p><b>1.1</b> To develop a strategic outreach plan to improve outcomes for secondary students enrolled in postsecondary Allied Health Science courses.</p> <p><b>1.2:</b> To align postsecondary curriculum with student attainment of industry recognized credentials or a degree in the Allied Health Science field.</p>	<p><b>Anticipated Outcomes</b></p> <p>1.1a: Establishment of an articulation plan with at least 5 secondary schools to integrate new academic courses in the Allied Health Science field.</p> <p>1.1b: Integration of a dual credit program for students seeking careers in the Allied Health Science field focused on technical skill proficiency. (e.g., LPN, Dental Assisting, Medical Assistant)</p> <p>1.2a: Allied Health Science students will take the Licensed Practical Nurse (LPN) certification test with a success rate of 90%.</p> <p>1.2b: 95% of postsecondary students will attain an Applied Associates degree in one of the Allied Health Science field offered.</p>	<p><b>Projected timeline</b></p> <p>September 2010</p> <p>December 2010</p> <p>Annually, starting May 2009</p> <p>Annually</p>

**FIVE-YEAR PLAN**

**COLLEGE/VOCATIONAL SCHOOL:** \_\_\_\_\_

**FIVE-YEAR POSTSECONDARY PLAN**

**SECTION II - Describe how CTE activities will meet state and local adjusted levels of performance.**

(The following goals will address the use of activities to meet the adjusted levels of performance)

**Section II applies to all of the postsecondary institutions school approved CTE programs.**

<b>Goal 1: To improve the academic and technical skills of students participating in CTE programs through integration (of academic and technical education).</b>		
<b>Objectives:</b>	<b>Anticipated Outcomes</b>	<b>Projected timeline</b>
<b>1.1</b>		
<b>Goal 2: To provide students with strong experience in, and understanding of, all aspects of an industry.</b>		
<b>Objectives:</b>	<b>Anticipated Outcomes</b>	<b>Projected timeline</b>
<b>2.1</b>		

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**COLLEGE/VOCATIONAL SCHOOL:** \_\_\_\_\_

<b>Goal 3: To ensure that students who participate in CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students;</b>		
<b>Objectives:</b>	<b>Anticipated Outcomes</b>	<b>Projected timeline</b>
3.1		
<b>Goal 4: To encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects. (Rigorous and challenging courses may be either on the secondary or postsecondary level)</b>		
<b>Objectives:</b>	<b>Anticipated Outcomes</b>	<b>Projected timeline</b>
4.1		

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**COLLEGE/VOCATIONAL SCHOOL:** \_\_\_\_\_

**Goal 5. To provide comprehensive professional development (including initial teacher preparation) for CTE, academic, guidance and administrative personnel to promote the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE (including curriculum development).**

<b>Objectives:</b>	<b>Anticipated Outcomes</b>	<b>Projected timeline</b>
5.1		

**Goal 6: To involve a wide variety of stakeholders in the development, implementation and evaluation of CTE programs, and how such individuals and entities are informed about, and assisted in understanding, the requirements of Perkins, including CTE programs of study.**

<b>Objectives:</b>	<b>Anticipated Outcomes</b>	<b>Projected timeline</b>
6.1		

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**COLLEGE/VOCATIONAL SCHOOL:** \_\_\_\_\_

<b>Goal 7: To evaluate and continuously improve performance.</b>		
<b>Objectives:</b>	<b>Anticipated Outcomes</b>	<b>Projected timeline</b>
7.1		
<p><b>Goal 8: To identify and overcome barriers that result in lower access or success for special populations, to provide programs that enable special populations to meet local performance levels, and to provide activities to prepare special populations including single parents and displaced homemakers, for high-skill, high-wage or high demand occupations that will lead to self-sufficiency.</b></p> <p>Special populations: <i>students who are handicapped, limited English proficient, economically disadvantaged, single parents including single pregnant women, displaced homemakers and nontraditional for gender.</i></p>		
<b>Objectives:</b>	<b>Anticipated Outcomes</b>	<b>Projected timeline</b>
8.1		

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**COLLEGE/VOCATIONAL SCHOOL:** \_\_\_\_\_

**Goal 9: To insure that individuals who are members of special populations will not be discriminated against based on this status.**

<b>Objectives:</b>	<b>Anticipated Outcomes</b>	<b>Projected timeline</b>
<b>9.1</b>		

**Goal 10: To promote preparation for nontraditional (for gender) fields.**

<b>Objectives:</b>	<b>Anticipated Outcomes</b>	<b>Projected timeline</b>
<b>10.1</b>		

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**COLLEGE/VOCATIONAL SCHOOL:** \_\_\_\_\_

**Goal 11: To provide career guidance and academic counseling to CTE students, including linkages to future education and training opportunities.**

<b>Objectives:</b>	<b>Anticipated Outcomes</b>	<b>Projected timeline</b>
<b>11.1</b>		

**Goal 12: To improve the recruitment and retention of CTE teachers, faculty, and career guidance and academic counselors, including underrepresented groups; and the transition to teaching from business and industry.**

<b>Objectives:</b>	<b>Anticipated Outcomes</b>	<b>Projected timeline</b>
<b>12.1</b>		